TECHNOLOGY, DESIGN AND ENVIRONMENT

Postgraduate courses
MESSAGE FROM THE DEAN

The Faculty of Technology, Design and Environment at Oxford Brookes University has an international reputation for excellence, innovation and an ambitious desire to be recognised as one of the most exciting places to study in the world.

We have built a learning community underpinned with an understanding that innovation comes out of our students being able to take risks in a supportive environment. We encourage experimentation, playful trial and error, and academic curiosity. The results of this approach are there to be seen in the student satisfaction statistics, research rankings and graduate destinations.

We work closely with our graduates’ future employers and marketplaces, and understand that there is a world out there with a voracious appetite for new and exciting creative ideas welded to solid business acumen.

The Faculty is home to six Schools and Departments providing specialist and interdisciplinary teaching, research and knowledge transfer across a wide range of undergraduate and postgraduate programmes in purpose-built facilities in Oxford. However, much of our portfolio is also now delivered by academic partners elsewhere around the globe.

Our Schools and Departments are:
- The School of Architecture
- The School of Arts
- The Department of Computing and Communication Technologies
- The Department of Mechanical Engineering and Mathematical Sciences
- The Department of Planning
- The Department of Real Estate and Construction

The Faculty integrates theory and practice within an enthusiastic and informed collegiate culture; one that embraces new technologies, creates and communicates new knowledge, and celebrates the achievements of all our stakeholders and partners - staff, students, businesses, and community organisations.

This website is a portal to the six individual sites for our Schools and Departments. Each site acts as a virtual invitation into the real world of studying or working with us. We have included information about courses and facilities, staff and students’ personal stories, testimonials, and advice about the experience of being here and belonging to our community. You can connect with us via social media, our blogs and wikis and discussion boards.

Because over a quarter of our students are from other countries, we have strong international links and friendships with individuals and institutions all across the world. International aspiration marks everything we engage in.

We hope you will join with us in open, honest debate, developing your discipline within a twenty first century context of technological development and interdisciplinary innovation. You will be made very welcome.

Paul Inman
Pro Vice Chancellor
Dean of Technology, Design and Environment
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The Faculty of Technology, Design and Environment

School of Architecture

School of Arts

Department of Computing and Communication Technologies

Department of Mechanical Engineering and Mathematical Sciences

Department of Planning

Department of Real Estate and Construction
Technology, Design and Environment courses at Oxford Brookes University have an international reputation for excellence. Students benefit from world class teaching, first rate facilities, internationally recognised research and strong links with industry, both on a local and international scale.

We offer a wide-ranging portfolio of courses from Foundation years, through undergraduate honours degrees to postgraduate degrees and postgraduate research.

Oxford Brookes is repeatedly recognised as one of the top 5 institutions in the UK in which to study Architecture. Courses are accredited by the RIBA and the ARB.

Our School of Arts students have numerous opportunities to curate exhibitions, perform, exhibit and sell work.

The Department of Computing and Communication Technologies has a strong research presence both within the UK and worldwide and works with industrial partners to bring new products to market.

The Department of Planning is the largest in the country, with an excellent national and international reputation, and was the first to be awarded the maximum score for teaching quality by the government’s Quality Assurance Agency. Courses are accredited by the IEEMA, IHBC, RICS and the RTPI.
The quality of the student experience, the strong research presence, the access to state-of-the-art technology and the close links with industry makes Oxford Brookes University one of the best places to study Technology, Design and Environment subjects in the UK.

The Department of Mechanical Engineering and Mathematical Sciences is situated in a purpose built £9m facility. Courses are accredited by the Institute of Mechanical Engineers and recognized by the Institute of Mathematics and its Applications.

In the Department of Real Estate and Construction, our undergraduate and postgraduate programmes are consistently ranked as excellent in both student surveys and independent quality assessments and our students are highly sought after within the industry both nationally and internationally.

At Oxford Brookes University we are improving our ‘space to think’ to help us achieve our ambition to create a first-class student experience and lead the intellectual, social and economic development of the communities we serve. Our extended Abercrombie building is now complete and houses our School of Architecture, Department of Planning and Department of Real Estate and Construction. Students will benefit from brand-new cutting-edge facilities and an inspiring working environment.
ARCHITECTURE

Postgraduate programmes in Architecture
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Student work by Conor Worth
ARCHITECTURE AT OXFORD BROOKES

The School of Architecture combines poetics and materiality to achieve excellence. Our unique portfolio of programmes links research, practice and teaching, and offers students and staff a self-determined trajectory. We are distinctive in our combination of transdisciplinary approaches to the design studio, engendering a culture of professional innovation and experimentation.

We aim to produce an international graduate who has applied specialism in design, an understanding of transdisciplinary working practices and is confident, articulate, intellectually engaged and independent.

With a clear focus on our academic, research and personal literacy we deliver a global graduate to lead in an internationalised market.

The Part 2 programmes enable students to engage in live research projects and to work in transdisciplinary teams for both summative and formative assessment.

RESEARCH

The school enjoys an excellent reputation for the quality of its research. We are internationally recognised for work across a wide range of fields; low carbon technologies, architectural humanities, technology, development practice and vernacular architecture. The school continues to build on this reputation through the development of new areas of research such as research by design, and through the organisation of conferences and the dissemination of its research through publications, exhibitions and knowledge transfer partnerships.

The implementation of an e-portfolio submission is indicative of the school’s forward thinking approach to assessment and recognition of the changing delivery mechanisms in the world of practice. The design studios are taught in dedicated studios at Part 2. The Part 1 and 2 programmes link through shared student working spaces and student involvement in crits alongside invited guests.

The school is exceptional in the teaching of cultural context; the work undertaken in Development and Emergency Practice is internationally recognised.

We embed digital literacy and a low carbon agenda in our programmes and remain informed of future directions, actively participating in the local, the national and the global agenda of architecture.

ESTABLISHED REPUTATION

The work in the school repeatedly wins awards at national and international level. This recognition is testament to the quality of the people, the place, the environment and the culture engendered. We value our students and staff highly and the result is a school collectively pushing the academic agenda in architecture.

LIVE PROJECTS

Students in the school make valuable contributions to the learning experience, such as the introduction of sustainable construction workshops and live projects. The design work illustrates the high quality expected from all in the School of Architecture.

The school actively encourages students to participate in live projects and at present has five projects in and around the city of Oxford; a refit, a redesign of an interior, a pavilion, a self-build, and a substantial new build. This enables students to work with staff and external stakeholders, and learn through building. The school exhibits work externally throughout the year and draws on local and London practices to deliver the technology and practice in its portfolio. The school runs a focus group with leading architects to explore the needs of the profession in context to education.

CAREERS AND DEVELOPMENT

The school’s employment record in the current recession is exemplary, which demonstrates the alignment of the programmes with the needs of practice. The School Practice, Management and Law at Parts 1, 2, and 3, bring leading architects, lawyers and business people in to educate the students. The workshops in this area enable the students to link up with their own design projects.

The validation criteria are as 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.

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School of Architecture exhibition, June 2012
FACILITIES

The School of Architecture is based in the impressive new purpose-built Abercrombie building, opened in the summer of 2012. The design studios offer a range of project scales and contexts and a plethora of design approaches, which encourages you to be distinctive in your work.

The school workshop offers woodworking and laser cutting and the print room numerous high quality and affordable production methods, including 3D printing.

TEACHING AND LEARNING

The school signs up to a fully integrated approach to both teaching and assessment. The assessment embeds at key points into the delivery of teaching. The programmes employ peer assisted learning and self-assessment, which promotes independent learning and critical reflection. The student engagement enable 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.

In June 2012 the School of Architecture, Oxford celebrated its eighty fifth anniversary. From the one room base of 1927 through to its current location overlooking Oxford, the school has always embraced change and innovation in its portfolio of programmes. The location of Oxford offers some of the most historically significant architecture in the world and access to some of the best modern architecture, produced by world-renowned contemporary architects. This highly desirable and rare resource sits right on the doorstep of the School of Architecture at Oxford Brookes University.

Matt Gaskin
Head of the School of Architecture
As an architecture student you’ll have access to superb facilities and resources to prepare you for professional practice. From the state of the art 3D printer and rendering computers with specialist programmes like ArchiCAD in our digital studios, to the multipurpose space of the TDE Student Centre we incorporate the newest, freshest ideas in teaching.

The new Abercrombie building was opened in the summer of 2012 and is where students from our School of Architecture are taught. Students in the school will benefit from brand-new, purpose-built facilities and an inspiring working environment. The new building houses studios and learning spaces, connected by glass walkways spanning an expansive full-height atrium. The open-plan work areas will 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. The flexible space will suit creativity from sculptures and installations to shows and exhibitions.
The Abercrombie building has 24 hour studio access for students.

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 and Charles Holland from FAT Architecture. This year, internationally prominent visitors will include Stelarc, Jeremy Dixon and Roger Hawkins.

STUDIOS
Two large open-plan studios equipped for both traditional and digital working form the hub of the educational experience offered by the department 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 modeling, 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 in the Abercrombie building, plus a large-scale copying machine and a 3D printer (rapid prototype). In addition a wide range of cameras and photographic equipment is available on loan to students.

WORKSHOP
The school’s workshop provides dedicated spaces for student use for machining/joining materials and model-making, under the supervision of the full-time workshop manager. Facilities include a laser cutter plus a wide range of machinery and hand tools.

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 is one of the best architecture collections in the UK, with 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.
POSTGRADUATE PROGRAMMES in Architecture, Design and Sustainable Development

We offer a rich diversity of programmes at postgraduate level. Our current student population is drawn from a variety of countries and cultures worldwide, providing a vibrant learning experience for all.

APPLIED DESIGN IN ARCHITECTURE
MArchD

Applied Design in Architecture (MArchD) at Oxford Brookes 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.

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 MArch 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.

MORE DEGREE COURSES IN ARCHITECTURE

See page 21 for more Architecture programmes presented by the Centre for Development and Emergency Practice.

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.

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 co-operate in achieving genuinely excellent environmental performance in buildings.

Student work by Jenn Jammaers 2012
AN INTERVIEW WITH
BRINDA PARTH SHAH
Studied MA International Architectural Regeneration and Development 2003 to 2004

How did your scholarship enhance your experience of the course?
Without this scholarship, I would not have made it to study my master’s. Getting this kind of financial help for this course was really rewarding and inspiring to do the best at my capacity in the course.

Since completing your course what career opportunities have you taken up?
I started to teach as I was offered the post of an Assistant Professor at the Indubhai Parekh School of Architecture, Rajkot. Also, my husband and I run our own architectural practice to take up real life challenges of the profession and my firm won an Architect of the Year award from JK white cement 2008 for our residential studio at Rajkot.

What are the best aspects of studying at Brookes?
Its location in Oxford. My course teachers and colleagues of different nationalities enriched my experiences. My halls of residence were very close to the university and made life really easy.

What advice do you have for others thinking of studying here?
The school offers interesting postgraduate courses and people who come to study these courses come from different professional and cultural backgrounds. It is advisable to share experiences and interact with other students.

Where you are working or what are you doing at the moment (in 2012)?
I returned to India in 2005 and designed our own Residential Studio with my partner, from where we currently offer Architectural Practice (www.ourpeopletree.co.in) and joined the Indubhai Parekh School of Architecture, Rajkot, as a lecturer for the undergraduate Architecture course. Currently, I am an associate Professor at the same institution.

Have you had any achievements since you graduated from Brookes that your Brookes degree has helped you with?
I have been invited to a number of international conferences on Vernacular Architecture. My degree at Brookes helped me not only in academic pursuits but also gave me insight into suitable architecture for my country. Having to practise cultural constancy in design (which I learnt from my course at Brookes) gave us prestigious national architectural awards for our designs executed in India.

KEY FACTS
Brinda gained a Hodgkinson Scholarship. For more about scholarship opportunities please visit www.architecture.brookes.ac.uk/scholarships.
For more student profiles please visit www.architecture.brookes.ac.uk/postgraduate/profiles.html.
This programme is for those who wish to become professionally qualified in the UK and provides ARB/RIBA Part 2.

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.

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. This is a student-led programme, and you can have very different experiences within it depending on which choices of studios and courses you make.

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 consequently 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.

The design specialisations are:
- 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.

Student work by Felipa de Albuquerque
EXHIBITION

The end of year exhibition 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 MArchD 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 collective learning of 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.

ADMISSIONS REQUIREMENTS

Admission to the programme will normally be open to applicants who fulfill 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.

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

www.brookes.ac.uk/postgraduate/courses/ada
At the heart of the MArch course is a unique idea about teaching design, which recognises intuition as the crucial element of learning.

Project–based learning is used in a studio environment to individually and collectively explore architectural design problems. There is a constant, conscious thread running through the projects. The theme is an investigation of inspiration: the way it appears in the creative mind in un-organised, uncontrolled form and how recognition of its importance can underlie the teaching of architecture.

At the heart of this approach to teaching 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. The studio is run by distinguished academics in the field; Professor David Greene, Professor Andrew Holmes and Toby Shew.

SEMESTER 1: URBAN CULTURES

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 two strands of investigation:

- an in-depth research into the tectonic possibilities of a new material/s
- the analysis of a real site with the aim of generating a series of questions that demand an architectural response.

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 and individual interests are introduced and developed.

SEMESTER 2

The second semester design studio focuses on the architectural implications of bringing the two apparently dissimilar strands of the first semester’s investigation into surprising conjunctions. Students are asked to approach the possibilities created by these apparently disconnected procedures in an entirely logical 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 and 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, and is seen as having been embedded in the initial intuitive origin.
EXHIBITION

The end of year exhibition is the culmination of the MArch academic programme. It is an opportunity to showcase your work while developing spatial and presentation skills in a very immediate and hands-on way. Students from other programmes will also display their work and all students will play a full role in designing, organising, making and maintaining the exhibition. The exhibition is an integral part of your design studio and design specialisation programme.

The design specialisations are:
- 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.

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 primarily associated with the movie industry, such as the making of collages, optical composites, physical models and drawings both by hand and computer. 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.

CAREER OPPORTUNITIES

MArch students have found career opportunities around the world in both Architecture and other related disciplines. One of our students is leading an architectural research unit in Bangalore, whilst another is working at UCL, using the skills he learned to design artificial hearts. Another is using his 3D and digital skills to oversee diamond cutting operations.

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 and our graduates are in demand from major international architectural offices across the globe.

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- hold a good approved undergraduate honours degree (first or upper second) in Architecture or a discipline relevant to Architecture.
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www.brookes.ac.uk/postgraduate/courses/march
“Symbiotic Office Interior” by student Richard Black
This unique international and multi-disciplinary course focuses on both rural vernacular traditions and historic urban centres.

The combined processes of globalisation, environmental change, the depletion of natural resources and technological development have resulted in an increasingly dynamic and inter-connected world in which concerns for the loss of cultural heritage and identity are ever present. 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 critical, dynamic 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 essence of a successful place is often the practitioner’s ability to propose interventions that are as much innovative as they are historically, socially and culturally sensitive.

Our internationally renowned researchers and lecturers include Dr Aylin Orbasli, Dr Marcel Vellinga and Dr Paul Oliver.

**SEMESTER 1:**

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

**SEMESTER 2:**

Following a study visit to an international location, in the second semester students 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 MODULES**

Core modules for the PG Diploma and MA include:
- Architecture, Culture and Tradition
- Applications in Regeneration
- Regeneration and Development Project
- Globalisation, Environment and Development

In addition, two options selected from:
- Vernacular Architecture Sustainability and Development
- Development and Urbanisation
- Regeneration and Neighbourhoods
- Tourism Interpretation
- Urban Design Theory
- Urban Design Development Seminars
- Independent Study
- Master Classes
- Sustainable Tourism Planning

Student work by Carman O’Brien
COURSE AIMS

The aim of the course is to provide students with the knowledge, skills and tools that will enable them 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.

The MA in International Architectural Regeneration and Development is based on the ethos that the regeneration and development of the inherited built environment, with its inherent social and cultural fabric, is an essential component of sustainable development. 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 at Oxford Brookes University: international vernacular architecture studies and architecture in regeneration.

RESEARCH EMBEDDED IN TEACHING

The programme is embedded in the Place, Culture and Identity research group in the School of Architecture. This group 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 the world (including urban, rural, contemporary, historic, vernacular and post-conflict ones), 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 onto 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 specialist 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 is 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.

COURSE STRUCTURE

The programme is organised on a module-credit basis, with each 20M credit module representing approximately 150 hours of student input, including approximately 36 hours of staff contact.

The programme will be offered at three levels:
- Postgraduate certificate (PG Cert)
- Postgraduate diploma (PG Dip)
- Master’s degree (MA)

In addition, Diploma in Architecture students at Oxford Brookes University may take the course as a Special Route. On completion of the Dip Arch, they can choose to progress to an MA.

ADMISSION REQUIREMENTS

Candidates are required to fulfil one of the following:
- hold a good honours degree (2.1 or above) in a related discipline
- hold a recognised postgraduate diploma or professional qualification in a relevant subject
- are mature candidates, not satisfying any of the above conditions, who can demonstrate considerable practical experience in a related field.

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 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

www.brookes.ac.uk/postgraduate/courses/iard
SUSTAINABLE BUILDING: PERFORMANCE AND DESIGN
MSc/PGDip/PGCert

The MSc/PGDip degree in Sustainable Building: Performance and Design provides students with the knowledge, skills and tools to be able to design, plan, construct, evaluate and advise on, the creation of low carbon, sustainable buildings as well as evaluate the environmental impacts of their decisions.

SEMESTER 1 AND SEMESTER 2

The programme, which is led by Dr Paola Sassi, comprises seven taught modules that provide students with the fundamental knowledge, skills and tools to evaluate the performance of buildings and designs in terms of their energy and resource use, and develop built environment solutions that are environmentally and socially sustainable. Building evaluation skills are developed in the Post Occupancy Building Evaluation module and concurrently the foundations to understand efficient building performance are set in the Building Physics module. Low carbon design is further investigated in the Low Carbon Building Technologies modules and through computer simulation in the Modelling and Passive Strategies module. The Sustainable Built Environment module introduces the broader issues associated with sustainably including spatially and in relation to social issues and provides the contextual framework for the Design in Context synoptic module where students can apply the knowledge they have gained to date.

DISSERTATION – SEMESTER 2 AND SUMMER TERM

The Research methods module provides you with the skills to undertake rigorous and innovative research and the Dissertation module then provides the opportunity to further develop and apply these skills. Students deepen their knowledge of a subject of their choosing for the 50 credit Dissertation module and have the opportunity to become experts in that field.

EXHIBITION

The end of year exhibition is an opportunity to demonstrate sustainable design through student work and the exhibition design itself. It is the culmination of the year’s academic work and is attended by construction and other professionals from the whole of the south region and is therefore an effective showcase for student work. All students must play a full role in designing, organising, making and maintaining the exhibition.

The compulsory modules for both the MSc and PGDip are:
- Building Physics and Thermal Comfort
- Low Carbon Building Technologies 1
- Low Carbon Building Technologies 2
- Modelling and Passive Strategies
- Post Occupancy Building Evaluation
- Sustainable Design in Context
- The Sustainable Built Environment

The compulsory modules for the MSc are:
- Research Methods and Design
- MSc Dissertation, to which you will apply your detailed learning

Over half the carbon dioxide emissions in the developed world are produced by buildings. As global concern increases about climate change, so does the importance of low-carbon, resource efficient building. In order to minimise the enormous impact of buildings on the environment and positively promote alternative solutions, rapid changes are already taking place in the UK not only through legislation and tax incentives but also through the guidelines of the professions and through individual action to meet these pressing demands.
COURSE STRUCTURE
The programme is organised on a modular credit system, 120 for the postgraduate diploma (9 months full-time/20 months part-time) and 180 for the master's degree (12 months full-time/24 months part-time).

Modules combine a ratio of taught to self-led study. For example, a module of 20 credits approximates to 200 hours of student effort, up to 36 hours of which will normally be devoted to lectures, seminars, individual tutorials or other staff contact. The remainder of the time is devoted to student-led study and assessment.

Analysis, synthesis and application of material introduced in the lectures are achieved through:
- professional and staff-led workshops
- group and one-to-one tutorials
- student-led seminars
- practical work.

The synoptic design project and dissertation towards the end of the programme give the opportunity for application and expansion of the material generally presented in the programme through independent research.

The programme also includes site visits which provide you with the opportunity to directly experience the application of some of the most important issues of sustainability and energy efficiency.

RESEARCH EMBEDDED IN TEACHING
The programme is very closely linked with the Low Carbon Building research group within the School of Architecture. This group is led by Professor Rajat Gupta, the new Director of the Oxford Institute for Sustainable Development (OISD). A recent HEFCE report suggested that OISD is one of the key players in sustainable development research in higher education in England.

The programme is taught by academics, associated with the OISD and other internationally renowned organisations, who are actively involved in research in the field of sustainable development and able to contribute up to date knowledge and timely research thinking.

The course is updated yearly to include topical research thinking, and staff-led lectures provide the framework and knowledge base on which students can build their own expertise. Students are encouraged to investigate current research questions in their independent work and are to probe deeper by further reading and study and develop their skills as researchers. The teaching methods used in the programme are designed to help students become accomplished researchers.

CAREERS AND PROFESSIONAL DEVELOPMENT
Graduates of this programme will have the understanding to strategically influence feasibility and design processes within the built environment. They will be familiar with a range of models, tools and methods with which to quantify, predict, evaluate and manage building performance with the ability to use these and switch to others based on an understanding from first principles.

Students from this programme have gone on to work in a wide range of occupations from architectural and engineering practices to development work, furniture design, owning and operating electricity utilities and even carbon trading.

ADMISSIONS REQUIREMENTS
Candidates are required to fulfil one of the following:
- hold an approved undergraduate honours degree (or equivalent) at first or upper second class in a relevant discipline ie 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
If your first language is not English, you will need IELTS 6.5 with at least 6.5 in all categories.

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

www.brookes.ac.uk/postgraduate/courses/sbpd
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 David Sanderson, who has undertaken project management, training, research and consultancies in development and emergencies in over 30 countries in Africa, Asia, Latin America, Europe and the Caribbean.

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.

To these ends CENDEP undertakes research, consultancy and leads training and education programmes.

CENDEP hosts the award-winning master’s degree in Development and Emergency Practice (DEP), which in 2011 celebrated its 20th anniversary. The DEP is known and respected for its practice base and strong culture of student and practitioner collaboration. CENDEP also hosts the online PG Cert in Humanitarian Action and Conflict and the PG Cert in Shelter after Disaster, the first such programme of its kind.

Current research areas include:

- Developing metrics within shelter after disaster
- Improving senior leadership within the humanitarian sector
- The effectiveness of torture prevention
- Small change — enacting community-driven change in low income neighbourhoods in the UK
Our programmes are multi-disciplinary: each year students come from all kinds of backgrounds and walks of life.

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. Some may have found themselves caught up in emergencies and are now looking to refocus their careers.

**DEVELOPMENT AND EMERGENCY PRACTICE**

*MA/PGDIP/PGCERT*

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

**SHELTER AFTER DISASTER**

*PGCert*

While shelter after disaster has been a recognised field of work for at least thirty years, the systems and approaches for successful shelter delivery are far from clear. With a bewildering range of actors and contested debate over the best approaches, achieving equitable, sustainable and effective shelter after disaster can be complex and too often goes wrong. To these ends, CENDEP’s approach to shelter after disaster is to learn from practice about what works best.

**HUMANITARIAN ACTION AND CONFLICT**

*PGCert*

Open to those with an undergraduate degree in any relevant discipline, and substantial and proven professional experience in the field of humanitarian action, or to those with no previous degree but extensive experience in humanitarian action or related fields.

**MORE DEGREE COURSES IN ARCHITECTURE**

See page 8 for more Architecture programmes in architectural design, sustainability and vernacular architecture.
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. The programme attracts students from all backgrounds, from experienced practitioners to those new to development. Well over 800 students have attended the programme since 1991 from Africa, Asia, Latin America, Europe and the USA with many going on to join development and emergency organisations throughout the world.

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

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

COURSE AIMS
Teaching and learning strategies are grounded in theory, case studies and field-based experience. The programme concentrates on the development of intellectual knowledge and the cultivation of academic skills including synthesis, analysis, interpretation, understanding and judgement. The programme also focuses on the practitioner’s approach, with particular reference to:

- the setting in which they work (poverty, conflict, power, vulnerability, capability, risk, urbanisation, environmental change and the history and dynamics of particular places, their people and their society)
- the set of approaches they adopt (community mobilisation, aid, advocacy, governance, risk reduction, livelihoods, humanitarian protection, accompaniment and empowerment)
- themselves (the personal motivations that drive and shape their own vocation, their particular personality, temperament, strengths, abilities and weaknesses).

The degree is recognised for its international reputation for pioneering education and training of humanitarian aid workers. Combining innovative practice-based study with a multi-disciplinary academic approach, its unique emphasis on educating humanitarian practitioners for work in war, political violence and disaster is a model for others.

Professor David Sanderson
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 diploma or professional qualification
- have substantial and proven field experience.

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 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

Core modules include:
- Theory of practice: approaches and understandings
- Practice of theory: tools and methods

Optional modules include:
- Conflict, Violence and Humanitarianism
- Human Rights and Governance
- Independent Study
- Partnerships for development: a critical assessment
- Disasters, risk, vulnerability and climate change
- Shelter after Disaster
- Working with Conflict: Practical Skills and Strategies
- The Refugee Experience: Forced Migration, Protection and Humanitarianism
- Globalisation: Environment and Development

MA stage compulsory module:
- Research methods
- MA dissertation

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

Note that field trips are at an additional cost to the programme fee, to reflect the fact that some students prefer not to take up this option.
The programme is aimed at experienced practitioners, whether currently in the field or between missions, who wish to improve their understanding and competencies, develop new skills and reflect on their practices.

This programme tackles the newest and most innovative developments regarding cross-cutting issues such as conflict sensitivity and transformation, culture sensitivity, and participation or urban crises and resilience. It uses multiculturalism as a teaching tool and as a means of creating more practical and theoretical knowledge about humanitarian action. Creating a space for a true dialogue between different understandings is undoubtedly one of the main challenges of the humanitarian community and of higher education institutions teaching Humanitarianism.

The course uses the workplace as the main learning environment and allows students involved in humanitarian action from all over the world to engage with a global community of learners and tutors. Students participate in conceptualisation and practice based exercises about humanitarian issues in conflict or turbulent environments.

**MODULE 1**

**Conflict and conflict sensitivity**

The module will seek to equip students with a sound understanding of the complexity of conflicts, with conceptual frameworks and theoretical debates relating to humanitarian action in conflict or turbulent environments. It will also aim to give students some analytical tools to comprehend better the contexts of conflict and to make adequate assessments on the dilemmas they will face as practitioners.

**MODULE 2**

**Culture sensitivity for Humanitarian Action**

This module allows participants to understand and deal with core issues related to culture, intercultural communication, and culture-sensitivity and develops also some cases related to cultural dimensions such as gender, displacement, identity, space and time.

**MODULE 3**

**Humanitarian Action and Urban Crises**

Focusing on urban spaces becomes increasingly important for the efficiency of humanitarian actions: but presents a new challenge as humanitarian and development traditions usually focused on ‘open spaces’ and rural environments. Tools in order to develop specific humanitarian programmes in urban environments are still under construction. Through action research-based methods, issues related to urban settings and specificities of humanitarian projects are investigated.

**E-LEARNING**

The main assets of a totally virtual learning environment are the flexibility of the diversity of methods and approaches as well as the personalisation of learning which will allow a real lifelong and advanced workplace learning process. In practice e-learning will suit these students, most of whom are working on short contracts and are not able to attend conventional university classes.

**RESEARCH EMBEDDED IN TEACHING**

The methodology that will underpin individual learning on the programme will be based on action research, particularly in ‘learning by doing’, ‘self-reflexivity’ and ‘action testing of theories’, which allow us to take into account the specificity of fields such as conflict transformation or humanitarian practices for which attitudes and personal competences are as important as the systematic or pragmatic ones.

**CAREERS AND PROFESSIONAL DEVELOPMENT**

This course is ideal for a career in the field of humanitarian action or related fields – such as civil servants or diplomats in charge of humanitarian affairs, academics teaching humanitarian practices, journalists seeking a better understanding of humanitarian issues, or military personnel ready to be deployed in a field of operation where humanitarian actions are taking place.

**ADMISSIONS 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.

Please contact humaC@brookes.ac.uk or humaC@u-pec.fr if you are interested in applying or would like further information.
AN INTERVIEW WITH
JEAN-PAUL NTEZIMANA


Before you came to Brookes what did you study and where?
I am a batchelor’s degree holder in journalism. I have studied at the National University in Rwanda.

What made you choose Brookes as a place to study?
In fact, I have been interested by this course because I work in the field of conflict transformation. I wanted to go deeper and understand more about what conflict is, to know more than what I knew before I took this course. It was also very important for me to understand conflict and humanitarian action.

