When our students leave Oxford Brookes University they leave with something very distinct, very individual and very highly regarded by the profession.

www.brookes.ac.uk/architecture
Oxford Brookes offers a rich diversity of postgraduate Architecture programmes. With a student population drawn from variety of countries and cultures and strong global engagement, the School of Architecture provides a vibrant learning experience.
WELCOME TO ARCHITECTURE AT OXFORD BROOKES

The School of Architecture excels in producing students prepared to practise and research on an international stage.

ESTABLISHED REPUTATION
The work in the school consistently wins awards at national and international level. This recognition testifies to the quality of the people, place, environment and the culture engendered. We value our students and staff highly and the result is a school collectively pushing the boundaries of the possible in architecture.

LIVE PROJECTS
You have the ability to participate in many live projects, including real world projects in collaboration with both local and international organisations. The design work illustrates the high quality expected from all in the school.

CAREERS AND DEVELOPMENT
The school’s impressive employment record in the recent recession demonstrates the alignment of the programmes with the needs of practice. The Practice, Management and Law modules in Parts 2 and 3 bring leading architects, lawyers and business people in to educate the students, and enable them to link up with their own design projects.

The validation criteria are a strong foundation on which to build an exceptional student experience and a strong graduate. Students engage in applied learning into design, through the lecture, seminar and workshop format. The criteria are revisited in different contexts to enable you to explore the possibilities through alternate academic and practice positions.

Being at the heart of architecturally interesting Oxford, the culture is one of innovation and experimentation, shaping the individual through diverse thinking. From the globally respected Centre for Development and Emergency Practice, through the deployment of cutting edge digital technology, to our award winning work in visionary sustainable strategies for design. Oxford Brookes stands as a leader at all levels of architectural education.

With a wide portfolio of research degrees, and highly regarded professional master’s degrees, Oxford Brookes offers unparalleled opportunities in the school, including an ability to explore an applied specialisation in design and develop an understanding of transdisciplinary working practices and build an impressive portfolio of work.

With a clear focus on academic, research and professional excellence, we ensure our graduates are prepared to lead in an internationalised market. The Part 2 programmes enable you to develop specialised skills that align with your personal interests in addition to earning a highly respected Part 2 qualification.

RESEARCH
Oxford Brookes is internationally recognised for work across a wide range of fields; low carbon technologies, architectural humanities, technology, development practice and vernacular architecture. The school maintains collaborative provisions with international organisations such as the Red Cross. We continue to build on this reputation through the development of new areas of research such as research by design, building information modelling (BIM), and through the organisation of conferences and the dissemination of its research through publications, exhibitions and knowledge transfer partnerships.
TEACHING AND LEARNING
The school employs a fully integrated approach to both teaching and assessment. The assessment embeds at key points into the delivery of teaching. The programmes support traditional studio instruction with peer-assisted learning and self-assessment, to promote independent learning and critical reflection. The student engagement enables the cross fertilisation of applied learning to be realised and explored.

Research linked to teaching is applied and practised in the school through internal and external exchange; conference, live project, exhibition.

This combination enables a rich dialogue that explores the combined effect of differing positions. Annual field trips embed empirical learning into the student experience; local, European and international.

FACILITIES
The School of Architecture is based in the impressive purpose-built Abercrombie building, with two floors of studio space. There is a dedicated workshop and print room offering a wide range of equipment.

“When our students leave Oxford Brookes University they leave with something very distinct, very individual and very highly regarded by the profession.”

MATT GASKIN, HEAD OF SCHOOL
Each design unit has its own dedicated studio space.
We use a wide range of teaching approaches from traditional lectures, seminars and tutorials to e-learning, studio-based teaching in our own purpose-built studio, workshop based practical work, demonstrations and site visits, role-play simulations, problem-solving exercises, group projects and more.

The Abercrombie building is where students are taught. The building houses studios and learning spaces, connected by glass walkways spanning an expansive full-height atrium. The open-plan work areas aim to encourage close working, collaboration and idea sharing between disciplines and year groups. The Glass Tank exhibition space is on the ground floor of the building, providing a prominent position to exhibit university activity and the achievements of our students. This is where the annual End of Year Show is hosted and the highly regarded annual Human Rights Festival. The space has housed many unusual installations from a humanitarian aid pod to a major structure which is part of a local live project.

**CASE STUDIES**

Live case studies play a big part in how we teach – we have strong links with local authorities, developers and the leisure industry – and you’ll see developments in Oxford and further afield through fresh eyes as they become part of your learning experience. Many of today’s leading professionals visit the school to lecture. Previous visiting professionals have included Sir Paul Smith, Kevin McCloud, Charles Holland from FAT Architecture, Stelarc, Jeremy Dixon and Roger Hawkins to name but a few.

**STUDIOS**

Two large open-plan studios equipped for both traditional and digital working form the hub of the educational experience offered by the school, open 24-hours per day. Our digital facilities enable students to use the latest high-end software programmes including 3D Studio Max and MicroStation for modelling, together with leading CAD, web, image, and movie editing software, all running on a bank of 60 powerful workstations. Equipment and software are updated on a regular basis and are fully networked to digital projectors, a wide range of high-quality printers and plotters, and a laser cutter. In addition pooled rooms for use of programmes such as AutoCAD, ArchiCAD and Photoshop are available throughout the university for student use.

**PRINT ROOM**

The school’s print room includes high quality plotting facilities linked to the third and fourth floor studios. New for this year is a Raise3D N2 Plus Dual Extruder 3D Printer, HP PageWide XL 5000PS MFP, 3d scanner – EinScan-Pro+ & R2, plus a wide range of industry standard machines. In addition a wide range of cameras and photographic equipment is available on loan to students.

**WORKSHOP**

The workshop houses a range of equipment for model making and fabrication. As well as traditional equipment, a range of digital equipment – three laser cutters, two CNC routers, five different types of 3D printing and 3D scanners, is available to students with no additional charge. All relevant training is provided by workshop staff.

**LABORATORY**

The school maintains a dedicated and well-equipped technology laboratory suitable for structures tests and demonstrations in steel, concrete and timber. The laboratory includes several large reaction frames, concrete mixing and casting facilities and cladding testing equipment.

**UNIVERSITY LIBRARY**

The university library has one of the best architecture collections in the UK. Our collection contains 340,000 books and 2,400 journal titles, plus a wide range of electronic sources, databases and catalogues. The architecture collection, which includes slides, videos and CD-Roms as well as a comprehensive holding of books and periodicals, is run by the full-time Architecture Librarian.

www.brookes.ac.uk/architecture
We have a broad portfolio of postgraduate programmes in the School of Architecture which are undertaken by students from around the world, with diverse backgrounds, and varied disciplines. This student body coupled with the staff energy and enthusiasm for the subject engenders a student-centred learning and teaching environment.

**Applied Design in Architecture (MArchD)**

Applied Design in Architecture (MArchD) is for those who wish to become professionally qualified in the UK and provides ARB/RIBA Part 2. It is also possible, through the Research-led Design specialisation, to spend half of the programme pursuing your own research and design programme.

See pages 10-12

**Architecture (MArch/PGDip)**

The Advanced Architectural Design Module represents the core of the learning experience. Project-based learning is used in a studio environment to individually and collectively explore architectural design problems.

The programme concludes with the Dissertation Project in which individual students work with a supervisor on projects that have developed from the work of the design studio or appropriate Special Route.

