

LANDSCAPE ARCHITECTURE

Ain Shams University – Faculty of Engineering, Cairo, Egypt |

COURSE HANDBOOK 2020/21

Collaborative edition



University of
East London

WELCOME AND INTRODUCTION	3
INTRODUCTION / WELCOME FROM THE PRINCIPAL	3
INTRODUCTION TO THE COURSE	4
KEY STAFF, CONTACT DETAILS AND STAFF ROLES	13
COURSE OPERATION AND STUDENT REGISTRATION	14
EQUALITY AND DIVERSITY.....	16
COURSE MANAGEMENT	17
ATTENDANCE AND ENGAGEMENT.....	18
KEY DATES.....	19
MODULE SPECIFICATIONS	19
AWARD CERTIFICATES	19
TEACHING, LEARNING AND ASSESSMENT	20
REFERENCING.....	27
ACADEMIC MISCONDUCT AND PLAGIARISM.....	27
RESEARCH INTEGRITY	32
PLACEMENT ARRANGEMENTS	32
SUPPORT FOR STUDENTS	34
LIBRARY ARCHIVES AND LEARNING SERVICES.....	37
QUALITY AND STANDARDS	39
EXTENUATING CIRCUMSTANCES	40
KEY LINKS.....	42
APPENDIX A: ACADEMIC APPEALS	45
APPENDIX B: COMPLAINTS	46



INTRODUCTION / WELCOME FROM THE PRINCIPAL

Ain Shams University – Faculty of Engineering is aiming to be one of the best colleges known for their leadership regionally and internationally in engineering education and scientific research through interdisciplinary and unique academic programmes that meet the needs of the community and contribute to sustainable development. It aims for preparation of distinguished graduates capable of keeping pace with global technological in various disciplines that meet the needs of local and regional markets, and can conduct scientific research. This is applied through the creation of appropriate conditions for faculty members and their assistants and students, and through providing educational programmes in advanced undergraduate studies, as well as establishing advisory centres and research labs which include sophisticated contribute to community service and to meet its needs.

Credit Hours Engineering Programmes at the Faculty of Engineering - Ain Shams University (ASU-CHEP) is one of the outstanding models for engineering education in Arab Republic of Egypt, as it seeks to provide high-quality of engineering education based on interdisciplinary programmes and the application of international standards of credit hours systems followed in the most prestigious universities in the world. Learning environment at ASU-CHEP focused on the graduation engineers equipped with skills, knowledge, and the ability to life-long learning. ASU-CHEP began at the Faculty of Engineering - Ain Shams University in 2006 with two programmes namely Building Engineering and Materials Engineering with a number of students that does not exceed 60 students.

Lately there were eight programmes (Building Engineering, Communication Systems Engineering, Materials Engineering, Manufacturing Engineering, Energy and Renewable Energy Engineering, Computer Engineering and Software Systems, Landscape Architecture, Mechatronics Engineering and Automation), and finally two more programmes were added, Energy & Renewable Energy Engineering Programme, and Environmental Architecture & Urbanism Programme. Thus, currently the total number of students in ASU-CHEP exceeds 2500 students that work side by side with mainstream programmes. ASU-CHEP is characterised by adopting new models in learning, which are different from the traditional system in Egyptian Engineering colleges. Moreover, the curriculum adopted in ASU-CHEP are inspired by the vision of experts and specialists in these fields. The programmes in ASU-CHEP follow mainly the National Authority for Quality Assurance and Accreditation of Education.

In addition, ASU-FoE ICHEP academic portfolio was able to extend into 'Internationalization'. Now our students graduate with DUAL DEGREES in the majority of the programmes offered. The strategic partnership with our International counterparts started earlier on research based collaborative actions, this was smoothly translated in 2018 to extend into offering our students the same quality of

undergraduate education and services on campus. This allowed the 'Credit Hours Programs' to transform into the 'International Credit Hour Programs'.

The Landscape Architecture Programme was launched in 2013, and was aiming to solve real-life problems. They find the best solutions through the application of their knowledge, experience and skills. Engineers help to define and refine the way of life by providing innovative, high-performance, safer, cleaner or more comfortable daily-used facilities for human beings. They seek improvements through the processes of invention, design, manufacturing and construction

INTRODUCTION TO THE COURSE

- **Program Description:**

The products of Landscape Architecture engineering activities are intended to be sustainable. However, the drawbacks are associated with such activities; for example, the water, air, the environment and acoustic pollutions have been aggravated by many engineering marvels created throughout the past decades.

The engineer's problem-solving complexity grows as the world's social and technological problems become more closely related. For example, the problem of air pollution cannot be solved physically without considering the social, legal, political, and ethical conflicts. Moreover, the impact of the available engineering solutions on the interests of the individuals and groups should be considered. Engineering studies provide students with the advanced, effective, technology-based education that should meet the expected needs of future science and technology. They should also promote the technical understanding and problem-solving skills required to face the engineering challenges of tomorrow.

Moreover, it motivates students, faculty and staff to learn, grow, achieve and serve the needs of society nationally, regionally and internationally. It also prepares students for a productive and rewarding career in engineering based on strong moral and ethical foundation.

- **Program Mission:**

The mission is to generate, preserve, disseminate, and apply the knowledge of our profession through education, research, creative work, and community service. We prepare graduates to be leaders in the field of landscape architecture by integrating student learning with faculty research and creative pursuits and engaging with partners in that branch in the community and other disciplines. We are seeking a devoted to educating and inspiring future generations of Landscape designers who are both technically skilled and ethically professional. We demand the highest standards of education, training, research and professional practice. Our mission dictates that the production of knowledge be an activity for the entire community, faculty and students, graduates and undergraduates to serve and lead the community in the enhancement of the quality of life through the aesthetic, meaningful, and sustainable design of the physical and natural environment.

- **Program Aims and Learning Outcomes**

This Program is designed to give you the opportunity to:

- Develop awareness of specific non-related issues to their specialization sciences, especially which are related to human sciences to enhance their social involvement.
- Develop thinking skills, personal vision, and high moral character and ethical behavior through exposure to the broad range of landscape architecture and architecture activities, and technical skills as well.
- Develop design creativity and critical thinking, and augment the intellectual capacity to develop architectural, landscape, and urbanism solutions in an environment based on scientific research, technological innovation and sustainability.

- Develop individual skills and ethics required for long-term learning and competent professional practice; and equip students with the required basic knowledge of engineering sciences and interpersonal skills to understand, coordinate with, and lead other engineering disciplines in the landscape and architectural profession.

- **What you will learn:**

Knowledge Skills:

- Understand the professional, socio-economic, natural and environmental, visual, legal and ethical contexts in which landscape architecture is practised, with a particular emphasis on the role of the chartered practitioner operating within the professional code of conduct to improve design, products and/or services.
- Understand the interdisciplinary and multidisciplinary interface between the different areas of the profession, and between landscape architecture and other professions that affect different types of landscape and interactions between them.
- Identify of architectural, urban and landscape history and theory, related fine arts, local culture and heritage, technologies, conservation methods of resources and human sciences through proper research methods and frameworks.
- Identify wide of range of materials in addition to fitting techniques that suit to the subject and scale of work, such as site survey and analysis, landscape assessment, environmental analysis, community participation and consultation to achieve inclusive and sustainable design.
- Identify the presentation and visualisation of proposals for the design and/or management of landscape related projects, through different techniques and to different professional and lay audiences.
- Understand The role and impact of intellectual property and the professional approach to professional development and lifelong learning.

Intellectual skills

- Integrate relationship of structure, energy systems, landscape materials, and construction elements into design process in different scales of innovative and sustainable context.
- Apply knowledge to identify relevant theory, concepts, principles and techniques to generate appropriate policies, strategies, plans or practical interventions, at a range of spatial and temporal scales.
- Discuss, search and formulate different theories and informed opinions appropriate at specific and inconsistent contexts and circumstances affecting landscape architecture profession and practice.
- Judge landscape architecture decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact that affect the conservation of landscape ecosystem in addition to ethics & legal aspects.
- Propose creative and innovative solution for problems facing landscape architecture projects that fits needs of different stakeholders.
- Apply critical thinking for analysis and evaluation using different techniques to develop an informed personal position as an aspiring landscape architecture professional.
- Identify appropriate examples of precedent study for analysis through different secondary research sources respecting role of intellectual property.
- Prepare design project briefs and documents; and understand the context of the landscape architect in the construction industry, including the architect's role in the processes of bidding, procurement of architectural services and building production for familiar and unfamiliar problems at a range of scales.