These are two terms which frequently go together and I wanted to learn more about their compatibility.

What do you think of the course while studying here?
I think the course is more than I expected. It provides knowledge in a practice based way.

How did your scholarship enhance your experience of the course?
As a mid-level employee, I would not have been able to take this course if I had not received a partial scholarship. This support played a big role in my ability to take this course. Today, life is so expensive in Rwanda but I need knowledge and skills to continue my professional development and the quality of my work. So my scholarship has allowed me to win the two: life and knowledge.

What are the best aspects of studying at Brookes?
Learning by doing, effective communication from the leaders, and effective assistance from lecturers.

What advice do you have for others thinking of studying here?
To be decisive, to communicate with leaders at Brookes and ask for information about how they may study full or part-time.

What are your plans for when you’ve completed your course, for work or further study?
For my organisation, this is capacity building. After this course, I will have a much deeper understanding of the field in which we work. I have been trained before but this course opens the range of the topics, and adds humanitarian issues. I am sure the course will help me to be more professional in conflict transformation.

John-Paul gained a CENDEP Scholarship, funds for which were raised through the Brookes Alumni Fund. For more about scholarship opportunities please visit www.architecture.brookes.ac.uk/scholarships. For more student profiles please visit www.architecture.brookes.ac.uk/postgraduate/profiles.html
Immediately after a natural disaster a critical need is for safe shelter.

The quantity and severity of natural disasters are increasing as our planet struggles with climate change, population growth and conflict. The need for effective ‘shelter after disaster’ – the provision of houses and homes for those affected – has never been greater. 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. Students will be equipped with the knowledge and skills they need to be effective shelter practitioners.

The PG certificate will cover 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.

In the first days and weeks of the relief phase, shelter often takes the form of tents and makeshift shacks built from whatever materials are available. As relief begins to shift to recovery, critical decisions are made that set the nature and scope of longer term shelter: location, quality, cost, role of government authorities and aid agencies, and, most important of all, people themselves.

While ‘shelter after disaster’ has been a recognised field of work for at least thirty years, the systems and approaches for successful shelter delivery are far from clear. With a bewildering range of actors and contested debate over the best approaches, achieving equitable, sustainable and effective shelter after disaster can be complex, and too often goes wrong.

CENDEP’s approach is to learn from practice about what works best. For CENDEP this means adhering to developmental good practice, wherein affected communities must be engaged in decision making at every stage. To achieve this, building professionals need to work as facilitators of processes that engage people, rather than as isolated experts. For many, this requires learning new approaches to their work which may challenge traditional training or education. Finally, decisions concerning shelter set the basis for the longer term recovery of both household and community. As shelter is the first step to recovery, a safe durable home is a step towards reducing long term vulnerability. Getting it right is critical.

**COURSE MODULES**
- Shelter after Disaster (20 Credits) core module
- Practice of Theory: Tools and Methods (20 Credits)
- Disasters, Risk, Vulnerability and Climate Change (20 Credits)
- Working with Conflict: Practical Skills and Strategies (10 Credits)

The Shelter after Disaster PGCert runs in Semester 2 of the academic year, for 12 weeks between January and May.

**ADMISSIONS 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 diploma or 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.
- 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)
CENDEP has an active research interest in Shelter after Disaster. Our visiting professor, Ian Davis, is a key founder of the shelter research field with his ground breaking book *Shelter after Disaster* (from which the course gets its name), and CENDEP continues to present conferences, seminars and published papers on topics related to shelter. These activities ensure the student experience is fresh and current.

CAREERS AND PROFESSIONAL DEVELOPMENT

The shelter programme is closely linked with practice. Experienced practitioners present seminars and lectures on the course, and deliver valuable learning, often straight from the field. As a student on the course you will get good insight into the nature of organisations working in the shelter area. The course has developed links with internship positions in the shelter sector and students are encouraged to apply for these opportunities.

STUDENT EXPERIENCE

In addition to modules, many optional events are organised, including PhD research seminars within the department, student-led seminar series and occasional lectures. In addition to the formal teaching content, the quality of the student experience is an essential aspect of the programme. This happens year on year with the extraordinary mix of students who attend.

Students usually keep in touch after the course has ended via alumni links, where job opportunities are often shared. The PG Cert in Shelter after Disaster is offered as a ‘stand-alone’ award. However the modules available to the PG Cert students are also available to students attending the master’s degree in Development and Emergency Practice (DEP). To these ends, the PG Cert students will benefit from interaction with a cohort of 35 to 45 students from over 20 countries with a wide diversity of backgrounds in development and emergency practice.

TEACHING AND LEARNING

Teaching, led by Charles Parrack and Bill Finn, is largely class-based. Learning is driven by a mixture of lecturing, one-to-one and group tutorials, whole group discussion, workshop format, small group work, personal reading, individual written assignments and project design. Wherever possible the programme invites visiting practitioners from humanitarian agencies to contribute by leading sessions and commenting on student work.

The programme entails hands-on workshops with live problems. The emphasis is on action methods and reflection on one’s own role as a practitioner and humanitarian. The objective is to enable students to build both knowledge and skills more suited to the urgency and complexity of people’s changing demands and environmental conditions. The assessment pattern reflects the programme’s learning outcomes and is intended to demonstrate that graduates possess the skills and knowledge required in practice. Knowledge can be tested through the completion of a piece of coursework such as oral presentations, report writing, teamwork, problem solving, data analysis and research.
The School of Architecture Research degrees programme is one of the largest in the UK.

**WHAT RESEARCH CAN WE SUPERVISE?**
We welcome research proposals related to any of the subjects covered by the research groups in the school. These include:
- Low Carbon Building
- Architectural Technology
- Design, Theory and Practice
- Place, Culture and Identity
- Development and Emergency Practice

**SUPERVISION**
All students are allocated at least two supervisors (usually three). Students are encouraged to meet regularly with their supervisors (every three weeks) and to meet altogether as a team at least once a semester.

During semester time, research students and supervisors meet weekly over lunch and take turns in presenting their research ideas, methods, problems and findings. In addition, some of the research groups in the school organise monthly research seminars.

**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 away-days to submitting research grant proposals and undertaking hourly paid consultancy work.

**THE STUDENT COHORT**
The size of the research degree student cohort creates opportunities that would not otherwise exist. The school programme itself is large but for many aspects of the programme it links with the wider faculty (which includes the Departments of Planning, Real Estate and Construction and the Joint Centre for Urban Design). There are usually over 20 research students in the school at any one time. This creates a lively, vibrant environment for research degree study.

**CONFERENCE AND SEMINARS**
Each year the school runs a research student conference. This provides the opportunity for students to present their work in a formal setting and to learn from the work and experiences of other students. Students are encouraged to take part in the research activities of the school and faculty, for example, by attending the weekly ‘Breakfast Seminars’ in which members of staff and visiting scholars present their research.

**TRAINING COURSE**
The school offers a faculty-wide taught research training course that comprises different research methods modules. Particularly for part-time students, it also offers a more flexible, open research methods course run by Dr Nicholas Walliman, the author of *Social Research Methods* (Sage, 2006) and *Research Methods: The basics* (Sage, 2011).

**FACILITIES**
Each full-time student will have their own 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.

**A STRUCTURED CALENDAR**
Students are encouraged to start in September to create a cohort of new students who are progressing through the programme alongside each other. In addition, we use a structured calendar to guide students through the programme — it can be difficult to adjust to a non-taught degree and students may feel lost and unmotivated without this guidance.

**APPLICATION**
At an early stage in the application process we encourage those interested in studying here to communicate with the relevant supervisors/group leaders so that a proposal can be worked up together.

More details can be found on the research page of our website [www.architecture.brookes.ac.uk/research](http://www.architecture.brookes.ac.uk/research)
AN INTERVIEW WITH SOFIA ALEIXO

Studying a PhD in Architecture since 2009

Oxford Brookes University’s School of Architecture is a very good place to conduct PhD architectural conservation research. My scholarship from the Portuguese Foundation for Science and Technology has provided me with the opportunity to be a full time student and live in Oxford.

As a non-native person, I consider these two factors to be essential to a successful doctorate, because they give the opportunity to attend all the research training provided by Brookes and also to teach here.

The best bits about studying at Brookes have been the supervisors’ availability and interest in my research, the research training offered by the Graduate Office and by the faculty, the school facilities and the international atmosphere among students and staff. And, of course, enjoying living in a cultural city, which is also very easily connected to London. Brookes offers you some of the best conditions to conduct architectural conservation research. Just take them!

After I have completed my course I would like to go back to teach, in any place in the world, and continue to research the topic of architectural conservation, both in practice and in academia.
RESEARCH, CONSULTANCY AND EXPERTISE

We work across a range of fields, including vernacular architecture, development practice, architectural humanities and sustainable architecture and technology.

The School of Architecture is a major international centre for research offering an active and welcoming environment for students, visiting scholars and researchers. Currently we have over 20 research active staff and 40 doctoral students. The school has an excellent reputation for the quality of its research (RAE 2008). The school continues to build on this reputation through the organisation of conferences and the dissemination of its research through publications, exhibitions and knowledge transfer partnerships.

The school undertakes research funded by the UK research councils (EPSRC, AHRC), EU, UK government, British Academy, RIBA, local authorities and industry. We also have official research links with over 120 universities around the world which provide opportunities for collaborative research. Our faculty’s Associate Dean for Research and Knowledge Transfer is Professor Ray Ogden.

The school is home to a number of research groups which together comprise a substantial part of the Oxford Institute for Sustainable Development (OISD). OISD was jointly set up by the School of Architecture and the Department of Planning to promote sustainable development at all scales of the built environment, to provide new information through research consultancy and training, and to enable new sustainability ideas to become reality. Renowned Professor of Architecture and Climate Change, Rajat Gupta, is the new Director of OISD.

George Alagiah, BBC news reader and specialist on Africa and the developing world, and Professor Nabeel following a CENDEP lecture at Brookes in 2012
The research groupings based in the School of Architecture are as follows:

LOW CARBON BUILDING GROUP
The Low Carbon Building group has an international profile in the study of energy and buildings. Its publications on energy efficient buildings and sustainability are recognised international references. The unit has expertise in thermal comfort, solar energy, energy auditing and the design of low energy buildings in diverse climates.
(Director: Prof Rajat Gupta)

TECHNOLOGY GROUP
The Technology group is an interdisciplinary research group working in the fields of construction technology, structures, building physics and sustainability. The group is involved in both pure and ‘close to industry’ research. It has a broad technical skills base covering architectural, structural and mechanical engineering and costing.
(Director: Prof Ray Ogden)

PLACE, CULTURE AND IDENTITY GROUP
The Place, Culture and Identity group investigates the dynamic relationship between architecture and culture from different disciplinary perspectives (architecture, anthropology, urban conservation, history) in order 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 practice. This inter-disciplinary research group aims to provide a platform for academics and researchers from humanities disciplines within the university to research space and society from critical, historical, theoretical, cultural, visual and political perspectives.
(Director: Dr Marcel Vellinga).

CENTRE FOR DEVELOPMENT AND EMERGENCY PRACTICE
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.
(Director: Prof David Sanderson)

DESIGN, THEORY AND PRACTICE
The Design, Theory and Practice group brings together a large number of staff in the school to investigate the complex ways in which architectural design, theory and practice interrelate and may be researched using a variety of research methods, including design, installations and live projects, as well as more conventional methods of architectural history and theory.
(Director: Kathleen O’Donnell)

OTHER RESEARCH ACTIVITY
In addition to these groups, staff in the school are involved in research in the fields of architectural education, digital media and animation, architectural psychology, design theory, colour in the built environment, object technology and urban design.
CONTACT INFORMATION

Postgraduate Applications
For advice about postgraduate applications for the various different programmes, please see the contact list below:

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- Architecture MArch/PGDip +44 (0) 1865 483810
- International Architectural Regeneration and Development MA/PGDip/PGCert +44 (0) 1865 483230
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- Humanitarian Action and Conflict PGCert +44 (0) 1865 483810
- Shelter after Disaster PGCert +44 (0) 1865 483810
- Research Programmes +44 (0) 1865 48 2845 / 3430 / 3279
- architecture-enquiry@brookes.ac.uk

For information about the school visit:
www.architecture.brookes.ac.uk

For information about applying as an international student please visit:
www.brookes.ac.uk/international

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Headington Campus
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FILM, MUSIC, PUBLISHING & INTERDISCIPLINARY ARTS

Postgraduate degrees from the School of Arts
As our courses are reviewed regularly, course content and module choices may change from the details given in this brochure. For the most recent information and to confirm details of any programme of study please contact arts-enquiry@brookes.ac.uk or visit our website www.arts.brookes.ac.uk.
The School of Arts offers a distinctive and exciting range of postgraduate programmes which are aligned to our research strengths in Contemporary Art practice, Sonic Arts, Opera, Popular Music, Social Sculpture, Film Studies and Publishing. It is recognised internationally for its interdisciplinary arts practice and for its world-leading research in Sonic Art, Opera and Popular Music. We have a thriving culture of PhD research students linked to our specialist and practice-based research units. Seventy per cent of these research students began on our MA courses.

The school has a supportive environment that develops individual creativity, critical thinking and personal enquiry. Students and staff work within the close community of the Richard Hamilton Building where students have 24-hour access to studios and practice rooms; working alongside students from different programmes and levels of study.

The school has excellent links with arts organisations including the Oxford University museums (the Ashmolean and the Pitt Rivers), Modern Art Oxford, the Pegasus Theatre, the Jam Factory, the Holywell Music Room, the Jacqueline du Pre concert hall, OVADA (Oxford Visual Arts Development Agency), the Old Fire Station, Oxford Fashion Week, OxDox Film Festival (Oxford Documentary Film Festival) and the Ultimate Picture Palace. These organisations provide opportunities for performances and exhibitions every academic year.

Arts exhibitions, where you can present your ideas and practice to a broad audience, take place in the Richard Hamilton building and the Glass Tank exhibition space. Depending on your programme, there are opportunities for you to spend a semester at the Bauhaus University in Weimar; Piet Zwart Institute, Rotterdam; or the Vilnius Art Academy. A special feature of our interdisciplinary courses is the MA Feedback Forum, in which students and staff meet to discuss creative practice in a supportive and stimulating environment.

All arts programmes are modular courses that aim to develop and integrate students’ understanding and skills in theory, practice and professional skills. Our programmes prepare postgraduate students for careers in the creative arts and related industries and as academic researchers.

Alison Honour
Head of the School of Arts

Alison Honour, Head of the School of Arts, with her own piece
FACILITIES AND COMMUNITY

Oxford is one of the world’s great academic cities with conferences, seminars and forums taking place across the arts and humanities, science, education and many other subjects. The city is rich in galleries, theatres, concert halls and cultural venues and hosts publishing companies from small presses to large multinational firms. A range of transport links connect us to London, other major cities in the UK and several international airports.

Art studios and workshops

Students have 24-hour access, 7 days a week, to excellent studios and workshops.

The MA Interdisciplinary Arts studio provides a base for discussions and seminars, and a work-base for every student.

The Arena is a shared installation / gallery / performance space in the same building, in which students can present work in progress and final project work.

Music studios

Our facilities include two large single user electroacoustic studios, two sound-proof booths; access to Adobe Audition; Pro-Tools; Cubase Studio and Logic; workstations running Pure Data; Max/MSP; Hyperprism; GRM Tools; CD P; a range of sound-recording equipment; along with the possibility of using the two studios together as separated recording and control rooms. One studio has a pair of Genelec 1037C Shielded Active Monitoring Speakers and the other studio has a pair of Genelec S30C Active Monitoring Speakers.

Music students also have seven practice rooms including a band room (with PA and drum kit), an ensemble practice room and a drum room, and a music technology room. Students also have access to pianos and practice areas elsewhere in the University.

Students also have access to well equipped Workshops run by technical specialists in Artists’ Books, Printmaking, Photography, Video and a range of other processes including casting, metalwork and woodwork.

Music students also have seven practice rooms including a band room (with PA and drum kit), an ensemble practice room and a drum room, and a music technology room. Students also have access to pianos and practice areas elsewhere in the University.
Arts courses have extensive facilities in the Richard Hamilton Building on our beautiful Headington Hill campus, one and a half miles from Oxford city centre. Students have 24-hour access to studios and workshops and to the computing suite in the Tonge building on the same campus.

Publishing
Publishing students are taught in the Gibbs and Tonge buildings, which include a computer suite, and research students have workspaces in the Buckley Building located alongside staff from the Oxford International Centre for Publishing Studies.

Drama studio
The school also has access to the drama studio where performances and installations can take place. This provides a live performance venue with versatile sound, lighting and staging possibilities, including surround sound, projections and raised staging and seating.

IT support
Internet, email and office software are available as well as workstations with more specialist programmes including Adobe Audition 3.0; Sibelius 6; Cubase Essential 4; Pure Data; Hyperprism; GRM Tools, Composers Desktop Project and the latest version of publishing industry standard software Adobe Creative Suite including InDesign, Photoshop, Illustrator, Acrobat and ePub for the production of eBooks.

Brookes TV and Radio
We have interdisciplinary links to the Department of Computing and Communication Technologies which also has extensive media facilities including a TV studio, recording studios, radio station and edit suites.

Oxford Libraries
As well as the excellent libraries and resource centres at Oxford Brookes University, our postgraduate students have access to the world-renowned Bodleian Library, the Bodleian Law Library and the Radcliffe Science Library.
CAREERS AND EMPLOYMENT

Combining the academic rigour of a traditional programme with practical and vocational components, arts students at Oxford Brookes are well placed for a variety of careers in the creative sector.

Postgraduates gain invaluable employability skills through work placements and involvement with some of Oxford’s leading cultural organisations and events such as: Modern Art Oxford, Oxford Contemporary Music, the annual OXDOX International Documentary Film Festival, the Sound Diaries conference and Audiograft.

Postgraduates gain employment in galleries, museums, media industries, teaching, arts organisations, NGO and change organisations and academia.

Publishing students have gone on to work for companies such as The Economist, Oxford University Press, Palgrave Macmillan, Pan Macmillan, Taylor and Francis, Simon and Schuster, Victoria and Albert Museum publishing.

Film Studies students are widely employed throughout teaching, lecturing, higher education management, publishing, journalism, fundraising, business, arts administration, museum work, cinema management and film-making.

Music students have gone on to careers as professional composers and performers, sound engineers, arts administrators, teachers and managers and to further postgraduate study. Past students now work at companies including Loftus Audio, Matrix Music and the Royal Shakespeare Company.

Graduates from the Interdisciplinary Arts have continued as practising artists, as well as taking up employment within art galleries and museums, new technologies, arts administration and conservation. Individuals have worked with Oxfam on the Make Poverty History Campaign, developed their own international arts practices and exhibited installations at the Mechanical Art and Design Museum, Stratford-Upon-Avon.
GRADUATE PROFILE

Miles Hancock (Music MA)

Miles Hancock is a Music graduate who has gone on to become a composer, writing music predominantly for film, television and video games.

It certainly opened my eyes (and ears!) to new possibilities in composition.

I definitely learned a lot from working closely with other composers during my time at Oxford Brookes. It’s great to able to see the different ways people approach music making and it certainly opened my eyes (and ears!) to new possibilities in composition. Being able to work on a large-scale project in this highly creative environment was hugely rewarding. One of the great things about the course was the group discussions about our work. These not only included fellow composers, but also artists from other disciplines like social sculpture and fine art, whose insights were particularly revealing. The ability to question the motives and approach behind one’s own work is certainly one of the most valuable skills I developed at Brookes.

The technical aspect of the course is something I benefitted from hugely. On joining the course, I was vastly inexperienced with any kind of music technology. The course massively broadened my skills and knowledge in this area and I owe it for many of the tasks I am now able to undertake on a day-to-day basis.

The interdisciplinary nature of the department was a big benefit of the course and is what encouraged me to approach film studies students about possible collaborations. My first taste of creating music for media actually happened at Brookes, when I got involved in writing the music for a film created by the film studies department next door.

Recently, my work was used in Channel 5’s Killers Behind Bars and I’m now working on the music for the upcoming MMO-RPG game, Embers of Caerus, where I got to collaborate with the singer, Malukah, on the creation of a theme song. I am also currently working on the score for Bardo, a psychological thriller film directed by Abid Khan (Eyefive Films), starring Ewen MacIntosh (The Office).

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
This MA offers four distinctive pathways:

**Music and Popular Culture** – examines the place of music in contemporary society and features specialist modules Approaches to Popular Music and Approaches to Film Music. You will study a variety of musical genres (including pop, rock, rap, country, folk, blues and gospel) and examine what we can learn about popular music from recent debates in the fields of musicology, sociology, politics, literary studies, cultural and media studies, aesthetics and critical theory. You will also study how music functions in film and examine recent critical thinking about music in film.

**Music on Stage and on Screen** – explores how music functions in artworks for stage and screen and will enhance your understanding of critical debates in film music and opera studies. The specialist modules on this pathway are Approaches to Opera and Approaches to Film Music. Topics include the social, political and aesthetic contexts that have shaped operas and films, gender issues, reception studies, the staging of operas, the place of opera and film in 21st-century society, and how operas and film evoke character, mood, space and time.

**Contemporary Practice in Composition** – is aimed at composers who wish to enhance their technical skills, focusing upon acoustic composition, electro-acoustic composition and sound art. The specialist modules on this pathway are Composition and Sonic Art Practice and Electroacoustic and Live Electronic Composition. You will produce a body of scores and recordings and pursue a research project that explores contemporary practice; for instance, an analytical study of a composer’s work or a detailed consideration of a particular conceptual or technical issue. You will also have an opportunity to explore theoretical and practical issues in electroacoustic/acousmatic music and computer supported music.

**Music in 19th-Century Culture** – places 19th century musical works within their aesthetic, social and political contexts. The specialist modules on this pathway are Approaches to 19th-Century Music and Approaches to Opera. You will study a wide range of repertories from diverse nations and examine correlations between music, literature and art. Topics to be explored include concert life and music festivals; institutions and audiences; domestic music-making; gender; the notion of ‘genius’; and the representation of political concerns in musical works.
About the programme

Students studying for the MA/PG Dip in Music are required to complete two compulsory modules and two optional modules depending on your chosen specialism.

Modules

**Compulsory modules**
- Key Concepts and Methods in Research
- Dissertation / Major Project

**Optional modules (2/7)**
- Composition and Sonic Art Practice
- Electroacoustic and Live Electronic Composition
- Approaches to Popular Music
- Approaches to Film Music
- Approaches to Opera
- Approaches to 19th-Century Music
- Independent Study

After you graduate

Our master's course will provide you with the skills and knowledge to embark upon a career in music or to improve your current position. The transferable skills you acquire through studying for an MA in Music can also lead to careers in many other sectors, including teaching, lecturing, publishing, arts administration, journalism, museum work, fundraising, higher education management and business.

Our programme provides the necessary research training for doctoral work and many MA students continue into further research and pursue careers in academia.
I came to Brookes straight after finishing my undergraduate degree in Music at King’s College London, having spent some time considering my MA options.

The MA in Popular Music and Culture at Brookes became my first choice for a number of reasons: I very much wanted to embark upon a rigorous popular music studies programme, in contrast to the more classical musicological training I received at King’s; in particular, I was attracted to Brookes’ prestigious Sonic Art Research Unit which conducts some extremely forward-thinking research, relating closely to my own interests in contemporary soundscapes, and the intersection between music, space and place. In addition, both the MA Music course, and the staff attached to the faculty at Brookes, seemed to foreground cross-disciplinary practice.

The course has definitely fulfilled expectations. Modules have addressed key issues and challenges facing the academic study of music today, whilst providing an arena for independent and specialised research.

Through class debates, informal discussions, listening groups and faculty-run events, I have come into contact with a hugely diverse range of academics and creative people – some from music backgrounds, others from architecture, dance, sculpture, and so on.

Staff are consistently helpful and have provided me with valuable advice as to my future plans for doctoral study. Finally, it is a great privilege to be in the city of Oxford itself, and to have such impressive facilities, interesting people and unusual events so close at hand.

I have come into contact with a hugely diverse range of academics and creative people.
STUDENT PROFILE
Benjamin Hulett (Music MA)

Benjamin Hulett is following the pathway ‘Music in Nineteenth-Century Culture’ and pursuing his academic studies alongside an international career as a professional opera singer and concert soloist.

My modules have been taught more as tutorials than large lectures, enabling me to have a lot of direct contact with the lecturers.

Having previously studied as an undergraduate at the University of Oxford and completed three years of vocational study on the opera training course at the Guildhall School of Music and Drama, I felt that I had a large gap in my knowledge of nineteenth-century music history and musicological debate, having focused on early music and performance techniques. By taking MA modules in nineteenth-century music and opera studies, I hope to develop a more rounded knowledge with which to colour my performances.

I was attracted to the course at Oxford Brookes after reading about the OBERTO research unit (‘Oxford Brookes: Exploring Research Trends in Opera’) and then contacting Dr Alexandra Wilson. As an opera singer, I hope that my performing experience will inform my academic work and vice versa.

My modules have been taught more as tutorials than large lectures, enabling me to have a lot of direct contact with the lecturers. Furthermore, the teaching and learning methods have been very flexible and accommodated my touring commitments: participating in a seminar via Skype from a hotel in Brussels was a particular highlight!

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
FILM STUDIES: POPULAR CINEMA MA / PGDip / PGCert

This programme offers a film education for the 21st century. You are encouraged to develop a broad portfolio of writing and research skills by combining academic and professional writing projects. We cover the history and theory of popular cinema in the US (classical and contemporary Hollywood), Europe and East Asia (especially Japanese cinema), as well as offering a module in advanced screenwriting.

The programme combines the academic rigour of a traditional film studies course with creative components enabling you to develop skills which will equip you for a career in academia as well as the media industries. The course is taught by a diverse team of film specialists with different national and cultural backgrounds, as well as by industry professional guest speakers.

All film studies staff are active researchers. The research culture in the film studies course also benefits from the active involvement of our advisory panel of film industry experts, including leading directors, producers and technical specialists.

About the programme

Students studying for the MA/PG Dip in Film Studies are required to complete two compulsory modules and two optional modules depending on their chosen specialism.

Students taking the postgraduate certificate are required to complete Narration in Classical Hollywood Cinema, Research Methods in Film and one optional module.

Field trips

In 2010, MA students visited New York and in 2011-12 a group of students attended the Berlin Film Festival with their film studies lecturers.
**Modules**

**Compulsory modules**
- Narration in Classical Hollywood Cinema
- Research Methods in Film

**Optional modules (2/6)**
- Popular European Cinema
- Professional Film Cultures
- Story Development
- Popular Cinema in East Asia
- Independent Study
- Dissertation

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**After you graduate**

The research skills and level of understanding you acquire by studying for an MA in Film Studies can lead to careers in many other sectors, including teaching, lecturing, publishing, arts administration, journalism, museum work, fundraising, higher education management, cinema management, and business.

Our programme provides the necessary research training for doctoral work, and many MA students continue on into further research and pursue careers in academia.

[www.arts.brookes.ac.uk/film](http://www.arts.brookes.ac.uk/film)
GRADUATE PROFILE

Tom Treasure (Film Studies: Popular Cinema MA)

I decided to take my chances and see if I could turn a maybe into a definitely.

My final year of Oxford Brookes was one of the busiest but most rewarding years to date. While trying to complete my studies and earn myself that piece of paper that says “you’ve done it” I was splitting my time between getting my head down and working on two of that year’s biggest pictures in the form of Spielberg’s UK-based Amblin Entertainment production, War Horse and the Marvel Studios comic book adaptation Captain America: The First Avenger.

After a long day on set at Longcross Studio, exhausted and not wanting to face that evening’s daunting task of tackling yet another assignment I decided to indulge in a now all too familiar ritual in restoring my faith in cinema by resorting to a DVD. The film of choice that night Peter Jackson’s The Lord of the Rings. By the time the credits had rolled, I had already sent out a million emails to industry friends to see if anyone knew anything about The Hobbit, fixed on the idea that this was to be my next adventure!

From a chance conversation I found the contact details of every crew member that had been a part of The Lord of the Rings. Three tentative emails were sent, to the Key 2nd Assistant Director, The Unit Production Manager and the WingNut production office. The replies that came back weren’t all that positive. But deciding not to let this deter me and with the ever enduring support of my parents and having now completed my degree I decided that I would get myself a work visa, book myself a ticket to New Zealand and armed with some strong references I decided to take my chances and see if I could turn a maybe into a definitely.

I won’t say that it was easy, but I am now in my second year in New Zealand working as an assistant director on the biggest picture currently in production anywhere in the world having had the most incredible experience to date. I have met people both in and out of the industry that will be friends forever. I have had the privilege of being attached to some small independent Kiwi projects that more than rival the experience of The Hobbit for their sheer ambition, love and determination. Every day I step on set I fall in love with motion pictures time and time again. There have been real highs and real lows but for anyone that has ever had the chance to be a part of something like this it is addictive.