See pages 13-15

**International Architectural Regeneration and Development (MA/PGDip/PGCert)**

This unique international and multi-disciplinary programme focuses on both rural vernacular traditions and historic urban centres. The programme is offered at three levels: as a postgraduate certificate, a postgraduate diploma and a master’s degree.

See pages 16-18

**Sustainable Building: Performance and Design (MSc/PGDip/PGCert)**

A key aim of the programme is to promote an interdisciplinary and strategic approach to design that will enable professionals to integrate their skills and cooperate in achieving genuinely excellent environmental performance in buildings.

See pages 19-20

**The Centre for Development and Emergency Practice**

The Centre for Development and Emergency Practice presents three unique courses. Founded in 1985 the programmes focus on chronic poverty, disaster, the resolution of conflict and on the protection of vulnerable people.

The award-winning Development and Emergency Practice MA attracts students from all backgrounds from experienced practitioners to those new to development.

The online Humanitarian Action and Peacebuilding MA course delivered in collaboration with UNITAR. Building on Oxford Brookes and UNITAR’s expertise to explore these two fields by linking theory and practice.

The Shelter After Disaster PG Cert develops reflective practitioners who will have an understanding of practice and strategic issues related to development and emergency.

See pages 22-32 for more about the courses presented by the Centre for Development and Emergency Practice

www.brookes.ac.uk/architecture
Why did you choose to come to Oxford Brookes?
I was looking for a master’s course that would provide me an opportunity to pursue this multidisciplinary interest and explore its professional applications. I found International Architectural Regeneration and Development to be one of the best fits for my search.

The second reason was the university’s location, Oxford, which added in this willingness, while the longstanding reputation of Brookes School of Architecture and positive experiences of its alumni confirmed my decision.

However, this dream wouldn’t have been materialised without the availability of funding. Thus, the university’s offer of full scholarship became my final reason for choosing Brookes.

What was the best thing about your course?
The course is multidisciplinary in a true sense. By crossing the boundaries of single disciplines, and by exposing me to other related disciplines, it allowed me to study the subject in a holistic manner. Moreover, the structure of this course is quite open with a range of modules available to choose from. Hence, I could easily tailor it to address my specific interests.

What jobs have you undertaken since you have graduated?
While at Brookes, I had won the ISA Travel Award for my proposal of studying the post-disaster rehabilitation works of Yasmeen Lari. Yasmeen is an eminent architect, and the founder of Heritage Foundation of Pakistan, based in Karachi. She is best known for her initiative of community practice for the sustainable development of Pakistan’s disaster affected areas, and has also won many national and international awards for the same.

After finishing my master’s, I started working on this project under Yasmeen’s guidance.

At present, I am studying her ‘zero cost, zero carbon footprint’ methodologies of construction, which are developed from simple technical advancements in local vernacular architecture. Based on this study, I will be further preparing an entry for the ‘encyclopaedia of vernacular architecture (2nd ed.)’ under the supervision of Dr Marcel Vellinga at Oxford Brookes.

On the other hand, I am slowly establishing my own practice in India, through which I aim to explore if Yasmeen’s methodologies can be employed here to help the poor areas of my country.

What are your top tips for international students coming to Brookes?
Both Brookes and Oxford have a lot to offer, a lot to add to your experience and knowledge. Whether it is a facility like the library or workshop, an extra-curricular activity like drama club or sports, or any academic or non-academic person such as your professor or a guest speaker, every door is open here. It will be up to you how much you extract from it. So, go ahead, follow your interests and make the MOST of all that you have here!
APPLIED DESIGN IN ARCHITECTURE

MArchD (RIBA/ARB PART 2)

This programme creates a distinct graduate profile and is recognised nationally and internationally, offering a broad range of design studio projects and specialist design pathways.
The programme is grounded on the belief that architects should be thinking well beyond the constraints of market forces and the traditional disciplinary limits of the profession, towards the forms, technology and spaces for a more sustainable future.

**YEAR 1: RESEARCH INTO DESIGN**

This year has a very strong emphasis on acquiring in-depth knowledge of an architecturally important field of study and utilising that knowledge in design. This is achieved by taking one of the six ‘design specialisations’. You must choose which design specialisation is best for you.

The specialisations on offer are deliberately highly diverse to cater for the changing nature of the profession in practice. This course produces graduates for the global market and as such requires a high level of commitment from staff and students.

**YEAR 2: DESIGN & TECHNOLOGY**

This year is structured to enable you to synthesise a broad range of complex cultural, aesthetic, research and technical factors, and design specialisation learning into your major design project and portfolio. The year is spent participating in one of six design studios. All studios have control over their own programme of projects and each has a different view of architectural culture and promotes different design methods. The design studios are taught by some of the brightest designers and tutors in the country and consequentially their programmes demand high levels of creative and intellectual endeavour from you, as well as high levels of productivity. Their aim is to raise your design thinking, skills and production to the highest possible standard.

**DESIGN SPECIALISATIONS:**

- Advanced Architectural Design
- International Architectural Regeneration and Development
- Development and Emergency Practice
- Sustainable Building: Performance and Design
- Research-led Design
- Urban Design

Each of the design specialisations includes a design project or projects, to which you will apply your detailed learning.

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a Virdi, Tarveen Machismo puts men and women at risk... You can change it!
EXHIBITION
The End of Year Show is the culmination of each year's academic programme. It is not only a showcase for your work, but is in itself an important opportunity for you to develop spatial and presentation skills in a very immediate and hands-on way. All students must play a full role in designing, organising, making and maintaining the exhibition. To this end the exhibition is an integral part of your design studio and design specialisation programme.

RESEARCH EMBEDDED IN TEACHING
Research informs the very essence of the content of the programme, with staff actively involved in producing publications linked to teaching, engaging in live projects, and the production of exhibitions. This work synthesises the staff and student body in the collective learning of the staff, which shapes the very nature of the content of both the academic and research activities. This programme links in with the five research groups that run through the school which encapsulate the mantra that if you research you teach and if you teach you research.

Staff research includes development practice, vernacular studies, representation, digital technologies, and research by design, environmental studies, and cultural context. A number of students are now engaged in working with eminent scholars on research in the school and are helping to set the agenda for the future.

CAREER OPPORTUNITIES
Primarily the MArchD is aimed at producing architects that have the RIBA/ARB Part 2 and are then moving onto the Part 3 qualification in order to become a qualified architect.

At the completion of the programme your portfolio includes design, technology, cultural context, management practice and law plus an expertise in development practice, design, sustainability, vernacular studies, or cultural context. In addition to the route as an architect, students on the programme have gone on to work for NGOs, as researchers, PhD students and academics. Architecture is a degree that offers diversity of career and this programme further supplements the opportunities to pursue your own personal path. The school is actively promoting live projects to enable recent graduates to learn both conceptually and pragmatically on a range of diverse scales.

ADMISSION REQUIREMENTS:
Admission to the programme will normally be open to applicants who fulfil either of the following requirements:

Hold a good approved undergraduate honours degree (first or upper second) in architecture or a discipline relevant to architecture.

Possess an appropriate professional background and experience of designing architecture, or designing in a discipline that has a strong relationship or similarities to architecture.

ENGLISH LANGUAGE REQUIREMENTS:
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

www.brookes.ac.uk/international/apply/english

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a Lewis Callen
b Collage 1, Design Studio 5
At the heart of the MArch course is a unique idea about teaching design, which recognises intuition as the crucial element of learning.
At the heart of the approach to teaching on MArch is a set of values which redefine the function of architecture in terms of the human relationships that underlie society, how people really live and relate to each other and use the physical context of their environment.