Practical skills

- Interpret diverse user needs and address effectively equality and diversity issues, right of access, relevant health and safety requirements, and formulate and interpret project briefs, identifying appropriate aims and objectives for familiar and unfamiliar problems at a range of proportions and scales
- Apply a practical and effective understanding of physical model-making skills, hand-drawing and other graphic representational skills to present proposals to professional and lay audiences
- Deal with sensitive spaces and locations using the required understanding for human needs and socio-economic dynamics through investigations in a responsible, sensitive and safe manner

Analytical and data interpretation skills

- Prepare, process, interpret, model, analysis and present data and geomatic information, using appropriate techniques and software
- Identify and organise proper sources of evidence and appropriate qualitative and/or quantitative techniques to make sample selection and analyse information, at a range of spatial and temporal scales and appropriate levels of precision and identification.
- Tackle and apply knowledge to familiar and unfamiliar problems to analyse and solve numerical financial and economic issues at a range of scales and demonstrate creativity and innovation in a sustainable context

Communication skills

- Understand, select and apply approaches, tools and techniques appropriate to the audience
- Communicate accurately, clearly, concisely, confidently and appropriately to a range of audiences in written, verbal and graphical forms
- Critically analyse information, synthesising the outcomes of different architecture/urban spaces and landscapes to develop balanced arguments engaging varied stakeholders at proper stages of projects and evaluate alternative proposals using appropriate tools and techniques

Digital literacy skills

- Use and apply information technology and contemporary computer applications while dealing with landscape architecture issues comprising physical/digital model making, visualisation, CAD, GIS, BIM and data processing
- Use suitable internet and social media fitting to the scale of work, to communicate efficiently to a range of audiences

Interpersonal and teamwork skills

- Contribute effectively addressing multidisciplinary problems to the identification and setting of group aims and objectives and allocations of roles within a group with appreciation, evaluation and consideration of other views
- Apply knowledge and understanding to address multidisciplinary problems iv contribute effectively to the production of group outputs, including reports and presentations
- Demonstrate the ability to lead a group in a range of projects
- Demonstrate an awareness of the interdisciplinary nature and processes involved in community participation and consultation exercises

Self-management and professional development skills

- Work using initiative, self-management, time and task management recognising individual goals and responsibilities with performance to allocated roles and responsibilities
- Develop an adaptable and flexible approach to study and work with continuous performance evaluation
- Develop effective time-management and organisational skills, distributing workload with adaptable approach
- Recognise, respect and work within professional codes of conduct and validate the competence, performance and attitude required in the profession
- Recognise and respect the moral, ethical, ecological and social issues related to the subject
- Develop and display the generic skills required to acquire new competencies for employability and career progression

• **Professional body accreditation**

The National Academic Reference Standards (NARS) for Engineering set out generic statements which represent general expectations about standards for the Bachelor of Science (B.Sc.) degree in Engineering. These statements clarify the attributes associated with the award of engineering degrees:

- The awards are in accord with the frameworks for contemporary engineering education.
- The Engineering degrees address the national expectations of the graduate engineers.
- The degrees satisfy the actual and expected market needs.

The engineering education should achieve excellence in undergraduate and graduate education, research, public service and advancement of the state-of-the art within the discipline. It aims to produce able, broadly educated, highly qualified engineers through academic excellence. Moreover, it motivates students, faculty and staff to learn, grow, achieve and serve the needs of society nationally, regionally and internationally. It also prepares students for a productive and rewarding career in engineering based on strong moral and ethical foundation.

• **Program Structure**

This program is credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g., lecture, seminar, and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree Program.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Program.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Program.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Program.
- 7 Equivalent in standard to a Masters degree.

Programs are made up of modules that are each credit weighted.

The module structure of this Program:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
3	LAAR3001	Design Project	20	Core	N
3	LAAR3002	Art and Design workshop	20	Core	N
3	LAAR3003	History and Theory	20	Core	N
3	LAAR3004	Construction Technical Studies	20	Core	N
3	LAAR3005	Design Media	20	Core	N
3	LAAR3006	Mental Wealth Personal Development	20	Core	N
4	LAAR4001	Design Integration 1 (Architecture)	20	Core	N
4	LAAR4002	Design Resolution 1	20	Core	N
4	LAAR4003	Construction Technology	20	Core	N
4	LAAR4004	History & Theory 1 (Architecture)	20	Core	N
4	LAAR4005	Technical Studies and Representation 1 (Architecture)	20	Core	N
4	LAAR4006	Mental Wealth: Professional Life 1 (Architecture)	20	Core	N
5	LAAR5001	Design Integration 2 (Architecture)	20	Core	N
5	LAAR5002	Design Resolution 2 (Architecture)	20	Core	N
5	LAAR5003	Tendering, Estimating and Cost Control	20	Core	N
5	LAAR5004	Technical Studies and Representation 2 (Architecture)	20	Core	N
5	LAAR5005	Design Investigation 2 (Architecture)	20	Core	N
5	LAAR5006	Mental Wealth: Professional Life 2 (Architecture)	20	Core	N
6	LAAR6001	Design Integration 3 (Architecture)	20	Core	N
6	LAAR6002	Design Investigation 3 (Architecture)	20	Core	N
6	LAAR6003	Design Resolution 3 (Architecture)	20	Core	N
6	LAAR6004	Project Management	20	Core	N
6	LAAR6005	Research in Practice (Architecture)	20	Core	N
6	LAAR6006	Mental Wealth: Professional Life 3 (Architecture)	20	Core	N

Additional detail about the program module structure:

Each Module is equivalent to one or two of "ASU Courses" in the course packing Table, as illustrated in the module specs.

A core module for a Program is a module which a student must have passed (i.e., been awarded credit) in order to achieve the relevant named award. An optional module for a Program is a module selected from a range of modules available on the Program.

The overall credit-rating of this program is 480 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

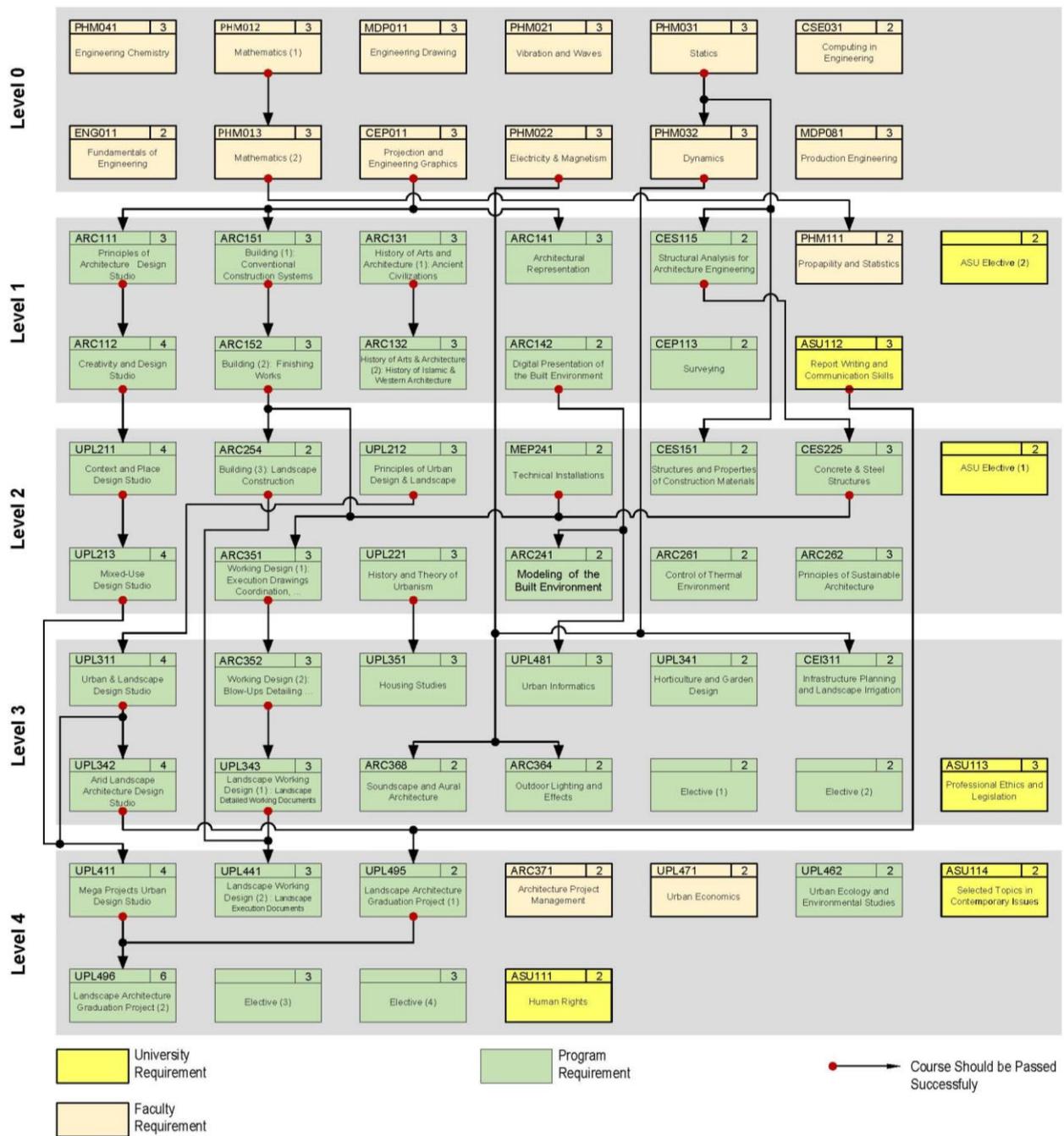
The following Table shows the content of each module of the LAAR programme courses and percentage weighting.