I have had the opportunity to work with and learn from some of the industry’s top professionals, (Steven Spielberg, Peter Jackson, Janusz Kaminski, Adam Somner and David Tattersall being particular highlights to date).

My advice to future and present Oxford Brookes students that want to pursue a career in turning dreams into reality: put your hand up and say what you want to be: dare to dream even if it seems completely unachievable (be overly ambitious); and ask a lot of questions – the worst that anyone can ever do is say no.

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
INTERDISCIPLINARY ARTS PROGRAMMES

Introduction to the programmes

There are four taught postgraduate courses for artists, composers and interdisciplinary practitioners offered by the School of Arts at Oxford Brookes University.

- MA in Contemporary Arts
- MA in Social Sculpture
- MA in Contemporary Arts and Music
- MA in Composition and Sonic Art

These interdisciplinary courses broaden awareness of expanded art practices and cross-disciplinary concerns, question the boundaries of art practice, provoke shifts in perception and help to develop work which is relevant to contemporary life. A concern for location, context and participatory practice is central. All projects culminate in a public project, action or process.

These four MA courses are unique in their emphasis on creative strategies and innovative reflective practices that students often say have transformed not only their practice but their lives as well.

Their exploration of practice-based research methodologies provides an excellent basis for doctoral research as well as ongoing independent practice. The School of Arts currently has a thriving culture of practice-based PhD research students, linked to our specialist research units. 70% of these research students began on our MA programmes.
Core interdisciplinary modules shared by all four MA courses

Creative Strategies explores methodologies and strategies for generating contemporary and cross-art-form work, sonic art and musical composition, social sculpture and related expanded art practices. You are encouraged to become aware of your working process as a creative practitioner and to understand the influence that certain methodologies and strategies have on the kind of work that you do. Through individual and collaborative practice-based work, staff-led seminars and feedback discussions, attention is focused on how we generate practice-based work. Strategies that encompass the intuitive, spontaneous, interventionist, discursive and analytical are employed individually or in collaboration with others.

Research and Development provides the opportunity to identify an area of interest as a starting point for investigation and speculation. You will develop project proposals through deliberate, rigorous and sustained research and exploration. The module emphasises practical research processes relevant to your own concerns.

MA Feedback Forum

A special feature of our MA Interdisciplinary Arts programmes is the MA Feedback Forum, in which students and staff meet to discuss creative practice in a supportive and stimulating environment. This unique feature of the programme enables students to gain insights into their work, as well as to learn about the responding to the work of others in a creative and constructive manner. Unlike the standard ‘crit’ this is creative ‘reception theory’ in practice!
The MA in Contemporary Arts enables one to extend and push the boundaries of one’s practice whilst developing insight into practice-based research methodologies that provide an excellent basis for doctoral research and independent practice. The School of Arts currently has thriving culture of practice-based PhD students, many continuing after this interdisciplinary programme.

The MA in Contemporary Arts encourages active engagement with contemporary debates in visual art: the role of the viewer, conceptual approaches to creative practice, the selection of materials, process, documentary strategies, installation, site-based creative processes, interdisciplinary approaches to creative practice and the role of performance in contemporary arts practice.

**About the programme**

Students take two core interdisciplinary modules, one special subject, and develop an appropriate major project. PGDip students take only the two core interdisciplinary modules and the special subject.

The specialist Contemporary Arts module enables you to develop a deeper understanding of your practice through an engagement with exploratory processes. Through a series of workshops and exercises you will be introduced to new possibilities for generating, creating and thinking about contemporary work. Throughout the module regular group feedback sessions on your emerging ideas enable you to realise how your work communicates your concerns to an audience. By the end of the module you will have developed a body of practical research for presentation. You will also reflect on this through seminar feedback sessions and by articulating, in a written self-evaluation, the concerns in your evolving practice.

At the end of the course there is an annual degree festival of the MA work. The major project is the culmination of your course of study. Students take an active role in organising, marketing and running the festival, which in previous years has taken place at a variety of sites around Oxford, as well as exhibition spaces in the School of Arts.
POSTGRADUATE DEGREES FROM THE SCHOOL OF ARTS

Modules

Interdisciplinary modules
- Creative Strategies
- Research and Development

Specialist module
- Contemporary Arts

MA final module
- Major Project

After you graduate

Many graduates continue as practising artists whilst others take up careers related to their knowledge, expertise or interests, for example within art galleries and museums, teaching further or higher education, new technologies, arts administration, and conservation.
GRADUATE PROFILE
Clare Cochrane (Social Sculpture MA)

Before you came to Brookes what did you study and where?
I had studied for an MA Arts at Glasgow University (1994).

What made you choose Brookes as a place to study?
The course – it is unique.

What do/did you think of the course while studying here?
Fantastic, life-changing, loved the interdisciplinary, the exchange of ideas and practices, the supportive creative environment.

What are the best bits of studying at Brookes?
For me, it’s very local – also that it offers a course available nowhere else.

What advice do you have for others?
Part-time study allows your creative ideas to develop slowly, so if that’s how you work best then part-time will allow you to make the most of the experience.

What are your plans for when you’ve completed your course, for work or further study?
To develop my work in creative social change, facilitation and group development processes.

I better understand my way in the world, and the work I want to do.

After graduating from Brookes what were the next steps for your career and where are you working now?
I developed a one-woman participatory street theatre performance, fundraised from crowd funding and the Lottery / Arts Council, and toured it to five cities in summer 2012.

What achievements are you most proud of since graduating?
Doing something I’ve never done before. Achieving something I set out to do. Successfully fundraising for my own work.

How has the course you studied at Oxford Brookes helped you in your career?
Not in the sense of becoming rich or even making any money. But definitely in the sense that I better understand my way in the world, and the work I want to do, am more confident in my creative abilities, and have a more sophisticated approach to my own work.
The MA in Social Sculpture offers a comprehensive introduction to practice-based methodologies and theories in social sculpture, providing an excellent basis for doctoral research and social sculpture practice concerned with agents of change, ecological citizenship, connective practices and cultural creative action. The School of Arts currently has thriving culture of practice-based PhD students, many of whom are linked to the Social Sculpture Research Unit.

Alongside exploring creative strategies of engagement, the relationship between imagination and transformation, and what is could mean to become an ‘agent of change’ and an ‘ecological citizen’ this programme makes reference to the proposals, projects and legacy of Joseph Beuys and the broader field of expanded practices within and beyond the arts. Whilst exploring and developing your individual and collaborative research practice, you will have the opportunity to engage with the theoretical and philosophical frameworks that underpin the ‘social sculpture’ ideas, and to examine contemporary practice and research.

About the programme

students take two core interdisciplinary modules, one special subject, and develop an appropriate major project. PGDip students take only the two core interdisciplinary modules and the special subject.

The specialist module

Theories and Practices of Social Sculpture is an in depth introduction to strategies for developing and understanding transformative, connective practice. It also makes reference to the proposals, projects and legacy of Joseph Beuys and the broader field of expanded art practices. In this module you will engage with the theoretical and philosophical frameworks that underpin these ideas, as well as contemporary research and practice that explores the relationship of social sculpture to ecological sustainability and the shaping of a viable future.

In addition, you will explore relevant practice-based methodologies and research strategies as the basis for developing your own practice-based, interdisciplinary social sculpture and expanded art projects.

At the end of the course there is an annual degree festival of the MA work. The major project is the culmination of your course of study. Students take an active role in organising, marketing and running the festival, which in previous years has taken place in a variety of sites around Oxford, as well as exhibition spaces in the School of Arts.

Modules

Interdisciplinary modules
- Creative Strategies
- Research and Development

Specialist module
- The Theories and Practices of Social Sculpture

MA final module
- Major Project

After you graduate
- social sculpture practitioners
- interdisciplinary artists
- NGOs and sustainability projects
- doctoral and post-doctoral research
- writing and curating
- careers related to knowledge
- art galleries and museums
- teaching and lecturing
- arts administration
- social enterprise projects
Clare Cochrane completed the Social Sculpture MA last year. She is a Climate Camp activist, has worked with Oxfam on the Make Poverty History Campaign and did an extensive project with the people of Jericho as her major project (Sept 2011). Her work now integrates the role of imagination in transformative process.

Fern Thomas. She won an AHRC award to undertake the MA in Social Sculpture. After completing her Fine Art Undergraduate Degree at Brookes, Fern developed a national and international arts practice including several Arts Council England exchange fellowships to China, collaborative projects in Wales and the UK, and a solo exhibition in Wales. Her work was recently selected for the Anthony Reynold’s show that included works by 100 emergent British Artists. Fern currently lectures at the University of Swansea in the Fine Art department.
Questions (2009) by Jeonghee S
GRADUATE PROFILE

Alexander Allmont (Contemporary Arts and Music MA)

Postgraduate student Alexander Allmont, who is in his second year of a part-time MPhil/PhD degree, has a new permanent installation at the Mechanical Art and Design Museum in Stratford-upon-Avon.

The interactive LEGO clock, which is rewound by the audience at the push of a button, runs entirely from gravity. The seconds and minutes are counted as a weight falls to the ground. Alex cites the inspiration behind his installation as a “desire to share moments of realisation/attention, where complexity melts away into something more tangible as the workings become apparent”. He chose to use a clock as it is a complex machine, but is also every-day and accessible. The toy medium of LEGO was chosen because its familiarity provides an invitation to interact and play with it.

The installation is a redesign of a clock that Alex developed during his MA in Contemporary Arts and Music at Oxford Brookes which was displayed at Kinetica 2012. It was there that he met the Mechanical Art and Design Museum team, and they discussed a permanent custom-built wall-mounted installation.

Alex commented, “It feels great to have an installation at the Mechanical Art and Design museum. I worked with them to ensure everything felt right, and within minutes of the install a boy sat down and watched it mesmerised. It’s very satisfying to see people get lost in something like this”.

Alex was recently working on three pieces for Kinetica 2013 in London at the end of February. These pieces include a personal copy of the clock, a polyrhythmic cymbal-playing machine, and a wall-mounted machine that manipulates a synthesiser and guitar pedals to generate a shifting musical piece. He is also developing a workshop with the Music Hackspace in London to build collaborative rhythmic performances; which relates to his research into tipping points in perception particularly when interacting with rhythm.

Within minutes of the install a boy sat down and watched it mesmerised. It’s very satisfying to see people get lost in something like this.
CONTEMPORARY ARTS AND MUSIC MA / PGDIP

The MA in Contemporary Arts and Music has been designed to allow artists who are musicians/composers, and musicians/composers who are also artists, to develop their cross-disciplinary interests in a vibrant, interdisciplinary context that provides an excellent basis for ongoing independent practice and cross-art-form collaborations as well as doctoral research. The School of Arts currently has thriving culture of practice-based PhD students, who benefit from the different research units in the school.

The programme encourages students to develop experimental and exploratory approaches to making and showing contemporary work that crosses over between established art forms and examines the conceptual and creative role of the artist/musician/composer in twenty-first century arts practice. Key elements include a focus of the role of site, context and location, together with an examination of the relationship between artist, art work and audience in contemporary art and music practice.

About the programme

Students take two core interdisciplinary modules, one special subject, and develop an appropriate major project. PGDip students take only the two core interdisciplinary modules and the special subject.

The Specialist Module

Contemporary Practice in Art and Music enables you to develop a deeper understanding of your individual and collaborative practice and possibilities in the field of cross art form work by engaging with a range of exploratory processes. Through a series of workshops and exercises you will be introduced to new possibilities for generating, creating and thinking about contemporary cross-art-form work. Throughout the module regular group feedback sessions on your emerging ideas enable you to realise how your work communicates your concerns to an audience. By the end of the module you will have developed a body of practical research for presentation. You will also reflect upon this through seminar feedback sessions and by articulating, in a written self-evaluation, the concerns in your evolving practice.

At the end of the course there is an annual degree festival of the MA work. The major project is the culmination of your course of study. Students take an active role in organising, marketing and running the festival, which in previous years has taken place at a variety of sites and venues around Oxford, as well as exhibition spaces in the School of Arts.
After you graduate

Many graduates continue as practising artists, musicians, sound artists and cross-art-form practitioners. Others take up careers related to their knowledge, expertise or interests, for example, within art galleries and museums, teaching in further or higher education, new technologies, arts administration, postgraduate research and critical writing.

Modules

Interdisciplinary modules
- Creative Strategies
- Research and Development

Specialist module
- Contemporary Practice in Art and Music

MA final module
- Major Project
STUDENT PROFILE

Jo Thomas (Contemporary Arts and Music MA)

Jo Thomas studied for an MA in Contemporary Arts and Music, and is now studying for a PhD in Extended Arts Practices.

My work on the MA at Oxford Brookes took me straight out into the world. Oxford became my studio. I researched all the wells and springs across Oxford and marked them with copper gilding on the pavements. It grew into an Arts Council funded project.

My main supervisor is very active in her own practice. We have good conversations. And the technical support is great – print making, book making, filming, 3D workshops – expertise is readily available. There’s a real emphasis on ethical ways of working. A series of talks on environmental issues has been invaluable, looking at ways that art and social sculpture can transform that field of work.

I’m learning the territory I inhabit as an artist – a lot of that territory is inspired by Brookes and the artists I meet here.

I’m learning the territory I inhabit as an artist.

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
COMPOSITION AND SONIC ART MA / PGDip

The MA in Composition and Sonic Art offers a special focus on experimental, acoustic, acousmatic and electro-acoustic composition, improvisation, work with live electronics, site-based work, soundscape studies, sound art, or any combination of these. You will develop a body of practical research, which may include a mixture of scores, recordings, video documentation and installation works.

About the programme

Students take two core interdisciplinary modules, one special subject, and develop an appropriate major project. PGDip students take only the two core interdisciplinary modules and the special subject.

The specialist module Composition and Sonic Art Practice explores a range of conceptual approaches to your practice in group seminars and individual tutorials informed by relevant technical and theoretical discourses. You can focus on experimental, acoustic, acousmatic and electro-acoustic composition, improvisation, work with live electronics, site-based work, soundscape studies, sound art, or any combination of these. Site and context will be discussed as essential elements in an artist’s frame of reference. You will develop a body of practical research which may include a mixture of scores, recordings, video documentation and installation works, and will have the opportunity to reflect upon this through seminar feedback sessions.

At the end of the course there is an annual degree festival of the MA work. The major project is the culmination of your course of study. Students take an active role in organising, marketing and running the festival, which in previous years has taken place at a variety of sites around Oxford, as well as exhibition spaces in the School of Arts.

The MA in Composition and Sonic Art provides a comprehensive introduction to practice-based research methodologies providing an excellent basis for doctoral research and ongoing independent practice. The School of Arts currently has thriving culture of practice-based PhD students, many of whom are linked to the Sonic Art Research Unit.
After you graduate

Many graduates continue as practising sound artists and composers, developing their practice and projects within different contexts. They also take up careers related to their knowledge, expertise or interests, for example within cultural organisations and media projects, new technologies, research and lecturing in universities, schools, and arts admin organisations.

Modules

Core Interdisciplinary modules
- Creative Strategies
- Research and Development

Specialist module
- Composition and Sonic Art Practice

MA final module
- Major Project
I did the Interdisciplinary Arts MA part time in 2005–2007, with Composition and Sonic Art as my specialist subject, then from 2007–2011 I did a PhD in The Domestic Soundscape and beyond... presenting everyday sounds to audiences under the supervision of Professor Paul Whitty, and in May 2013 I joined the faculty as an early career research fellow. Before I came to Brookes I did a Fine Art BA at Dun Laoghaire Institute of Art, Design and Technology in Ireland. There was a great lecturer there – Geoffrey Perrin – who really encouraged me to work with sound.

My final BA project was accepted into the programme of an Irish sound art festival. There, I met a former graduate from Brookes Arts MA programme. I was extremely attracted to the idea of four different art modules being taught simultaneously as I have always enjoyed working across a lot of different media, so the course really stood out from amongst all the MA options I had come across. Social Sculpture, Contemporary Arts, Contemporary Arts and Music and Composition and Sonic Art being taught together was like my idea of a dream syllabus!

I think the standard of tuition at Brookes is very high which is why I remained to do my PhD there after doing my MA. On the Interdisciplinary Arts MA programme you really benefit from the input of so many different sorts of specialists from sound art, composition, social sculpture and so on. This rich MA experience laid the foundations for my PhD research programme, which was also very interdisciplinary in nature. The MA was also very good at teaching me how to reflect on my own creative process and to learn through making and doing; this practice–led approach to research was fundamental then to how I structured my PhD and went about exploring my areas of interest: The Domestic Soundscape and presenting everyday sounds to audiences.

I love the Headington Hill campus; we are so lucky to have those beautiful trees, all the birdsong, and the naughty squirrels! It sounds silly, but I think it really makes a difference to have a nice environment to have a lunch break in or to take a short walk. I also really like how supportive all the staff are – for instance even though I have never formally studied print with Elaine and Ruth, they have always been incredibly helpful and supportive whenever I have wanted to use the print room facilities. That’s just one example, but really I could give a very long list of names. Every time I have asked for help at Brookes from a member of staff I’ve always received it. It’s a very encouraging environment in that respect.

The staff at Brookes have all done a lot to show me that there are loads of ways of learning, giving a presentation, making an artwork, and writing an essay. I’ve really benefited from seeing that there is no “right” way to do these things, and this has given me the confidence to find my own style.

After graduating from Oxford Brookes University with my PhD, I worked full time for two years as a self–employed artist on a range of different projects involving everyday sounds to audiences. The Museum of Domestic Design and Architecture, and Sound & Music. Doing a PhD put me in touch with other university departments, too, which has meant that I have contributed to publications, given presentations and become involved in the International networks loosely organised around my field. Now that I am once again based officially at Oxford Brookes University as an early career research fellow I hope very much to be able to continue developing these networks, and also building on the themes which I have been exploring in my freelance work in a more focussed and academic context. Being based in a department as a researcher gives me the opportunity to consolidate my practice around the themes that really interest me. This summer is particularly exciting as the film soundtrack I produced for the Wellcome Library has recently come out on DVD; myself and Paul Whitty have organised a field recording symposium; and I am traveling to Scotland, Brussels, Shetland and Estonia to work on a range of different projects involving everyday and domestic sounds.

I’ve had a lot of encouragement and support from Brookes, and some of the most important ideas for my practice have come about through discussions and practical sessions taught at the university. I think also I have benefited from having a very long term relationship with Brookes; it’s nice to be able to look back on projects from several years ago and to be able to discuss them with other people who remember those ideas and know the contexts I developed them in.

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
The MA Publishing programmes offer a proven route into a career in publishing. Alumni from the programme are working in all regions of the world and across the range of publishing enterprises from trade fiction through academic and professional publishing to children’s, educational, journals and magazines. In addition to an MA Publishing, you can study for named degrees in International Publishing, Publishing and Language and Digital Publishing.

About the MA Publishing programmes

The programmes start in late September and, as a full-time student, you study three compulsory units in the first semester. These digitally-oriented modules (Marketing Management, Editorial Management and Design and Production) ensure that you have a sound basis in the main areas of the contemporary publishing industry. At the same time you will develop your ideas for a dissertation or a major project which are pursued with tutor supervision from May until completion in late September. In the second semester, you select from a range of optional modules (outlined in greater detail on page 36) which deepen your skills and knowledge. As with the global publishing industry, the student cohort is international: about one third of our 70-plus students are from outside Europe.

Work experience

Work experience is an integral aspect of the programmes. As a student you will be offered varied opportunities with publishing and other creative companies in Oxford, London and at other UK locations. The teaching schedule offers time during both semesters, in a short January break and in the summer alongside work on your dissertation or project. This variety enables you to either participate in a series of short projects or work for an extended period with one organisation. In arranging these opportunities for you we draw on our extensive contacts with the industry, some of whom are our alumni.

After you graduate

Our alumni are working in publishing companies in the UK, Europe, India, China, south-east Asia, South America, the United States and Canada. When you graduate you will join alumni already established in this global industry. We maintain contact with our students through social networking sites and during visits, accompanied by our MA students, to book fairs in Bologna, Frankfurt and London. In addition to our website which lists jobs we also circulate information about opportunities directly to current and former students.

Compulsory modules for MA degrees

- Marketing Management (20 credits)
- Editorial Management (20 credits)
- Design and Production (20 credits)

Either
- Dissertation (60 credits)
- Major Project (60 credits)
Oxford International Centre for Publishing Studies (OICPS)

Your studies as an MA student will be focused in OICPS which is based in the Buckley Building. Besides teaching, this centre also hosts an active research programme in print culture and offers consultancy to the international publishing industry with clients such as Save the Children, Blackwells and the British Council. Our permanent teaching staff who are responsible for the compulsory and optional modules also guide your academic progress. Their teaching is supported by an extensive list of visiting speakers for the modules and for open seminars. With these speakers and our own links to this fast changing creative industry you have access to the latest in strategic applications of new technology. The international cohort (we have students from over 15 countries in most years) extends your links throughout this global enterprise.

We have excellent relationships with publishers and trade organisations, and our alumni are working throughout the industry. The Oxford International Centre for Publishing Studies helps to organise the British Book Design and Production Awards each year along with the British Print Industries Federation and the Publishers Association; Programme Leader Angus Phillips was a judge for the Bookseller industry awards in 2010, 2011 and 2012.

In the 2013 Sunday Times University Guide, Publishing at Oxford Brookes was ranked at number one across all UK universities in the category of Communications and Information Studies.
PUBLISHING MA
other degrees and pathways


Students studying for the four named publishing MA degrees take the three compulsory modules in the first semester listed on page 34. In the second semester, your ability to tailor your study from the optional modules is one of the main attractions of this programme. There are some limits if you are on one of a named degree programmes, so International Publishing students must study the module in red, Publishing and Language students must study the module shown in pink, and Digital Publishing students must follow the two modules shown in blue. These modules are taught in smaller groups and continue to offer visiting speakers, lectures, seminars and group activities.

The second semester is a busy time as, in addition to this academic work, you can visit the London and Bologna Book Fairs, take part as a volunteer in the Oxford Literary Festival and continue preparation for your independent research studies leading to the dissertation or major project. And, now that you have completed the compulsory modules, work experience is likely to be part of your weekly schedule.

Later in the year our students have opportunities to study with other European publishing students in a partially funded summer school in Florence and to undertake a paid internship with the International Labour Office in Geneva.

In your study for an MA in Publishing with Brookes you will have a dedicated staff who are committed to delivering the very best in a postgraduate publishing education with both an academic and a professional focus.
Rosie Atkinson (Publishing MA)

The most important thing that Brookes did for my career was to give me options.

I studied Italian with French at the University of Oxford. After completing my degree, I spent three years teaching Modern Languages, first at St Edward’s School in Oxford and then St Paul’s Boys’ School in London.

I chose to study at Brookes due to both the excellent reputation of the Publishing MA in the industry and the university’s location – Oxford is a centre of global publishing – providing plenty of opportunities for local work experience.

With no previous experience in publishing or indeed in business, I found the MA course extremely challenging – composing marketing plans, drawing up production schedules, creating e-books, designing websites, writing blog posts, manipulating HTML – were all new and alien experiences for me. However, thanks to the support and expertise of lecturers, guest speakers and fellow students alike, I was able to achieve things that I never thought possible. The MA has given me both the skills and confidence to set up on my own as a designer – something that I would not have even contemplated a year ago.

Brookes offered all the crucial elements for a successful master’s: an up-to-date, varied and stimulating course, a multinational body of highly capable students, an excellent lecturing staff and a vibrant location, perfect for both work and play.

My advice would be to embark on the master’s with an open mind in terms of careers. I went in wanting to work for an educational publisher and emerged an aspiring freelance designer! For me, at least, the master’s presented a host of exciting new opportunities, which I had never previously considered. Taking advantage of the time given for work experience and listening to guest speakers really helped me to figure out what I wanted to do.

After graduating from Brookes, my first step was to explore the possibility of becoming a freelance book designer. My Major Project, which involved designing a large format book of the artwork of Charlie Langton, an artist who specialises in equine sculpture, was very much geared towards trying to pursue this career path. Once completed, I presented the book to the artist’s gallery, mainly out of courtesy for the help that they had given me during the course of my project, but also in the faint hope that they might offer me some work, which they did! Since then, I have been working on a private commission for a top fashion designer and have created a website and published a booklet for a sports charity, the Arundel Castle Cricket Foundation.

I cannot name any one achievement since graduating that makes me most proud – I am just so pleased that I took the risk to pursue what I wanted to do. It remains to be seen whether it will pay off in the long run but I am thoroughly enjoying what I am doing at the moment.

Without the master’s, I would not have pursued a career in design. My various modules, both compulsory and optional, taught me fundamental skills in a number of different fields, including website, blog and book design, both digital and print. The Major Project then gave me the freedom to pursue my interests and develop these skills further. The support and advice that I received throughout the course from lecturers and my project supervisor was invaluable. However, the most important thing that Brookes did for my career was to give me options – if for whatever reason, design does not work out for me, I have other avenues to explore. This may be in publishing but that is not a given.

One of the best things about studying at Brookes was meeting and working with such a diverse group of people. With students coming from all over the world, bringing together different cultural and professional experiences, there were very few questions that couldn’t be answered or problems solved. I learned a huge amount from my fellow students and also had a lot of fun – I hope to keep in touch in the future.

For more Arts student profiles please visit www.arts.brookes.ac.uk/postgraduate/profiles.html
STUDENT PROFILE
Anne Mellar (Book History and Publishing Culture MA)

I have benefited from having the freedom to explore my own interests.

Before coming to Brookes I studied for a BA in English at the University of York. I chose Brookes because of the superb resources at hand, from the Bodleian Library to the Booker Prize Archive – combined with all the benefits of studying in such a historical setting.

I’m really glad that I’ve chosen to study the MA in Book History and Publishing Culture. The course offers the best of both worlds in offering a combination of modules from both the Faculty of Humanities and the publishing department. It was, after all, on the publishing trip to the Frankfurt Book Fair that we also had chance to explore Mainz – the birthplace of Gutenberg’s moveable-type printing press.

The course has given me the opportunity to make up my own mind about the texts and ideas we’re studying. I have benefited from having the freedom to explore my own interests throughout the year thanks to encouragement from tutors, and in making the decision to take an independent module.

I received funding which has been an incredible benefit, and has made the experience of doing a master’s much less financially stressful. This in turn has allowed me more time to focus on studying and work experience, meaning that I’ve been fortunate to intern at Bodleian Library Publishing for one semester.

The course leader is very supportive. I’ve been able to develop my research skills thanks to an emphasis on using primary materials, digital resources and archives.

I’d encourage other students to make the most of all the opportunities that come up during the year, of which there are plenty, both within Brookes and further afield. I believe this year has really broadened my options in thinking about career-choices.
BOOK HISTORY AND PUBLISHING CULTURE MA

The MA in Book History and Publishing Culture is an exciting new programme that provides an opportunity aimed at anyone interested in the history of the book and recent developments in print culture. The core programme is taught by specialists in their fields and is closely linked to the renowned MA in Publishing.

The programme themes include authorship, textual production and dissemination in the period from 1870 to the present day. Taught by specialists in the field, your studies draw on theories of print culture and book history to identify the ideological challenges to the cultures of publishing and the ways in which contemporary practice has been shaped by social, economic and technological developments. This varied programme is further tailored to your interests through the inclusion of a range of elective MA modules in Publishing, English and History, enabling you to engage with the interrelations between these disciplines.

This programme appeals to students wanting an academic grounding in the field of publishing. Like all our degrees this programme can be taken as a part-time study and for this reason the programme also appeals to publishing professionals who want to investigate in depth aspects of their chosen creative industry. In addition, it is an excellent preparation for further research in book history at doctoral level.
Your programme

As a one year, full time programme, your studies start with a 40 credit module that introduces you to the theories and approaches to studying book history. Modules from History and English and Editorial Management from the Publishing MA programme make up your other options. In the second semester, your choice widens. Further English and History modules are available, as well as other Publishing modules including Children’s Publishing, e-Publishing, Publishing and Language, Rights Management and Journal Publishing. An additional compulsory module from Publishing, The History and Culture of Publishing, completes your second semester. The programme concludes with your research and writing of the dissertation which is submitted at the end of September. Excellent opportunities for work experience are available during your year with us (subject to previous knowledge and experience).

Oxford is an ideal location for this programme, as it is a major historical centre for publishing. You will have access to the Bodleian Library and local publishers’ archives, including the Oxford University Press archive, for your research. The library at Oxford Brookes has an extensive collection of texts and journals about publishing, as well as the Booker Archive, the André Deutsch Archive and the Publishing in Africa special collection.

Further information and a full list of modules are available here: http://publishing.brookes.ac.uk/postgraduate/ma_book_history/
INTERNATIONAL PUBLISHING SUMMER SCHOOL

This prestigious two-week course brings together delegates to develop new skills as international publishers and to discuss issues of key importance to our industry.