**SEMESTER 1**

The first semester is an organised fabric of reviews, workshops, tutorials and deadlines with students working both individually, and in groups. Within this framework students engage in several strands of investigation. To begin with, students are asked to produce a large volume of work in a variety of media in a very short time, intuitively, without analytical conscious thought. Elements of the brief, such as site, the social context, the programme, materials, and structure are then introduced to modify the initial work and themes. Individual interests are introduced and developed.

**SEMESTER 2**

The second semester design studio focuses on the architectural implications of bringing apparently dissimilar strands of the first semester’s investigation into surprising conjunctions. You are asked to approach the possibilities created by these apparently disconnected procedures in an entirely systematic way. At this stage the studio places emphasis on the importance of developing your ability to demonstrate conceptual clarity, to locate your ideas in the spectrum of current and past architecture to maintain a strong link between concept and product. The successful conclusion occurs when the final project, through conscious analysis and critique, is resolved both formally and psychologically. The result is seen as having been embedded in the initial intuitive origin.

**DISSERTATION AND EXHIBITION**

The end of year exhibition is an opportunity to showcase your work. Students from other programmes will also display their work, and all students play a full role in designing, organising, making and maintaining the exhibition. The exhibition is an integral part of the design studio. The 12 weeks of the summer are spent developing an individual dissertation project. This is exhibited publicly, in a gallery or cinema outside the campus, and draws a wide audience.

**RESEARCH EMBEDDED IN TEACHING**

Studio research is complemented by a series of challenging talks by visiting academics and practitioners at every stage of the process as well as a consistent programme of individual discussions and workshops with your tutors. You will work both in groups and individually, exploring a new kind of architecture. The methods of exploration include techniques usually associated with architectural design-making of collages, as well as hand and computer drawings. The aim is to design and make physical objects in the workshop. These skills are supported by techniques associated with film making such as lighting, sound and photography. The tutors act as guides to reveal areas of interest so that you develop an individual approach to the brief, the programme, and the realisation of a project.
ADMISSION REQUIREMENTS:
Admission to the programme will normally be open to applicants who fulfil either of the following requirements:

1. Hold a good approved undergraduate honours degree (first or upper second) in architecture or a discipline relevant to architecture.
2. Possess an appropriate professional background and experience of designing architecture, or designing in a discipline that has a strong relationship or similarities to architecture.

ENGLISH LANGUAGE REQUIREMENTS:
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

www.brookes.ac.uk/international/apply/english

CAREER OPPORTUNITIES
MArch students have found career opportunities around the world in both architecture, and other related disciplines.

One of our students was Secretary of the Indian Institute of Architects. He has recently been given an award for the design and construction of a floating hotel in Kerala; this has led to the commission of a floating city in Dubai.

The MArch course prepares its students to be resourceful, creative, and to explore new ways that architectural practice can be applied to industry and research. The MArch provides an opportunity to further develop architectural skills that are applicable to contemporary design practice. Our graduates are in demand from major international architecture offices around the globe.

www.brookes.ac.uk/architecture/postgraduate-masters
This unique international and multi-disciplinary course focuses on the adaptive reuse of buildings in rural vernacular and historic urban environments.
The combined processes of globalisation, urbanisation, environmental change, the depletion of natural resources and technological development have resulted in an increasingly dynamic and inter-connected world that requires urgent responses from those involved in the regeneration and sustainable development of the inherited built environment.

The role of professionals involved in the rehabilitation, regeneration and sustainable development of the inherited built environments around the world is to respond to this ever-changing context in a dynamically critical, and creative way. More innovative approaches and new ways of thinking have now become essential to secure a viable future for historic urban environments, traditional settlements and the world’s vernacular architecture.

The teaching on the course is therefore informed by a ‘3R’ approach: projects are based in Real-Life scenarios, teaching and learning is Research-Led, and interventions aim to be Resource-Sensitive. Our internationally renowned researchers and lecturers include Dr Aylin Orbasli and Dr Marcel Vellinga.

SEMESTER 1
The focus of the first semester is a group of theoretical modules that introduce you to the fields of vernacular architecture, regeneration practice, globalisation and development. The core modules are supported by a range of optional modules enabling you to tailor your study to an area of regeneration that interests you most.

SEMESTER 2
Following a study visit to an international location, in the second semester you put the theoretical knowledge and skills gained in the first semester into practice through a design or applied project. The field study destination forms the basis of a project and may be an historic urban centre or a rural vernacular settlement. The project involves a regeneration strategy/masterplan for the chosen location, followed by a more detailed project for the regeneration and reuse of the built environment.

DISSertation
A dissertation or a major design project, supported by a project report, is a compulsory element of the MA programme. This component provides the opportunity to develop and apply research and design skills in a specific area of regeneration or development.

COURSE AIMS
The aim of the course is to provide you with the knowledge, skills and tools that will enable you to recognise the potential, and contribute creatively to the re-use, regeneration and development of the inherited built environment, including vernacular architecture, in countries around the world. Building on an understanding in the fields of anthropology of architecture, urban conservation, rural development and cultural sustainability, the programme promotes an interdisciplinary approach that combines critical thinking and analysis with creative design. The programme draws on two established areas of expertise: international vernacular architecture studies and architecture in regeneration.

Research Embedded in Teaching
The programme is embedded in the Place, Culture and Identity research group. It brings together staff from a number of disciplinary backgrounds to research the multitude of ways in which places embody local cultural identities. Space and architecture are shaped by the culture and the identities of communities as much as those communities are shaped by their perception and use of space and architecture. Focusing on different types of places in various parts of

www.brookes.ac.uk/courses/postgraduate/international-architectural-regeneration-and-development
the world (including urban, rural, contemporary, historic, vernacular and post-conflict zones), members of the group aim to gain a better theoretical understanding of both the nature of the process of place-making and the way it relates to aspects of culture, identity, memory, tradition, vernacular architecture, urban conservation and architectural practice. The group has a large number of PhD students associated with it, who take an active part in its research activities. The programme also acts as a preparation stage for the PhD programme. The research expertise of both staff and PhD students in the Place, Culture and Identity group feed directly into the IARD programme through lectures, seminars, master classes and design studio tutorials and reviews.

CAREERS AND PROFESSIONAL DEVELOPMENT

Careers in architectural regeneration can include a wide range of prospects including private-sector consultancy assignments, public-sector decision making positions or working for not-for-profit organisations delivering or assisting the regeneration process. Graduates of this programme have gone on to work in a wide range of positions in the regeneration field internationally. Much of the success of a career in regeneration is combining the knowledge and skills learnt in the programme with professional skills gained in previous study and practice. Graduates with architecture backgrounds often go on to work in practices specialising in regeneration or rehabilitation. Younger graduates have found that regeneration expertise has given them an edge and therefore more responsibility in practices they are working at. Those with more experience have found opportunities to diversify and gain positions in consultancy or multi-disciplinary practices.

There are also a wide range of jobs in the non-governmental sectors, ranging from managing small non-governmental (charitable) organisations to working on projects for major donor bodies like UNESCO. Particularly overseas students, who have joined the programme from public sector assignments, have found that the degree has helped them both specialise and progress in their departments on their return. Other graduates have used the programme as a stepping stone for PhD study, at Brookes or elsewhere. Several former graduates are now teaching regeneration and conservation at degree and postgraduate levels.