Module Code	Module Name	Component of Assessment	%
(UEL)Foundation-ASU Level 1			
LAAR3001 20Credits	Design Project	ARC112 Creativity & design studio (4Credits)	60%
		ARC151 Building (1): Conventional Construction Systems (3Credits)	40%
LAAR3002 20Credits	Art and Design Workshop	ARC111 Principles of Architecture Design Studio (3Credits)	50%
		ARC141 Architectural Representation (3Credits)	50%
LAAR3003 20Credits	History and Theory	ARC131 History of Arts and Architecture (1) (3Credits)	50%
		ARC132 History of Arts and Architecture (2) (3Credits)	50%
LAAR3004 20Credits	Construction Technical Studies	CES151 Structures and Properties of Construction Materials (2Credits)	50%
		CEP113 Surveying (2Credits)	50%
LAAR3005 20Credits	Design Media	ASU Elective 2 ASU335 Literature & Art (2Credits)	50%
		ARC 142 Digital Presentation of the Built Environment (2Credits)	50%
LAAR3006 20Credits	Mental Wealth Personal Development	ASU112 Report Writing and Communication Skills (3Credits)	60%
		PHM111 Probability and Statistics (2Credits)	40%
(UEL)Level 4 –(ASU) Level 2			
LAAR4001 20Credit	Design Integration 1 (Architecture)	UPL211 Context & Place Design Studio (4Credits)	60%
		ARC152 Building Conventional (2) (3Credits)	40%
LAAR4002 20Credit	Design Resolution 1 (Architecture)	UPL213 Mixed-use design studio (4Credits)	60%
		CES225 Concrete & Steel structures) (3Credits)	40%
LAAR4003 20Credit	Construction Technology	ARC254 Building (3): Landscape (2Credits)	40%
		ARC351 Working Design (1): Execution Drawings Coordination, Annotation and Coding (3Credits)	60%
LAAR4004 20Credit	History & Theory1	UPL221 History & Theory of Urbanism (3Credits)	50%

Module Code	Module Name	Component of Assessment	%
	(Architecture)	UPL212 Principles of urban design & landscape (3Credits)	50%
LAAR4005 20Credit	Technical Studies and Representation 1 (Architecture)	ARC 261 Control of Thermal environment (2Credits)	40%
		ARC 262 Principles of sustainable architecture (3Credits)	60%
LAAR4006 20Credit	Mental Wealth: Professional Life 1 (Architecture)	ASU321 "Innovation & Entrepreneurship" (2Credits)	50%
		ARC241 Modelling of the built environment (2Credits)	50%
(UEL)Level 5 –(ASU) Level 3			
LAAR5001 20Credit	Design Integration 2 (Architecture)	UPL311 Urban & Landscape design studio (4Credits)	60%
		UPL 481 Urban informatics (3Credits)	40%
LAAR5002 20Credit	Design Resolution 2 (Architecture)	ARC 342 Arid Landscape Architecture design studio (4Credits)	60%
		UPL341 Horticulture & Garden design (2Credits)	40%
LAAR5003 20Credit	Tendering, Estimating and Cost Control	ARC352 Working Design (2): Blow-Ups Detailing, Items Specifications and BOQs (3Credits)	50%
		UPL343 Landscape Working Design (1) (3Credits)	50%
LAAR5004 20Credit	Technical Studies and Representation 2 (Architecture)	ARC364 Outdoor Lighting and effects (2Credits)	50%
		ARC 368 Soundscape and Aural Architecture (2Credits)	50%
LAAR5005 20Credit	Design Investigation 2 (Architecture)	UPL351 Housing Studies (3Credits)	60%
		Elective (1): Specialization requirement: pool-1 (2Credits) UPL334 Site Analysis (or) ARC323 Built Environment Accessibility (or) UPL344 Landscape for Dwellings and Public Buildings	40%
LAAR5006 20Credit	Mental Wealth: Professional Life 2 (Architecture)	Elective (2): Specialization requirement: pool-1 (2Credits) UPL371 Human Behavior	40%
		ASU113 Professional Ethics and Legislations (3Credits)	60%
(UEL)Level 6–(ASU) Level 4			
LAAR6001 20Credit	Design Integration 3	UPL411 Mega Projects Urban Design Studio (4Credits)	60%

Module Code	Module Name	Component of Assessment	%
	(Architecture)	ARC463 Landscape Working Design (2) (3Credits)	40%
LAAR6002 20Credit	Design Investigation 3 (Architecture)	UPL495 Landscape Architecture Graduation Project (1) (2Credits)	50%
		ARC463 Urban Ecology and Environmental Studies (2Credits)	50%
LAAR6003 20Credit	Design Resolution 3 (Architecture)	ARC494 Landscape Architecture Graduation Project (2) (6 Credits)	100%
LAAR6004 20Credit	Project Management	UPL471 Urban economics (2Credits)	50%
		ARC371 Architecture Project Management (2Credits)	50%
LAAR6005 20Credit	Research in Practice (Architecture)	Elective (3) (3Credits)	50%
		Elective (4) (3Credits)	50%
LAAR6006 20Credit	Mental Wealth: Professional Life 3 (Architecture)	ASU114 Selected Topics in contemporary issues (2Credits)	50%
		ASU111 Human Rights (2Credits)	50%

For Bylaw 2018, the tree of LAAR programme courses can be seen in the figure below



- **Program Specific Regulations**

This is a double award Program leading to the award of both a UEL and ASU qualification. Each institution shall be responsible for the issuing of the award certificate of that institution.

- **Typical Duration**

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

UG

The expected duration of this program is four years full-time or eight years part-time.

A student cannot normally continue study on a program after 4 years of study in full time mode unless exceptional circumstances apply, and extenuation has been granted. The limit for completion of a program in part time mode is 7 years from first enrolment.

KEY STAFF, CONTACT DETAILS AND STAFF ROLES

The Key Staff and Contact Details are correct at point of publication. You will be notified of any changes.

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Programme leader & LAAR Unit Head Module Coordinator

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- **Circumstances in which student can access UEL directly**

You will find that for most issues that arise during the course of your studies academic and administrative staff at your location of study will be able to help, and further details are provided in this handbook. If, however you have concerns that lie outside the remit of these staff you can contact the UEL link person in the first instance who will be able to re-direct your enquiry as appropriate.

The UEL Academic Link Tutor is appointed to manage the relationship between the Programme Leader at ASU- FoE and UEL. Students may meet the UEL Link Person at Programme Committee Meetings.

Please contact your local Student Support/Administrative Office if you have any queries, in the first instance. If you have been advised by your local office to contact UEL then please send an e-mail to the **UEL Academic Link Tutor** at h.elsharkawy@uel.ac.uk.



Link to the Student Handbook page for When to Contact UEL Directly:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/When-to-Contact-UEL-Directly.aspx>

COURSE OPERATION AND STUDENT REGISTRATION

- **Enrolment requirements**

- Students eligible to get enrolled on the Programmes are those with the general certificate of secondary education (Thanaweya Amma), mathematics section, or equivalent, who have been deployed to the Faculty through the Coordination Office, or transferred from other Faculties, in accordance with the rules and conditions established annually by the Supreme Council of Universities.
- The Council of the Faculty of Engineering establishes general rules for admission to the programmes considering the student preferences and the principle of equal opportunities as the basis for the admission of students to these programmes.
- All students will be required to have gained an overall IELTS score of 5.5 and meet the required Speaking, Listening, Reading and Writing grades (not less than 5.5 in each section) before being enrolled or registered on the UEL/ASU dual award programme.
- A student can gain advanced entry on the dual award programme, if they have successfully completed a previous lower level on the associated ASU programme, including having met the IELTS criterion mentioned above.

• Study timings and registration

- The academic year comprises three semesters:
 - **First main semester (Fall):** Begins early September and lasts for 15 weeks.
 - **Second main semester (Spring):** Begins early February and lasts for 15 weeks.
 - **Summer semester:** Begins late June and lasts for 7 weeks.
- New students' enrolment in the programmes starts two weeks before the starting of the Fall semester, after fulfilling all the programmes requirements and paying the enrolment fees, as recommend by the Programs Administration Council and set by the Council of the Faculty of Engineering.
- Registration for any semester takes place within two weeks before the starting day of the semester. Registration is not final until the full tuition fees of the semester are paid.
- Registration in the Summer semester is optional.
- The student must register 120 credits per academic year or 60 credits per semester, after consulting the academic advisor, at the time of registration and according to the yearly rules issued by the Faculty and published in the student's guide. Registration is not final until the student pays the educational service fees for the semester.
- There will be one intake point per year, which will be in September.
- Late registration is not final unless there is a vacancy in the courses, and the student should pay late registration fees besides the prescribed academic service fees, in accordance with the recommendations of the Programmes Administration Council and approval of the Council of the Faculty of Engineering regarding this issue.
- The student may not register in any course without fulfilling all its prerequisites.
- The programme academic regulations are available at <https://eng.asu.edu/BylawsAndRegulations>
- The Local Attendance and Engagement policy is available at https://eng.asu.edu/uploads/uploadcenter/asu_594_file.pdf
- UEL University's academic regulations are available at: Academic Framework Regulations (see Manual of General Regulations, Part 3)

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

It is essential that you log in to UEL direct and enrol with UEL using the UEL student number that you have been given prior to attending any lectures.

Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. Ain Shams University – Faculty of Engineering, Cairo, Egypt will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at <https://www.uel.ac.uk/students> (click on 'new students')

For general enquiries concerning enrolment, you must contact your local Student Support/Administrative Office for guidance in the first instance and then if you are advised to contact UEL, please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@uel.ac.uk.

EQUALITY AND DIVERSITY

“Equality, diversity and inclusion are in our DNA. We will continue to demonstrate our commitment to equality and inclusion by recruiting and supporting a diverse staff and student body, where everyone has the same opportunity to achieve their full potential and can contribute to making UEL the best it can be.” UEL Corporate Plan 2015-2020

UEL and ASU commits to the policy that people are not privileged or subject to less favourable treatment on the grounds of:

<ul style="list-style-type: none">• Sex	<ul style="list-style-type: none">• Race/Ethnicity/National Origin
<ul style="list-style-type: none">• Age	<ul style="list-style-type: none">• Disability
<ul style="list-style-type: none">• Maternity and Pregnancy	<ul style="list-style-type: none">• Religion & Belief

ASU Equality and Diversity Strategy

- ASU commits to ensuring equality and diversity in its campus. Equality is ensured for everyone regardless any grounds of discrimination such as gender, age, color, disability and religion.
- The university supports a safe environment for both working and studying. The university environment must be free of bullying, harassment, and any form of discrimination. Any act of the aforementioned will not be tolerated and any complaints will be taken seriously. Anyone who feels being subjected to these acts is encouraged to raise complaints.
- All academic staff members, students and employees are supposed to treat each other with mutual respect and fairness. Everyone should respect the presence of individual differences, diversity in culture, personal opinions and beliefs.
- Equal opportunities and access to facilities are allowed for all staff and students. Each staff member or student is given full support to develop their skills and talents. Selection for employment, promotion, training, or any other benefits will be based on aptitude and ability.



Link to the UEL Equality and Diversity Strategy: https://www.uel.ac.uk/-/media/main/images/about/temp_governance_prototype/polices-and-regulations/students/equality-and-diversity-policy-090615.ashx?la=en&hash=A1327CCC49248602E7683F626D9606B64550B646

COURSE MANAGEMENT

- Course Committees provide a formal structure for student participation and feedback on their course of study. Course committees provide a forum in which students can express their views about the management of the course, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken.
- Students' support and guidance are provided through a range of resources. A welcome and induction process is starting in their first week, where all students are guided to their programme studies.
- The programme pays special attention to the learning management system that helps students and staff members to intercommunicate effectively in terms of course material, assignment, term-work marks ... etc.
- The programme's learning management system is setup to have a page for each course studied during the semester. The student can access his courses from the main programme web-page.
- All electronic services provided to the students requires the use of university e- mail, hence, it is created automatically for the programme's student when he is first enrolled to the programme, and he retains this e-mail until he graduates.
- The Student Information System (SIS) is the place where students can access all your academic records. It can be reached on the main programme web-page, which also provides brief information about the mission and vision of the programme, and the important dates related to student academic activities.
- Every student is assigned an Academic Advisor who is one of the faculty members and may continue with the student for the whole study duration. The Academic Advisor should follow-up with the student, assist him in selecting courses each semester, and request to place the student under probation for one semester.
- For each hour (lectures or tutorials) the instructor should have an office hour. It could be twice a week for 1.5 hours each. Office hours will be determined in the first class and will be posted on the Instructor's office door.
- Students will be given a student handbook at the start of their programme of study.
- Programme Committees provide a formal structure for student participation and feedback on their programme of study. Programme

committees provide a forum in which students can express their views about the management of the programme, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken.



The Committee's terms of reference is provided at:

<https://uelac.sharepoint.com/LearningandTeaching/Pages/students-area.aspx>

ATTENDANCE AND ENGAGEMENT

Teaching Policy

Language: English language should be used for lecturing, discussions, exams, and all verbal and electronic communications. Use of Arabic language is strictly forbidden even in one-to-one conversation between the instructor and the students.

Course Syllabus: Each course syllabus should contain: course objectives, textbook, outline, material, assessments, grading policy and outcome. Outline should contain sections covered every week with reference to chapters/sections in the textbook. The instructor should give the course syllabus to the students in the first class. The syllabus serves as a contract between the instructor and the students.

Textbook: The instructor is free to select/recommend a textbook but it should be international and available. The textbook information should be provided to the administration office or the unit head before the first class of the course.

Attendance: Attendance is taken in lecture and tutorial classes. It is assigned a percentage based on the grading policy. Students should not be allowed to enter the class after 5 minutes from the scheduled time. No eating, drinking, or mobile use in the class. If the student wants to leave the class for any reason, he will not be allowed to come back to the class. The student's attendance should not be less than 75% during the course. Otherwise, the student should not be allowed to attend the final exam.

Assignments: Assignments are given every week (spelled out in the course syllabus), preferably from the textbook. Assignments should constitute 20% of the total grade. Instructors are allowed to drop the least assignment from the grade. The assignment is collected at the end of the tutorial period of the next week. Instructors may grade only selected problems from the assignment. The graded assignment should be returned and discussed with the class.

Quizzes: Unannounced quizzes are given in the tutorials to force the students to study and be ready all time. These quizzes should constitute 10% of the total grade. The quiz is given at the end of the session for 15 minutes max. Up to 6 quizzes can be given and the least one can be dropped from the

grade. The graded quiz and the model answer should be returned the following tutorial and discussed with the class.

Exams: One midterm exam should be given. Time should be indicated in the course syllabus. The midterm exam should be given during the 6th - 7th week. This exam will be held during lectures/tutorials based on course progress and will constitute 25% of the grade. The graded midterm exam and its model answer should be returned and discussed with the class. The instructor can arrange for a bigger or more suitable room for the midterm exam. The final exam constitutes 40% of the grade. It should be a comprehensive exam covering all material. The student fails the course if he gets less than 30% of the final exam total grade. Instructors may select to have all exams open- book or closed-book.

KEY DATES

- Link to ASU-FoE academic calendar
<https://eng.asu.edu/education/undergraduates/international-programs/schedule/Academic%20Calendar>
- Link to UEL's academic calendar
<https://www.uel.ac.uk/student-life/key-dates>

MODULE SPECIFICATIONS

Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.

- Link to LAAR's module specifications:
<https://eng.asu.edu/download?sid=vF9vS8AiTxuWk%2FMawtJKKJ82JNRcGJrUihiDZe9V4vM%3D> (TBC)

AWARD CERTIFICATES

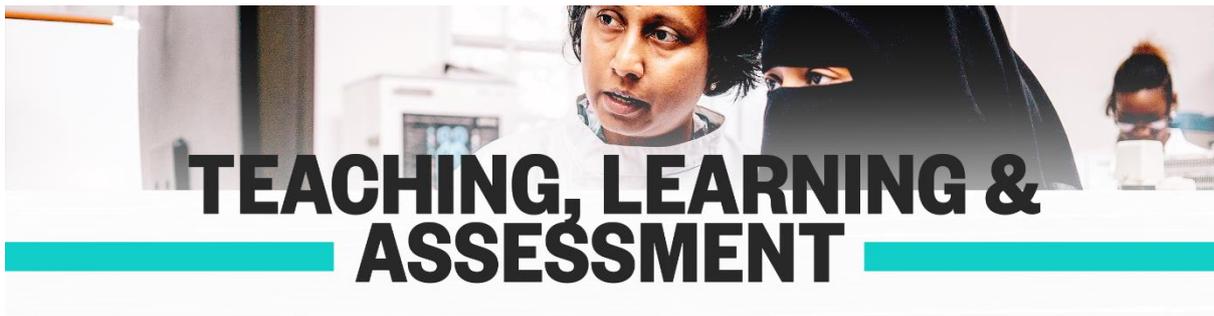
- ASU-FoE and UEL issues award certificate for Dual Degree graduates.
- Issuing transcripts of results to students and award certificates to successful students on programmers.
- The student who achieves an accumulative GPA of 3.6 or higher after any semester and did not fail any course throughout his course of study is included in the Dean's List and receives partial exemption from charges on the next semester. This exemption is dependent on the student's GPA as recommended by the Programme Administration Council in this regard and after approval of the Council of the Faculty of Engineering.
- Students who complete 480 credits, graduate with an Honours Degree, which is documented in their graduation certificate. The faculty sets a system for encouraging distinguished students through reducing their tuition fees in accordance with their academic performance. At the beginning of each semester, the distinguished students' list is announced together with the associated tuition fees reductions.
- Students who manage to fulfil all graduation requirement are awarded a

dual B.Sc. degree from ASU-FoE in Landscape Architecture.



Link to the University's **academic regulations**:

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>



- **Details of local teaching and learning approaches**

Learning and Teaching take into consideration the learning outcomes, progression through the levels of study, the nature of the subject and the student intake, and the need to take greater responsibility for self-learning.