Who is it for?

The International Publishing Summer School is designed for those with several years’ experience in the industry from trade, academic, educational and professional backgrounds. You are likely to be a go-ahead entrepreneur within a small or large publishing company, keen to develop your strategic and decision-making skills.

The course will give you the opportunity to:

- Hear from top industry experts about how they have created, developed and sold products and services for a range of markets
- Be taught by highly experienced tutors from the Oxford International Centre for Publishing Studies, the UK’s leading publishing centre
- Focus on new technologies, and recognise which will be the most effective in helping you build a business
- Try out new skills in breakout groups and workshop situations
- Gain a better appreciation of how publishing works internationally
- Enjoy visits to key industry organisations
- Exchange opinions with delegates from around the world

What does it include?

- All teaching, including invited industry experts
- 13 nights en-suite accommodation in our postgraduate centre
- A special conference dinner with after-dinner speaker
- Industry visits
- Three meals a day on the working days of the conference, breakfast at the weekends

What will you encounter?

- Stimulating ideas
- Inspiring advice
- Innovative thinking
- Wide-ranging views
- Practical suggestions
- Realistic goals

See our website:

- www.publishing.brookes.ac.uk/event
FINE ART: DRAWING FOR FINE ART PRACTICE MA
(delivered at the School of Art, Swindon College, for Oxford Brookes University)

The programme takes as its starting point the consideration of drawing as a primary form of visual expression – and out of this as a richly investigative way of encountering and experiencing the world. The programme aims to provide a context for a focused pursuit of a creative language for visual enquiry and communication.

Supporting a personal evolution of practice, the course provides strategies for informed and thoughtful research. It offers four strands of approach, combining practical and contextual investigation:

■ An on-going investigation of the language of drawing, through practice and research
■ The pursuit of an individual line of enquiry by means of an in-depth practical exploration of a chosen topic
■ The pursuit of a context for individual practice
■ A parallel investigation of ways of writing about practice

Four structured, investigative modules culminate in a student-led major project which extends the enquiry into a professional context, involving an exhibition of work in an appropriate setting.

The programme is aimed at graduates in fine art or related disciplines who wish to extend their practice through an intensive scrutiny of visual mark-making media, perceptual representation and associated processes, within an informed context. You will develop a critical and reflective appraisal of studio practice, and demonstrate understanding and originality in tackling and solving problems through the visual, oral and written components of your research.

About the programme:

The programme of learning is centred on individual studio practice, and is informed by a mixture of formal taught components (including lectures, presentations and seminars), individual tutorial (offering reflection and formative consideration of practice), and cultural visits (part of the programme content).
Semester one:
The first 30 weeks (full-time) or 60 weeks (part-time) involves five compulsory modules. These include reflection on practice, presentation and exhibition of your work and research methodologies. It concludes with a research paper, a reflective and analytical document in which you will demonstrate the learning attained in earlier modules.

Semester two:
This requires a further 15 weeks of practice for the final module: Advanced Studio Practice.

You will exhibit, present and complete a substantial body of original work that represents the level achieved through individual creative, critical and professional practice at master’s level (Level 7). This will be assessed by exhibition.

Modules

Semester 1 modules
- Practice and Context
- Research Methods
- Fine Art Drawing Practice
- Research Paper

Semester 2 modules
- Advanced Studio Practice

After you graduate

Many graduates continue as practising artists whilst others take up careers related to their knowledge, expertise or interests, for example within art galleries and museums, teaching further or higher education, new technologies, arts administration, and conservation.
POSTGRADUATE RESEARCH PROGRAMMES

The School of Arts has a thriving research culture providing a stimulating and nurturing environment for PhD students pursuing study in Arts Practice, Composition, Film Studies, Historical Musicology, Popular Music, Social Sculpture, Sound Art, Publishing, Book History, Literary Sociology and Contemporary International Publishing.

Research degrees can be undertaken in many areas within the fields of Art & Design, Film Studies, Music and Publishing including:

**Art & Design**
- Art writing and theory
- Fine art practice
- Social sculpture
- Live art
- Cross-art-form practice

**Film Studies**
- Film theory
- Audience and reception
- Cultural studies
- Hollywood cinema

**Music**
- Opera
- Popular music
- Composition and sonic art
- Sound Art

**Publishing**
- Print culture
- Publishing and book history
- Reading and literary sociology
- Contemporary international publishing
RESEARCH ENVIRONMENT

Oxford Brookes University brings together pre-eminent creative media research academics who support and enrich the interdisciplinary activities of the practice-based research units situated in the School of Arts.

The fertile research environment in our school creates rich opportunities for dialogue processes, transdisciplinary interaction and connective practices linking artists, activists, projects, members of the public and researchers from various practices, thought spaces, and regions of the world.

Entry Requirements

Applicants should have, or expect to have, at least a 2.1 honours degree in an appropriate area. Applicants who have equivalent experience and strong research skills will also be considered. The school is also able to consider proposals for new research projects from applicants in full-time employment who wish to obtain a research degree on a part-time basis, or on the basis of existing published research.

Assessment

The award of MRes, MPhil or PhD is made on the basis of a satisfactory thesis submitted and examined by at least two examiners - one being external to the University. The candidate will normally be required to attend an oral examination, in the UK, on the programme of work and field of study.

For more information visit: www.arts.brookes.ac.uk/pgr

Right: Richard Hamilton building at Headington
**RESEARCH, CONSULTANCY AND EXPERTISE**

The research environment in the School of Arts is enriched by the activities of our specialist research units:

**Research Centres and Clusters**

Our research centres provide a focus for research and a bank of expertise across the arts, music, film, social sculpture, connective practices and interdisciplinary creative cultural action. They enable us to foster relationships with outside agencies and other academic institutions as well as facilitating debate and promoting interdisciplinary research within the university.

**Arts Research Practice (ARP)**

ARP fosters practice and performance led research processes alongside critical engagement with creative practices and curatorial strategies.

*Contact*
- Tracey Warr
t.warr@brookes.ac.uk
- www.arts.brookes.ac.uk/research/index.html

**Oxford Brookes: Exploring Research Trends in Opera (OBERTO)**

OBERTO provides a forum for the investigation of opera in all its interdisciplinary richness. We explore the history, performance and reception of opera; opera’s political, social and cultural contexts; and critical debates about opera both historical and contemporary.

*Contact*
- Alexandra Wilson
alexandra.wilson@brookes.ac.uk
- www.arts.brookes.ac.uk/research/oberto

**Popular Music Research Unit (PMRU)**

PMRU provides a forum to investigate both contemporary and historical issues in the field of Popular Music. This incorporates practice-led research and textual research, including musical analysis, critical musicology, performance, composition and songwriting.

*Contact*
- Jan Butler
jan.butler@brookes.ac.uk
- www.arts.brookes.ac.uk/research/pmr
Sonic Art Research Unit (SARU)

SARU provides a forum for dialogue between the fields of Composition and Sound Art; including acousmatic, collaborative, electroacoustic, experimental, interdisciplinary and site-specific practices alongside engagement with field recording, and soundscape studies.

Contact
Paul Whitty
pwhitty@brookes.ac.uk
www.arts.brookes.ac.uk/research/arp/saru.html

Social Sculpture Research Unit (SSRU)

Linking artists, activists, projects, members of the public and researchers from various practices, thought spaces, and regions of the world, the SSRU creates opportunities for dialogue processes, transdisciplinary research and connective practices that contribute to creative transformation, social and ecological justice and the shaping of a humane and non-exploitative world.

Contact
Shelley Sacks
ssacks@brookes.ac.uk
www.arts.brookes.ac.uk/research/arp/ssru.html

Oxford International Centre for Publishing Studies (OICPS)

A world-leading centre for publishing education, delivering bespoke training and independent consultancy and research services to the publishing industry. Research is carried out in a range of interdisciplinary areas including museum publishing, book consumption and the life cycle of books, media convergence, digital developments, post-colonial publishing, early twentieth-century publishing history (including publishing in World War One), and late twentieth and early twenty-first century publishing history.

Contact
Angus Phillips
angus.phillips@brookes.ac.uk
www.arts.brookes.ac.uk/research/oicps
STUDENT PROFILE

Shirley Pegna

Shirley’s research topic is The Transit of Sound and the Perception of Sonic Phenomena.

My practice is concerned with sound as a material, and I have been looking initially into sound and vibration travelling through solid matter, exploring it as a connecting agent over extreme long distances as well as for more localised sounding events. Research into low frequency sound and vibration has led me to look at how we perceive these elemental signals, how they signify in the perception of our habitat and how they can connect us with the planet and universe in which we live.

“Just as the human body is sharply bounded by skin, temperature differences, blood chemistry, and a calcium phosphate skeleton, so is earth distinguished from its surroundings by its persistently anomalous atmosphere, its steady temperature, and its unusual limestone and granitic rock.

Lynn Margulis
Symbiotic Planet
I am looking at a range of autobiographies, paintings, photographs and novels to explore the different ways in which male opera singers were represented and received in this period. I chose to study at Oxford Brookes because of OBERTO – the opera research unit. The unit’s emphasis on interdisciplinary studies appealed to me, as my project combines approaches from literature and art history, as well as musicology. The staff have been very supportive and I have already been to some interesting departmental events, including an opera reading group and a talk from a member of staff at the Royal Opera House. I have been really impressed with the facilities and organisation at Brookes and am very glad I chose to study here.
COMPUTING AND COMMUNICATION TECHNOLOGIES

Postgraduate Courses

Our postgraduate courses are taught by leading academics as active researchers and are designed to meet the needs of modern industry.

The location in Oxford places us at the heart of one of Europe’s biggest concentrations of high-tech businesses.
What I liked most was that you have a lot of practical sessions, not just theory, which is the best way to learn. Also you can customise your programme by adding your favourite modules and the University has really good facilities.

Olivier Braeckman
MSc Computer Science

POSTGRADUATE COURSES

Computing and informatics
MSc Computer Science
MSc Computer Vision
MSc Computing
MSc eBusiness
MSc Software Engineering

Communications
MSc Mobile and High Speed Telecommunication Networks
MSc Mobile and Wireless Communication Systems

Media technology
MSc in Digital Media Production

All courses have recently been revalidated/validated and any related outstanding matters will be completed well in advance of September.

Olivier won the BOCC (the Big Oxford Computer Company) Postgraduate Development Award. He now works as a software developer back home in Belgium.
MECHANICAL ENGINEERING & MATHEMATICAL SCIENCES

Postgraduate courses from the Department of Mechanical Engineering and Mathematical Sciences
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Mechanical Engineering and Mathematical Sciences at Brookes

The Department of Mechanical Engineering and Mathematical Sciences provides a range of professionally accredited mechanical, automotive, motorsport, mathematical and statistical programmes of study. Our focus is to provide world class, high quality teaching and applied research so as to give our students an excellent experience.

The department is a major international centre for research. We participate in leading edge projects such as the MINI-E and advanced engine design and have been recognised for our research excellence. We are committed to promoting a sustainable future; our work in developing a commercially available bamboo bike shows excellence in the emerging field of sustainable engineering. Uniquely, it shows how integrating engineering principles with nature can deliver an exciting and affordable product without consuming the Earth’s valuable resources.

For research and knowledge transfer, our ethos embodies the combining of fundamental science and market intelligence to create sustainable technologies and solutions for the real world, minimising environmental impact and delivering economic performance. This is then fed back into our research-led teaching and our track record in working with research councils and organisations such as BMW is exemplary.

We are very fortunate to be uniquely positioned in Oxfordshire at the centre of the ‘hub’ for clean automotive and related industries which enhances the work we do and provides further opportunities to students such as placements.

We are situated on the Wheatley campus in a purpose-built £9m facility which is well equipped and is the envy of many local organisations and creates an environment in which technical expertise is enhanced by creativity and imagination. We have a close-knit community with around 700 students supported by experienced and well qualified academic and technical staff who also spend a significant proportion of their time working with outside organisations, many global, as practitioners in their discipline.

Our unique portfolio of programmes is research-led, develops practitioner skills and places students in a competitive position to secure their desired career path. We are distinctive in developing students to solve real-world problems and add value to their future organisations by identifying and then implementing solutions in a professional manner. We also give strong support to student activities such as the Formula Student Team – Oxford Brookes Racing (OBR). Formula Student is an annual UK and international competition where students design, build and then race their car at Silverstone and locations overseas.

All of our courses will equip you with the specialist knowledge and skills in the latest technology and specialist software packages. This is recognised by many employers, especially in Formula 1, who recruit a significant number of our graduates. Many of our students also receive sponsorship.

Inherent in all our activity is the value we place in partnerships with business and industry, because it not only helps us to do better teaching and research and provide learning opportunities such as student projects, but it also allows us to add value back into the economy.

In our teaching, research and knowledge transfer we strive to help students, staff and our partners realise their full potential.

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Gareth Neighbour (pictured in the Auto Lab)
Head of the Department of Mechanical Engineering and Mathematical Sciences

www.mems.brookes.ac.uk
Oxford Brookes University has a long history of providing high quality, accredited, MSc courses and is noted for running Motorsport courses for over a decade. Whether your passion is road cars, race cars, great engineering design, probabilistic concepts or algorithms, then postgraduate study on one of our MSc courses, or as a research student, will help you to realise your ambitions. Our graduates enjoy excellent employment opportunities. Many go on to pursue successful careers with leading engineering and technology companies including major automotive and motorsport companies, including Formula 1 teams and suppliers. If you want to work at the forefront of your industry, you need to invest in the skills and knowledge that only the best postgraduate study can provide.

In the motorsport area, we have lecturers who have designed and worked on winning Formula 1 race cars. We were chosen by Fernando Alonso and the Cajastur bank to host their motorsport MSc scholarship scheme, which has been running since 2007 for Spanish students.

We have a purpose-built teaching and research facility with the very best equipment, including a four-post test rig and state-of-the-art engine test cells. Our dedicated computer suites provide access to the latest industry-standard design software.

Our links with industry go back to when we first started our engineering courses and remain central to our activities. Courses are developed in conjunction with industry and are designed to ensure that students graduate with the skills and knowledge they need to excel in their chosen careers.

Research in the Mathematical Sciences also supports our ethos of providing real world solutions such as the application of engineering in medical tomography or the provision of flow networks for security of energy supply. We also offer a leading MSc course in Medical Statistics which attracts students from around the world giving you the opportunity to develop high-level practical skills based on an understanding of statistical methods.

Oxfordshire is the home for many high technology companies with Harwell Oxford nearby, a home for world leading science, technology and business. Oxford is right in the heart of the UK’s motorsport industry, often called ‘Motorsport Valley’. In total, the area has over 4,000 high performance engineering businesses which make us one of the best locations to pursue your passion in engineering, technology and the mathematical sciences.
Industry standard engineering facilities

We have excellent experimental and computational facilities to conduct advanced research supporting our postgraduate teaching. Our students have access to these laboratories for their coursework and projects, and includes the following areas:

**Engines**
Advanced research and teaching is carried out on: emissions, alternative fuels and engine component development for efficiency and durability. Academics and students are currently designing and developing an engine to be the backbone of our Formula Student activities for years to come. We have four engine test cells with state-of-the-art instrumentation used in the development of engines. The facilities are comparable to those available at major vehicle manufacturers.

**Automotive**
Dedicated areas for Formula Student and the four-post rig for vehicle dynamics. We have a number of vehicles (for example; BAR F1 Race Car, Formula Renault, BMW MINI and BMW 1 series) used both for research and teaching. We are working on a multi-disciplinary project looking at developing an autonomous vehicle. This project draws on expertise from across the faculty but in particular in the area of computer vision. There are very few universities in the world which have this line up.

**Dynamics**
An area of expertise in dynamic characterisation of vibrating structures and noise reduction. The facilities are used for teaching Engineering Dynamics, NVH modules, and postgraduate research. There are several pieces of high-performance equipment which include uni-axial and tri-axial accelerometers, source control, spectral acquisition and modal analysis hardware and software, a series of small shakers, two larger shakers, structural excitation, modal analysis and a damper dynamometer.

**Fluids**
The equipment enables students to gain deeper understanding of internal and external flows through the use of equipment such as a small scale wind tunnel, centrifugal pump performance test rig, 2 x flow benches, laminar and turbulent flow rig and forced convection equipment.

**Mechanical Testing and Stress**
A multi-functional capability for use with teaching, research, contract testing and consultancy. We have experimental facilities to conduct fatigue and impact analysis. We also have in-house heat treatment facility.

**Joining Technology**
For over 40 years, Oxford Brookes has been involved in the research and development of various joining technologies. More recently, with the increasing demand for lighter and more efficient structures, we have been engaged with the science and engineering of adhesives, sealants and bonding technology. Specialist equipment includes Fourier Transform Infrared Spectroscopy (FTIR), Scanning Electron Microscopy (SEM), Differential Mechanical Thermal Analysis (DMTA), Video Contact Analysis (VCA), mechanical test machines, video imaging non-contacting extensometry and environmental cabinets.
MSc ADVANCED ENGINEERING DESIGN

Accredited by the Institution of Mechanical Engineers (IMechE)

Great engineering design turns great ideas into great products. If this is your aim, then a MSc in Advanced Engineering Design will give you the skills you need to achieve it.

About the course

Developing the skills to take complex products all the way from idea to fully-validated designs, you will use the most advanced CAD packages and learn the techniques required to analyse your work, testing designs in virtual reality to see how they perform and how reliable they are. These skills are taught by staff with exceptional knowledge and expertise in their fields.

We have close links with industry through research projects and consultancies. This wealth of experience means our students benefit from being taught by staff abreast of the latest industry developments. Our wide network of contacts brings real world experiences to the courses.

For students with an interest in automotive or motorsport engineering, there is the opportunity to join our very successful Formula Student team, part of Oxford Brookes Racing and put theory into practice by racing against other universities from around the world.

The course is structured around three periods: Semester 1 runs from September to December, Semester 2 from January to May, and the summer period completes the year until the beginning of September. To qualify for the MSc you must pass the compulsory modules, two optional modules and the Dissertation together with Research and Study Methods.

Compulsory modules
- Advanced Mechanical Engineering Design
- Advanced Strength of Components
- Advanced Engineering Management

Optional modules
- Computation and Modelling
- CAD / CAM
- Advanced Materials Engineering and Joining Technology
- Sustainable Vehicle Engineering
- Noise, Vibration and Harshness
- Vehicle Crash Engineering
- Engineering Reliability and Risk Management

You will also take
- Research and Study Methods
- Dissertation
After you graduate

Our graduates enjoy the very best employment opportunities, with hundreds of engineering students having gone onto successful careers in their chosen industry. For example, we have close ties with BMW Oxford and Airbus. Many of our students go on to work with leading engineering companies.

Research

The emphasis of our research is to produce leading edge outputs to tackle real world problems. Staff have close links with industry through research projects and consultancies. In the most recent Research Assessment Exercise, 80% of our engineering research output was judged to be of internationally excellent or world-leading quality.

Specific entry requirements

You should normally hold a first degree equivalent to at least a UK lower second class bachelor’s degree in mechanical engineering or related discipline. Applicants with relevant professional experience will also be considered.

English language requirements

If your first language is not English you must satisfy our English language requirement by providing us with evidence of a minimum TOEFL score of 80 (internet based), or an IELTS score of 6.0.

English language requirements for visas

If you need a student visa to enter the UK you will need to meet the UK Border Agency’s minimum language requirements as well as the university’s requirement. For more information visit: www.brookes.ac.uk/international/apply/english
MSc AUTOMOTIVE ENGINEERING

Accredited by the Institution of Mechanical Engineers (IMechE)

The MSc in Automotive Engineering provides an opportunity for in-depth study of the engineering that enables and drives forward this vital worldwide industry.

About the course

The key components of the course cover:

- design, with a focus on vehicle chassis and performance
- sustainability
- reliability
- aerodynamics
- issues of comfort like noise, vibration and harshness

We have close links with industry through research projects and consultancies. Our partners include the BMW MINI plant in Oxford and other local businesses. As well as the traditional aspects of motor car design and manufacture, we have lively and well-funded research programmes in areas of current concern such as vehicle end-of-life issues, and modern composite materials. We also have a growing involvement in electric vehicles.

Students have the chance to join our very successful Formula Student team, part of Oxford Brookes Racing, and put theory into practice by racing against other universities from around the world.

The course is structured around three periods: Semester 1 runs from September to December, Semester 2 from January to May, and the summer period completes the year until the beginning of September.

To qualify for the MSc you must pass the compulsory modules, one of two alternative-compulsory modules and one optional module, along with the Dissertation and Research and Study Methods.

Compulsory modules

- Advanced Chassis Engineering
- Performance Vehicle Design
- Sustainable Vehicle Engineering
- Advanced Engineering Management

Alternative compulsory modules (you must pass at least one of these)

- Noise, Vibration and Harshness
- Vehicle Crash Engineering

Optional modules (you take one of these, unless you take both alternative compulsory modules)

- Advanced Vehicle Aerodynamics
- Engineering Reliability and Risk Management
- Advanced Materials Engineering and Joining Technology
- CAD / CAM
- Advanced Powertrain Engineering
- Advanced Strength of Components

You will also take the following

- Research and Study Methods
- Dissertation

Automotive testing on the four-post Rig
After you graduate

Our graduates enjoy the very best employment opportunities with hundreds of engineering students having gone onto successful careers in their chosen industry. Many of our students go on to work with leading automotive or motorsport companies in the UK and worldwide.

Research

The emphasis of our research is to produce leading edge outputs to tackle real world problems. Staff have close links with industry through research projects and consultancies. In the most recent Research Assessment Exercise, 80% of our engineering research output was judged to be of internationally excellent or world-leading quality.

Specific entry requirements

You should normally hold a first degree equivalent to at least a UK lower second class bachelor’s degree in mechanical engineering or related discipline. Applicants with relevant professional experience will also be considered.

English language requirements

If your first language is not English you must satisfy our English language requirement by providing us with evidence of a minimum TOEFL score of 80 (internet based), or an IELTS score of 6.0.

English language requirements for visas

If you need a student visa to enter the UK you will need to meet the UK Border Agency’s minimum language requirements as well as the university’s requirement.

For more information visit: www.brookes.ac.uk/international/apply/english
MSc MOTORSPORT ENGINEERING

Accredited by the Institution of Mechanical Engineers (IMechE)

The UK is home to the most successful national motorsport industry in the world. If you have a passion for racing cars then the MSc in Motorsport Engineering is for you. You will work with the latest software and have the opportunity to specialise in such areas as engine technology, chassis performance and racing engineering; in fact everything you need to engineer a winning car.

About the course

The course provides intensive exposure to integrated design, simulation, modelling, analysis, motorsport components and racing cars. The analysis elements in the modules include structural optimisation, dynamics, internal combustion, engine thermo-fluid dynamics, vehicle performance, tuning and monitoring. Staff teaching on this course have Formula 1 experience and design skills.

The course is structured around three periods: Semester 1 runs from September to December, Semester 2 from January to May, and the summer period completes the year until the beginning of September.

To qualify for the MSc you must pass the compulsory modules, one optional module and the Dissertation together with Research and Study Methods.

After you graduate

Our graduates enjoy the very best employment opportunities with hundreds of engineering students having gone onto successful careers in their chosen industry. We have close ties with many Formula 1 teams. Many of our students go on to work with leading motorsport companies including Formula 1 teams and suppliers.

Research

The emphasis of our research is to produce leading edge outputs to tackle real world problems. Staff have close links with industry through research projects and consultancies. In the most recent Research Assessment Exercise, 80% of our engineering research output was judged to be of internationally excellent or world-leading quality.

Compulsory modules

- Advanced Chassis Engineering
- Performance Vehicle Design
- Advanced Vehicle Aerodynamics
- Laptime Simulation and Race Engineering
- Advanced Engineering Management

Optional modules

- Vehicle Crash Engineering
- Computation and Modelling
- CAD / CAM
- Advanced Strength of Components
- Advanced Materials Engineering and Joining Technology
- Data Acquisition Systems
- Engineering Reliability and Risk Management

You will also take

- Research and Study Methods
- Dissertation

Specific entry requirements

You should normally hold a first degree equivalent to at least a UK lower second class bachelor’s degree in mechanical engineering or related discipline. Applicants with relevant professional experience will also be considered.

English language requirements

Find out about acceptable English Language qualifications and the UK border agency language requirements for student visas at www.brookes.ac.uk/international/apply/english
Nestling deep in Oxfordshire, Lotus F1 Team’s home at the Whiteways Technical Centre on the outskirts of the village of Enstone, near Chipping Norton, is an unexpected technical tour de force nesting in the verdant farmland.

The team moved here in 1992 in its Benetton guise after initially being formed as Toleman Motorsport and entering the 1981 Formula 1 World Championship from its former base in Witney, just under 20 kilometres away.

Just two years after arriving at Enstone, the first World Championship silverware made an appearance thanks to Michael Schumacher winning the 1994 Drivers’ Championship, with the same feat accomplished the following season along with the Constructors’ Championship title too.

For 2002, the team became Renault F1 Team, and Fernando Alonso led the squad to glory for the 2005-6 Drivers’ and Constructors’ Championship titles to the added to the roster.

Now with the Lotus F1 Team name above the door, Enstone continues to develop as a centre of motorsport excellence with the 60% scale wind tunnel added in 2011 and the ‘Driver in the Loop’ simulator coming online in 2012.

‘There has been a long-standing relationship with Oxford Brookes, which has allowed many young, promising engineers to complete placements with the Lotus F1 Team. Graduates or final-year students are given the opportunity to work in all areas of the design office, which helps fast track their development and gives them a well-rounded learning experience. It’s often a steep learning curve, but the quality of the candidates has been exceptional and they have all made a positive contribution to the team.’

James Allison, Technical Director, Lotus F1 Team
MSc RACING ENGINE DESIGN

Accredited by the Institution of Mechanical Engineers (IMechE)

The motorsport industry in the UK is a world leader and many of the world’s most advanced high-performance engines are designed here. The MSc in Racing Engine Design is intended to enhance and extend your knowledge. You will be taught by staff with many years’ experience of racing engines, from performance road cars through rally, IRL, Kart and F3 right up to Formula 1.

About the course

The course provides an intensive exposure to an integrated design, simulation, modelling and analysis of racing engines. The analysis elements of the modules include structural optimisation, dynamics, internal combustion engine thermo-fluid dynamics, engine performance, tuning, mapping and monitoring.

The course is structured around three periods: Semester 1 runs from September to December, Semester 2 from January to May and the summer period completes the year until the beginning of September. To qualify for the MSc you must pass the compulsory modules, two optional modules and the Dissertation together with Research and Study Methods.

After you graduate

Our graduates enjoy the very best employment opportunities with hundreds of engineering students having gone onto successful careers in their chosen industry. We have close ties with BMW Oxford, Airbus and Formula 1 teams. Many of our students go on to work with leading motorsport companies including Formula 1 teams and suppliers.

Research

The emphasis of our research is to produce leading edge outputs to tackle real world problems. Staff have close links with industry through research projects and consultancies. In the most recent Research Assessment Exercise, 80% of our engineering research output was judged to be of internationally excellent or world leading quality.

Compulsory modules
- Racing Engine Design
- Advanced Strength of Components
- Advanced Engineering Management

Optional modules
- Advanced Powertrain Engineering
- Computation and Modelling
- CAD / CAM
- Advanced Materials Engineering and Joining Technology
- Data Acquisition Systems
- Engineering Reliability and Risk Management

You will also take
- Research and Study Methods
- Dissertation

Specific entry requirements
You should normally hold a first degree, equivalent to at least a UK lower second-class bachelor’s degree, in mechanical engineering or a related discipline. Applicants with relevant professional experience will also be considered.

English language requirements
If your first language is not English you must satisfy our English language requirement by providing us with evidence of a minimum IELTS score of 6.0. Find out about other acceptable English language qualifications and the UK border agency language requirements for student visas at: www.brookes.ac.uk/international/apply/english
Student Profile: Adam Lowe, MSc Racing Engine Design

I’m a Graduate Mechanical Designer at Lotus F1 Team working on Kinetic Energy Recovery System. My feet still haven’t touched the ground since starting here. I still can’t quite believe where I am, and I’m adoring every second of every day, even the very long ones!

Coming to Oxford Brookes for my MSc was one of the best decisions of my life. Never in my wildest dreams would I have pictured myself 12 months on, working for one of the top Formula 1 teams in a job that gives me more creativity and design input than the vast majority of general engineering graduate jobs out there. What got me the job? For certain, what got me the job was my experience at Brookes and the MSc I completed there. It wasn’t all perfect – which is true of any course at any university – but it did allow me to achieve my goal in a way that I don’t think would have been possible anywhere else.