ADMISSION REQUIREMENTS:

Candidates are required to fulfil one of the following:

Hold a good approved undergraduate honours degree (first or upper second) in architecture or a discipline relevant to architecture.

Possess an appropriate professional background and experience of designing architecture, or designing in a discipline that has a strong relationship or similarities to architecture.

ENGLISH LANGUAGE REQUIREMENTS:

If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out more at: www.brookes.ac.uk/international/apply/english
SUSTAINABLE BUILDING: PERFORMANCE AND DESIGN

This unique multi-disciplinary course at Oxford Brookes is taught by architects, engineers and physicists involved in practice and research. It focuses on the theory and practice of developing low carbon and sustainable buildings.

Residential scheme, designing with nature, for reducing the building footprint in Oxford, Satvinder Kaur Sohal
This course benefits from direct links to two of the best research groups in the university, recognised nationally and internationally. The research directly informs the teaching with the latest and the most up to date knowledge and innovation in the area of sustainability.

COURSE STRUCTURE
The course includes a number of interlinked modules that simulate the design and development of a sustainable project. This enables students from different disciplines to develop skills and understanding relevant to their own discipline, and in relation to a national and international context.

- The programme comprises of seven modules spread across two semesters and the dissertation module continues during the summer.
- Research Methods aims to advance your knowledge and understanding of research methods available. It presents a variety of qualitative and quantitative methodologies providing an opportunity to gain practical research skills which is run during both semesters.
- The synoptic research or a ‘research-led’ design dissertation gives the opportunity for application and expansion of the material presented in the programme through independent research projects.

COURSE MODULES:
The core modules for the MSc and PGDip are:
- Building Physics
- Urban sustainability and microclimates
- Services and Systems for Net Zero Energy Buildings
- Building Simulation and Design in Context
- Building Performance Evaluation

The compulsory modules for the MSc are:
- Research Methods and Design
- MSc Dissertation

To ensure that our courses are relevant and include the latest topical insights they are reviewed regularly, the module list you choose from may vary from that shown.

CAREER OPPORTUNITIES
Students from this course have gone on to work in a wide range of occupations from architectural and engineering practices and research consultancies to development work, research assistance, PhD research, teaching and carbon trading.

There will be one optional major field trip each year alongside shorter local trips. In the past we have travelled to Scotland, Sweden, Austria and Germany where there is a wealth of sustainable buildings.
THE PASSIVHAUS STUDENT COMPETITION

The Passivhaus Student Competition aims to empower the next generation of architects and engineers to adopt the Passivhaus Standard. Students from SB:PD have entered this annual competition and won many prizes. In the most recent competition Vladislav Artyukhov was selected as one of six winners with his ‘Tracks of Barcelona’. The judging panel’s feedback was ‘Tracks of Barcelona showcased good consideration of shading on a floating housing concept’. Also shortlisted from the school were Jose Angel Delgado and Marija Milosevic.

“The Passivhaus Student Competition is a highly effective way for students to deepen their understanding of the nuances of key passive design concepts such as orientation, building form, daylight, and shading and get to grips with how these issues directly impact a building’s environmental performance.”

HATTIE HARTMAN, SUSTAINABILITY EDITOR, ARCHITECT’S JOURNAL

ADMISSION REQUIREMENTS:
Candidates are required to fulfil one of the following:

- Hold an approved undergraduate honours degree minimum 2.2, or equivalent overseas qualification, in a relevant discipline, such as architecture, engineering or physics and other subjects related to the built and natural environments
- Possess an appropriate professional background and experience in architecture, building or building servicing design.

ENGLISH LANGUAGE REQUIREMENTS:
At least 6.5 in IELTS, with a minimum of 6.0 across all four components of the test.

www.brookes.ac.uk/international/apply/english

a End of Year design project in Barcelona, design for the future, Alexandra Lacatusu
b Designing for sea level rising in Barcelona, Tamer Karamehmed
c Recover Barcelona, Jose Delgado Torres
d Passivhaus student competition winner, Vladislav Artyukhov
CENDEP brings together people from all disciplines and backgrounds to tackle knotty issues relating to poverty, conflict and disaster.

Founded in 1985, the Centre for Development and Emergency Practice (CENDEP) is a multidisciplinary centre that engages with real issues facing vulnerable and poorer people around the world. CENDEP is led by Professor Cathrine Brun. Teaching is based on CENDEP staff's long term experience as academics, practitioners, activists and policy makers.

CENDEP’s focus is on people-oriented approaches to reducing chronic poverty, measures that reduce the increasing risk of disaster, efforts to resolve conflict and the protection of vulnerable people through the fulfilment of human rights.

CENDEP HOSTS TWO MA DEGREES:
- The award-winning master’s degree in Development and Emergency Practice (DEP), which in 2016 celebrated its 25th anniversary. The DEP is known and respected for its practice base and strong culture of student and practitioner collaboration.
- The online MA/PG Cert in Humanitarian Action and Peacebuilding run in collaboration with UNITAR.
- We also offer a PG Cert in Shelter after Disaster, the first such programme of its kind.

CURRENT RESEARCH:
- Disasters, Risks, and Development
- Conflict and Humanitarian action
- Human Rights and Forced Migration
- Shelter after Disaster

architecture.brookes.ac.uk/research/cendep
Our postgraduate programmes are multi-disciplinary: each year students come from all kinds of backgrounds and walks of life.

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**DEVELOPMENT AND EMERGENCY PRACTICE**

**MA/PGDip/PGCert**

The programme is offered at three levels: as a postgraduate certificate (PGCert), postgraduate diploma (PGDip) and a master’s degree (MA). Normally candidates enrol for the master’s degree, but it is possible to enrol directly on the PGCert or PGDip, either on recommendation from the admissions tutor, or as a stopping point en route to the MA.

→ Pages 24-26

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**HUMANITARIAN ACTION AND PEACEBUILDING**

**Online MA/PGdip/PGcert**

Built on the expertise of CENDEP and UNITAR, the MA in Humanitarian Action and Peacebuilding explores the interactions between these two fields, by linking theory with practice and applied knowledge. The course is delivered online through webinars, discussions, sharing of experiences and critical reflections. It aims to enhance reflective practices, learning from their workplace, combining the art of conflict sensitive approaches to humanitarian and peacebuilding programming.

→ Pages 28-30

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**SHELTER AFTER DISASTER**

**PGCert**

The PG certificate covers programming skills, an understanding of the complex and multi-faceted nature of housing solutions, technical knowhow, the importance of strategic decisions and an appreciation that people, their livelihood and well-being are central to a successful response. The CENDEP approach to shelter after disaster is to learn from practice about what works best.

→ Pages 31-32

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While many of our students have extensive experience working within aid agencies and are looking to make sense of their experience, others may be wanting to become engaged in issues of poverty, development, conflict and disaster. Others still may have found themselves caught up in emergencies and are now looking to refocus their careers.

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a CENDEP’s Bill Flynn in Aceh  
b Student field trip to Colombia  
c Woman artisan at work, Gujarat (Chanel Currow)  
d Student field trip to India

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architecture.brookes.ac.uk/research/cendep
DEVELOPMENT AND EMERGENCY PRACTICE
MA/PGDip/PGCert

The award-winning master’s degree in Development and Emergency Practice (DEP) provides a unique academic setting for the study of poverty, international development, conflict and disaster management.
With its core emphasis on practice, the programme offers students the opportunity to develop knowledge, skills and attitudes in the rapidly changing field of development and emergencies.