The approaches adopted are outlined below:

Knowledge skills are developed through:

- Formal Interactive lectures (including those from Visiting Lecturers)
- Guided reading
- Individual and team-based project work
- Knowledge-based activities with feedback
- In-campus and Online discussions and activities

Intellectual / Analytical skills are developed through:

- Engaging in tutorial exercises
- Practical demonstration
- Supervised research or project work.
- Reflective activities with feedback
- In-campus and Online discussions and activities

Practical / Digital literacy skills are developed through:

- Demonstrations and practical sessions linked with the taught modules.
- Design projects (real life and/or hypothetical), operating equipment, and using measuring instruments under supervision during practical work.
- IT activities with feedback
- Research skills-based activities with feedback

Communication / Interpersonal and teamwork / Self-management and professional development skills are developed through:

- The demands of the study medium
- Planning activities with feedback
- Project work

• **Assessment strategy**

The assessment strategy reflects the Learning and Teaching methodologies and the learning outcomes,

Knowledge skills are assessed by:

- Analytical and experimental coursework
- Essays/reports
- Unseen, time constrained, written examinations.

Intellectual / Analytical skills are assessed by:

- Analytical and experimental coursework
- Unseen, time constrained, written examinations.
- Project work

Practical / Digital literacy skills are assessed by:

- Practical reports
- Feedback on laboratory work linked with the taught modules.
- Presentation & Discussion of Results.
- Portfolio completion

Communication / Interpersonal and teamwork / Self-management and professional development skills are assessed by

- Case studies
- Project work
- Group work

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

• **Details of local assessment arrangements**

- a) Passing Modules
 - The student must achieve a minimum of 40% in a module in order to pass a module.
- b) Incomplete Modules
 - If a student does not pass the module, another set of assessments (resits) are conducted after the semester's final exams during the resit period). The marks of the resit are capped at 40% unless extenuation is granted (see section 13).

- c) Modules opportunities
- A module resit is considered a second opportunity. If a student fails at the second opportunity they will be given a maximum of two further opportunities (opportunity three and opportunity four).
 - The third opportunity requires full attendance of the module in the next academic year. The fourth opportunity will be a further resit. In each case the final mark is capped at 40% unless extenuation is granted (see section 13).
- d) Repeating a year
- If a student fails to achieve 90 or more credits within an academic year they may, at the discretion of the Exam Board, be asked to either leave the course or repeat the whole academic year (with mark uncapped). A student will only be allowed to repeat an academic year once at most during their studies.

• Degree Classification

- Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained a minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

•

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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- Applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours
0% - 39%	Not passed

- For full details of the University degree classification refer to <http://www.uel.ac.uk/wwwmedia/internal/qa/committees/documents/Academic-Framework---Assessment-Regulations---with-changes-approved-for-Transition-Group.doc>

• Grades of the LAAR Programme modules

- The points of each credit hour are computed as follows:

Ain Shams University			University of East London
Percentage of total mark at ASU	Grade	Points for GPA	Percentage equivalent at UEL
97% and higher	A+	4.0	95% and higher
93% to less than 97%	A	4.0	82% to less than 95%
89% to less than 93%	A-	3.7	70% to less than 82%
84% to less than 89%	B+	3.3	66% to less than 70%
80% to less than 84%	B	3.0	63% to less than 66%
76% to less than 80%	B-	2.7	60% to less than 63%
73% to less than 76%	C+	2.3	56% to less than 60%
70% to less than 73%	C	2.0	53% to less than 56%
67% to less than 70%	C-	1.7	50% to less than 53%
64% to less than 67%	D+	1.3	45% to less than 50%
60% to less than 64%	D	1.0	40% to less than 45%
Less than 60%	F	0.0	Less than 40%

• References to student policies

- ASU-FoE available at:
https://eng.asu.edu.eg/uploads/uploadcenter/asu_594_file.pdf
- UEL available at:
<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>
- The electronic version of “Cite Them Right: the essential referencing guide” 9th edition, can be accessed whilst on or off campus, via UEL Direct. The book can only be read online and no part of it can be printed nor downloaded.
- Assessment and feedback are fundamental parts of your learning experience. The UEL Assessment and Feedback Policy seeks to:
 - actively promote student success and academic achievement;
 - provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback;
 - maximise the potential for consistency and fairness in assessment; and
 - locate assessment and feedback as an integral part of learning and teaching processes.
- Every component of assessment that contributes to an award, at all levels, is subject to internal and External Examiner moderation. This ensures the maintenance of standards both internally and in comparison, with similar programmes delivered at other higher education institutions. The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process and is available at:
<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy>
- The UEL Skills Curriculum has been designed to ensure that you are

taught, have the opportunity to practice, and are assessed in three skillsets: Learning Skills, Professional Skills and Research Skills. These Skills are developed within your programme of study. Further information is available at:

<https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/skills-curriculum>

- The UEL Skills Portal has been designed to act as a single gateway to a whole range of skills support that will help you progress through your studies. From tips on academic writing, using IT, to guidance on time management and exam revision - all of the resources in the UEL Skills Portal have been designed to support your learning and achievement, refer to <https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Skillzone.aspx>

- **Assessment Criteria**

- A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in one document combining marking and grading criteria. Further details can be found in section 2.3 of the Assessment and Feedback Policy and can be found at: www.uel.ac.uk/qa/policies/assessmentpolicy/

- As your degree progresses, you will be assessed in a number of different ways. In addition to examinations, you will have a range of coursework assessments such as reports or presentations, for which you will be given clear guidance by the module leader including how you will be assessed for that piece of work. You are also referred to the section below gives you a general guideline of what we are looking for at different levels of the programme.

- **Level 3**

- You demonstrate understanding of factual information.
- With some help, you can process and evaluate given information and draw some conclusions.
- You can follow guidelines in developing solutions to simple problems.

- **Level 4**

- You can present factual information.
- With some help, you can analyse and evaluate the information presented and draw some conclusions.
- You can follow guidelines in creating solutions to straightforward problems.

Work of a better standard usually reflects an approach where

- You have required little additional guidance in producing your work.
- You have shown initiative where appropriate.
- You meet your obligations to others
- You have fully appreciated the complexity of a task and managed your time and resources accordingly.
- Your work is presented with care and forethought.

- **Level 5**

- Your work displays a detailed knowledge of the topic. You are aware of other contexts that can be applied to this knowledge.
- With some guidance you can analyse data and situations in a range of different contexts.
- You can take information gathered or the ideas of others and re-format it to your own purpose.
- You can select appropriate evaluation techniques. You can use these to evaluate your own findings.

Work of a better standard usually reflects an approach where

- You have required minimal additional assistance
- You have been particularly creative in devising and implementing your chosen solution
- You have identified the key elements of problems and chosen the appropriate strategies to resolve them.
- You have communicated your work in a clear and concise manner.

- **Level 6**

- Your work displays a comprehensive and detailed knowledge of the topic with areas of specialisation showing depth of understanding.
- You are aware of current developments.
- Without guidance you can analyse data and situations in a range of different contexts.
- You can develop creative and innovative solutions with little guidance.
- You can review evidence critically and use your findings to support conclusions and recommendations.

Work of a better standard usually reflects an approach where

- You have not required any additional assistance
- You have proved you can manage your own learning and make full use of a wide range of resources.
- You have been confident in your ability to solve problems.
- You have communicated your work in a thoroughly professional and coherent manner.

- The marks of each course are distributed as percentages of the total mark according to the following rules:
 1. A final written exam will be held for each course at the end of the semester that weighs 40% of the total course marks, with the exception of the graduation project.
 2. Semester-work represents 60% of the total course marks, which includes the mid-term exam in the sixth or seventh week of the semester that weighs 25% of the total course marks. The remaining 35% of the total course marks are distributed among research, reports, quizzes ... etc., practical/oral exams, participations ... etc.
- The student must attend at least 75% of the course.
- The minimum mark that must be earned in any component is 30% of the total mark, 40% overall, otherwise the student will fail the course irrespective of the total marks he earned in the course and he will get an F grade in this course.

- The student fails the course if he obtains an F grade, or was prevented from attending the final examination because of exceeding the absence percentage or cheating ... etc, or did not attend the final examination without submitting an excuse that is accepted by the Programmes Administration Council and approved by the Council of the Faculty of Engineering.

- **Risk Assessment**

- The University has a duty of care to its researchers and a responsibility to safeguard the welfare of research participants. Risk management should be considered at the same time as planning a research project. A comprehensive risk assessment helps to identify and evaluate potential hazards associated with the research project. Students in consultation with their supervisors should put control measures in place to minimise the likelihood of an event occurring that will cause harm. A risk assessment must be completed for research taking place within and outside of the University, fieldwork and research conducted overseas, before the project commences. The risk assessment should be completed by the student in collaboration with the supervisor and authorised by the Dean of the School or Associate/Acting Dean. If students consider that human participants in their, or others,' research are subject to unreasonable risk or harm, they must report the concerns to their supervisor and, where necessary, to the appropriate regulatory authority. Similarly, concerns relating to the improper and/or unlicensed use or storage of human material or non- human animal or the improper use or storage of personal data, should also be reported.
- Further guidance on risk assessments can be found in the University's Health & Safety Handbook:
<https://uelac.sharepoint.com/HealthandSafetyUnit/Pages/H%26S-Handbook.aspx>



Link to the Student Handbook page on Assessment and Feedback:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Assessment-and-Feedback.aspx>

Link to Student Policies: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>



REFERENCING

As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system.