I studied the MSc Racing Engine Design. The experience of the course itself was exceptional. The material that I was taught and the people who taught it were second to none. If I ever had any worries, lecturers and staff were friendly and approachable, which is absolutely crucial in order to feel at ease and enjoy a course at university. I also really benefited from getting involved with Formula Student. A successful engineer must have a practical know-how as well as theoretical ability, and Formula Student is probably the best opportunity a university can offer to put the in-depth theoretical science you are learning into practice.

If I had advice for anyone starting their course at Brookes it would be to make the most of the incredible opportunities available. If you put in minimal hours and go for an easy ride, then you probably won’t enjoy yourself and I’m afraid engineering may not be the right career path for you anyway. But if you take advantage of what’s on offer and put in as much as you want to get out, then Brookes has something special to offer: a path to a dream industry that is taken for granted by many!
Oxford Brookes Racing and Formula Student

Formula Student (FS) is a breeding ground for world class engineers. It challenges university students from around the world to design and build a single-seat racing car, which is then put to the test at race circuits around the globe.

Oxford Brookes Racing (OBR) was one of the first teams to compete in the Formula Student UK in 1999. The aim is to achieve results through clever engineering utilising the resources provided by the university and the team’s sponsors. In the last few years the team has also competed regularly in FSAE Detroit and FS Hockenheim.

Oxford Brookes Racing team aim is to introduce students to real life business applications and to apply theoretical knowledge gained from university modules into practical experiences. To design, build, develop, market and compete with a superior race car product. These skills allow Brookes students to work for leading companies after graduation.

The competition places limits on the overall cost of the race car, as well as the performance of the engine and chassis to ensure safety. This forces the team to creatively implement both cost and technically effective solutions.

The Formula Student competitions are recognised as major events within the engineering industry and are sponsored by various companies such as Audi, Airbus, Bosch, Continental and Dassault Systèmes.

The competition embodies not only the performance aspects of the completed vehicle, but also aspects of a simulated production of the race car as a prototype. The vehicles are judged in static presentation-style events and dynamic trials. In addition the rules specify that a car cannot compete for more than one competition year, obligating teams to evaluate and improve their designs each year.

The Formula Student competition is based on a 1,000 points score scheme:

- Endurance: 300
- Autocross: 150
- Acceleration: 75
- Skid pad: 50
- Business presentation: 75
- Cost analysis: 100
- Engineering design: 150
- Economy / efficiency: 100

‘Formula Student gives you hands-on experiences that are not possible from coursework and lectures alone. The technical experience as well as working in a dynamic team environment are extremely valuable to future employers.’

Blake Hinsey, Paul di Resta’s Performance Engineer at Force India F1 team, studied an MSc in Motorsport Engineering

www.mems.brookes.ac.uk
**V-twin engine**
The V-twin is the world’s first entirely bespoke engine and transmission package for Formula Student. It was started in 2006 when members of the OBR team began to lay out a concept for a purpose built engine and transmission package for the Formula Student car class 1 entry. In 2007 the engine layout was completed in CAD and a year later the drawings were prepared for manufacture. In 2009 the manufacturing process started and in 2011 engine and gearbox were unveiled by Racecar Engineering magazine at Autosport Show at the NEC Birmingham.

**Specification**
The engine is a 75° V-twin unit of 600cc capable of running up to 12,500rpm, with dry sump lubrication on both engine and gearbox. 5-axis machined ports and combustion chambers enable the engine to develop an unrestricted power output of 200hp / litre. The gearbox is a 4 speed sequential unit with automated pneumatic shifting which transmits the torque to an innovative torque steer active differential.

**The future of the project**
The manufacturing of the engine is approaching completion with the remaining parts to be machined in-house and through external companies. There are also some minor design adjustments to be done. The V-twin is certainly the pride of the OBR team as it is unique and poses huge potential not only in term of performance, but also in terms of the knowledge and experience available to members working on the project.

**The electric car project**
In the last few years OBR has been running its Formula Student programme with two cars: the petrol and electric car. At present, the electric car is free from competition and therefore allows the team to build a specific development programme in order to focus the research on a particular sector of the car that requires more attention. The electric vehicle market is constantly growing along with use of renewable materials. This project aims to give our members the opportunity to explore and study new materials in order to get knowledge and practical experience within such engineering sectors.

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<tr>
<th>Specification</th>
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<tr>
<td><strong>Motor:</strong> Oxford Yasa Motors DD500 32.4kW, 750Nm peak torque</td>
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<tr>
<td><strong>Controller:</strong> sevcon EV05 Integrated module</td>
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<tr>
<td><strong>Batteries:</strong> 1.62kWh each, 21.9kg each</td>
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<tr>
<td><strong>Chassis:</strong> 4130 steel tubular spaceframe</td>
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<tr>
<td><strong>Suspension:</strong> Unequal length double wishbone suspension, pullrod activated</td>
</tr>
<tr>
<td><strong>Dampers:</strong> Double barrel cane creek dampers serviced by Nitron Racing Shocks</td>
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<td><strong>Weight:</strong> 230kg</td>
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**The future of the project**
The electric FS car is spending a year out of competitive racing to be developed and tested. The data and information gained will be essential to the design and development of future OBR cars. This development time gives OBR valuable experience in the maintenance and running of electric cars. The development includes determining the longevity and condition of batteries, motor running characteristics and temperature, driver feedback, suspension settings and the optimisation of controller settings (i.e. traction control and regenerative braking).
MSc MEDICAL STATISTICS

Statisticians are at the forefront of medical research, helping to produce the evidence for new drugs or discovering links between health and disease and the way we lead our lives. Medical and pharmaceutical research today is underpinned by advanced statistical techniques.

About the course

The MSc in Medical Statistics has been designed to be studied either full-time over one year or part-time, normally over two years. Part-time students are usually required to attend lectures only one day per week.

This course provides understanding and practical expertise in applying statistical methods used widely in medical research and epidemiology. In learning to apply these techniques, you will be working with specialist professional software used throughout the pharmaceutical industry, adding to your professional skills and employability. The course structure is very flexible. It allows you to follow one of three suggested pathways or build a more diverse programme. The pathways are:

- Public health
- Business and data management
- Biotechnology.

To qualify for the MSc you will need to pass two compulsory modules and one elective module in Semester 1, two compulsory modules and one elective module in Semester 2 and pass the Dissertation, together with the Research and Study Methods module.

After you graduate

Our graduates have excellent employment rates, recent graduates are employed as medical statisticians in:

- Oxford and other UK Universities
- the Oxford Centre for Diabetes and other research centres
- Cancer Research UK trials unit
- pharmaceutical companies in the UK and overseas
- UK hospitals

The Mathematics subject area has achieved 100% student satisfaction and has strong links with the pharmaceutical industry, hospitals and medical research teams. MSc dissertations may be based on staff research, large-scale health studies or topics proposed by pharmaceutical companies such as GlaxoSmithKline and others.

Research

Research undertaken by statisticians in the department include applications of statistics in medicine and biology. Much of the statistics research is collaborative in nature, with recent work including projects in breast cancer research, shoulder mobility after radiotherapy, aromatherapy and child birth, osteoarthritis, health care, social sciences and education. Staff from across the university, who teach on the course, bring their expertise from research and consultancy work in their own fields.

Entry requirements

You will need to have a good first degree in science or a related subject with useful statistics content. Applicants with other qualifications plus work experience, or graduates from other fields who have quantitative skills and familiarity with statistical ideas, will also be considered.

English language requirements

If your first language is not English you must satisfy our English language requirement by providing us with evidence of a minimum IELTS score of 6.0. Find out about other acceptable English language qualifications and the UK border agency language requirements for student visas at: www.brookes.ac.uk/international/apply/english

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<th>Semester 1</th>
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<td>Statistical Methods in Medical Research</td>
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<td>Clinical Trials Systematic Review and Meta-Analysis</td>
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<td>Research and Study Methods</td>
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<td>Optional Module 1</td>
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<th>Semester 2</th>
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<tr>
<td>Survival and Duration Data Analysis</td>
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<td>Statistical Modelling using SAS</td>
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<td>Optional Module 2</td>
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<th>Summer</th>
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<tr>
<td>Medical Statistical Dissertation</td>
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Prior to studying at Brookes I had gained a BSc (Hons) in Statistics (Applied) with Management Science at Plymouth University. I looked for a university where I could focus my studies in the field of medical statistics and Brookes offered a well-structured and comprehensive set of modules. I liked that there were links with industry for the dissertation project and in my contacts to find out about the course the staff were very helpful and welcoming. The course is intense, and you can learn a great deal about medical statistics as the course explores so many aspects. Studying at Brookes, I found the staff to be friendly and approachable. It is nice to know that there are people there willing to help and develop your knowledge and realise your potential. To anyone who is planning to take Medical Statistics be prepared to work hard, and you will learn new analytical techniques and skills to take with you to your employment interview. Manage your time well because it is far less stressful if you start assignments when they are given. I am now employed by a leading pharmaceutical company in the oncology team where I am engaged in multi-national breast cancer studies. I have achieved my employment ambition and have found many things I learned can be applied in my daily work: survival analysis, clinical trials and SAS programming to name a few. My job is very rewarding and I feel my Master of Science degree has set me in good stead for the future.
Research degree opportunities

The Department of Mechanical Engineering and Mathematical Sciences has a vibrant research community with research-active staff and opportunities for students across all of its disciplines. Our researchers have strong links with commercial companies and public sector organisations, both locally and internationally.

We offer the following research degrees:
- MPhil
- PhD including a doctoral training programme
- PhD by published work.

Research students can study towards a Master of Science by Research (MSc), Master of Philosophy (MPhil) or a Doctor of Philosophy (PhD) award. An MSc by Research is a one year programme (full-time) while an MPhil normally takes two years of full-time study or three years part-time to complete. The PhD normally takes a minimum of three years full-time study or five years part-time to complete.

Many of the Department’s research projects are funded externally and are undertaken in collaboration with industry, universities and research establishments in the UK, other European countries, the USA, and Australia. Doing an MSc, MPhil or PhD is an opportunity to work with these projects and to make an original and significant contribution to knowledge. A PhD degree is widely recognised internationally as the ‘licence’ to practise as a research scientist or research engineer, and at Brookes we aim for the highest international standards of research.

Research students have the opportunity to undertake a programme of research methods training provided by the University’s Graduate School. They also have access to training in subject-related skills, such as Matlab, and generic skills, such as entrepreneurship and teaching in higher education.

Support
You can expect:
- supervision from a research-active member of academic staff who provides support and advice throughout the duration of your PhD
- a comprehensive research training programme consisting of taught courses as well as regular research seminars
- a lively and collegiate research student community providing plenty of networking opportunities across the university.

Research themes
You can undertake research degrees that contribute to the following themes:
- Sustainable Engineering and Innovation
- Advanced Engines, Propulsion and Vehicles
- Simulation, Modelling and System Integration.
**Entry requirements**

Applicants should have, or expect to have, at least a 2.1 honours degree in an appropriate area. Applicants who have equivalent experience and strong research skills will also be considered. The department is also able to consider proposals for new research projects from applicants in full-time employment who wish to obtain a research degree on a part-time basis, or on the basis of existing published research.

**Assessment**

The award of MSc, MPhil or PhD is made on the basis of a satisfactory thesis submitted and examined by at least two examiners, one being external to the university. The candidate will normally be required to attend an oral examination, in the UK, on the programme of work and field of study.

**Finance**

From time to time, funded research studentships are available to exceptional candidates. Such opportunities are advertised via the Brookes website and externally at venues such as jobs.ac.uk.

However, applicants should not apply on the assumption that they will obtain a studentship from Brookes. Most research students fund their own studies or have sponsorship they have obtained themselves from a company or government agency. We are not able to help prospective students obtain sponsorship.

Research students may have the opportunity to earn money by teaching on tutorials and seminars during the 24 weeks of undergraduate teaching per year. There is a maximum of 6 hours available per week and most students undertake less tutoring than that.

**ATAS clearance**

Having an ATAS clearance certificate is a mandatory requirement if you are applying to undertake postgraduate research in the department and you are not a UK/EU/EEA (including Switzerland) national.
Research and Knowledge Transfer

Research in Mechanical Engineering and Mathematical Sciences is organised within three cross-cutting themes: • Sustainable Engineering and Innovation • Advanced Engines, Propulsion and Vehicles • Simulation, Modelling and Systems Integration. The themes are aimed at encouraging inter-disciplinary research, as well as tackling issues of global external significance, building on the department’s history as being a strong externally facing body. Some of the projects being undertaken within the three themes are described in the following sections. We also have two industrial facing centres: Sustainable Vehicle Engineering Centre (SVEC) and Joining Technology Research Centre (JTRC).

Sustainable Engineering and Innovation

Vehicle light-weighting and design for disassembly
We are in an eight partner consortium, led by Brunel University, and funded by EPSRC. The project is aimed at achieving carbon neutral lightweight automotive vehicle structures for 2020 and beyond, and the particular focus for the team at Brookes is on Life Cycle Analysis of recycled materials, and design for disassembly. Future vehicles are likely to be constructed from large amounts of aluminium and polymer composite materials that are adhesively bonded together. One of our challenges is to optimise techniques for ‘disbond-on-demand’ bonded joints in order to recover materials to minimise primary material inputs for subsequent vehicles.

MINI E trial
As BMW’s academic partner, the flagship Technology Strategy Board (TSB) supported MINI E project enabled us, in cross-university research, to interrogate the technical issues as well as understand fully the social and psychological aspects of driving electric cars. This trial, of 40 vehicles with 138 private and fleet drivers, combined objective data logger information with subjective driver data. The early project findings informed development of the 2011 BMW Active E, an electric derivative of the BMW 1 Series Coupe used to validate future powertrain developments, in preparation for the 2013 BMW i3. The university’s research was extended substantially across the whole of the TSB’s Phase 1 low carbon vehicle demonstration programme as part of Test Bed UK involving 340 vehicles. This research provided the first insight into the expectations and experiences of private and fleet drivers of EVs throughout the UK.

Oxfordshire Electric Vehicle Partnership
We led the nomination of Oxford as one of the Energy Technology Institute’s electric ‘J’ cities in 2009 and co-founded the Oxfordshire EV Partnership (OEVP) in 2010. This partnership, led by Oxford Brookes, builds on the legacy of the MINI E project trials with many commercial supporters. The vision is to establish a self-sustaining market for electric and low carbon vehicles, to become an exemplar region for improved air quality, and to develop a low carbon economy in Oxfordshire.

European perspectives on E-Mobility
In an EU project, e-mobility Accelerator, in the POWER programme, we developed business cases for regions in UK, Holland, Sweden, Poland and Spain that were show-cased as 6 short videos [http://bit.ly/nhgW6Z] at the UK’s major low carbon vehicle conference, LCV, in 2011. In another EU project, BATTERIE, we are exploring the intermodality implications for e-mobility through pilot studies that integrate road, rail, sea and air travel. These projects focus on business cases, policy recommendations and the development of incentive schemes.

From race to road
A track record in motorsport engineering helped us to help bring e-motorsport and low carbon racing ‘to the people’ through street racing, beginning with the Cheltenham Street Race in September 2012. This will play a pivotal role in re-energising public interest in motorsport and winning the hearts and minds of potential customers for EV/Ultra Low Carbon Vehicles.

Durastor project
This multi-partner project is developing innovative, fully polymeric, recyclable hydrogen storage vessels for use in vehicles. The partners are developing the designs, materials and manufacturing methods for these high pressure vessels. Our specific role is to undertake design and life cycle analysis.

Air bag deployment
Fundamental research on pyrotechnic device deployment at end-of-life, and implications for the health
of operatives and the emergency services, led to the development of a new method of testing and evaluation that has provided inputs to international committee work. We developed a unique chamber for the testing and evaluation of particulate emissions arising from deployment.

Knowledge Transfer Partnership (KTP) in collaboration with Stannah Stairlifts
This project aims to improve the sustainability of its products by developing ‘whole life’ design methodologies to cover manufacture, service and end-of-life leading to commercial and environmental benefits.

Bamboo bike
The impact manufacturing has upon the environment means there is an increasing responsibility on various companies to provide products from sustainable resources. This project aimed to design, develop, and manufacture bicycle frames made from alternative ‘carbon neutral’ renewable resources, such as bamboo and flax, which potentially offer a more sustainable engineered alternative to that of traditional bikes.

After more than eighteen months in development and having passed rigorous testing and evaluation, the Oxford Brookes-designed bamboo bike is now available to order. Fully tested to European standards and with a high performance ride quality, the mountain bike is hand assembled by RAW Bamboo Bikes in Yorkshire to an exclusive specification to match the performance of the frame.

The bike frame is made with bamboo tubes and advanced jointing technology using flax fibre that exploits the specific strength and stiffness of bamboo (taking its own weight into consideration the strength and stiffness of bamboo can be superior to that of steel and aluminium). Dr Shpend Gerguri and Dr James Broughton along with undergraduate and postgraduate engineering students developed the frame to maximise the unique rigidity and vibration-absorbing qualities of bamboo and flax, which were thoroughly tested when James and Shpend successfully put the frame through the gruelling eight day 640km CRAFT Transalps race, traversing mountainous off-road terrain that included 21,000m of climbing and descent.

Facts and figures
- Designed and engineered by staff and students within the department.
- The Bamboo Bike is certified to European safety standards.
- The bike is hand-built in the UK by RAW Bamboo at their base in Yorkshire. RAW Bamboo Bikes are the leading bamboo bike supplier in the UK.
- The bikes are built to a high specification to match the high performance ride of the frame.
- The bike frame is made using bamboo tubes and advanced jointing technology using flax fibre, which exploits the specific strength and stiffness of bamboo.
- Bamboo’s unique properties offer a strong and vibration-absorbent frame material for bikes.
- Bamboo is considered one of the more sustainable materials of the 21st century. It is a fast growing grass requiring significantly less land and water to grow than, for example, timber, and can absorb up to five times more CO₂ and release up to 35% more oxygen than an equivalent stand of trees. A particular attribute is its ability to be harvested after only 4-5 years and regrows easily from the remaining culm shoot.
**Advanced Engines, Propulsion and Vehicles**

The Advanced Engines, Propulsion and Vehicles theme aims to provide exciting solutions to clients in advanced powertrain design and development, chassis dynamics, combustion research, and all complex research and testing programmes. The engine test beds are equipped with in-cylinder combustion analysis systems, emission monitoring systems and particle, gaseous and mass spectrometry for carrying out advanced combustion studies and that will enable us to develop control strategies for optimum fuel economy and low emissions levels.

The staff bring World Championship winning skills and advanced production vehicle programme experience to this task. We explore the boundaries of knowledge to deliver world class solutions or to compete with honour in any area of advanced vehicle engineering or motorsport.

We carry out the design and analysis of complete engines and / or detailed vehicle components and structures together with appropriate testing procedures to deliver fully proven results to clients. Our current research and consultancies in the areas of advanced engines are:

- developing ‘smart’ combustion principles for flexi fuel engines
- evaluating thermal management strategy for fuel economy and emissions
- combustion generated pollutants and formation mechanism
- particulate matter emission from gasoline direct injection engine
- gas exchange analysis and combustion studies
- emission measurement and speciation using FTIR spectrometry and mass spectrometry
- evaluating the performance of fuels and fuel additives
- performance evaluation of catalytic converters
- 1-D simulation of engine performance and fuel injection system
- computation fluid dynamics modelling of combustion processes in internal combustion engines

Research in the area of vehicles and propulsion is focused on:

- Powertrain simulation for fuel economy and emission performance
- Drive cycle development for local region and evaluation of real-world fuel economy
- In-vehicle ‘cabin’ air pollution and ventilation requirements
Simulation, Modelling and Systems Integration

Stress and Materials, Analysis, Research and Testing

Stress and materials research, consultancy and testing focuses on materials and components subjected to thermal, static and cyclic loading. The extensive facilities and experimental experience are utilised to assist industry as part of the design and development process.

The test work and research carried out in this area is supported by extensive facilities that include, cryogenic test chambers, photoelastic benches, moiré interferometry rig, tensile test machines, servo-hydraulic test machines, high temperature test furnaces, an Avery Dennison torque machine and several rotating bending fatigue machines. In addition there are considerable strain gauge instrumentation facilities and expertise.

All the tensile test machines have associated extensometers. The extensometers for the Mayes 100, 500 and ESH machines are NAMAS calibrated to an accuracy of 1% FSD. Data can be recorded directly onto X-Y plotters or can be captured using a data logger for latter manipulation on a computer.

The high temperature test furnaces can be used with the Mayes 100 and ESH servohydraulic machines and provide the facility to test in tension or compression up to 1,000°C.

Knowledge Transfer Partnership (KTP) in collaboration with Willans

The challenge is to create fire extinguisher systems for motorsport that can out-perform products currently available. This will require genuine innovation and high-end problem solving, drawing on academic resources to create solutions that can be manufactured and sold for safety critical use at the forefront of automotive engineering. It will encompass a range of engineering knowledge from gases to materials to fluid dynamics.

The project will develop:
- validated models that give accurate spray patterns and flow rate as pressure drops
- further innovative system designs which help sustain flow rate during operation
- cost-effective lightweight component designs that meet temperature and pressure demands
- tests which validate system performance and help with production validation
- low volume manufacturing procedures to ensure reliability.

The main outcome of project will be the embedding of a capability for innovation, which will enable the company to achieve its objectives and build on its work with leading-edge companies within Formula 1, and with high visibility projects such as Bloodhound SSC.

Thin-Walled Structures

Thin-Walled Structures research concentrates on the behaviour of scaffold and pallet rack structures, where it has been influential in the development of European standards in access scaffolds and pallet rack structures and has developed a state of the art second-order program for the analysis and design of pallet racks according to the FEM code.
Applied Mathematics

Mathematicians and statisticians in the department have interests in inverse problems, integral equation methods and solutions, computational algebra, mathematical biology, theoretical physics, optimisation, statistical and mathematical modelling.

These research interests fall into two main areas of mathematical sciences: Applied Mathematics and Applied Statistics. Work in medical statistics feeds into our MSc in Medical Statistics.

Researchers in this area also offer consultancy and training to research-active staff at Oxford Brookes via Statslink and Mathslink.

Inverse problems

The department has a long involvement with inverse problems, especially the important inverse conductivity problem. This is concerned with the determination of the electrical conductivity distribution inside a body using electrical measurements on its boundary. While theoretically and practically challenging, it has many possible applications in industrial and medical tomography where it is known as Electrical Impedance Tomography (EIT).

Current work is in the following areas:

- non-iterative methods using integral equation formulations of EIT that determine the conductivity in a semi-analytic form.
- estimating the information contained in EIT measurements.
- using methods of Complex Analysis in two-dimensional inverse problems.
- medical applications of EIT – design, modelling and construction of an electrical probe for applying optimised electrical stimulation to living tissue.
- reconstruction algorithms for Electrical Impedance Mammography.

Integral equation methods and solutions


Computational algebra

Work in this area includes the development of an efficient algorithm for solving pairs of simultaneous quadratic equations in four variables. This method can be used, for example, to determine the rational points on elliptic curves.

Mathematical biology

Mathematical biology research in the department focuses on population and systems biology. We currently work on:

- developing modelling frameworks where the spatial aspects of population biology phenomena can be integrated, especially those occurring at different scales (e.g., pollination vs. seed-dispersal; aggregation vs. dispersal).
- predictive modelling and integrative/systems biology.
Statistical Modelling

Work in applied statistics is in a variety of application areas as well as in the theory of modelling. Areas of interest include:

- Applications of statistical modelling using repeated measurements and mixture models. Such models frequently arise in different research areas and they have been applied to problems in the social sciences, bio-statistics, epidemiology and economics.

- Statistical modelling in social sciences, such as multi-state multi-spell competing risks models for social exclusion and labour market transitions.

- Statistical modelling in medical sciences, including the study of breast cancer patients with shoulder complexity in order to identify risk factors significantly associated with shoulder morbidity after treatment for breast cancer, a physical activity study (PAS) for people with multiple sclerosis, investigation of cortical activation of cognitive motor interference (CMI) during gait and simulated gait in ambulating stroke survivors. Research in this area feeds into our MSc in Medical Statistics.

- Statistical modelling in economics, including deriving and maximising the likelihood function associated with multi-product cost functions applied to different aspects of the performance of higher education institutions.

- Statistical modelling in education.

Statslink and Mathlink

The department also provide the statslink and mathlink services which provide the following modules to researchers:

- Statistical methods for data analysis 1
- Statistical methods for data analysis 2
- MATLAB training course.

and provides support for research active staff including

Statslink / mathlink staff may:

- promote appropriate use of statistics and mathematics in the design of PhD proposals
- provide co-supervision of research students
- explore inter-disciplinary research and publications using advanced statistical and mathematical methods.

In addition, statslink / mathlink also provides external consultancy and training in statistics and mathematics, and can provide ad-hoc maths/stats consultancy services to external parties.
Sustainable Vehicle Engineering Centre (SVEC)

SVEC deals with the current and future challenge facing the whole life of a vehicle and is a unique platform for the whole of the automotive sector.

SVEC provides:
- market driven reports
- consultancy
- industry-led research
- testing
- knowledge transfer
- education.

The centre deals with current and future challenge facing the whole life of the vehicle. Current issues concern the disassembly, disposal and the recycling and reuse of materials in the current global vehicle parc. With 60 million vehicles being scrapped to landfill annually and over one billion vehicles on the roads of the world, future challenges revolve around the very sustainability of the automotive industry, with a focus on legislative drivers, forecasting, education, design and new technologies for future vehicles.

SVEC investigates the materials, design issues and drivetrain concepts that will allow the development of low mass, low emission, economical vehicles that satisfy functional and safety requirements, whilst being amenable to disassembly and recovery of materials at end-of-life.

We organised the Whole Life Vehicle Conference, Exhibition and Driving Experiences at Turweston in November 2009. This event was sponsored by high profile organisations such as SEEDA, BP and SMMT. 28 speakers were drawn from the DfT, BIS, OLEV, The Design Council, OEMs, Transport for London and Scottish & Southern Energy. Vehicles included the Smart ED, MINI E, Mitsubishi iMev and Citroen. We also conduct, in partnership with EcoAuto Research, online research that tracks the changing attitudes of the UK car buying public to EV and Low Carbon Vehicles.
Joining Technology Research Centre (JTRC)

The Joining Technology Research Centre is recognised as one of the leading establishments providing industry with access to a unique combination of engineering and scientific skills in the UK today.

History

The foundations of the Joining Technology Research Centre go back to 1968 when research work in this area first started at Oxford Polytechnic. At that time the motor industry was a major element of Oxford’s economy and after consultations, the engineering department embarked on the development of a specialist facility for joining technology and assembly engineering.

The resulting laboratory resources and expertise in the new Oxford Polytechnic soon became recognised as a valuable industrial service, and early sponsors of research included the Atomic Energy Authority, British Aerospace and the Ministry of Defence. The range of activities developed in response to industrial demand and, with the growth of other research funding initiatives including the EU and EPSRC, the centre was formally designated the Joining Technology Research Centre in 1985. It was acknowledged that the work of the JTRC spanned all industry sectors and the research team established an international reputation for its interdisciplinary approach to joining problems. Expansion continued both with academic research and postgraduate studentships, with major contracts and consultancies, and this has led to the spin-off of other new research initiatives. Our understanding of the science of materials joining in practice along with our ability to respond to commercial reality has led to the Centre providing increasing levels of support to over 100 organisations throughout the UK and abroad.

Consultancy

JTRC undertakes consultancy and short- and long-term research contracts in all areas of adhesion, adhesive bonding and sealant technology, and failure analysis.

Research and consultancy expertise

- Engineering and science of adhesive, sealants, joints and connections
- Automotive and aerospace bonded/sealed structures
- Cross-sector multi-material solutions (JEC Award)
- Materials and joint testing
- Modelling of joint behaviour
- Modification of surface chemical and physical nature
- Durability and life-time prediction
- Restoration and repair of historic timber structures
- Civil strengthening and upgrade
CONTACT INFORMATION

As our courses are reviewed regularly, course content and module choices may change from the details given in this brochure. For the most recent information and to confirm details of any programme of study please contact mems-enquiry@brookes.ac.uk or visit our website www.mems.brookes.ac.uk

Postgraduate applications
You apply for this course through UKPASS

For advice about postgraduate applications contact:
mems-enquiry@brookes.ac.uk
+44 (0) 1865 484727

Conditions of acceptance
When you accept our offer you agree to the conditions of acceptance. You should therefore read those conditions before accepting the offer.

More information
For more information about the department visit:
www.mems.brookes.ac.uk

For more information about applying as an international student please visit:
www.brookes.ac.uk/international

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PLANNING AND URBAN DESIGN

Postgraduate degrees from the Department of Planning
The Department of Planning is one of the largest and most diverse of its kind in both the UK and Europe.

With more than 400 students and over 50 teaching, administrative, technical and research staff, the department is widely recognised as a leading educator in city and regional planning, environment, design and development subjects.