COURSE MODULES
Core modules include:
- Critical Inquiry in Development and Emergencies

Compulsory modules include:
- Conflict, Violence and Humanitarianism
- Human Rights and Governance
- Independent Study
- Programming and Partnerships
- Improving Humanitarian Action
- Disasters, Risk, Vulnerability and Climate Change
- Shelter after Disaster
- Working with Conflict: Practical Skills and Strategies
- The Refugee Experience: Forced migration, protection and humanitarianism

SEMESTER 2
You will apply the theoretical insights gained from the first semester to diverse emergency scenarios and develop participatory project planning and management strategies in these contexts. You will deepen your knowledge of linkages between development and emergencies in the global contexts of climate change, humanitarian action, building of shelters, and peace-building efforts. You will develop research skills and undertake a significant piece of research study in your interest area.

COURSE STRUCTURE
The course is offered at three levels: postgraduate certificate (PGCert), a postgraduate diploma (PGDip) and a master's degree (MA).

FIELD TRIPS
The course offers several field trip options each year. Previous field trips have been to South Africa, Haiti, the Philippines, Colombia, India, Thailand, Cambodia, Peru, Armenia, Bosnia, Northern Ireland, Jamaica and Palestine. These usually take place in late January just before the beginning of the second semester.

SEMESTER 1
You are introduced to conceptual approaches to understand linkages between poverty, development and emergencies. You will develop sensitivities to diverse situations of conflict, the importance of international and human rights instruments appropriate to these situations. You will also develop an appreciation of applied professional standards, partnership and ethical issues implied in emergency scenarios.

CAREERS OPPORTUNITIES
Graduates of this programme have gone on to work with governments, aid agencies, donors and non-governmental organisations all over the world.
Admission to the programme will normally be open to applicants who fulfil either of the following requirements:

Hold a good approved undergraduate honours degree (first or upper second) in architecture or a relevant discipline.

Possess an appropriate professional background and experience of designing architecture, and/or development and/or humanitarian programmes.

English Language Requirements

If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

www.brookes.ac.uk/international/apply/english

“Currently, I work as the civil society co-ordinator for ADRA South Sudan, where I support the organisation in incorporating civil society and advocacy programming within all its various projects by mapping potential civil society actors/groups, and developing guidelines to facilitate advocacy efforts.

The CENDEP programme has contributed significantly to my understanding of what is essential in development. The courses have encouraged me to think critically about sustainable development. I particularly remember the concept of ‘Rights-based approach’ and participatory development, which focuses on encouraging the most vulnerable in implementing their own development initiatives.”

HELEN N ATIOL, CENDEP
Before you came to Brookes what did you study and where?
Before coming to Brookes I completed my BSc in Architecture at the University of Bath.

What do/did you think of the course while studying here?
I enjoyed the course as it gave an incredible insight and delved into the issues of development and humanitarian. The tutors in all modules are very supportive and have a good relationship with the students.

The extra architecture modules covered many different aspects which was great to push myself in new directions, as well as the focus on essays, which I hadn’t practised before.

The project of second year MArchD has been quite long and uncertain at times, but generally it has been nice to research a topic for a whole year.

What are the best bits of studying at Brookes?
The campus has great facilities and the variety of tutors, resources and mix of education you get keeps everything very interesting.

The group of people from all backgrounds we get to study with in DEP (and architecture), many who are non-architects, was a definite plus.

What advice do you have for others?
I have particularly enjoyed the vibrant community in the city of Oxford and the Cowley road. There are a plethora of engaged people outside university life to get involved with, which I managed to do especially through living with non-students. Make sure you make the most of the surrounding countryside; Oxford is the greenest place I’ve lived in.

What are your plans for when you’ve completed your course, for work or further study?
I plan to stay and work in Oxford, perhaps working remotely for a bit then finding a more permanent job with one of the socially engaged architects like Transition by Design or Clare Nash Architects.
HUMANITARIAN ACTION
AND PEACEBUILDING
Online MA/PGDip/PGCert

This MA explores the interactions between humanitarian action and peacebuilding by linking applied knowledge and practice with theory.
This online programme is designed mainly for practitioners working in humanitarian action and peacebuilding, though it is open also to personnel working in related fields.

Complex human-made crises, conflicts, zones of violence or unrest have become a global concern for the international community which has been exploring the best ways to respond to them through humanitarian actions and peacebuilding projects. Planning projects in those extremely volatile environments needs a range of knowledge and expertise in order to minimise negative impacts that may fuel the situation, and maximise the opportunities for positive and sustainable changes.

Built on the experiences and expertise developed by UNITAR (United Nations Institute for Training and Research) and CENDEP (Centre for Development and Emergency Practice), the master’s explores the interactions between humanitarian action and peacebuilding by linking applied knowledge and practice with theory through online lectures, action research, sharing of experiences, discussions with key practitioners, and critical reflection on practices.

The programme is designed mainly for practitioners working in humanitarian action and peacebuilding, though it is open also to personnel working in related fields seeking to develop a more holistic understanding of critical issues related to humanitarian action and peacebuilding. More specifically, the programme allows this group of participants to broaden their understanding, critically review their role, and develop and refine hard and soft skills needed to work effectively in humanitarian action and peacebuilding practices. Main topics covered by the MA in Humanitarian Action and Peacebuilding include:

- Conflict and post-conflict contexts of humanitarian action and peacebuilding – including, conflict and culture sensitivities and impacts of the urban and built environments on the nature of humanitarian and peacebuilding responses;
- Theories and practices related to the different dimensions of humanitarian actions and peacebuilding – with a specific focus on protection actions;
- Methods and tools (for mapping, assessment, management, etc.) needed for practitioners working in the fields of humanitarian action and peacebuilding to address current and emerging challenges.

STRUCTURE

The programme is offered at PG Certificate level and is constituted of the three core modules. Each module can be taken individually. The MA programme is made up of:

- six taught modules, which last eleven weeks;
- one self-taught module on research methods;

The total duration of the MA is normally 24 to 30 months with possible extension.
**KEY FEATURES**

- Innovative, multi-disciplinary and multi-cultural design.
- Flexible and user-friendly online learning environment allowing you to learn from your workplace.
- Investigate cutting-edge issues in the field of humanitarian action and peacebuilding, proposing innovative tools and reflecting on current field practices.
- Designed and delivered jointly by Oxford Brookes University and the United Nations Institute for Training and Research (UNITAR) offering you access to resources and support from both institutions online and in the field through UN missions.
- Unparalleled support from a team of academic experts and top-ranked practitioners as well as field experts for specific topics.
- Founded on action-research, and on populations and employers’ direct needs in humanitarian and peacebuilding programming.
- Access to a worldwide community of learners, professional and researchers.

**COURSE MODULES**

- From Conflict Sensitivity to Conflict Transformation
- Sensitivity in Conflict and Post-Conflict Transformation
- Leadership, Team and Self-management in Conflict Settings
- Humanitarian and Peacebuilding Programmes in Urban Conflict
- Protection of Civilians in Conflict and Post-conflict Settings
- Post-conflict Stabilisation and Recovery
- Research Methods and Dissertation/Practice-based Final Work

**ADMISSION REQUIREMENTS**

The programme is open to all candidates who fulfil at least one of the following conditions:

- Hold a good honours degree in a relevant discipline and some experience in the field of humanitarian action;
- Hold a relevant recognised diploma or professional qualification;
- Hold no prior diploma but have substantial and proven field experiences in humanitarian action and related fields.