Further information is available at the web links below:

Harvard referencing

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Harvard-Referencing-.aspx>

Academic Integrity

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx>



Link to the Student Handbook page on *Cite Them Right*:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Cite-Them-Right.aspx>



ACADEMIC MISCONDUCT & PLAGIARISM

For the purposes of University regulations, **academic misconduct** is defined as any type of **cheating** in an assessment for the purposes of achieving personal gain. Please follow the link below to learn more.

- **ACADEMIC MISCONDUCT**

- For the purposes of university's regulations, academic misconduct is defined as any type of cheating in an assessment for the purposes of

achieving personal gain. Examples of such misconduct are given below: the list is not exhaustive and the use of any form of unfair or dishonest practice in assessment can be considered potential misconduct.

➤ Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:

- (a) The presentation of another person's work as one's own with or without obtaining permission to use it.
- (b) The inclusion within one's own work of material (written, visual or oral), originally produced by another person, without suitable acknowledgment.
- (c) The submission, as if it were one's own work, of anything which has been offered to you for your use, but which is actually not your own work.
- (d) The inclusion within one's work of concepts paraphrased from elsewhere without citing your source.
- (e) The inclusion in submitted work of sections of text, whether from electronic or hard copy sources, without appropriate acknowledgement of the source.
- (f) The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.
- (g) Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.
- (h) Being party to any arrangement whereby the work of one candidate is represented as that of another.
- (i) The submission, as your own work, of any work that has been purchased, or otherwise obtained from others, whether this is from other students, online services, "cheat sites", or other agents or sources that sell or provide assignments.
- (j) Practices such as 'cutting and pasting' segments of text into your work, without citing the source of each.
- (k) For work not intended to be submitted as a collaborative assignment: producing work with one or more other students, using study practices that mean the submitted work is nearly identical, overall or in part, to that of other students.
- (l) Offering an inducement to staff and/or other persons connected with assessment.

➤ Examinations

For examinations, academic misconduct means:

- (a) Importation into an examination room of materials or devices other than those which are specifically permitted under the regulations applying to the examination in question.
- (b) Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made within the examination room.
- (c) Refusing, when asked, to surrender any materials requested by

- an invigilator.
- (d) The application of an electronic device, unless this has been expressly permitted for that examination.
 - (e) Copying the work of another candidate.
 - (f) Disruptive behaviour during examination or assessment.
 - (g) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.
 - (h) Failure to observe the instructions of a person invigilating an examination, or seeking to intimidate such a person.
 - (i) Offering an inducement to invigilators and/or staff and/or other persons connected with assessment.
- Where academic misconduct is suspected, the matter will be dealt with under the Procedure to be followed in the event of a suspected case of academic misconduct, Part 8, paragraph 4 (or, for postgraduate research students, Appendix I) of the Manual of General Regulations (available for view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>).
 - If it is determined that academic misconduct has taken place, a range of penalties may be prescribed which includes expulsion from the programme.

• **PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS**

➤ Definition of Plagiarism

Our University defines plagiarism and other academic misconduct in Part 8 of the UEL Manual of General Regulations (to which all students are referred upon joining UEL), which is reprinted in "The Essential Guide to the University of East London". In this document, the following example of an assessment offence is given:

The submission of material (written, visual or oral), originally produced by another person or persons or oneself, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an)other(s) or oneself, without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such misconduct is typically described as plagiarism and collusion.)

The following note is attached:

*(Note: To avoid potential misunderstanding, any phrase that is not the student's own or is submitted by the student for a different assessment should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of significant elements of (an) other(s) work or of one's own work submitted for a different assessment, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment.)

➤ Plagiarism in Greater Detail

Work that students submit for assessment will inevitably build upon ideas that they have read about or have learnt about in lectures. That is perfectly acceptable, provided that sources are appropriately acknowledged. It should be noted, however, that the wholesale reproduction of the ideas and words of others, however well referenced, is likely to lead to failure at assessment (see section 6 below)

The submission of work that borrows ideas, words, diagrams, or anything else from another source (or sources), without appropriate acknowledgement, constitutes plagiarism. Plagiarism is not limited to unattributed cutting-and-pasting; it includes the reproduction, without acknowledgement, of someone else's work, taken from a published (or unpublished) article, a book, a website, a friend's (or anybody else's) assignment, or any other source.

When an assignment or report uses information from other sources, the student must carefully acknowledge exactly what, where and how s/he has used them. If someone else's words are used, they must be within quotation marks and a reference must follow the quotation. (See section 6 for further guidance on referencing.)

Where a concept or argument in another source is paraphrased (rather than directly quoted), quotation marks should not be used, but it will still be necessary to acknowledge the source. Remember, however, that the making of simple changes to the wording of a source, while retaining the broad structure, organisation, content and/or phraseology of the source, is unacceptable academic practice and will probably be regarded as plagiarism. (For helpful tips on how to avoid plagiarism, see "The Study Skills Handbook" by Dr Stella Cottrell, pages 122-125.)

➤ Collusion

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Clearly, students are encouraged to discuss assignments with their peers, but each student must always ensure that, where an individual assignment is specified, the report/essay submitted is entirely the student's own. Students should, therefore, never lend work (in hard or electronic copy) to friends. If that work is subsequently plagiarised by a "friend", an act of friendship might lead to a charge of collusion.

➤ When to Reference

Our regulations do not distinguish between deliberate and accidental plagiarism, but you will not be accused of plagiarism, provided that you

properly reference everything in your work that was said, written, drawn, or otherwise created by somebody else.

You need to provide a reference:

- (a) when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;
- (b) when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;
- (c) when you copy the exact words or a unique phrase from somewhere; and
- (d) when you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

- (a) when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;
- (b) when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.) As a test of this, material is probably common knowledge if
 - you find the same information undocumented in other sources;
 - it is information you expect your readers to be familiar with; and
 - the information could be easily found in general reference sources.

➤ How to Reference

Our University has agreed on a single version of the Harvard referencing system and this can be found in Cite Them Right:

Pears, R. and Shields, G (2013) Cite Them Right. Newcastle: Pear Tree Press Cite Them Right is available online.

➤ Plagiarism or Unacceptable Academic Practice?

If work that you submit for assessment includes substantial and significant elements of other sources and all of those sources are appropriately acknowledged, you will not have plagiarised, but you will be culpable of unacceptable academic practice, because there will be too little of your “own voice” to allow your knowledge to be assessed. Work that you submit for assessment must:

- use your own words;
- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing; and
- Work that does not meet those criteria will fail.

MORE INFORMATION

Link to the Student Handbook page on Academic Misconduct and Plagiarism:
<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Academic-Misconduct-and-Plagiarism-Home.aspx>



The University adheres to its responsibility to support and promote the highest standards of **rigour and integrity** and embed a culture of honesty, transparency and care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld. Please follow the link below to learn more.

MORE INFORMATION

Link to the Student Handbook page on Research for On Campus programmes:
<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Research.aspx>

Link to the Research Integrity and Ethics Document page:
<https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/research-integrity-and-ethics-documents.aspx>



Placements and volunteering provide opportunities for students to gain work experience, develop work-related skills, learn about professional sectors and how your studies can be directly applied in the work environment. Many programmes

include placements as part of the formal programme of study, and for others placements are a mandatory professional requirement.

At ASU-FoE ICHEP, the students are requested to participate in Practical Field Training (PFT) instead of placements. Each student who successfully completed sophomore level must practice in one or more engineering facilities/fields (inside or outside Egypt) for a total period not less than 12 weeks. This training period must be divided over three modules (4 weeks each) and should be carried out through three summer semesters. The student must practice at least 8 weeks in Off-Campus training and may practice the other 4 weeks in On-Campus training offered by the Faculty of Engineering.

Off-Campus Training: Practical field training and/or practical courses in one or more engineering facilities or construction fields relevant to the architecture profession.

On-Campus Training: Engineering applications and/or communication skills courses relevant to architecture profession.

Main Goals

The Main Goals of the practical field training are:

- Expose the students to actual working environment
- Identify the responsibilities of engineers in the field
- Develop technical, interpersonal, and personal skills
- Deepen the understanding of Architectural engineering fundamentals and theories

Program ILOs related to Practical Field Training (PFT):

- Knowledge and understanding:
By the end of PFT the student should be able to:
 - Distinguish basics of information and communication technology (ICT);
 - Recognise current environmental control technologies;
 - Identify Site Jargon, Technical language and report writing; and
 - Link different, manual and digital, methods and techniques (two and three dimensional) to present design projects in a variety of contexts, scales, types and degree of complexity.
- Intellectual Skills:
By the end of PFT the student should be able to:
 - Select appropriate solutions for architectural engineering and environmental control problems based on the student's robust problem definition;
 - Think in a critical and creative way to produce innovative engineering solutions and designs, often on the basis of limited and possibly contradicting information; and
 - Participate in decision-making processes.

- Professional and practical skills:
By the end of PFT the student should be able to:
 - Professionally merge the engineering knowledge, understanding, and feedback to improve, re-design, and/or create: a design, a product, a system, and/or a service;
 - Use a wide range of analytical tools, techniques, equipment, and software packages pertaining to the architectural practice and environmental control methods and techniques;
 - Apply safe systems at work and observe the appropriate steps to manage risks;
 - Produce and present; architectural briefs, housing and services programs, architecture designs, urban designs, and planning projects, by the aid of appropriate range of media and design-based software;
 - Produce professional workshop and technical drawings using traditional drawing and computer-aided drawings' techniques; and
 - Use appropriate construction techniques and materials to specify and implement different designs.