TEACHING EXCELLENCE

We are one of the largest planning departments in the country, with an excellent national and international reputation, and were the first to be awarded the maximum score for teaching quality by the government’s Quality Assurance Agency. We have continued to maintain a leading position in this field and receive consistently high ratings in university league tables.

In addition to undergraduate, postgraduate and research degree programmes, the department performs a leading role in research and consultancy with clients and projects covering subjects from local concerns to multi-national organisations, government and industry.

LEADING EDUCATOR

With more than 400 students engaging in a wide range of research topics in our undergraduate, postgraduate and research degree programmes, including Master’s by research, the department is widely recognised as a leading educator in environment, design and development subjects. With a complement of over 50 teaching, administrative, technical and research staff, the department performs a leading role in research and consultancy, with clients and projects covering subjects from local concerns to multi-national organisations, government and industry.

ACCREDITATION

Our Postgraduate Planning courses are accredited by various bodies, institutes and boards throughout industry and the professions, including the Royal Town Planning Institute (RTPI), the Royal Institution of Chartered Surveyors (RICS), the Institute of Environmental Management and Assessment (IEMA) and the Institute of Historic Building Conservation. Most programmes are dually accredited by the RTPI and the RICS.

Main cover image by Nick Thorne, award-winning student in Urban Design
ENVIRONMENTAL ASSESSMENT AND MANAGEMENT
MSc/PGDip

Accredited by the Royal Town Planning Institute (RTPI) and the Royal Institution of Chartered Surveyors (RICS).

The MSc in Environmental Assessment and Management (EAM) is a dynamic and well-established course which attracts graduates and practitioners from around the world. It has a strong reputation for promoting best practice and innovation through links to our research expertise in the broad field of UK and international environmental policy and practice. The course adopts an integrative approach to demonstrate the complementary roles of natural resource management and planning within core areas of EAM such as Environmental Impact Assessment (EIA), as well as new and evolving fields such as mitigation banking, climate change adaptation and strategic policy making.

WHY CHOOSE OXFORD BROOKES?

Oxford Brookes University is a leading international centre for teaching, research and consultancy in the field of environmental assessment and management. Staff teaching on the MSc have published widely, including authoring the leading textbooks in EIA and SEA. The team have regularly undertaken related consultancy work with clients such as ERM, Royal Haskoning, and Land Use Consultants, as well as the EU, government departments, local authorities and NGOs.

The MSc in Environmental Assessment and Management (EAM) attracts students from a wide range of backgrounds and experiences, including ecology, environmental science, planning, geography, landscape architecture, management and chemistry amongst others. Many have been working in related fields for some years and some already have experience in preparing or reviewing EIAs. This wide mix of interests and skills is especially suitable for a topic such as EAM, which is inherently interdisciplinary. Many of our students are from overseas, and bring a wealth of experience and perspectives.

The course has an excellent employment record. A varied array of optional modules and practical experience of methods provide the opportunity to develop the knowledge, skills and experience you need to develop a rewarding career in this field.

PROFESSIONAL ACCREDITATION

The MSc in Environmental Assessment and Management is fully accredited by the Royal Institution of Chartered Surveyors (RICS). This means that on graduation students can complete the Assessment of Professional Competence programme of RICS and become full members.

Students can also take the exams for the Institute of Environmental Management and Assessment (IEMA) Associate Membership. The course is also accredited by the Royal Town Planning Institute (RTPI).
COURSE CONTENT

The MSc course consists of four core modules, two optional modules and a dissertation, representing 180 master’s-level credits. The PGDip consists of four core modules and two options (representing 120 master’s-level credits).

SEMESTER 1

In the first semester you will consider the context within which EAM is carried out and review the nature and extent of ecosystem degradation resulting from human activities. In addition you will choose one from a list of optional modules and, if your aim is the MSc, start to study the research methods module which will develop the skills you need to conduct research for your dissertation.

SEMESTER 2

In the second semester you will examine the processes and procedures in carrying out an Environmental Impact Assessment (EIA) and MSc students will continue with the research methods module. You will also choose one further optional module. MSc students start their dissertation at the end of semester two, completing it over the summer period.

SEMESTER 1 MODULES

Core modules
- Principles of Environmental Assessment and Management
- Ecosystem Degredation and Management
- Research Methods (MSc students only)

Optional modules – 1 from
- Environmental Management Systems
- Spatial Planning in Action
- International Transport Planning: Policy and Practice
- Globalisation: Environment and Development

Alternative optional modules are also available. Please see our website for more details www.planning.brookes.ac.uk

SEMESTER 2 MODULES

Core modules
- Procedures and Methods of EIA (double module)
- Research Methods (MSc students only). This is a 10 credit module which is taught over both semesters.
- Dissertation (MSc students only) This is a 50 credit module which is an individual research study on a topic relevant to EAM.

Optional modules – 1 from
- Environmental Law and Decision Making
- GIS and Environmental Modelling
- Strategic Environmental Assessment

ADMISSION REQUIREMENTS

Admission to the programme is normally open to applicants who fulfil one of the following requirements:
- hold a good undergraduate honours degree (upper second-class honours degree or equivalent) or other professional qualification relevant to EAM
- have appropriate professional experience in environmental assessment and management.

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 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

CAREER PROSPECTS

The course has been running for nearly 20 years and has an extensive network of more than 400 alumni, some of whom have achieved partner and technical director-level appointments in consultancies such as EDP, ERM, WSP Environment & Energy, Hyder Consulting and URS, while others have secured high-level environmental positions within organisations such as the European Commission and the World Bank.

CAREER DESTINATIONS INCLUDE:
- Environmental consultancy, including leading IEMA EIA Quality Mark companies such as AMEC, Environ UK, Nicholas Pearson Associates, Parsons Brinkerhoff, Pegasus Planning, RPS Group, and Waterman, amongst many others.
- Environmental managers and EIA / SEA officers with regulatory bodies such as the Environment Agency and SEPA, local authorities, and government departments both in the UK and internationally.
- Officers with non-statutory bodies and non-governmental agencies in Europe and overseas.
Before you came to Brookes what did you study and where?

I undertook my first degree at the University of Birmingham (UK), in Biological Sciences.

What made you choose Brookes as a place to study?

I decided to study at Oxford Brookes due to the specific course on offer. The option to study a range of additional modules enabled me to specialise in the areas that I desired. The Department of Planning has a national reputation for excellence and a number of experts in the environmental management field teach on the course. Some of the books that I was reading when I was thinking of applying were written by staff who teach on the course so that was an added attraction!

What did you think of the course while you were here?

I thoroughly enjoyed the course. The content is broad but this is a huge strength. The staff have a wealth of knowledge and experience and are very approachable. Learning is delivered in a number of ways such as through guest speakers, student presentations, and practical field trips. The course attracts students from a wide variety of countries which creates a diverse range of opinions, inputs, and valuable insights into processes in other countries.

How did your scholarship enhance your experience of the course? (Mary was a Hodgkinson Scholar)

The scholarship funded my tuition fees which enabled me to undertake the course!

How useful has the course been to you now you are in employment?

I have been able to use the knowledge that I have gained on the course in my new job role.

What are the best aspects of studying at Brookes?

Oxford Brookes has a modern approach to learning. The environment is a relaxed and friendly one, but one that is also conducive to innovative and high standards of work.

What advice do you have for others thinking of studying in the Department of Planning?

Follow what interests you. Education is a privilege, but it’s also something to be really enjoyed!

What an employer says

- A number of members of staff in our department have attended various courses on planning and EIA at the University from one-day seminars on specialist topics up to degree and master’s level qualifications, and we have generally been very impressed with the results and the contribution this has made towards staff development.

What the students say

- Thank you very much for a fantastic master’s course, we all thoroughly enjoyed it and we have learnt a lot. The course has such a good reputation that I think most of us had jobs to go straight into after our dissertations.
- Job hunting was really easy thanks to you guys. All the interviews I went for seemed to know you and the course.
The Master of Research in Environmental Impact Assessment is primarily a research training course.

The course is modular in structure and includes training in environmental assessment and in research methods and methodology. You will undertake a dissertation of 15,000 words and will also have the opportunity to become involved in research projects of our Impact Assessment Unit.

The course is designed primarily, although not exclusively, to enable students to link a course of substantive research training to the subsequent pursuit of a doctorate.

The MRes consists of five modules, an optional module and the dissertation, representing 190 master's-level credits in total. The PGDip and PGCert are available as exit awards only. Students need to achieve 130 credits for the PGDip and 70 credits for the PGCert.

The two core substantive modules are:
- Environmental Assessment
- Environmental Law and Decision Making

Research methods modules are:
- The Philosophy of Research
- Qualitative Methods and Inquiry by Design
- Statistical Research using SPSS


The optional module can be chosen from a range of modules in the environmental assessment field offered within the school, such as GIS and Environmental Modelling, Strategic Environmental Assessment and Principles of Environmental Assessment and Management.

Admission is normally open to those with a good honours degree (2:1 or equivalent), a postgraduate diploma or an equivalent professional qualification.

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 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

www.brookes.ac.uk/postgraduate/courses/eia
HISTORIC CONSERVATION
MSc/PGDip/PGCert

Accredited by the Royal Town Planning Institute (RTPI) and the Royal Institution of Chartered Surveyors (RICS), and recognised by the Institute of Historic Building Conservation.

The MSc in Historic Conservation examines the principles, procedures and practices of the preservation and conservation of historic structures and sites. Your study will take place within the context of the wider built environment and the town planning process. By enhancing research, analytical and prescriptive capabilities in conservation, graduates from the course are well-qualified to assist the research, conservation and enhancement of the built environment.

The course follows the International Commission on Monuments and Sites (ICOMOS) guidelines on education and training, is multidisciplinary and develops knowledge and skills in historic conservation and independent study and research capabilities. The teaching programme covers the knowledge, skills and professional capabilities identified by the Institute of Historic Building Conservation (IHBC) as the foundation for professional practice. The course is taught jointly at Oxford Brookes University and at the Department for Continuing Education, University of Oxford.

COURSE STRUCTURE

Teaching and learning methods reflect the variety of topics and techniques associated with historic conservation. These include lectures, directed reading, workshops, seminars, practical and project work. Most modules include site visits and great emphasis is given to hands-on practical work, providing direct experience of the practical application of conservation principles.

Visiting speakers from local government, conservation practices, research bodies and other university departments provide further input, along with highly experienced craftsmen, who bring important, current, real world experience to the course.

COURSE STAFF

The programme is directed by Dr Michelle Thomas, Historic Conservation Course Leader at Oxford Brookes University supported by Dr Paul Barnwell of the University of Oxford, Department for Continuing Education.
COURSE CONTENT
The course is offered at three levels: a master's degree (MSc), a postgraduate diploma (PGDip) and a postgraduate certificate (PGCert). The master's degree and diploma can be studied either in full-time (12 months) or part-time (24 months) mode. The certificate is a part-time 9 month course. Individual modules can be studied by arrangement with the course leader.

CAREER PROSPECTS
Graduates from the course have gone on to fill important positions in the leading heritage organisations such as English Heritage, the National Trust, SAVE, the Landmark Trust and the amenity societies, as well as the many who have gone on to work for local authorities and conservation architecture practices.

MODULES FOR THE MSC AND PGDip
- Conservation and Regeneration: Theory Law and Practice
- Building Construction and Repair
- Historic Building Analysis and Recording
- Architectural History Studies I and II
- Design for Conservation
- Conservation Economics

THE MSc ALSO REQUIRES
- Research Methods
- MSc Dissertation

MODULES FOR THE PGCert
- Conservation and Regeneration: Theory Law and Practice
- Building Construction and Repair
- Historic Building Analysis and Recording

ADMISSION REQUIREMENTS
Admission is normally open to those with a good undergraduate honours degree (or equivalent) or other professional qualification relevant to historic conservation, or an appropriate professional background.

Applications are also considered from those who have skilled, practical backgrounds.

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 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
CITY AND REGIONAL PLANNING MPLAN

Fully accredited by the Royal Town Planning Institute (RTPI).

Fully accredited by the Royal Institution of Chartered Surveyors (RICS).

This four-year undergraduate master’s degree adds an extra year to the City and Regional Planning BA in order to obtain full RTPI and RICS recognition. The first three years are similar to the BA in City and Regional Planning. In the fourth year, further specialisation will take place and students are required to choose between Urban Design, Environmental Impact Assessment, Historic Conservation, Urban Planning in Developing and Transitional Regions, Tourism Planning, Transport Planning or Urban Regeneration. The focus during this year is on Planning in Practice.

ONE SPECIALIST PATHWAY CHOSEN FROM:

- Urban Design Studio 1
- Urban Design Theory 1
- Urban Design Theory 2
- Urban Design Development Seminars
- Environmental Assessment
- Environmental Law and Decision Making
- Design for Conservation
- Historic Conservation in Context
- Conservation Economics
- Development and Urbanisation

AND ONE OPTION MODULE FROM:

- Globalisation, Environment and Development
- Globalisation: Global Institutions
- International Transport Planning: Policy and Process
- Principles of Environmental Assessment and Management
- Strategic Environmental Assessment

COMPULSORY MODULES:

- Research Seminars
- MPlan Dissertation

Students in the Urban Design studio at Oxford Brookes, by R. Lassiter

www.brookes.ac.uk/undergraduate/courses/crp
The Certificate in Spatial Planning Studies is a one-year part-time (one day per week) undergraduate level course. The purpose is twofold.

Firstly, the certificate offers an opportunity for people with no formal planning education to study key areas of contemporary planning in the context of a higher education teaching and learning environment.

Secondly, the course provides an access route to the Department of Planning’s RTPI and RICS accredited MSc in Spatial Planning for students who do not have the normal educational qualifications necessary for entry onto the course.

These modules have been carefully chosen to provide a balance of basic and advanced modules, and to offer you the opportunity to study basic themes in spatial planning as well as some specific areas such as transport and community planning.

For the award of Certificate in Spatial Planning Studies and in order to progress to the MSc Spatial Planning course you are required to complete these four undergraduate modules at a standard of 50% pass mark (the normal undergraduate pass grade is 40%).

The Certificate in Spatial Planning Studies, as a stand alone qualification, can also help to improve internal progression and promotion prospects within organisations.

www.brookes.ac.uk/postgraduate/courses/csp
TOURISM: ENVIRONMENT AND DEVELOPMENT
MSc/PGDip/PGCert

The MSc in Tourism: Environment and Development has been designed to ensure that the long-term futures of the tourism industry and the environment are safeguarded through the effective use of tourism planning and sustainable development. The programme explores topical issues in the development of tourism destinations. It is designed to equip graduates with the knowledge and critical understanding necessary to plan for tourism development, without imposing unnecessary change or damage on the natural, socio-economic and cultural environments of the destination.

COURSE AIMS

The course is designed for prospective (and practising) tourism planners, managers and developers to broaden their perceptions, develop and refine appropriate planning and management skills, and take a more holistic approach to the planning and development of tourism destinations, including:

- The nature and function of the tourism industry, its impacts, and how to develop a more environmentally sustainable approach to its development and management.
- A critical understanding and evaluation of principles and methods involved in sustainable tourism development and environmental management.
- Developing, augmenting and refining your research skills for the collection, critical analysis and presentation of information in the context of tourism.
- An opportunity to pursue detailed, extended and specialised study in tourism, the environment and development.
- The role, function and technique of planning and design in the development of destination areas and visitor facilities.
- Research methods, project definition and design, and the role of research in the development of sustainable tourism.

This course is offered at three levels:

- Master’s Degree (MSc)
- Postgraduate Diploma (PGDip)
- Postgraduate Certificate (PGCert)

Teaching and learning methods reflect the wide variety of topics and techniques associated with tourism planning and development. These include lectures, directed reading, workshops, seminars, practical and project work. Some modules also include site visits and fieldwork, which provide students with direct experience of the more practical and current issues in planning and development practice.
## COURSE CONTENT

The MSc course is based on the completion of the compulsory element, plus three elective modules and a 15,000-word master’s dissertation. The PGDip level of the course is based on the successful completion of the compulsory element (except Research Methods and the MSc Dissertation) and three elective modules. The PGCert level of the course is based on the successful completion of the compulsory element (except Research Methods and the MSc Dissertation).

### Compulsory Content

**Compulsory element:**
- Sustainable Tourism Planning
- Destination and Event Development

**Compulsory for the MSc only:**
- Research Methods (Public Policy)
- MSc Dissertation (an individual research study of up to 15,000 words)

### MSc students

MSc students are offered a high degree of choice and flexibility in terms of their elective specialisation, including the following:
- Tourist consumer behaviour
- Tourism Interpretation
- Environmental Law and Decision Making
- Globalisation: Environment and Development
- Environmental Management Systems
- Independent Study (Tourism)
- Place Making
- Design for Conservation
- Environmentally Sustainable Business
- Applications in Regeneration
- Strategic Environmental Assessment

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## CAREER PROSPECTS

Students who have successfully completed this programme have gone on to work in a variety of positions including:
- tourism destination managers
- tourism and environment consultants
- tourism researchers
- tourism development managers
- environmental pressure groups
- travel and tourism operators
- academics – both lecturers and researchers.

The destination organisations have been in the public, private and not-for-profit sectors.

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## ADMISSION REQUIREMENTS

Tourism attracts students from a wide range of backgrounds and nationalities. Applicants are welcome from any academic discipline, as well as from those in work and seeking continuing professional development. Admission is normally open to those with a good undergraduate honours degree (or equivalent). Applicants with suitable experience of the tourism industry who do not have a degree may be considered.

The course provides the opportunity to attain formal academic training and qualifications based on a diversity of professional backgrounds. Applications will also be considered from those who seek to formalise their prior experiential learning or qualifications.

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## 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 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)
AN INTERVIEW WITH A GRADUATE
VANYA DIMITROVA
(MSc Tourism: Environment and Development)

Before you came to Brookes what did you study and where?
I studied BSc in Finance at the University of National and World Economy in Bulgaria. After working as a business controller for one year I decided to combine my knowledge in economics with my passion for travelling and pursue a degree in tourism.

What made you choose Brookes as a place to study?
I was attracted by the broader focus of the programme, which was different from the other tourism courses I had looked at and matched my interests better. Another advantage for me was the wide choice of optional modules which enables students to tailor the course according to their own preferences. The excellent reputation of the Department of Planning, as well as the location in a world-famous tourist destination were also important factors for my choice.

What are your plans for when you’ve completed your course, for work or further study?
I am planning to gain work experience in the tourism industry so that one day I could start my own tour operator.

What are the best bits of studying at Brookes?
One of the best things about studying at Brookes is the opportunity to learn from extremely supportive lecturers who are experts in their field. Living in Oxford is also a great advantage when you study tourism because of the abundance of culture and heritage, as well as the opportunities to attend events and see world-renowned speakers. In addition, Oxford is very well connected to other places in the UK, and my travels around the country helped me get a better understanding of how destinations are developed in a variety of circumstances. Finally, meeting people from all over the world and building connections not only greatly enriches your culture, but may also prove to be very valuable in the long run.

What advice do you have for others?
Make the best out of your time at Brookes – there are plenty of opportunities to learn and get involved in side activities. Doing a master’s degree is quite challenging but if you plan ahead and organise your time well you can have one of the most exciting and valuable experiences in your lifetime.
The Master of Research in Urban Planning is designed primarily, although not exclusively, to enable you to link a course of substantive research training to the subsequent pursuit of a doctorate. The course is modular in structure and includes training in spatial planning and in research methods and methodology. You will undertake a dissertation of 15,000 words and will also have the opportunity to become involved in research projects of Brookes’ Oxford Institute for Sustainable Development.

COURSE CONTENT

The MRes consists of five core modules, an optional module, and the dissertation, representing 190 master’s-level credits in total. Research methods modules include:

- The Philosophy of Research
- Qualitative Methods and Inquiry by Design
- Statistical Research using SPSS


The two core substantive modules are:

- Spatial Planning in Action
- Planning Theory

The option can be chosen from an array of modules in the planning studies fields offered within the department, such as planning in developing countries, transport, tourism and urban regeneration. Routes also exist which enable you to take two core modules from the fields outlined above.

The PGDip and PGCert are available as exit awards only, the PGDip requiring 130 credits and the PGCert requiring 70 credits.

ADMISSION REQUIREMENTS

The MRes in Urban Planning attracts students from a wide range of backgrounds and nationalities. Applicants are welcome from any academic discipline, and from among those in work and seeking continuing professional development. Admission is normally open to those with a good honours degree (or equivalent), a postgraduate diploma or an equivalent professional qualification. Applicants are required to submit a research proposal.

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 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
SPATIAL PLANNING
MSc/PGDip

The MSc provides full Royal Town Planning Institute (RTPI) and Royal Institution of Chartered Surveyors (RICS) accreditation. The PGDip must be combined with a specialist MSc for this full accreditation.

PROGRAMME AIMS AND CONTENT

Spatial Planning develops the practical skills and rationality of planning (the science) as well as the creativity of place-making (the art). It also provides graduates with an RTPI and RICS approved education.

Oxford Brookes has offered a graduate planning programme in Oxford for over 40 years and is acknowledged as a leading provider of probably the most diverse routes to RTPI professional accreditation in the UK. We have over 50 teaching and research staff.

The MSc level offers full Royal Town Planning Institute (RTPI) accreditation in one calendar year. The postgraduate diploma needs to be combined with an approved specialist planning programme to fulfil the RTPI requirements.

FIELD TRIPS

The MSc in Spatial Planning includes a compulsory overseas field trip that is part of the two semester 1 core modules. The field trip is designed to provide students with practical examples and experience of planning in another European country. The trip usually takes place in mid-November and normally includes three to four nights away from the UK. In the past, we have been to Barcelona and Amsterdam and the teaching staff are constantly reviewing new destinations that can best contribute to students’ overall planning education. Other half or full day field trips often form part of the individual programmes of specialist modules.

The MSc provides full Royal Town Planning Institute (RTPI) and Royal Institution of Chartered Surveyors (RICS) accreditation. The PGDip must be combined with a specialist MSc for this full accreditation.

PROGRAMME STRUCTURE

Learning methods include:

- lectures
- directed reading
- workshops
- seminars
- practical and project work.

Some modules include site visits and fieldwork. Teaching is organised on a module credit basis, involving approximately 200 hours of student effort and approximately 36 hours of staff contact, normally delivered through three-hour teaching blocks over a 12-week period.

Each course module is assessed individually, generally on the quality of written or design work, and to some extent on verbal presentations. Assessment methods may include essays, seminar papers, formal written examinations, in-class tests, project work, design and verbal presentations, workshops, simulations and practical exercises.

Orbit in London 2012 Olympic Park
The MSc course is based on the completion of the following compulsory elements, plus elective specialisations and a 15,000-word master’s dissertation.

**Compulsory elements**

- Spatial Planning in Context
- Spatial Planning in Action
- Place Making
- Delivering Sustainable Futures
- Contemporary Issues in Planning Practice and Research
- Research Methods (Public Policy)
- MSc Dissertation

MSc students are offered a high degree of choice and flexibility in terms of their area of specialisation, and (subject to availability and student numbers) these currently include:

- Environmental Decision Making
  - Environmental Assessment
  - Environmental Law and Decision Making
- Historic Conservation
  - Design for Conservation
  - Conservation Economics
  - Conservation in Context
- Planning in Developing and Transitional Regions
  - Development and Urbanisation
  - Urban Land Policy and Urban Management
- Tourism Planning
  - Sustainable Tourism Planning
  - Destination and Event Development
- Urban Design
  - Urban Design Studio 1
  - Urban Design Theory 1 and 2
  - Urban Design Development Seminars
- Urban and Regional Regeneration
  - Introduction to Regeneration
  - Regeneration and Neighbourhoods

The PGDip is based on the completion of the compulsory elements of the MSc, but replaces the dissertation with a 10,000-word Planning Practice Project. This is a major piece of independent study culminating in the production of a report that analyses the implementation process of a planning policy, a development programme or a major project. The postgraduate diploma can be completed in two semesters full-time or four semesters part-time, and must be combined with an approved specialist planning course to fulfil the RTPI requirements.

**Options for this specialist course are:**

- MSc Environmental Assessment and Management
- MSc Historic Conservation
- MSc Tourism: Environment and Development
- MA Urban Design
- MSc Urban Planning

**ADMISSION REQUIREMENTS**

Applicants are required to fulfil one of the following:

- Honours degree 2.1 or equivalent
- Recognised PG Diploma in related subject
- Mature applicants

**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 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)

**CAREER OPPORTUNITIES**

Local government, the traditional and stereotypical destination of the planning graduate, is only one of very many career opportunities available to MSc Spatial Planning graduates.

Today our alumni can be found in senior positions in some of the largest international planning and environmental consultancies, in government agencies, in large NGOs and campaigning organisations. They can also be found in similar positions in organisations across the globe.

The long-standing reputation of the Department of Planning in producing highly skilled, enthusiastic and very capable professional planners aids the employability of our graduates. We are the first port of call for many employers when they are seeking new graduate planners.
Accredited by the Royal Institution of Chartered Surveyors (RICS), and by the Royal Town Planning Institute (RTPI) when combined with the PGDip in Spatial Planning. This course is presented by the Joint Centre for Urban Design.

THE JOINT CENTRE FOR URBAN DESIGN

The Joint Centre for Urban Design was created in 1972 to promote better design of urban public spaces, and to understand the factors which influence the use of such spaces. In the past the issues involved in designing the public realm have fallen through the gaps between the roles of architects, town planners, landscape architects, estate managers, traffic engineers and others.

By its nature, urban design is an interdisciplinary activity; and education at the JCUD reflects this by attracting students from many different backgrounds, and by embodying an integrative philosophy, bringing together theory and practice from many different fields.

The JCUD has on average 100 students enrolled at any one time on its postgraduate taught and research degrees. The Centre also offers MPhil/Phd; MRes in Urban Design and MA by Research degrees and is one of the largest research training providers in the UK.

The course combines students’ existing strengths with focused design training to produce urban designers capable of managing the complex problems of development, urban space and form. The certificate and diploma stages introduce theoretical concepts and practical methods of urban design. They will enable you to understand processes of urban design production and consumption and to develop skills and techniques for communicating three-dimensional urban design. The MA stage encourages detailed exploration of a research project of your choice.
COURSE AIMS

The course is designed for prospective (and practising) urban designers to broaden their perceptions, critically review their role, develop and refine appropriate analytical and design skills, and take a holistic and reflective approach to the design of the built environment. The course aims to enhance knowledge of:

- the history, nature and function of urban design, its impacts, and how to develop a more sustainable approach in its development and implementation
- the extent to which urban design values relate to particular cultural situations
- a range of techniques and methods associated with urban design analysis, communication and production
- research methods, statistical procedures, project definition and design, and the role of research in the development of urban design.

COURSE CONTENT

The course is offered as a linked PGCert/PGDip/MA. The aim of the PGCert and PGDip stages is to provide a framework of current knowledge and skills in urban design.

The PGCert stage of the course focuses on the basic concepts and theory of urban design, establishing a solid grounding in the practical realisation of design qualities in a case site situation.

The PGDip stage increases the emphasis placed on the application of more specific design skills in differing contexts, through projects and a more in-depth examination of design history. Theory and new research are provided through a series of history and theory lectures and seminars.

The aim of the MA stage is to provide an opportunity for developing research skills through individually selected researchable topics in theoretical and practical fields of study in urban design. The MA dissertation gives students the opportunity to explore in depth a subject related to urban design, and to integrate the various elements of the course.

The PGCert stage of the course consists of the following compulsory modules and is worth 60 master's-level credits:

- Urban Design Studio I
- Urban Design Theory I
- Urban Design Practice I and II
- Urban Design Studio II

The PGDip stage of the course consists of the following compulsory modules and is worth 120 master's-level credits:

- Research Methods in Design
- Urban Design Theory II
- Urban Design Issues I and II
- Urban Design Development Seminars

The MA stage of the course consists of the following compulsory module:

- Master's Dissertation

CAREER PROSPECTS

Students who have successfully completed the Urban Design programme have gone on to pursue careers in public and private sector settings, as urban designers, or as planners and architects with urban design in very senior positions.

The long history of the programme, and its international reach have meant that there is an enormous network of graduates from the programme throughout the world; the JCUD is internationally recognised, and a qualification from the JCUD can be seen as a passport to a great career in urban design.

Graduates include heads of urban design and planning in state governments in Australia; senior urban designers with David Lock Associates; Director of RPS; Programme Leader in Urban Design at Oxford Brookes University and private consultancy in urban design training.

ADMISSION REQUIREMENTS

Mid-career candidates with practice experience are encouraged to apply; but the course is open to anyone with a first degree at 2.1. However, strong candidates with a lower degree, or no degree but substantial relevant experience will be considered.

If your first language is not English, you will need IELTS 6.0 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

www.brookes.ac.uk/postgraduate/courses/ud
URBAN DESIGN MRes

The course is designed primarily, although not exclusively, to enable students to link a programme of substantive research training to the subsequent pursuit of a doctorate.

The Master of Research in Urban Design is primarily a research training course.

The course is modular in structure and includes training in urban design and in research methods and methodology. You will also undertake the dissertation of 15,000 words and have the opportunity to become involved in research projects of the Joint Centre for Urban Design.

COURSE CONTENT

The MRes in Urban Design consists of compulsory modules, an additional module from an array of options, and the dissertation, representing 190 master’s-level credits.

Please note: as courses are reviewed regularly, the modules you choose from may vary from those shown here.

The indicative core research methods modules include:
- Research Design and Strategies
- The Philosophy of Research
- Qualitative Methods and Inquiry by Design
- Statistical Research using SPSS
- Urban Design Studio
- Urban Design Practice
- Urban Design Theory I
- Urban Design Theory II
- Development Seminars

You are also expected to attend urban design development seminars. The dissertation comprises the Research Design and Strategies module, and the dissertation itself.

The course is offered as an MRes (PGDip and PGCert, exit award only).

ADMISSION REQUIREMENTS

The MRes in Urban Design attracts students from a wide range of backgrounds and nationalities. Applicants are welcome from any academic discipline, and from among those in work and seeking continuing professional development. Admission is normally open to those with an honours degree (or equivalent), a postgraduate diploma or an equivalent professional qualification. Applicants are required to provide a research proposal.

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 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

www.brookes.ac.uk/postgraduate/courses/udmres
Student work by Kate Jones

Street render

Physical model
URBAN PLANNING: DEVELOPING AND TRANSITIONAL REGIONS
MSc/PGDip/PGCert

Accredited by the Royal Institution of Chartered Surveyors (RICS) and the Royal Town Planning Institute (RTPI).

This course is concerned with the theory and practice of urban planning in societies undergoing rapid economic, social, environmental and spatial change. It examines the phenomenon and processes of rapid urban growth and the nature of planning interventions within the broader framework of political, economic (including macro-economic) and cultural factors.

The emphasis of the course is on institutional aspects of planning and management interventions in the urban sector and the scope of various policy instruments and planning modes to manage the emerging spatial patterns, impacts and processes of urban growth.

COURSE AIMS

The programme aims to enhance knowledge, analytical ability and professional capability for graduates to make an effective contribution to the tasks of policy making, planning and managing rapid urban growth.

Within a distinctive participatory learning approach that includes lectures, workshops, field visits, practical and project works, the course will enable students to:

- Understand and analyse a range of complex urban development processes in conditions of rapid economic, social, political and environmental change.
- Make an effective contribution to the tasks of policy making, planning and managing rapid urban growth.
- Acquire and enhance skills to function successfully in multi-professional and multi-agency settings. Integrate academic knowledge and understanding with operational skills and capabilities necessary to work within a variety of planning environments.
- Promote and enhance research (MSc students only), analytical and prescriptive capabilities in the understanding of urban policy making and in the varieties of planning practice.
- Enable the development of specialised knowledge and skills in particular areas of theory and/or practice; and visitor facilities.
- Enhance capability in designing innovative and appropriate policies and instruments to guide and manage urban development, often in conditions of limited affordability and institutional capacity.
- Critically review institutional capabilities and co-ordination in the delivery of urban sector policies, programmes and projects.
- Work in multi-professional and multi-national teams and small groups.
CURSE MODULES

Compulsory element:

- Development and Urbanisation
- Urban Land Policy and Urban Management
- Globalisation: Environment and Development
- Urban Policy in Practice: Programme and Project Implementation
- Research Methods

MSc students are offered choice and flexibility in terms of specialist elective modules, of which two must be chosen from the following indicative list:

- Conflict, Violence and Humanitarianism
- Principles of Environmental Assessment and Management
- Environmental Management Systems
- Designing the City
- World of Refugees
- International Transport Planning
- Strategic Environmental Assessment
- GIS and Environmental Modelling
- Designing the Neighbourhood
- Delivering Sustainable Futures
- Destination and Event Development
- Statistical Research using SPSS
- Independent Study
- Dissertation (15,000 words)

The PG Dip course is based on the completion of the following compulsory modules as in the MSc programme:

- Development and Urbanisation
- Urban Land Policy and Urban Management
- Globalisation: Environment and Development
- Urban Policy in Practice: Programme and Project Implementation

A similar choice of two elective modules from the same options as the MSc course is also required.

The PG Cert is based on the completion of the following compulsory module as in the MSc course:

- Development and Urbanisation

Plus two modules from:

- Urban Land Policy and Urban Management
- Independent Study
- Globalisation: Environment and Development

CAREER OPPORTUNITIES

Our students have pursued careers in diverse professions and organisations ranging from metropolitan authorities, national governments to international organisations such as development banks, international development organisations including the United Nations Development Programme, not for profit organisations and consultancy firms based both in developed and developing countries. Many students proceed on to MPhil/PhD with Oxford Brookes or other prominent institutions, leading to academic and research careers.

ADMISSION REQUIREMENTS

Applicants are welcome from any relevant academic discipline, and from among those in work and seeking continuing professional development. Admission is normally open to those with a good undergraduate honours degree (2.1 or equivalent) or other professional qualifications relevant to planning and development, or an appropriate professional background.

Applications will also be considered from those who seek to formalise their prior experiential learning or qualifications.

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 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

Senegal market by Beacon Mbiba

www.brookes.ac.uk/postgraduate/courses/updc
The regeneration of local economies, local places and local societies is high on the political agenda.

COURSE AIMS

The major aims of this course are to:

- develop a critical understanding of key issues in regeneration theory, policy and practice
- develop a critical understanding of the history and the nature of regeneration as an intervention in local economies, communities and environments
- develop an in-depth understanding of varying dynamics of market driven and public policy driven strategies, along with an ability to adjust these to mutual benefit
- ground students as reflective practitioners who are also aware of the ethical and political dilemmas of practice
- enable students to access and understand the data sources relevant to analysing current processes and generating policy responses
- enable students to compare, monitor and evaluate such policy responses in relation to relevant objectives, in order to make the highest quality strategies practicable in any particular context
- develop skills to work effectively in a range of regeneration contexts.
COURSE MODULES

Compulsory element (indicative modules):

The Postgraduate Certificate is based on the completion of three core modules and is worth 60 masters-level credits in total. To obtain the award you must pass all three modules:

- **Introduction to Regeneration**
  Introduces students to the context within which regeneration takes place and to different approaches to securing desired change. The challenges facing regeneration and the varying ways in which these have been met over time and space are critically reviewed. The main contemporary policies, objectives, strategies, funding regimes and agencies are introduced and critically analysed.

- **Regeneration and Neighbourhoods**
  Critically examines key issues in current regeneration theory, policy and practice, focusing on neighbourhood renewal and people-based approaches to regeneration. As well as looking at particular initiatives the module explores issues involved in community participation in regeneration. The unit builds relevant skills in participation, drawing up community-based strategies and working in partnerships.

- **Delivering Regeneration**
  Focuses on the implementation and management of regeneration projects, including valuation and appraisal, project management, evaluation and monitoring, strategy and project formulation, bidding for funds and funding packages, partnership working and working with the private sector. It aims to build students’ awareness of implementation issues and skills in delivering regeneration.

All teaching is currently on Tuesdays. Introduction to Regeneration is delivered in Semester 1, Regeneration and Neighbourhoods in Semester 2 and Delivering Regeneration as a ‘long, thin’ module over both semesters.

ADMISSION REQUIREMENTS

Admission to the course will normally be open to those who either hold an approved good undergraduate honours degree (or equivalent) or other professional qualification relevant to regeneration; or who possess an appropriate professional background and experience of regeneration.

Students come from a wide range of backgrounds and experience, including undergraduate studies in geography, planning, economics, management and environmental policy. However, candidates are welcome to apply from any academic discipline, as are those in work and seeking continuing professional development.

The course provides the opportunity for people coming from a diversity of professional backgrounds to attain formal academic training and qualifications. Thus applications will also be considered from potential candidates who wish to seek accreditation for their prior experiential learning or earlier qualifications.

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 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
RESEARCH AT OXFORD BROOKES

The department is a major centre for planning research, which offers an active and welcoming research environment for students, visiting scholars and researchers. It has an excellent reputation for the quality of its research (2008 RAE), and a research portfolio reflecting the character of the department, including a wide range of academic specialisms.

We have been commended for our research by the Royal Town Planning Institute (RTPI) and are widely recognised as a leading centre for MPhil and PhD research and associated research training.

The department, however, is about much more than just ‘planning’, and includes a variety of topics related to the development and management of land and landscape. Our courses, research and consultancy cross a broad spectrum of activity from local area regeneration to urban planning in developing countries.

Key areas of expertise and scholarship in the department form the research groups and units detailed on the next page. These comprise substantial research arms of the Oxford Institute for Sustainable Development (OISD) which is based on the University’s Headington Campus.

THE OXFORD INSTITUTE FOR SUSTAINABLE DEVELOPMENT (OISD)

Based within the Faculty of Technology, Design and Environment at Oxford Brookes University, OISD was established in July 2004. It has six main research groups, forming the largest academic research institute in the UK dedicated to research on sustainable development in the built environment.

The mission of OISD, which has a multidisciplinary focus, is to help create a sustainable future by undertaking research on sustainability in the built and natural environments. OISD is currently carrying out a range of funded research for the research councils, industry and the public sector. www.oisd.brookes.ac.uk

Buckley Building, home of the Oxford Institute of Sustainable Development (OISD)
Oxford Institute for Sustainable Development

IMPACT ASSESSMENT GROUP

The IAG is a designated EC Europa Centre of Excellence in Environmental Impact Assessment (EIA), which brings together one of the largest teams of expertise in this field worldwide. Our research activity was independently assessed as being of ‘international standing’ in the 2008 Higher Education Funding Council for England Research Assessment Exercise (RAE) amongst UK universities.

SPATIAL PLANNING GROUP

SPG brings together a wide range of intellectual and policy concerns within spatial planning and cognate fields, both nationally and internationally. Much of its work falls under the heading of sustainable development, with a particular focus on three major areas of study: Planning Thought and Governance; Economic Development, Innovation and Regeneration; and Accessibility, Transportation and Migration.

URBAN DESIGN GROUP

The Urban Design Group is one of the largest UK providers of research expertise in urban design and conservation matters. Our research activity was assessed as being ‘excellent’ in the 2008 Higher Education Funding Council for England Research Assessment Exercise (RAE). Our clients include UK government/agencies, local government, the commercial sector and a number of international agencies, governments and research councils. (Director: Professor Georgia Butina Watson).

Our clients include, amongst others, the European Commission, UK government/agencies, local government and the commercial sector.

osois.brookes.ac.uk/impactassessment

SPG reflects a commitment to recognise and build on cross-cutting and multidisciplinary interests within the broad remit of spatial planning, as well as advancing more established research strengths in specific fields. SPG members have a strong track record in research funding, including: ESRC, EPSRC, DCLG, NESTA, British Academy and RICS.

osois.brookes.ac.uk/spatialplanning

The Department of Planning has links with universities worldwide, including Canada, USA, Mexico, Brazil, Chile, South Africa, Ghana, Egypt, India, Malaysia, Thailand, Australia, China, Vietnam, Japan and Taiwan. The department also has links with most of the EU member states, including Romania, Hungary and Poland. There are exciting opportunities for collaborative research, exchanges and study overseas. The department has an impressive list of funders and clients covering UK and EU government, research fundings councils, industry and local government.

osois.brookes.ac.uk/urbandesign
CONTACT INFORMATION

For information about the department visit:
www.planning.brookes.ac.uk

For information about applying as an international student please visit:
www.brookes.ac.uk/international

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planning-enquiry@brookes.ac.uk

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As our courses are reviewed regularly, course content and module choices may change from the details given in this brochure. For the most recent information and to confirm details of any programme of study please contact planning-enquiry@brookes.ac.uk or visit our website at www.planning.brookes.ac.uk

Oxford Brookes promotes equality of opportunity for all who study, work and visit here. For more details please visit www.brookes.ac.uk/services/hr/eod or phone +44 (0) 1865 485929.

To obtain a large-print copy of this publication or to enquire about other formats please contact +44 (0) 1865 484848 or email query@brookes.ac.uk
Thank you for considering Oxford Brookes University for your postgraduate studies in Real Estate & Construction. This sheet contains updated information about the Real Estate programmes detailed in our 2012 postgraduate Real Estate & Construction brochure. Changes only apply to the MSc Real Estate programmes, there are no changes to Project Management in the Built Environment.

In our 2012 brochure, you will find details of three separate postgraduate Real Estate programmes. Since the brochure was printed, it has been decided that there should be only one MSc Real Estate programme with three separate pathways; Commercial, Residential and International. This is a structural improvement, and the content and the delivery will remain the same as detailed in the brochure. The only difference will be the name of the degree.

Real Estate Accreditation and Careers
The MSc Real Estate Programme is accredited by the Royal Institution of Chartered Surveyors (RICS); the professional body for real estate professionals worldwide. The RICS test the competence of potential chartered surveyors by requiring students holding an accredited degree to undertake a two year post degree training period called the Assessment of Professional Competence (APC) that will, if passed, lead to full membership of the RICS.

The change of name to MSc Real Estate (with pathways) came about after consultation with RICS, employers and current students and alumni. Employers and students wanted the ability to study for a specific APC pathway, but they didn’t want to be labelled as "Residential" or "Commercial" or "International" as part of their degree qualification. The new MSc Real Estate has the advantage of students being equipped to follow a specific RICS APC pathway upon graduation whilst at the same time giving them the breadth of skills and knowledge necessary to adapt to a different pathway if the job market dictates. The taught pathways map onto the requisite attributes for the RICS’ APC pathways mentioned as well as other associated APC pathways.

a. Students undertaking the MSc Real Estate (Commercial) would be expected to undertake the RICS’ "Commercial Property Practice" APC although they would also be able to take one of the "Planning and Development", "Property Finance and Investment" and "Valuation" APCs.

b. Students undertaking the MSc Real Estate (Residential) would be expected to undertake the RICS’ "Residential Property Practice" APC and would also be able to take one of the "Residential Survey and Valuation", "Planning and Development" and "Valuation" APCs.

c. Students undertaking the MSc Real Estate (International) and working abroad would be expected to undertake the RICS’ International APC.
Programme structure
The MSc Real Estate comprises 12 compulsory taught modules (although some of the modules are specific to the chosen pathway) and a structured applied project. It provides you with a thorough grounding in the skills and expertise necessary for a career in real estate. Each module is 10 credits and the MSc qualification is 180 credits. Each semester/teaching period is 60 credits.

All students follow a set of core modules during the first semester and then select one of the pathways (Commercial, Residential or International) and take the specialist modules associated with that pathway during the second semester and the summer period.

Full details of the modules and the timing of the delivery are included in the 2012 brochure, the only differences, as noted above, are that:

- The former MSc Real Estate Management degree will now be called MSc Real Estate (Commercial)
- The former MSc Residential Real Estate degree will now be called MSc Real Estate (Residential)
- The MSc International Real Estate degree will now be called MSc Real Estate (International).

We are sure that the new degree name and the introduction of pathways is a more flexible and appropriate name for your degree and the teaching and delivery will remain at the high standard of excellence that we have always achieved in our postgraduate real estate degrees at Oxford Brookes University.

Nick French
Professor in Real Estate

January 2013
REAL ESTATE & CONSTRUCTION

Postgraduate MSc degrees from the Department of Real Estate & Construction

Project Management in the Built Environment
MSc

Real Estate Management
MSc

Residential Real Estate
MSc

International Real Estate
MSc

All programmes are accredited by the Royal Institution of Chartered Surveyors (RICS)
The Department of Real Estate & Construction has offered highly innovative programmes of study for well over four decades. We produce high calibre graduates with the broad range of skills necessary to succeed at the highest levels in the property and construction industry.

We have an outstanding reputation for the quality of our teaching and we aim to give students a firm foundation and prepare them for long-lasting and rewarding careers. We offer a range of highly innovative programmes at both undergraduate and postgraduate levels, developed in collaboration with industry. We address the dynamic challenges facing the property and construction industry sectors from an interdisciplinary base, giving our graduates a broad perspective. Our staff engage in a continuous stream of cutting-edge research and scholarly activities designed to meet the current and future needs of the property and construction industry.

We have developed strong and extensive links with the property and construction industry. Our advisory boards comprise senior staff from the leading property and construction firms. We maintain strong partnerships with the professional bodies and our courses are accredited by the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB). We engage leading industry figures of international standing to present regular guest lectures, providing you with cutting edge practical insights.

Many of our students are sponsored by the leading property and construction companies. Our graduates are highly sought after by employers and many hold senior management positions in the leading property and construction firms. The results of a survey published by Property Week in July 2011 indicated that one in five graduates employed in the leading property firms studied in our Department. We have one of the largest and most influential alumni networks in the property sector, the Oxford Brookes Real Estate Management Society (OBERMS), which offers student internships, mentoring, prizes, and presents our graduates with highly beneficial networking opportunities.

Our teaching and research activities are developed with an international perspective to reflect the increasingly strong role of property and construction in the global economy. We have developed international links in Europe, North and South America, Russia, Africa, China, and the South East Asia region, which involve student and staff exchanges and visits.

Oxford is an excellent place to study Real Estate and Construction. The mix of historic and modern buildings presents a varied and rich environment for learning through site visits involving both new build and challenging retrofitting work.

This brochure provides you with key information about our taught courses and research activities. For more information, please visit our website, contact us or come along to one of our open days.

Professor Joseph H M Tah
Head of Department of Real Estate & Construction
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PROJECT MANAGEMENT IN THE BUILT ENVIRONMENT (PMBE)

The MSc Project Management in the Built Environment is designed to meet the growing demand for project managers who can oversee the entire life cycle of any project, such as constructing the 2012 Olympics. It provides graduates with all the essential skills and knowledge to become successful project managers in what is a dynamic and growing industry.

Meeting industry’s requests for MSc courses to involve more practical experience and interdisciplinary skills, PMBE adopts problem-based learning (PBL) to ensure that it is real-world focused and holistic. Real problems cross discipline boundaries and require research and collaboration. With expert tuition from academics and professional guidance from industry practitioners, the course develops the skills and experience needed.

Course objectives

This programme sets out to equip graduates with the knowledge and skills that will enhance their contribution to the professional activities concerned with managing projects. The main disciplines of project planning, design management, law, technology, procurement and management issues – with specific reference to managing people – are all part of the curriculum.

The intention of the programme is to provide intense development of subject-specific knowledge and transferable skills. This equips you with the necessary ability and understanding to provide effective, and broadly based, advice to your own or client organisations. Wherever appropriate in the programme university-based teaching and learning will be supplemented by input from external experts and practitioners from both UK and international agencies.

They are all designed to engage you with problem-solving or analytical exercises. Activities during the first three weeks of the first semester culminate in an intensive week at Oxford Brookes in October which brings full-time and part-time students together. During this week, the aim is to develop through lectures, workshops and exercises:

- interpersonal skills such as problem solving, team building, leadership, negotiation and assertive behaviour
- academic skills such as referencing and the use of the electronic library.

Field trip abroad is a compulsory element of the PGCert level. Its aim is to integrate knowledge gained in the early part of the course and to develop team and other relationships. Another aim is to expose you to project management practices abroad and to assess your ability to observe and report on the different approaches to project management in the UK and abroad.

Second Study Period for PGCert level. The PGCert modules end in another study period in May when part-time and full-time students come together in Oxford. The Applied Research Methods module for part-time study starts with an interactive session between both cohorts to facilitate knowledge sharing. The requirements of the dissertation are explored. Part-time students embark on developing research proposals for their dissertations. Finally, PG Dip level modules for part-time study are launched.

Course structure

PMBE offers a postgraduate certificate (PGCert), a postgraduate diploma (PGDip) and an MSc. The course starts in September and can be studied full-time over a calendar year or part-time over twenty four months. Part-time delivery is through a combination of on-line delivery and attendance at five, week long, study periods: three in Year 1 and two in Year 2.

PGCert Level (Year 1 of part-time study)
The following PGCert level modules are introductory in nature; they provide a breadth of understanding about project management and development in the built environment:

- Project Planning and Procurement
- Management Theory and Human Behaviour
- Technology and Design Management.

The Clarkson Alliance at Brookes Real Estate and Construction Careers Fair 2011
**PGDip level**  
*(Year 2 of part-time study)*  
The PGDip level modules focus upon further complexity in the development process and its legal and financial context, as well as providing case study contexts within which these issues are considered.

PGDip level comprises the following modules:
- Project Management and the Law
- Opportunity and Risk Management
- Project Evaluation and Finance modules.

The modules all start at the beginning of the academic year – on-campus for full-time students and by distance learning for part-time students.

**First Study Period for PGDip level.** After approximately two-thirds of Semester 1, part-time students and full-time students are brought together in different settings such as workshops and day trips to prominent projects, in order to galvanise their learning so far in the PGDip modules. The aim of this period is to develop insights into project management practices in the UK and the cultural issues arising in multinational teams and firms. Part-time students will also have the opportunity to discuss their dissertations with their supervisors, attend dissertation workshops and undertake independent research during this week.

**Second Study Period for PGDip level.** This final intensive period in Oxford includes final assessments, planning for future development and dissertation research and guidance.

**MSc level**  
The Applied Research Methods and the Dissertation modules build on the PGCert and PGDip levels to form the MSc level. Full-time students take the Applied Research Methods module during Semester 1 and 2, while the module runs in the summer of Year 1 for part-time students. Students’ research proposals for their dissertations are the focus of this module.

The Dissertation builds on the Applied Research module. You are encouraged to undertake research in an area of interest to your (potential) employers. Suitable forms of dissertation could include:
- an investigation based on primary and secondary data of a project management or organisational practice to improve existing practices
- testing or development of an existing project management model or practice
- application of theories or concepts to the solving of a project management or organisational problem
- the comparison and evaluation of international practices or approaches to an aspect of project management.

**Problem-based learning (PBL)**

PBL leads to a more challenging and relevant course than traditional lectures. Learning takes place through groups of students puzzling through problems, often adapted from real situations with much of the complexity and context intact, using published resources or expert advisers. Practitioners also have an important role in devising problems and sharing expertise. Evidence shows that students on PBL courses may be better able to transfer concepts to new problems, and have better long-term recall.

**Admission criteria**

You should normally have:
- a good honours degree
- or relevant experience and demonstrable study abilities.

If your first language is not English, an IELTS score of 6.5 with at least 6.0 in reading and writing and 5.5 in listening and speaking is required. Find out about other acceptable language qualifications, student visa requirements and our English courses at [www.brookes.ac.uk/international](http://www.brookes.ac.uk/international).
MSc Project Management in the Built Environment

Full-time course structure

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<td>WEEK 3: Study activities and workshops</td>
<td>PROJECT PLANNING &amp; PROCUREMENT</td>
<td>WEEK 8: Review of modules</td>
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<td>MANAGEMENT THEORY &amp; HUMAN BEHAVIOUR</td>
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What made you choose MSc PMBE? Primarily the course content. This course would help my career development by giving me a good base for all areas of construction as I am working in an engineering part of the council. This knowledge will help me better manage construction based project risks and allow me to spread best practice through the directorate I work in.

I will also be able to work more effectively with other professionals involved in projects such as engineers, quantity surveyors, legal, etc to ensure appropriate project outcomes are attained.

How did your scholarship or bursary enhance your experience of the course? My employer has supported me financially with this course. The dividends of working whilst studying are that I can instantly take my learning and implement it at work straight away. This is also a benefit to my employer as they receive the benefit of their investment immediately as well. There have been a number of things where I have literally walked out of the university one night and walked into work the next day and used that knowledge to do things more effectively.

What differences do you think you are making in your work place as a result of studying MSc PMBE? I think I have been able to make a number of differences to the project that I am working on at the moment, particularly around procurement and law. However the most valuable knowledge I have gained is around the leadership and management aspects of the course. The technical concepts are one thing. However if you don’t have the leadership or management qualities to influence or motivate they can amount to nothing.

What advice do you have for others? Do not be put off if you do not have a technical or engineering background. Allocate plenty of time to do the work and read more broadly than just the literature that is presented to you, as otherwise you won’t get the most from the course.

Grant’s manager, the Deputy Director of Environment and Economy at Oxfordshire County Council said: “Grant is a valuable asset to the property project and the knowledge he has gained from the PMBE course at Oxford Brookes has influenced how we manage this project.”

I have literally walked out of the university one night and walked into work the next day and used that knowledge to do things more effectively.”
REAL ESTATE MANAGEMENT (REM) / COMMERCIAL REAL ESTATE (ComRE)

This programme will be rebranded as Commercial Real Estate from September 2013, subject to validation.

The MSc Real Estate Management at Oxford Brookes has established itself as a premier postgraduate programme for students wishing to enter the real estate profession. The programme meets the strong demand from the profession for high-calibre graduates from varying backgrounds. The MSc Real Estate Management, whilst grounded in academic excellence, is a practice-based programme for students wishing to work in real estate.

Programme aims and content

The MSc Real Estate Management provides a further educational opportunity for graduates from non-cognate disciplines – disciplines other than real estate – wishing to increase their knowledge of the property industry and enter the real estate profession. You will acquire a high quality real estate education through one year of full time study and research. This is a non-cognate conversion programme accredited by the RICS. The degree is taught on the Gipsy Lane site of our Headington Campus, which is being extensively redeveloped to provide up-to-date library, computing and postgraduate student facilities. The MSc Real Estate programmes also benefit from a dedicated lecture room.

Philosophy and outcomes

The philosophy of the degree is to provide you with a theoretical framework and to develop this with practical, real life examples and case studies. The programme will prepare you for the challenges of entering professional practice and completing the RICS’ Assessment of Professional Competence (APC) to become a Chartered Surveyor.

The programme is well respected in all areas of the industry and our alumni are found in international and national real estate companies, banks, financial institutions, government bodies and corporates.

Involvement with industry

The MSc Real Estate programmes are sponsored by seven of the major real estate consultancies in the UK, who provide support to the programme with external speakers, field trips and logistical support. These are: CBRE, Cluttons, DTZ, GVA, JLL, Savills and Knight Frank.

These organisations, together with a committee of academics, alumni and other luminaries from the property profession, have been involved in developing the programme of study. The sponsoring firms also present a series of lectures and workshops throughout the year. As a result, you will come into regular contact with practitioners from organisations that are at the forefront of the profession, both in the UK and internationally. In addition a mentoring scheme is being established with our alumni society.

We have an excellent track record for the employment of our graduates, with the majority securing graduate positions in major UK and international real estate consultancy practices. In recent years, industry has recognised the need to recruit graduate surveyors from quality non-cognate conversion programmes. The sponsoring firms seek graduates of a high calibre, and they believe that the nature of this programme will provide the grounding for highly motivated individuals.

Upon successful completion of the programme, you will have developed your learning to the extent that you will be ready to enter the profession and complete your professional training. The content of the programme reflects the multidisciplinary and increasingly international nature of the profession.
Programme context

Learning methods include lectures, seminars, tutorials, project work and independent study. Teaching is organised around the programme’s component modules, involving a total of around 20 hours of teaching time over each 11-week teaching semester. The semester system requires examinations to be taken at the end of each teaching period. It is a very intensive programme and it requires you to undertake a substantial amount of private study and project work.

Each module is assessed individually, through coursework, such as submission of reports and presentations, and/or formal written examination. The Integrative Professional Practice module provides a vehicle for drawing together the different subjects taught on the programme and requires the students to develop strong interpersonal communication via a series of face-to-face role-plays.

The MSc Real Estate Management (REM) programme is taught in tandem with the sister programmes, MSc Residential Real Estate (RRE) and MSc International Real Estate (IRE). Approximately 60% of the programmes are shared, with the remaining 40% being pathway specific. This allows the students to have a distinct feeling of unity between programmes whilst, at the same time, ensuring that each programme is sufficiently distinct.

Programme modules

The MSc Real Estate Management comprises eleven compulsory taught modules and an applied capstone project at the end of the programme. The programme will provide you with a thorough grounding in the skills and expertise necessary for a career in real estate. Each module is either 10 or 20 credits, except for the applied project at 50 credits. The MSc qualification requires 180 credits.

■ Applied Research
■ Valuation and Investment
■ Real Estate Law I
■ Finance and Business Economics I
■ Integrative Professional Practice
■ Construction and Sustainability
■ Planning and Development
■ Strategic Management of Corporate Real Estate
■ Real Estate Investment Strategy
■ Real Estate Law II
■ Finance and Business Economics II
■ Applied Project (Commercial)

Research

The Department of Real Estate & Construction is linked to the Oxford Institute for Sustainable Development (OISD). This Research Institute was established in 2004 and has a significant track record of research on sustainable environments that is central to the research activities of the department. OISD’s research knowledge in sustainable property issues is utilised as part of the learning experience on all MSc Real Estate programmes.

Field trips

The MSc Real Estate programmes provide a strong mix of academic rigour and practical application. As part of your studies at Brookes there are a number of field trips across the UK and to Europe. These help to establish an understanding of the mechanics of real estate markets as urban environments where people work and live. You will see development and investment opportunities; regeneration projects as well as large portfolios of property that need to be managed and maintained. Chartered surveyors are involved in all these aspects of real estate and our colleagues from industry on the field trips will provide, via case studies, an insight into the type of work that they undertake in these markets.

Quality

The Faculty in its previous form as ‘School of the Built Environment’ gained grade 4 (out of 5) in the last Research Assessment Exercise (RAE), with real estate being praised for the international potential of its research. All modules are led by real estate academic staff in the Department of Real Estate & Construction, complemented by specialist contributions from other colleagues in the department and from visiting professional practitioners. The practical focus of the programme is reflected in the diversity of staff teaching on the programme, with research strengths in international land markets and sustainability.

Reputation

The department and its staff have excellent reputations amongst students, employers, other academic institutions and the RICS. The development of the MSc Real Estate programmes in partnership with the sponsors is a testament to the quality of our track record and has enhanced the standing of the department still further. Our success speaks for itself. We would like you to join our team and use our contacts to develop your future. The MSc Real Estate Management at Oxford Brookes can provide you with the best opportunity available to develop career prospects within the surveying profession and the property industry.

Admission criteria

Real Estate Management is open to students who hold a good (normally 2:1 or above) undergraduate honours degree in a non cognate discipline or equivalent international qualification. Applicants to this conversion programme are therefore welcome from any academic discipline (other than real estate). Applicants should demonstrate a commitment to a career in real estate, preferably through previous work experience, which is strongly recommended. If your first language is not English, an IELTS score of 6.5 with at least 6.0 in reading and writing and 5.5 in listening and speaking is required. Find out about other acceptable language qualifications, student visa requirements and our English courses at www.brookes.ac.uk/international
## MSc Real Estate Management (REM)
### September 2012 entry (All co-joint modules shaded)

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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<td>Total credits 60</td>
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**Semester 1**

- **Applied Research**
  - P35030 (10 credits)
  - (co-joint with IRE/RRE)

- **Valuation & Investment**
  - P35027 (10 credits)
  - (co-joint with IRE/RRE)

- **Real Estate Law I**
  - P35010 (10 credits)
  - (co-joint with IRE/RRE)

- **Finance & Business Economics I**
  - P35020 (10 credits)
  - (co-joint with IRE/RRE)

- **Integrative Professional Practice**
  - P35032 (10 credits)
  - (co-joint with IRE/RRE)

- **Construction & Sustainability**
  - P35034 (10 credits)
  - (co-joint with IRE/RRE)

**Semester 2**

- **Planning & Development**
  - P35009 (20 credits)
  - (co-joint with RRE)

- **Real Estate Investment Strategy**
  - P35028 (10 credits)

- **Real Estate Law II**
  - P35003 (10 credits)

- **Finance & Business Economics II**
  - P35021 (10 credits)
  - (co-joint with IRE/RRE)

- **Strategic Management of Corporate Real Estate**
  - P35031 (10 credits)
  - (co-joint with IRE)

**Semester 3**

- **Commercial Applied Project**
  - P35099 (50 credits)

### Modules

- **Real Estate Markets (Includes UK and European Field Trips)**
  - P35001 (10 credits)
  - (co-joint with IRE/RRE)

### Activities

- Induction Week (Week 0 and Week 1)
  - Oxford Presentations
  - Manchester Field Trip
  - Property Management

- Bicester & Milton Park Field Trip
  - Northampton Field Trip
  - Birmingham Field Trip

- European Field Trip

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1 The sister programmes to REM are MSc Residential Real Estate (RRE) and MSc International Real Estate (IRE)
GRADUATE PROFILE

Lizzie Whetman
Real Estate Management MSc

When I was an undergraduate I decided that I wanted to do a vocational master’s degree. I knew I wanted a career in property and therefore it was most important to be able to study at a university that had a highly regarded reputation for this course.

Studying at Oxford Brookes was particularly relevant when it came to interviews for graduate jobs – Oxford Brookes has an excellent reputation amongst the property companies.

With fewer than 50 students on the course we became a close group and socialised together, supporting each other during the course.

I’m now in my fifth year of working at Savills and I passed my APC in 2009. I have a range of clients including developers, banks and private family funds. Last year I worked on some high profile deals such as selling the £28 million forward commitment of Dorset House in Oxford. I have since been promoted to Associate level and I’m enjoying the greater freedom that it brings.

I am also President of the Oxford Brookes Real Estate Management Society (OBREMS) which has nearly 1,000 real estate industry associated alumni members. We host six CPD events, two drinks parties, an annual dinner and a breakfast each year, encouraging life long learning and networking within the industry.

The REM course at Oxford Brookes provided a great grounding of the real estate market and its reputation has stood me in good stead for my property career.

“The REM course at Oxford Brookes has stood me in good stead for my property career.”
RESIDENTIAL REAL ESTATE (RRE)

Subject to accreditation, the new RRE programme will run from September 2013.

The MSc Residential Real Estate programme is a new addition to the suite of MSc Real Estate degrees at Oxford Brookes. It is designed for students wishing to follow a career in residential real estate via the RICS’ Residential Real Estate Assessment of Professional Competence (APC) pathway. The MSc Residential Real Estate, like its sister programmes is grounded in academic excellence but is a practice-based programme for students wishing to work in real estate.

Programme aims and content

The MSc Residential Real Estate provides an excellent grounding in all aspects of the residential property market for graduates from non-cognate disciplines – disciplines other than real estate – wishing to increase their knowledge of the property industry and enter the residential real estate profession. You will acquire a high quality real estate education through one year of full-time study and research. This is a non-cognate conversion programme to be accredited by the RICS. The degree is taught on the Gipsy Lane site of our Headington Campus, which is being extensively redeveloped to provide up-to-date excellent access to the library, computing and postgraduate student facilities. The MSc Real Estate programmes also benefit from a dedicated lecture room.

Philosophy and outcomes

The philosophy of the degree is to provide you with a theoretical framework and to develop this with practical, real life examples and case studies. The programme will prepare you for the challenges of entering professional practice and completing the RICS’ Assessment of Professional Competence (APC) to become a Chartered Surveyor.

The MSc Real Estate programmes have enjoyed an excellent level of graduate employment, with the majority of the students achieving employment in the major international real estate consultancies. Our programmes are well respected in all areas of the industry and our alumni are found in international and national real estate companies, banks, financial institutions, government bodies and corporates.

Involvement with industry

The MSc Real Estate programmes are sponsored by seven of the major real estate consultancies in the UK, who provide support to the programme with external speakers, field trips and logistical support. These are: CBRE, Cluttons, DTZ, GVA, JLL, Savills and Knight Frank.

These organisations, together with a committee of academics, alumni and other luminaries from the property profession, have been involved in developing the programme of study and advising on its content. The sponsoring firms also contribute to the programme, presenting a series of lectures and workshops throughout the year. As a result, you will come into regular contact with practitioners from organisations that are at the forefront of the profession, both in the UK and internationally. In addition a mentoring scheme is being established with our alumni society.

We have an excellent track record for the employment of our graduates, with the majority securing graduate positions in major UK and international real estate consultancy practices. In recent years, industry has recognised the need to recruit graduate surveyors from quality non-cognate conversion programmes. The sponsoring firms seek graduates of a high calibre, and they believe that the nature of this programme will provide the grounding for highly motivated individuals who wish to pursue a career in the residential property industry.

Upon successful completion of the programme, you will have developed your learning to the extent that you will be ready to enter the profession and complete your professional training. The content of the programme reflects the multidisciplinary and increasingly international nature of the profession.

Programme context

Learning methods include lectures, seminars, tutorials, project work and independent study. Teaching is organised around the programme’s component modules, involving a total of around 20 hours of teaching time over each 11-week teaching semester. The semester system requires examinations to be taken at the end of each teaching period. It is a very intensive programme and it requires you to undertake a substantial amount of private study and project work.

Each module is assessed individually, through coursework, such as submission of reports and presentations, and/or formal written examination. The Integrative Professional Practice module provides a vehicle for drawing together the different subjects taught on the programme and requires the students to develop strong interpersonal communication via a series of face-to-face role-plays.

The MSc Residential Real Estate (RRE) programme is taught in tandem with the sister programmes, MSc Real Estate Management (REM) and MSc International Real Estate (IRE). Approximately 60% of the programmes are shared, with the remaining 40% being pathway specific. This allows the students to have a distinct feeling of unity between programmes whilst, at the same time, ensuring that each programme is sufficiently distinct.
Programme modules

The MSc Residential Real Estate (RRE) comprises eleven compulsory taught modules and an applied capstone project at the end of the programme. The programme will provide you with a thorough grounding in the skills and expertise necessary for a career in real estate. Each module is either 10 or 20 credits, except for the applied project at 50 credits. The MSc qualification requires 180 credits.

- Applied Research
- Valuation and Investment
- Real Estate Law
- Finance and Business Economics
- Planning and Development
- Integrative Professional Practice
- Construction and Sustainability
- Planning and Development
- Residential Real Estate Investment
- Sustainable Residential Real Estate Development
- Residential Real Estate Law
- Applied Project (Residential)

Research

The Department of Real Estate & Construction is linked to the Oxford Institute for Sustainable Development (OISD). This Research Institute was established in 2004 and has a significant track record of research on sustainable environments that is central to the research activities of the department. OISD’s research knowledge in sustainable property issues is utilised as part of the learning experience on all MSc Real Estate programmes.

Field trips

The MSc Real Estate programmes provide a strong mix of academic rigour and practical application. As part of your studies at Brookes there are a number of field trips across the UK and to Europe. These help to establish an understanding of the mechanics of real estate markets as urban environments where people work and live. You will see development and investment opportunities; regeneration projects as well as large portfolios of property that need to be managed and maintained. Chartered surveyors are involved in all these aspects of real estate and our colleagues from industry on the field trips will provide, via case studies, an insight into the type of work that they undertake in these markets.

Quality

The Faculty in its previous form as ‘School of the Built Environment’ gained grade 4 (out of 5*) in the last Research Assessment Exercise (RAE), with real estate being praised for the international potential of its research. All modules are led by real estate academic staff in the Department of Real Estate & Construction, complemented by specialist contributions from other colleagues in the department and from visiting professional practitioners. The practical focus of the programme is reflected in the diversity of staff teaching on the programme and as research strengths in international land markets and sustainability.

www.brookes.ac.uk/postgraduate/courses/rre

Reputation

The department and its staff have excellent reputations amongst students, employers, other academic institutions and the RICS. The development of the MSc Real Estate programmes in partnership with the sponsors is a testament to the quality of our track record and has enhanced the standing of the department still further. Our success speaks for itself. We would like you to join our team and use our contacts to develop your future. The MSc Residential Real Estate at Oxford Brookes will provide you with the best opportunity available to develop career prospects within the surveying profession and the property industry.

Admission criteria

Residential Real Estate is open to students who hold a good (normally 2:1 or above) undergraduate honours degree in a non cognate discipline or equivalent international qualification. Applicants to this conversion programme are therefore welcome from any academic discipline (other than real estate). Applicants should demonstrate a commitment to a career in real estate, preferably through previous work experience, which is strongly recommended. If your first language is not English, an IELTS score of 6.5 with at least 6.0 in reading and writing and 5.5 in listening and speaking is required. Find out about other acceptable language qualifications, student visa requirements and our English courses at www.brookes.ac.uk/international
### MSc Residential Real Estate (RRE)

September 2012 entry (All co-joint modules shaded)

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#### SEMESTER 1

**Applied Research**
- P35030
  - 10 credits
  - (co-joint with IRE/REM)

**Valuation & Investment**
- P35027
  - 10 credits
  - (co-joint with IRE/REM)

**Real Estate Law I**
- P35010
  - 10 credits
  - (co-joint with IRE/REM)

**Finance & Business Economics I**
- P35020
  - 10 credits
  - (co-joint with IRE/REM)

**Integrative Professional Practice**
- P35032
  - 10 credits
  - (co-joint with IRE/REM)

**Construction & Sustainability**
- P35034
  - 10 credits
  - (co-joint with IRE/REM)

**Real Estate Markets (Includes UK and European Field Trips)**
- P35001
  - 10 credits
  - (co-joint with IRE/REM)

#### SEMESTER 2

**Planning & Development**
- P35009
  - 20 credits
  - (co-joint with REM)

**Residential Real Estate Investment**
- 10 credits

**Residential Real Estate Law**
- 10 credits

**Finance & Business Economics II**
- P35021
  - 10 credits
  - (co-joint with IRE/REM)

**Sustainable Residential Real Estate Development**
- 10 credits

#### SEMESTER 3

**Residential Applied Project**
- P35099
  - 50 credits

**Induction Week (Week 0 and Week 1)**
- Oxford Presentations
- Manchester Field Trip
- Property Management

**Bicester & Milton Park Field Trip**
- Northampton Development Field Trip
- Birmingham Field Trip

**European Field Trip**

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1 The sister programmes to RRE are MSc Real Estate Management (REM) and MSc International Real Estate (IRE)
INTERNATIONAL REAL ESTATE (IRE)

The MSc International Real Estate provides a further educational opportunity for graduates from disciplines other than Real Estate wishing to increase their knowledge of the property industry and enter the property profession. Students will acquire a high quality real estate education through one year of full-time study and research. The MSc is accredited by the Royal Institution of Chartered Surveyors (RICS).

Programme aims and content

The MSc International Real Estate (IRE) at Oxford Brookes has established itself as a premier postgraduate programme for students wishing to enter the real estate profession with an enhanced understanding of international investment and law. It has been specially developed to reflect the increasing internationalisation of the real estate industry. The overall aim of the programme is to provide graduates with an RICS accredited education. The department is well placed to offer this programme with its established research into international land markets. It is acknowledged as one of the leading providers of real estate education in the country with complementary strengths in teaching and research. Students have been admitted to this programme from all over the world, providing a diversity of backgrounds that enriches the learning experience associated with studying the programme. The degree is taught on the Gipsy Lane site of our Headington Campus, which is being extensively redeveloped to provide up-to-date library, computing and postgraduate student facilities. The MSc Real Estate programmes also benefit from a dedicated lecture room.

Philosophy and outcomes

The philosophy of the degree is to provide you with a theoretical framework and to develop this with practical, real life examples and case studies. The programme will prepare you for the challenges of entering professional practice and completing the RICS’ Assessment of Professional Competence (APC) to become a Chartered Surveyor.

The programme has enjoyed an excellent level of graduate employment, with the majority of the students achieving employment in the major international real estate consultancies. The programme is well respected in all areas of the industry and our alumni are found in real estate consultancies, banks, financial institutions, government bodies and corporates.

Involvement with industry

The MSc Real Estate programmes are sponsored by seven of the major real estate consultancies in the UK, who provide support to the programme with external speakers, field trips and logistical support. These are: CBRE, Cluttons, DTZ, GVA, JLL, Savills and Knight Frank.

These organisations, together with a committee of academics, alumni and other luminaries from the property profession, have been involved in developing the programme of study and advising on its content. The sponsoring firms also contribute to the programme, presenting a series of lectures and workshops throughout the year. In addition, a mentoring scheme is being established with our alumni society.

We have an excellent track record for the employment of our graduates, with the majority securing graduate positions in major UK and international real estate consultancy practices. In recent years, industry has recognised the need to recruit graduate surveyors from quality non-cognate conversion programmes.

Upon successful completion of the programme, you will have developed your learning to the extent that you will be ready to enter the profession and complete your professional training. The content of the programme reflects the multidisciplinary and increasingly international nature of the profession.

Programme context

Learning methods include lectures, seminars, tutorials, project work and independent study. Teaching is organised around the programme’s component modules, involving a total of around 20 hours of teaching time over each 11-week teaching semester. The semester system requires examinations to be taken at the end of each teaching period. It is a very intensive programme and it requires you to undertake a substantial amount of private study and project work.

Each module is assessed individually, through coursework, such as submission of reports and presentations, and/or formal written examination. The Integrative Professional Practice module provides a vehicle for drawing together the different subjects taught on the programme and requires the students to develop strong
interpersonal communication via a series of face-to-face role-plays.

The MSc International Real Estate (IRE) programme is taught in tandem with the sister programmes, MSc Real Estate Management (REM) and MSc Residential Real Estate (RRE). Approximately 60% of the programmes are shared, with the remaining 40% being pathway specific. This allows the students to have a distinct feeling of unity between programmes whilst, at the same time, ensuring that each programme is sufficiently distinct.

Programme modules

The MSc International Real Estate comprises eleven compulsory taught modules and a structured practical project/dissertation. The programme will provide you with a thorough grounding in the skills and expertise necessary for a career in real estate. Each module is either 10 or 20 credits, except for the applied project at 50 credits, and the MSc qualification is 180 credits.

- Applied Research
- Valuation and Investment
- Real Estate Law I
- Finance and Business Economics I
- Construction and Sustainability
- Integrative Professional Practice
- Strategic Management of Corporate Real Estate
- International Real Estate Investment
- International Perspectives on Real Estate Law
- Planning Systems and the Development Process
- Finance and Business Economics II
- Applied Project (International)

Research

The Department of Real Estate & Construction is linked to the Oxford Institute for Sustainable Development (OISD). This Research Institute was established in 2004 and has a significant track record of research on sustainable environments that is central to the research activities of the department. OISD’s research knowledge in sustainable property issues is utilised as part of the learning experience on all MSc Real Estate programmes.

Field trips

The MSc Real Estate programmes provide a strong mix of academic rigour and practical application. As part of your studies at Brookes there are a number of field trips across the UK and to Europe. These help to establish an understanding of the mechanics of real estate markets as urban environments where people work and live. You will see development and investment opportunities; regeneration projects as well as large portfolios of property that need to be managed and maintained. Chartered surveyors are involved in all these aspects of real estate and our colleagues from industry on the field trips will provide, via case studies, an insight into the type of work that they undertake in these markets.

Quality

The Faculty in its previous form as ‘School of the Built Environment’ gained grade 4 (out of 5*) in the last Research Assessment Exercise (RAE), with real estate being praised for the international potential of its research. All modules are led by real estate academic staff in the Department of Real Estate & Construction, complemented by specialist contributions from other colleagues in the department and from visiting professional practitioners. The practical focus of the programme is reflected in the diversity of staff teaching on the programme and as research strengths in international land markets and sustainability.

Reputation

The department and its staff have excellent reputations amongst students, employers, other academic institutions and the RICS. The development of the MSc Real Estate programmes in partnership with the sponsors is a testament to the quality of our track record and has enhanced the standing of the department still further. Our success speaks for itself. We would like you to join our team and use our contacts to develop your future. The MSc International Real Estate programme at Oxford Brookes can provide you with the best opportunity available to develop career prospects within the surveying profession and the property industry.

Admission criteria

International Real Estate is open to students who hold a good (normally 2.1 or above) undergraduate honours degree in a non cognate discipline or equivalent international qualification. Applicants to this conversion programme are therefore welcome from any academic discipline (other than real estate). Applicants should demonstrate a commitment to a career in real estate, preferably through previous work experience, which is strongly recommended. If your first language is not English, an IELTS score of 6.5 with at least 6.0 in reading and writing and 5.5 in listening and speaking is required. Find out about other acceptable language qualifications, student visa requirements and our English courses at www.brookes.ac.uk/international

www.brookes.ac.uk/postgraduate/courses/ire

Knight Frank at Brookes Real Estate and Construction Careers Fair 2011
# MSc International Real Estate (IRE)

September 2012 entry (All co-joint modules shaded)

## SEMESTER 1
Total credits 60

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<th>Course Name</th>
<th>Code</th>
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<td>Applied Research</td>
<td>P35030</td>
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<td>REM/RRE</td>
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<tr>
<td>Valuation &amp; Investment</td>
<td>P35027</td>
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<td>Real Estate Law I</td>
<td>P35010</td>
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<tr>
<td>Finance &amp; Business Economics I</td>
<td>P35020</td>
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<td>Integrative Professional Practice</td>
<td>P35032</td>
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<tr>
<td>Construction &amp; Sustainability</td>
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## SEMESTER 2
Total credits 60

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<th>Co-joint with</th>
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<td>Planning Systems &amp; the Development Process</td>
<td>P35033</td>
<td>20</td>
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<tr>
<td>International Real Estate Investment</td>
<td>P35002</td>
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<tr>
<td>International Perspectives on Real Estate Law</td>
<td>P35011</td>
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<tr>
<td>Finance &amp; Business Economics II</td>
<td>P35021</td>
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<td>REM/RRE</td>
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<tr>
<td>Strategic Management of Corporate Real Estate</td>
<td>P35031</td>
<td>10</td>
<td>REM</td>
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<tr>
<td>Real Estate Markets (Includes UK and European Field Trips)</td>
<td>P35001</td>
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<td>REM/RRE</td>
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## SEMESTER 3
Total credits 60

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<tr>
<td>International Applied Project</td>
<td>P35099</td>
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## Induction Week (Week 0 and Week 1)
- Oxford Presentations
- Manchester Field Trip
- Property Management

## European Field Trip
- Bicester & Milton Park Field Trip
- Northampton Field Trip
- Birmingham Field Trip

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1 The sister programmes to IRE are MSc Residential Real Estate (RRE) and MSc Real Estate Management (REM)
My choice of MSc at Oxford Brookes was driven by aspirations to obtain an in-depth knowledge and insights of property market. Having had some prior professional experience in Kazakhstan, I felt a need to broaden my understanding of property market principles.

The programme itself represents a mixture of academic research and practice based aspects of real estate industry and importantly most of the subjects reflect the issues of current global economic uncertainties and possible future implications to property markets.

I really enjoyed and learned good lessons during numerous field trips on various projects throughout the UK, case studies, frequent communications with property industry professionals at guests speaking lectures and at other events. At the end of the day I am very thankful to all those academics and professionals that run the course as well as to all of my multicultural peers for a wonderful and unforgettable time spent during that year.

“I felt a need to broaden my understanding of property market principles.”
POSTGRADUATE RESEARCH OPPORTUNITIES

The Department of Real Estate & Construction is known for its research across a range of fields, including international land and property markets, housing policy, sustainable real estate and urban development, low carbon construction and project management and application of IT in construction.

We offer the following research degrees:

- MPhil
- MPhil transferring to PhD
- PhD direct, possible in exceptional cases for students with a recently completed master’s or MPhil degree in an area closely related to the proposed research topic.

Support and Supervision

What you can expect from us:

- Excellent research facilities and a friendly environment. High calibre supervision for pursuing research activity in a wide range of topics at both national and international levels. Where appropriate, the department will involve experts from elsewhere in the university, or from external institutions.
- A strong network of support due to the large community of researchers and scholars that exist within the department and with other departments such as the School of Architecture and the Department of Planning. These include regular student and staff led research seminars and other forums for debate and exchange of ideas.
- To be allocated an appropriate research group in the Oxford Institute for Sustainable Development (OISD) and where possible be given the opportunity to work with staff on on-going research projects.
- Opportunities for research collaboration, synergy, study visits and exchanges. Both staff and research students are active in publishing their findings in leading international journals.

Research Centres

- OISD – Real Estate and Land Policy Group
- OISD – Construction and Project Management Group
- Oxford Institute for Sustainable Development (OISD) is the largest academic research institute working on sustainable development in the built environment in the UK

Find out more

- Tel +44 (0) 1865 484244
- rd-enquiries@brookes.ac.uk

Right: Low Impact Design
EXAMPLE PROJECTS

Re-Engineering the City 2020-2050 (RETROFIT 2050): Urban Foresight and Transition Management

This work addresses the critical challenge for contemporary urbanism: how do cities develop the knowledge and capability to systemically re-engineer their built environment and urban infrastructure in response to climate change and resource constraints? The research explores a range of future-based scenarios (linked to models, visualisation techniques and pathway analysis) which can help key stakeholders achieve a more sustainable urban environment at a ‘city region’ scale in the UK by 2050. The research aims to achieve a step change in current thinking in UK urban knowledge by focusing on two UK core cities; Greater Manchester and Cardiff/South East Wales. The OiSD work package is led by Principal Investigator Professor Tim Dixon, Director of OiSD and Professor of Real Estate. It focuses on developing an Urban Technology Foresight Laboratory, which will, through interaction between scientific experts, practitioners and policy users, identify and characterise prospective disruptive technologies and systems innovations, and provide long-term guiding visions and technology-based roadmaps for urban retrofitting. The research will focus on energy, water and waste in particular.

Building Information Modelling (BIM) for Early Stage Low Impact Building Design

Existing decision support tools facilitate the design process in a piecemeal fashion, do not interoperate, do not allow holistic assessments to be made and do not adequately address the front-end of the design process when critical decisions are made. The new Low Impact Building Explorer (LIBx) tool, which is being developed, enables designers to systematically assess alternative low impact building design options against sustainability performance measures such as carbon, waste, and cost. The tool is being developed in collaboration with construction and property firms and consultancies including Best Foot Forward Ltd., ZEDfactory Ltd., Design Builder Software Ltd., and ItsOWorks Ltd., with funding from the Technology Strategy Board and the Engineering and Physical Sciences Research Council.
RESEARCH AND KNOWLEDGE TRANSFER

Construction and Project Management Group

About the group

The Construction and Project Management Group brings together individuals with a wide range of expertise in the construction engineering and management fields. The work of the group is highly interdisciplinary and draws on engineering, management, computer and social sciences and psychology to address challenges facing the construction industry.

The group undertakes both fundamental and applied research that provides industry and policy makers with innovative decision support tools and solutions for planning, procuring and delivering construction projects and services that maximise economic, social and environmental benefits to society.

Research expertise

- Climate change and sustainable construction
- Low carbon construction and carbon management
- Emerging technologies and innovations for sustainable buildings
- Social networks, innovation absorption and diffusion
- Sustainable building retrofitting and maintenance
- Scaffolding and pallet rack structures
- Collaborative planning and supply network management
- Procurement, project and process management
- Risk analysis and management
- Lean construction and applied operations research
- Whole-life costing and value modelling
- Integrated design and production
- Information and knowledge management
- Knowledge-based systems and applied artificial intelligence
- Building Information Modelling (BIM) and 4D/nD modelling
- Virtual prototyping

Training opportunities

- PhD studies in Construction and Project Management
- PhD Studies in Construction Information Technology
- MSc in Project Management in the Built Environment
- CPD and international training programmes

External links

- Internationally, we have established research links with several leading universities across the globe including in Australia, China, Europe and the USA. We are also actively involved with international organisations such as the International Council for Research and Innovation in Building Construction (CIB).
- Nationally, we have ongoing research links with other UK universities, professional institutes and organisations (APM, CIOB and RICS) and construction and property firms and consultancies.

Find out more

- Professor Joe Tah, Director of Construction and Project Management Group
- t +44 (0) 1865 483919
- jtah@brookes.ac.uk
Real Estate and Land Policy Group

About the group

The Real Estate and Land Policy Group brings together expertise on a wide range of topics relating to the operation of land and property markets, real estate development and land and housing policy. A major part of our work is on the impact of land and housing markets and policy on broader development processes, particularly for enhancing urban sustainability.

Research themes cover low carbon development, sustainable real estate, international land markets, housing and land policy, globalisation, urban development and urban equity. At the same time our research addresses broader market-based fundamentals such as valuation and emerging areas of research including behavioural finance. We have a strong track record in international comparative research, including developing and transition economies, while at the same time maintaining established areas of expertise on local and national topics.

Research expertise

- Sustainable real estate (residential and commercial sectors)
- Brownfield regeneration
- Urban futures and scenario-based studies
- Globalisation, land markets and urban development in developing and transition economies
- Impact of ICT on the property market and urban development
- Conservation of historic environments
- Changing property markets and local economic development
- Housing and land policy
- Corporate social responsibility in property markets and urban development
- Valuation
- Corporate real estate

Training opportunities

- PhD studies in Real Estate and Land Studies, Housing, Urban Development and Urban Futures Doctoral Training Programme
- MSc programmes in Real Estate Management, Residential Real Estate and International Real Estate
- CPD and international training programmes

External links

- Internationally, we have links with several leading universities across the globe, including in Eastern Europe, Japan, China and Brazil. We are actively involved with international organisations including UN-Habitat, the European Real Estate Society (ERES), and the UK representative to FIG Commission 7.
- Nationally, we have ongoing research links with other UK universities, professional institutes and organisations (BRE, IPF, CORENET and RICS) and property firms and consultancies.

Find out more

- Dr Ramin Keivani and Professor Tim Dixon, Co-Directors of Real Estate and Land Policy Group
- T +44 (0) 1865 483409
- rkeivani@brookes.ac.uk
- tdixon@brookes.ac.uk
Construction students on a field trip in the Netherlands

Oxford Brookes promotes equality of opportunity for all who study, work and visit here.
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