Applicants are requested to complete the application process through UKPASS.

**ENGLISH LANGUAGE REQUIREMENTS**

If your first language is not English, unless you can prove to have a substantial experience working or studying in an English-speaking environment, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at:

[www.brookes.ac.uk/international/apply/english](http://www.brookes.ac.uk/international/apply/english)
SHELTER AFTER DISASTER
PGCert

Immediately after a natural disaster, a critical need is for safe shelter.
This programme is designed to develop reflective practitioners who will have an understanding of the practical and strategic issues of development and emergency practice as well as an appreciation of the social and political context.

COURSE MODULES INCLUDE:
- Disasters, Risk, Vulnerability and Climate Change
- Working with Conflict: Practical Skills and Strategies
- The Refugee Experience
- Critical Enquiry, Development and Emergencies
- Conflict, Violence and Humanitarianism
- Human Rights
- Globalisation
- Improving Humanitarian Action
- Programming and Partnerships

ADMISSION REQUIREMENTS
The programme is open to all candidates who fulfil at least one of the following conditions:
- Hold a good honours degree in a relevant discipline.
- Hold a relevant recognised professional qualification
- Have substantial and proven field experience.

ENGLISH LANGUAGE REQUIREMENTS
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

www.brookes.ac.uk/international/apply/english

www.brookes.ac.uk/courses/postgraduate/shelter-after-disaster
RIBA distance learning programme in architecture leading to the RIBA Certificate (Part 1) and RIBA Diploma (Part 2).
The RIBA Studio programme allows the flexibility to pursue a personal interest in architecture whilst remaining in full-time architectural employment.

These courses offer alternative routes to graduation in architecture at Part 1 and Part 2. Their advantage lies in the flexibility to pursue a personal interest in architecture. Uniquely, students do this by choosing their own tutors, developing individual design briefs, selecting sites local to them, enjoying timescale elasticity, and research informed practice.

Individuals with a passion for architecture, who prefer to remain in full time practice rather than enrol as full or part time students, can follow this programme through blended learning. The courses provide a secure framework and support through workshops, digital critiques and interim reviews prior to final assessment, adhering to the same criteria that prevails in our School of Architecture.

Throughout the curriculum, students will be in full time salaried architectural employment, the individual’s learning being as much to their practice’s benefit as it is to their own personal development as scholars in architecture.

“Working in practice whilst completing exams is challenging and rewarding. The challenge really comes through organisation and forward planning staying in front of the dates in the learning contract. The rewarding element I found came through the new skills I acquired as I moved through the structured modules.”

OLIVER NOLAN

“I would not be in a position where I have just started my own practice if it were not for the course; every aspect of my architectural education was through RIBA courses (OBE Part 1, OBE Part 2 & RIBA North Part 3) which accumulated at the end of last year in receiving an RIBA President’s Medal Commendation. Which I understand is a first for the RIBA Studio.”

CHRIS ROGERS
DISTINCTIVENESS

Factors which distinguish the programme are:

**Inclusivity:** The courses were established for individuals who either do not have access to university education for logistical, social or financial reasons; or who want to develop their learning from a practice base and free from the constraints of a conventional higher education environment.

**Professionalism:** Students have a commitment to professionalism as salaried practitioners in architecture for the duration of the courses. They share a motivation with their practice which is aware of and frequently encourages the student’s intended development.

**Independence:** Students resource and appoint their own tutors from outside their practice, in particular for the development of theoretical and hypothetical academic design thesis and consequent projects. Tutors’ workshops are provided to offer assistance in understanding how assessment criteria should be interpreted in a creative manner.

**Synthesis:** Students develop professionally with support from their office mentor by forming links between learning and application of skills through practice which will both enhance their role within the practice, and contribute to their academic portfolio. They learn through a synthesis of theory and practice, providing documentation of this in their portfolio examinations.

**Diversity:** The student body is situated in diverse locations; they prepare for assignments in their personal studios or practice offices. They attend Oxford Brookes University on approximately three to four occasions per annum.

**Individualism:** Students set their own academic agenda within a flexible timeframe set by the programme team which will be formalised in their annual Statement of Academic Intent. Design projects are situated in locations of the students choosing, briefs either originated by the student or, for final design project, developed from a choice provided by the programme team.

“My mentor helped manage my workload so that I could make the most out of studying. They gave advice and support with research and design ideas. They involved me in a variety of projects to encourage the transfer of skills from practice work to my coursework.”

ANNA HOWEL

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**Facilities Floor Plan Materiality Sketch**

Facilities floor plan is informed through a precise analysis of material and location. The essence of the site architecture is captured.

**Landscape Collage**

Landscape collage is the result of an original study of the site architecture, which is then used to create a planned structure.

**Model Visual - A Sensual Experience**

A device for reflection within the landscape that involves an intimate response with the site and people and nature. This model visual helps create a personal experience and, in turn, enhances understanding of the landscape. It is an interactive model, composed of different materials, which is used to involve and stimulate all the senses. The model will be presented to theclient with the bath.

**Model Visual - Entering the Seaweed Baths**

**Model Visual - The Seaweed Baths Northern Site**

Model Visual - The Seaweed Baths Northern Site is a representation of the Northern site with all the necessary elements included.
The school also offers the Part 3 Examination in Practice and Management programme, successful completion leads to students qualifying as a registered architect. It is the final stage of an architect’s education.
The Part 3 programme leads to the admission to the UK Register of Architects. Candidates who successfully pass the Part 3 examination are entitled to register as an architect in the UK (ARB Registration) and to apply for worldwide corporate membership of the Royal Institute of British Architects (RIBA).

Candidates who successfully pass the Part 3 examination are entitled to register as an architect in the UK with the Architects Registration Board (ARB) and to apply for worldwide corporate membership of the Royal Institute of British Architects. The term ‘architect’ is a protected title and can only be used by ARB registered architects. Once you have registered with the ARB you can practise as an architect. However, concomitant with full professional status is the requirement to pay an annual registration fee to the ARB and to comply with the profession’s code of conduct and to maintain and develop professional skills (CPD).

Some schools may offer a taught course, in which case your status would be ‘student’. In addition to exemption from Part 3 the school usually makes an academic award on successful completion of the course and in this case there is a teaching responsibility on the part of staff who deliver the course. When you apply to do the Part 3 at Oxford Brookes your status is that of ‘candidate’. Candidate status means that it is a self-taught course and there is no teaching or advisory responsibility taken by the staff at the School of Architecture.

**THE WINTER SEMINAR**
Held over one day will introduce you to all areas and subject required to meet the Part 3 criteria. You will be introduced to the Professional Studies Adviser who will be able to help you assess whether your case study proposal is progressing satisfactorily.

**THE SPRING SEMINAR**
Held over three days, will build on your professional practice experience gained so far and cover for example: minimising professional risk, the financial management of practice and handling disputes. There is an opportunity for candidates to meet with the Professional Studies Adviser to help you assess whether your case study is progressing satisfactorily.

**THE SUMMER SEMINAR**
Held over three days is delivered by a group of industry experts on construction law, contract, Health & Safety, planning issues, Architects Appointment and Code of Conduct. There is a further opportunity for candidates to develop with the Professional Studies Adviser further help assessing whether your case study is progressing satisfactorily or identifying any difficulties you may be behaving with progressing your case study.

**AUTUMN SUBMISSION DAY**
You will be required to submit two paper copies of your Case Study, Personal Statement – including CV, and PEDR sheets on the day bound into one document, plus one electronic copy.

**ELIGIBILITY**
You are only eligible to register as an Architect in the UK if you have gained ARB and RIBA Parts 1, 2 and 3.

In order to register, you must be able to provide documentary evidence that you have gained RIBA and ARB Parts 1, 2 and 3 from a prescribed school of architecture or directly from the ARB.

If you obtained your Part 2 overseas through a CAA or an RIBA recognised school abroad you will not be eligible to register in the UK. You will need an individual assessment by the ARB to gain ARB Part 1 and/or Part 2, and evidence of passing the Part 3 examination.
ARCHITECTURE APPRENTICESHIPS

A collaborative research and development exchange programme (linking academia and industry) from one of the leading architecture schools in the UK.
The architect degree apprenticeships offer employers an opportunity to support talented employees who have completed Part 1 training to become registered architects. The programme integrates academic learning and preparation for professional qualification with work based practice.

The architect apprenticeship standard is mapped against the ARB and RIBA shared Part 2 and Part 3 criteria. This apprenticeship enables apprentices to apply to become a registered and chartered architect upon successful completion if they so wish.

The cost of apprenticeship training and assessment can typically be met, in full or in part, through the apprenticeship levy or government funding for non-levy payers.

The programme has been developed with four strategic objectives:

- **Engage** - industry and academia partnerships to tackle real world problems with access to global leading academic expertise
- **Enable** - competitive advantage through collaborative research and development and knowledge exchange for wider systemic impact and contribution
- **Enhance** - impact through cutting edge teaching and an accelerated learning environment via a fully integrated programme
- **Educate** - the next generation of architects in critical thinking, creativity and collaboration via a blended learning platform

**PROGRAMME DETAILS**

**Mode:** Blended study 48 weeks of the year.

**Duration:** 4 years

**Assessment:** MArchD Part 2 and 3 award qualification following End Point Assessment; (RIBA Part 3 examination-integrated)

Situated within a design studio apprentices will develop their own design and research programme; agenda; design methods and creatively generate a comprehensive major design project.

**YEAR 1**

**Simulation and Analysis of Research and Development**

Year 1 has a strong emphasis on acquiring in-depth skills, knowledge and behavioural attitudes towards research and development methodologies related to architecture. Four interrelated modules of Applied Design in Architecture 1, Research Methods for Design 1, Advanced Technology for Design 1 and Management, and Practice and Law 1 will provide a solid grounding for Year 2.

**YEAR 2 AND YEAR 3**

**Application and Synthesis of Research and Design**

Years 2 and 3 offer apprentices the opportunity to synthesise a broad range of complex cultural, aesthetic, research and technical factors, as well as specialist knowledge gained through research undertaken in Year 1, and develop a major design project and portfolio. The modules include Applied Design in Architecture 2 and 3, Advanced Technology for Design 2 and 3, Research Methods for Design 2 and 3 and Management, and Practice and Law 2 and 3.

**YEAR 4**

**Part 3 Examination in Practice and Management and End Point Assessment**

The Part 3 examination is integrated in the apprenticeship End Point Assessment (EPA), which constitutes the final combined assessment of the Part 2 and 3. Year 4 will involve preparation for the EPA and offer apprentices a number of opportunities to take the EPA exam. The EPA provides independent assessment of the apprentice’s knowledge, ability and behaviour that will qualify them as a registered architect.

**Diversity and equality**

**Knowledge exchange**

**Industry partnering**

**Increased opportunities**

**No cost to student**

**Employment confidence**

**Fast track to qualification**

**Reduced pressures**
TEACHING AND LEARNING
Apprentices will be immersed within a dynamic intensive training environment, supported by the core delivery team, network of academic and industry experts and peer-to-peer learning.

Apprentices will complete the programme in a blended mode, attending intensive workshop sessions throughout the year. These sessions will introduce key modules and concepts of practice and assessment. Apprentices will study all year round accessing broad range of learning materials and interactive sessions via the G-Suite platform. Apprentices will spend 20% of their time engaged in off the job training. Apprentices will spend the remainder of their time as trainee architects in their practice. Progress in the workplace will be monitored through meetings between the programme tutor, the apprentice and their work based office mentor, which takes place at least every 12 months.

ENTRY ASSESSMENT AND REQUIREMENTS
The industry partner and Brookes University will determine if a candidate is suitable to proceed on the Apprenticeships Programme. Assessment will include portfolio review and interview.
POSTGRADUATE RESEARCH PROGRAMME

The School of Architecture at Brookes is a dynamic and thriving research environment that adds to the richness of the experience of our research degree students and offers opportunities for collaborative research, exchanges and study overseas.
The staff and students in the school work in a variety of specialist fields, including low carbon technologies, architectural humanities, technology, development and humanitarian practice and vernacular architecture.

**DOCTORAL TRAINING PROGRAMME**

With the Faculty of Technology, Design and Environment, the school offers PhD students a comprehensive doctoral training programme that includes methodology courses, thematic courses, regular seminars, discussion forums and feedback from the wider research community in the faculty. As part of the doctoral training programme you can choose between different strands: art, technology and environment/social sciences.

**SUPERVISION**

The school offers supervisory capacity in all the research themes mentioned above. All students are allocated at least two supervisors which enables regular and comprehensive support throughout the doctoral study.

**FACILITIES**

Each full-time student will have office space for the period of their study. This includes desk, storage space, a PC, an email account and access to internet, printers, scanners and telephones. The school has advanced IT facilities and high-quality studio space and workshops for use by research students. Part-time students are given shared usage of desk space.

**RESEARCH GROUPS AND INTERDISCIPLINARY LINKS**

Each research degree student belongs to one of the research groups in the school and there are opportunities to be involved in the full range of its activities, from strategy awaydays to submitting research grant proposals and undertaking hourly paid consultancy work.

**APPLICATION**

At an early stage in the application process we encourage those interested in studying here to communicate with the relevant supervisors/group leaders and that a proposal is submitted.

A PhD in the School of Architecture at Brookes can be completed by design, by practice or by research.

**WE HAVE FOUR DEGREE ROUTES:**

- MPhil
- MPhil transferring to PhD
- PhD direct (Only for students who have recently completed a master’s or MPhil degree in an area closely related to the proposed research topic.)
- PhD by published work (Only for students who have prior association with Oxford Brookes.)

Research students will be affiliated with one of the School’s research groups:

- Architectural Engineering
- Design, Theory and Practice
- Development and Emergency Practice (CENDEP)
- Low Carbon Building
- Place, Culture and Identity

Projects can cover a wide range of areas in and associated with Architecture from construction, structural technologies, energy, low carbon, sustainability of the built environment, vernacular architecture, conservation, urbanisation, humanitarian practice, housing and home.

[www.brookes.ac.uk/architecture/research/research-degrees](http://www.brookes.ac.uk/architecture/research/research-degrees)
What did your research project involve?
Architectural design, digital fabrication, bamboo, robotics, Colombia, anthropology and material culture.

What is your work experience?
Current teaching post is Senior Lecturer in Architecture at Brookes.
6 years’ experience as module leader for Advanced Architectural Technologies, Material Research and Design, and Design Practice and Architecture and Society.
6 years’ experience as a Lecturer for Practice Management modules, Cultural Studies’ dissertation and supervisor tutor for International Architecture Regeneration and Development.

Why have you chosen to do a PHD?
Before considering studying for an MPhil/PhD I completed the undergraduate BA degree (Part 1) and postgraduate degree (Part 2) in Architecture at Brookes. In 2010 I became a lecturer in the school.
Brookes offers physical and intellectual freedom. It is an ideal place to develop one’s ideas, to build on one’s experiences and to be part of an institution with great values.
I have been very well supported. The learning environment is ideal, both in the facilities and in the supervisory guidance.
Multicultural values are an inherent part of Brookes making it a valuable international hub of knowledge and learning. It is a thriving environment which is dynamic and welcoming. Oxford is a wonderful city. It is a privilege to be here.

Student from Portugal
Mphil/PhD by Design in Architecture
Research topic: Mind Tool and Matter – Digital, Material and Cultural Morphogenetic Methods for the Applicability of Bamboo for Architectural Scaled Applications in Colombia
Supervisors: Dr Marcel Vellinga and Professor Georgia Butina Watson

www.brookes.ac.uk/architecture/research/research-degrees
The school enjoys a high reputation for its research (REF 2014) and has links with some 90 universities in over 30 countries worldwide. By maintaining close links with architectural practice we ensure that our expertise remains grounded in current realities.
The school’s research degree programme is one of the largest in the UK. Staff and students in the school are active in undertaking research and consultancy work in a variety of specialist fields. Our research degree students engage in opportunities for collaborative research, exchanges and study overseas. This richness of experiences contributes to maintaining a dynamic and thriving research environment.

There are currently around 20 full-time/ part-time UK, EU and International students registered on the programme. Students are able to work towards one of four research degree routes offered:

- MPhil
- MPhil transferring to PhD
- PhD Direct
- PhD by Published Work

**ARCHITECTURAL ENGINEERING GROUP**

**Director: Dr Martin Heywood**

The Architectural Engineering Group has a broad research and consultancy portfolio, encompassing building physics, structural design and building resilience. It has a widely recognised profile, both within the UK construction sector and internationally through past and present EU funded projects.

The group can undertake projects using a variety of computer modelling software (conduction modelling, building simulation, CFD and LCA analysis) as well as thermal and structural testing in its own laboratory facilities.

Current areas of interest include super insulation, offsite construction, novel structural solutions and design for flood resilience.

**PLACE, CULTURE AND IDENTITY GROUP**

**Director: Dr Marcel Vellinga**

The Place, Culture and Identity group brings together researchers from a number of disciplinary backgrounds to research the multitude of ways in which places embody local cultural identities. Space and architecture are shaped by the culture and the identities of communities as much as those communities are shaped by their perception and use of space and architecture. Members of the Place, Culture and Identity group investigate this dynamic dialectical relationship from different disciplinary perspectives, including architecture, anthropology, urban conservation, political science and history. Focusing on different types of places in various parts of the world (including urban, rural, contemporary, historic, vernacular and post-conflict ones), they aim to gain a better theoretical understanding of both the nature of the process of place-making and the way it dialectically relates to aspects of culture, identity, aesthetics, memory, tradition, representation and architectural practice.

**LOW CARBON BUILDING GROUP**

**Director: Professor Rajat Gupta**

The Low Carbon Building group has an international profile in the field of carbon counting, building performance monitoring, post-occupancy evaluation, low-carbon retrofitting and climate change adaptation of buildings and neighbourhoods. The group also holds world-leading expertise in the study of thermal comfort, in particular the adaptive approach based on field surveys. Publications from the group in low-carbon buildings and sustainable design are recognised international references. Other related areas of expertise include: urban energy modelling using geographical information systems (GIS), low carbon communities and design of low-energy buildings in diverse climates.

www.brookes.ac.uk/architecture/research
RESEARCH AND KNOWLEDGE TRANSFER

DESIGN, THEORY AND PRACTICE GROUP

**Director:** Scott Sworts

The Design, Theory and Practice group was established in 2011 to investigate the complex ways in which architectural design, theory and practice interrelate. Group members work individually, or in close collaboration with partners from other universities or architectural practice, on design-led research projects.

The research aims to explore the possibilities of designing sustainable buildings and landscapes, using a variety of research methods, including drawing, computation, installations and live projects, as well as more conventional methods of architectural history and theory. Members of the group have been involved in various arts and architectural design research projects around the world, funded by a range of funding bodies including the Arts Council of England, EU and the Higher Education Academy.

THE OXFORD INSTITUTE FOR SUSTAINABLE DEVELOPMENT (OISD)

**Director:** Professor Rajat Gupta

Founded in 2004, OISD is one of the UK’s largest research institutes dedicated to sustainable development research in the built and natural environments. OISD, which consists of eight distinct research groups, addresses the multiple dimensions of sustainable development and the synergies and processes that link them, through a multi- and inter-disciplinary approach. OISD is contributing to major Research Council programmes such as Living with Environmental Change, Energy research, Sustainable Urban Environments and Lifelong Health and Wellbeing, through various research grants.

OXFORD INSTITUTE FOR SUSTAINABLE DEVELOPMENT

**Director:** Professor Cathrine Brun

Founded in 1985, the Centre for Development and Emergency Practice (CENDEP) has an international reputation for pioneering education and training for humanitarian aid workers. Combining innovative practice-based study with a multi-disciplinary academic approach, it educates humanitarian practitioners for work in the context of war, political violence and disaster.

CENDEP’s current offerings comprise PhDs, a master’s degree and postgraduate certificates.

RESEARCH EXPERTISE

- Carbon counting and carbon mapping
- Advanced low carbon refurbishment
- Evaluating low carbon communities
- Humanitarian action and conflict
- Shelter after disaster
- Urban conservation and regeneration
- Anthropology of architecture
- International architectural regeneration and development
- Modern methods of construction and prefabrication
- Construction and life cycle costing
- Steel, concrete, timber, masonry and glass construction
- Construction design guidance and regulation
- Building physics including: thermal, acoustic, structural and air-tightness testing and analysis
- Building envelope systems
- Product and systems development
- CAD and computer modelling

To find out more about the different groups please contact Dr Marcel Vellinga: mvellinga@brookes.ac.uk
The End of Year Show is a celebration of student work from across the school. The launch party is your opportunity to showcase your talent to leading practices and figures in industry.
Opening night for the End of Year Show
AWARD WINNERS

Tim Hornsby and Kate Brown were awarded for overall achievement in Sustainable Building: Performance and Design prize by Method Consulting.

Samuel Hayes won two awards; one for all-round excellence by the President of the RIBA South and for the Best Perspective (CAD or hand-drawn) view explaining a project by Scott Brownrigg.

Alexandra Lacatusu won two awards; one for the most relevant architectural project by The Original Field of Architecture and she won the Fielding Dodd Prize for outstanding work.

Alison Maclellan was awarded The Reginald W Cave Prize for the best research-led design dissertation.

PRIZE WORK

The RIBA, Scott Brownrigg and Leslie Jones, to name a few, annually award prizes for the best work to our students. To catch the latest photos visit our dedicated Flickr account:

www.flickr.com/photos/139630865@N02/
End of Year Show student work
architecture.brookes.ac.uk/postgraduate

To enquire about other formats, please call our enquiry centre on +44 (0) 1865 484848 or get in touch at www.brookes.ac.uk/askaquestion