- General and transferable skills:
By the end of PFT the student should be able to:
 - Collaborate effectively within multidisciplinary team;
 - Work in stressful environment and within constraints;
 - Communicate effectively;
 - Demonstrate efficient IT capabilities; and
 - Effectively manage tasks, time, and resources.



- **Local arrangements for academic and pastoral care for students**
 - Programme teams must ensure that Academic Advisor have the knowledge and skills to carry out the role. The role includes helping students to understand:
 - i. The academic and related skills required for successful study at CHEP.
 - ii. The need for self-direction and responsibility for own learning.
 - iii. Their learning needs beyond their current courses and immediate assessments.
 - iv. An opportunity to identify areas of weakness.

- v. Where to find information, help and support.
 - vi. Clarification of aims and choices for progression, employment and further study [internship]
- Academic Advising in ASU-FoE:
 - i. Must exist for every year.
 - ii. That it must form part of the student induction process especially for General Level Year Students.
 - iii. Must be used as a mechanism, to identify 'at risk students'.
 - iv. Must happen at critical moments in each semester. [week 1 & 8]
 - Programme teams must carefully manage the Academic Advising system so that students understand its role and know how to access it.
 - Academic Advising needs to be carefully managed with its importance being emphasised:
 - i. During the induction period for each Level of the programme.
 - ii. In student handbook.
 - iii. By Academic Advisor
 - iv. By Course Instructors-via class announcements
 - v. Via email and SIS.
 - Unit Heads agree procedures and systems to manage Academic Advising. These will include:
 - i. Allocation of Academic Advisors for all Levels
 - ii. Ensuring student is informed
 - iii. Delivery of Academic Advising
 - iv. Identification of students at risk

• Local Personal Tutor support

- Programme teams must meet the minimum requirements for delivery of Academic Advising.
 - i. Meet in weeks 1 and 8 each semester
 - ii. Identify issues and agree strategies
 - iii. Keep a record of meetings [SIS+ student copy]
 - iv. Feedback issues and takes action as appropriate
 - v. Advertise Office Hours when 1:1 appointments can be made according to Advisor and student Schedule.
- Advisor need to be clear about the focus of the meeting:
 - i. To check that student has settled into the Programme?
 - ii. To identify any concerns the student may have?
 - iii. To review student's progress [preferably quantitative]?
 - iv. To review and offer advice on student's performance in assessments/exams?
 - v. To address concerns about performance or attendance?
 - vi. To review progression or career plans [internship]?
- Meeting -encouraging change
 - i. Encouraging change -telling or helping?

- ii. Giving constructive feedback
 - iii. Discussing options
 - iv. Agreeing actions –SMART targets
 - v. Producing a realistic plan of action
 - vi. Getting commitment
 - vii. What's going well?
 - viii. What could go better?
- Follow-up from meetings –ensuring action
 - i. What actions are required by the student or by the Academic Advisor?
 - ii. Does this involve liaison with:
 - Course Instructors?
 - Unit Heads?
 - Vice Director?

• Local Careers Advice

- Programme teams must ensure that staff acting as Academic Advisors are aware of relevant learner support services.
- Academic Advising is only a part of Learner Support:
 - i. Employability Skills (through events)
 - ii. Students Activities
 - iii. The Library
 - iv. Disability issues
 - v. The Student Union
- Employability and Career Development Centre (ECDC) is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training programmes for students to develop their capabilities in the professional and employment fields. The centre aims to guide the trainee to his excellence and weaknesses points, and how to raise points of excellence and overcome weaknesses.

• Local arrangements for supporting students with disabilities/dyslexia

- Faculty of Engineering provides support and equal opportunity for learning to its diverse community especially to those with disability. The faculty aimed to provide equal learning environment to experience the same level of equality and meet the same level of academic potential. The objectives are:
 - i. Ensure the accessibility to all faculty facilities
 - ii. Ensure that admission requirements do not hinder anyone from enrolment by unnecessary barriers
 - iii. Encourage people with disability to courses admission by providing any possible support.
 - iv. Determine the needs of the disable and support staff to deal with their needs

- This is through a student disability services unit. The student should fill in the form describing his/her conditions to request for disability services.
- According to each case, the unit can provide:
 - i. Quiet areas for exams equipped with the required physical changes
 - ii. Providing staff members assisting for writing in exams
 - iii. Extra exam time
 - iv. Extended deadline for the assignments and attendance
 - v. Providing special seating place in class
 - vi. Providing large print hand-outs, verbal description for visual aids



We have two great **libraries** at UEL – Docklands and Stratford – and range of services and resources that can help you make the most of your studies.

• Local library and IT resources

- ASU - FoE central library serves students and researchers in various fields besides the Digital Library to provide an online service for users. There is (1) central library with (3) halls according to the following:
 - The student library hall contains (16,461) books.
 - The teaching staff hall contains (29,607) books.
 - Digital Library Hall
- The Digital Library serves to provide an online Service for users. It gives online access to the contents of the library, including books and theses. The digital library website: http://srv2.eulc.edu.eg/eulc_v5/libraries/start.aspx
- Other learning resources are the **Egyptian Bank of Knowledge (EBK)** through the website: <http://www.ekb.eg/> “Egyptian Knowledge Bank”, is one of the largest national projects that is concerned with education in Egypt, it aims to provide huge and diversified sources for knowledge and culture for free. It comes after contracting with several international publishing houses to publish their contents in all scientific and cultural disciplines, to have the system for the new Egyptian Cultural Revolution completed. Generally, 25 global publishing house and specialised companies, the Egyptian Knowledge Bank managed to contract with to provide their contents & technologies. E-Mail Services involved a developed Cooperation of the University with Microsoft Corporation to Serve Undergraduate and

Postgraduate Students offering new features for the official e-mail users.

• Other local resources relevant to supporting the programme

- The faculty offers students Training Support through **Global Training Technology Centre**. It aims to be a centre for innovation in technology and entrepreneurship, as to form a link between academic study and labour market. The centre offers training programmes to serve students and graduates at the same time, these training programmes aim to develop the creative sense of the trainees in order to integrate them into creative and innovative works that would serve the industrial field and the community. Depends on the overlap between the different disciplines in various fields and at various levels. The centre is nearly 1000 m² area, it works as the headquarters for the students to practice their activities in the future, and the college is preparing the headquarters of the centre to accommodate the necessary training activities.
- **Employability and Career Development Centre (ECDC)** is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training programmes for students in order to develop their capabilities in the professional and employment fields. The centre aims to guide the trainee to his excellence and weaknesses points, and how to raise points of excellence and overcome weaknesses.
- The number of computers available to students is about 600 modern machines. A suitable number of computers are available for faculty members in their respective laboratories and offices in different sections. The number of computers available to employees is 250 devices. Computer labs are run centrally for students. The method of using these labs has been adopted by setting a nominal fee of not less than two pounds per hour to use the central labs which are open to access the network, while the student does not bear any burdens to enter the laboratories associated with the ministry while the Income is suitable for the maintenance and modernization of computers in college. The databases and information systems of faculty staff members, their assistants, students, graduate students, expatriates, administrators and libraries have been developed and updated. The databases are continuously updated.
- The Faculty of Engineering has a website through the main website of Ain Shams University. The website is: <https://eng.asu.edu.eg/>. The website provides various services for students and faculty members by presenting the internal regulations of the bachelor's degree course as well as higher education. The site is being developed and data recorded within it are consistently updated. The contents of the various educational materials are displayed. The course schedules and exam results are announced at the end of the semester. The site is available in Arabic and English so that the user can choose the appropriate language. This site is regularly updated by site administrators and college administration. E-mail access is also available to the faculty

members and the assistant staff and the students on the website of the College.

- In order to update the educational services to the international standards, an online portal was developed in order to open the access to students and staff members to perform efficiently online. Students can view their courses, submit coursework and view their grades. Staff members can upload their lectures, view the online submissions and grade online. An information technology unit was set up for the electronic portal of the college to be the main focus of interaction between students and faculty.



You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Ain Shams University – Faculty of Engineering, Cairo, Egypt and both institutions work together to ensure the quality and standards of the course on which you are registered.

The final responsibility for all quality assurance, validation and standards' matters rests with UEL.

• Assuring the quality and standards of the award

- Some of the means in which we ensure the quality and standards of the programme include:
 - Approval of the programme and institution at which you are studying before the programme started, our University, through an approval process, checked that:
 - there would be enough qualified staff to teach the programme;
 - adequate resources would be in place;
 - the overall aims and objectives were appropriate;
 - the content of the programme met national benchmark requirements, where applicable;
 - the programme met any professional/statutory body requirements if applicable; and
 - the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.
 - Appointment of external examiners

The standard of this programme is monitored by at least one external examiner external to UEL, appointed by UEL.

External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to all students.

External examiners fulfill these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating standards;
- Ensuring that regulations are followed; and
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

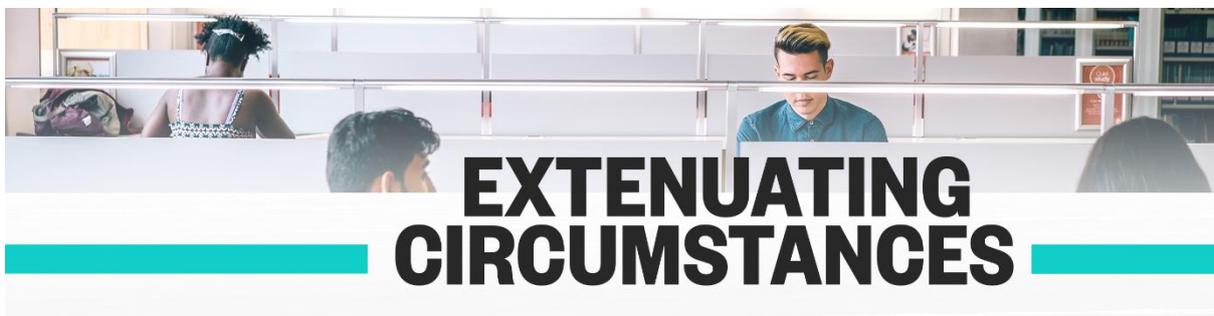
• Review and Enhancement Process

- This annual review includes the evaluation of and the development of an action plan based on:
 - external examiner reports and accreditation reports (considering quality and standards);
 - statistical information (considering issues such as the pass rate);
 - student feedback obtained via programme committee and module evaluation questionnaires;
- Periodic reviews of the partnership and programme: This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.



Link to the Student Handbook page on *Quality and Standards*:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Quality-and-Standards.aspx>



Extenuating Circumstances are circumstances which:

- impair your examination performance or prevent you from attending examinations or other types of assessment, or

- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

The University of East London has agreed, through Academic Board, procedures governing extenuation for students concerning the assessment process.

This course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, Ain Shams University – Faculty of Engineering, Cairo, Egypt.

- If granted by the panel, **Extenuation can**
 - (i) Allow students to hand in coursework up to 7 days late.
 - or**
 - (ii) Allow students to proceed to their next attempt uncapped.
- **Extenuation doesn't**
 - (i) Give students more attempts to pass a module.
 - (ii) Reschedule exams.
 - (iii) Uncap a capped module.
 - (iv) Give students a higher mark.
 - (v) Allow students to hand in work over 7 days late.
- The basic principle is that extenuation should put you in the same position that you would have been in had you not missed the exam or handed in the assessment late – it does not confer any advantages.
- UEL decided that its procedures would be
 - Evidentially based.
 - Handled centrally by an panel of senior staff (not devolved to various parts of the organisation).
 - Retain student anonymity where possible.
- The extenuation procedures are intended to be used rarely by students not as a matter of course.
- The procedures govern circumstances which
 - Impair the performance of a student in assessment or reassessment.
 - Prevent a student from attending for assessment or reassessment.
 - Prevent a student from submitting assessed or reassessed work by the scheduled date.
- Such circumstances would normally be
 - Unforeseeable - in that the student could have no prior knowledge of the event concerned.
 - Unpreventable - in that the student could do nothing reasonably in their power to prevent such an event.
 - Expected to have a serious impact.
- Examples of circumstances which would normally be regarded as serious are:
 - A serious personal illness (which is not a permanent medical

- condition –this is governed by disability procedures).
- The death of a close relative immediately prior to the date of assessment.
- Examples of circumstances which would not normally be regarded as extenuating circumstances are:
- Failure of computer equipment / USB stick.
 - Transport problems, traffic jams, train delays.
 - Misreading the exam timetables / assessment dates.
 - Minor illnesses.
- The judgement as to whether extenuation is granted is made by a panel of senior persons in the organisation who make this judgement on the basis of the evidence the student provides (not on their knowledge of the student) – where possible the identity of the student is not made available to the panel. The judgement is made on the basis that the circumstances could reasonably be thought to be the sort of circumstances which would impair the performance of the student etc. The actual performance of the student is not considered and is not available to the panel.
- It is the responsibility of the student to notify the panel, with independent evidential documentary support, of their claim for extenuation.

MORE INFORMATION

Link to the Student Handbook page on **Extenuation**:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Extenuation.aspx>



Academic Appeals

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals>

Academic Integrity

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx>

Academic Tutoring

<https://www.uel.ac.uk/centre-for-student-success/academic-tutoring>

Access and Participation Plan

<https://www.uel.ac.uk/-/media/main/governance/uel-access-participation-plan-2019-2020.ashx?la=en&hash=611F4EBA4C254C535D28EF963CC8A5D40A22560D>

Accreditation of Experiential Learning

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

Assessment and Feedback Policy

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

Bus Timetable

<https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/Timetable.aspx>

Centre for Student Success

<https://www.uel.ac.uk/centre-for-student-success>

Civic Engagement

<https://www.uel.ac.uk/Connect/Civic-Engagement>

Complaints procedure

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Complaint-Procedure>

Counselling

<https://uelac.sharepoint.com/StudentSupport/Pages/Health-And-Wellbeing.aspx>

Disability support

<https://uelac.sharepoint.com/StudentSupport/Pages/Disability-And-Dyslexia.aspx>

Engagement & Attendance Policy

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

Equality and Diversity Strategy

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

Extenuating Procedures

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures>

IT Support

https://uelac.sharepoint.com/sites/ITServices/SitePages/Problem_Reporting/Reporting-Problems.aspx

Library Archives and Learning Services

<https://www.uel.ac.uk/lis/>

Manual of General Regulations

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

Mentoring

<https://www.uel.ac.uk/centre-for-student-success/mentoring>

Referencing guidelines

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Harvard-Referencing-.aspx>

Student Protection Plan

<https://www.uel.ac.uk/-/media/main/governance/annex-d---student-protection-plan---19-20-v5-dated-29-07-19.ashx?la=en&hash=F072ACA99BAEE007A22D649A76EBFBBE9B6D5324>

Suitability Procedure (Manual of General Regulations – Part 13 – Suitability Procedure)

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

APPENDIX A: ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment/Progression Board may appeal in accordance with the procedure for Appeals against Assessment Board decisions (Manual of General Regulations: Part 7 Appeals Against Assessment Board Decisions).

Disagreement with the academic judgement of a Board of Examiners' decision cannot, in itself constitute a reason to Appeal. Academic judgement is a judgement that is made about a matter where only the opinion of an academic expert will suffice. For example, a judgement about assessment or degree classification or a judgement about a decision where a student is required to repeat or take further assessment will usually be academic judgement, and a student cannot appeal simply because they believe they ought to have received a higher grade or mark. For further information on the scope of this procedure, please refer to Part 7 of the Manual of General Regulations.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals>

To help you decide whether your query would be an Appeal or Complaint, please refer to <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>

If you would like to lodge a formal appeal or have any queries, please email the Institutional Compliance Office at appeals@uel.ac.uk

APPENDIX B: COMPLAINTS

If you feel that you have not received the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint. Complaints should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:

- appeals against the decisions of Assessment Boards (**Manual of General Regulations : Part 7 Appeals Against Assessment Board Decisions**);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (**Manual of General Regulations: Part 9 Research Degrees**);
- appeals against the decisions of the Extenuation Panel (**Manual of General Regulations: Part 6 Extenuating Circumstances**);
- complaints against the Students' Union (see the **Complaints Procedure** in the **Students' Union constitution**);
- appeals against decisions taken under disciplinary proceedings (**Manual of General Regulations: Part 12**);
- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);
- complaints about the behaviour of other students (see **Part 12 of the Manual of General Regulations this Manual**);
- appeals against the decisions of Academic Misconduct Panels (see **Part 8 of the Manual of General Regulations**)
- appeals against the decisions of Attendance Appeal Panels (see the **University's Attendance Policy**).

Students wishing to submit a complaint must, in the first instance, follow the complaints policy of which aligns to the Office of the Independent Adjudicator's good practice framework (<https://www.oiahe.org.uk/media/96361/oia-good-practice-framework.pdf>). The Ain Shams University – Faculty of Engineering, Cairo, Egypt complaints policy is available at: [insert link to collaborative partner complaints policy]

Ain Shams University – Faculty of Engineering, Cairo, Egypt will administer all stages of its complaints policy and, upon exhaustion of this policy, will issue a formal letter to the complainant notifying them that its complaints policy has been exhausted. If the complainant is still not satisfied with the outcome they will be entitled to request that the University of East London undertake a review of their complaint.

The University of East London will conduct a review of the complaint in accordance with Stage 3 of its own Complaints Procedure. The University of East London Complaints Procedure is available at: <https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>

The University of East London will administer the Stage 3 review in accordance with its Complaints Procedure and, upon completion of the review, will issue a Completion of Procedures Letter. If the complainant is still not satisfied with the outcome they will be entitled to make a complaint to the Office of the Independent Adjudicator.

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of Ain Shams University – Faculty of Engineering, Cairo, Egypt staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

Complaints must normally be lodged within the set time limits outlined in the relevant complaints policy. This ensures that the people involved still remember the case, and the facts can be established.

If you would like to request that the University of East London undertake a review, following the exhaustion of the Ain Shams University – Faculty of Engineering, Cairo, Egypt complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk