

BEng (Hons) Energy and Renewable Energy Engineering

AIN SHAMS UNIVERSITY – FACULTY OF ENGINEERING (ASU – FoE)

COURSE HANDBOOK
2021/22
Collaborative edition

NAF



University of
East London

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WELCOME AND INTRODUCTION

INTRODUCTION / WELCOME FROM THE PRINCIPAL

Congratulations on your enrolment into the BEng (Hons) Energy and Renewable Energy Engineering programme – a programme that has been validated by the University of East London (UEL), our collaborative partner in the UK. UEL is an internationally renowned university which just like Ain Shams University (ASU) strives to achieve the highest possible standard of academic excellence. Apart from being one of the UK's most diverse and fastest growing universities, UEL is a global learning community with internationally recognised research. We are most confident that our collaboration with UEL will yield significant academic benefits both for ASU as an institution, and for the students who will enrol onto the BEng (Hons) Energy and Renewable Energy Engineering programme.

Our vision at ASU is to provide our students with a holistic education to develop them into well-rounded individuals who excel both academically and professionally in areas such as leadership, entrepreneurship, social and personal development and growth. The programme is thus aligned closely with the tenets of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). The framework for NAQAAE was established in 2006 by a presidential decree to enhance the quality of education in Egypt with a mandate to ensure the development of basic reference standards for education - National Academic Reference Standards (NARS).

According to the NARS, quality education that is based on well-defined standards is one of the most important determinants of national sustainable development in Egypt. Therefore, the requirements of the NARS form the basis for the development of the Energy and Renewable Energy Engineering programme at ASU. Thus, the programme is designed to inspire students to be innovative and creative by using appropriate teaching and learning technologies and pursuing independent and life-long learning. Graduates of the programme are expected to be able to apply knowledge of mathematics and natural sciences to develop ways to economically utilize the materials and forces of nature for the benefit of society.

Our graduates are expected to have productive and very rewarding careers in a variety of capacities. Graduates of the programme may work as planners, designers and consultant for private and governmental firms in the field of Energy generation and sustainable energy engineering, and as an operator or auditor for the energy management and efficiency in different buildings application.

We are confident that you have made the right choice to continue your lifelong learning journey with ASU. We promise to make your time here with us a most enriching educational experience for you.

Prof. Dr. Walid El-Khattam
Programme Leader

INTRODUCTION TO THE COURSE

Programme Philosophy

The BSc in Energy program was introduced at Ain Shams University's Faculty of Engineering in 2007. The mission of the Energy and Renewable Energy Engineering program is to provide education that is driven by a professional and technology-oriented focus and highly committed to sustainability. The program is devoted to educating and inspiring future generations of designers to be both technically skilled and ethically professional.

The BEng (Hons) Energy Engineering degree offers many career progression routes for Energy engineers. First, the degree will give students an advantage in the employment market where the content of the programme provides a broader range of skills to the students with a specialisation of energy generation and energy management. Furthermore, a validated degree via a UK HEI will provide students with a richer competency and skills-set. Finally, the skills which students will gain on the programme will enhance the energy engineering discipline in Egypt and build capacity for sustainable development of the built environment.

Programme duration and modes of study

The BEng (Hons) Energy Engineering programme has a 4-year full-time plan or 8-year part-time mode - students study the same modules in the first two years and select specialised modules in the final two years. In their third year (Level 5), students choose one of two tracks of specialisation, an Energy generation track or Energy management track. They study the specific specialisation courses corresponding to the chosen field and are then offered a wide range of technical electives to choose from according to their field of interest, and their ambition in their future career.

The students are allowed to register fewer number of modules to comply with Part time mode of UEL with maximum study duration of eight years after first enrolment on the programme.

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 and the fees students pay annually, depending on the agreed financial arrangements.

Programme aims and objectives

The main aims of the Energy and Renewable Energy Engineering program at the "Faculty of Engineering" in "Ain Shams University" are to equip the student with the proper scientific knowledge and develop their skills to:

- Apply knowledge of mathematics, science and engineering concepts to the solution of engineering problems.

- Design a system; component and process to meet the required needs within realistic constraints.
- Provide the students with opportunities for internships in industry to gain career enhancing experience of the application of engineering principles.
- Identify, formulate and solve fundamental engineering problems.
- Give the students a chance to gain knowledge and develop skills in a range of specialized selective courses covering electrical power or mechanical engineering.
- Work effectively within multi-disciplinary teams.
- Communicate effectively.
- Consider the impacts of engineering solutions on society & environment.
- Solve engineering problems practically encountered in the work-place.
- Design and supervise the construction of systems to generate, transmit, control and use electrical energy.
- Plan and manage engineering activity during the diverse phases of electric power generation, transmission and control.
- Develops low voltage power systems
- Carry out preliminary designs of fluid transmission and power systems, investigate their performance and solve their essential operational problems.
- Design, operate and maintain internal combustion and steam engines.
- Work with mechanical design and manufacturing systems.
- Use of mathematics and physical and engineering sciences and systems analysis tools in components and machines and produce design and manufacture.

Programme Intended learning outcomes (ILO's)

The graduates of the BEng (Hons) Energy and Renewable Energy Engineering program should be able to demonstrate the knowledge and understanding of:

Knowledge

- Concepts and theories of mathematics and sciences, appropriate to the discipline.
- Basics of information and communication technology (ICT)
- Characteristics of engineering materials related to the discipline.
- Principles of design including elements design, process and/or a system related to specific disciplines.
- Methodologies of solving engineering problems, data collection and interpretation
- Quality assurance systems, codes of practice and standards, health and safety requirements and environmental issues.

Thinking skills

- Select appropriate mathematical and computer-based methods for modelling and analysing problems.
- Select appropriate solutions for engineering problems based on analytical thinking.
- Think in a creative and innovative way in problem solving and design.
- Combine, exchange, and assess different ideas, views, and knowledge from a range of sources.

- Assess and evaluate the characteristics and performance of components, systems and processes.
- Investigate the failure of components, systems, and processes.
- Solve engineering problems, often on the basis of limited and possibly contradicting information.

Subject-Based Practical skills

- Apply knowledge of mathematics, science, information technology, design, business context and engineering practice integrally to solve engineering problems.
- Professionally merge the engineering knowledge, understanding, and feedback to improve design, products and/or services.
- Create and/or re-design a process, component or system, and carry out specialized engineering designs.
- Practice the neatness and aesthetics in design and approach.
- Use computational facilities and techniques, measuring instruments, workshops and laboratory equipment to design experiments, collect, analyse and interpret results.
- Use a wide range of analytical tools, techniques, equipment, and software packages pertaining to the discipline and develop required computer programs.
- Apply numerical modelling methods to engineering problems.

Skills for life and work (general skills)

- Collaborate effectively within multidisciplinary teams.
- Work in stressful environment and within constraints.
- Share ideas and communicate them with others effectively.
- Demonstrate efficient IT capabilities.
- Effectively manage tasks, time, and resources.
- Search for information and engage in life- long self-learning discipline.

Programme Structure & Content

The BEng (Hons) Energy and Renewable Energy Engineering degree is a four-year UEL/ASU double award program, i.e. levels 3–6. The program conforms to UEL’s Academic Framework structure. Essentially, this means that 30-credit modules will be delivered across two semesters (September – May). The modules have been repackaged from ASU existing program(s) and /or modules, in order to comply with criteria UEL’s Academic Framework.

All modules will be taught/delivered and assessed in English. Each module will have a named Module Leader from ASU. The Program Leader, who has overall responsibility for the day-to-day running of the program is Prof. Dr. Walid El-Khattam. Students will pay all tuition/study/workshop/course field trip fees directly to ASU. Details of the program structure can be seen in below.

Intermediate Awards

If students are unable to complete their studies, the following awards can be made:
In order to gain a BEng. Unclassified degree (ordinary degree) students will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education students will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher.

In order to gain a Certificate of Higher Education students will need to obtain 120 credits at level four or higher.

In order to gain a University Certificate student will need to obtain 40 credits at level three or higher.

Design of the Programme

The design and content of the BEng (Hons) Energy and Renewable Energy Engineering undergraduate programme has been determined by a number of considerations including:

- to meet the national Benchmark Standards for Electrical and Mechanical engineering and the requirements of the National Framework for Higher Education Qualifications (see www.qaa.ac.uk for details).
- To meet the UEL Academic Framework Modular Regulations and other university policies (www.uel.ac.uk/academicframework).
- To reflect the research and professional interests of the staff. The options on offer are taught by staff who are specialists in these areas. In this way, you will be exposed to up to date research and also gain awareness of professional practice.
- To build up your knowledge and extend your skills as you go through the years. Each Year/Level of the programme draws on and expands material presented at earlier stages. You will be expected to tackle more specialist topics and, in more breadth, and depth, to develop more critical evaluation and analysis of material, to begin to integrate material across modules, to rely less on basic text books and to read more original material, and to work more independently, with less guidance.
- To offer opportunities for you to develop career and work-related skills. Certain modules are specifically designed to help you with this but all modules offer opportunities for practice and development.

FoE-ASU modify the programmes Bylaws every five years to cope with the advances in engineering technologies and/or enforcing corrective actions to face any deficiencies in the previous Bylaws. The current enrolled students on the Energy and Renewable Energy Engineering programme are registered on the 2013 Bylaw, while the students who will register at the academic year 2019-2020 will be enrolled on the 2018 Bylaw. For students who will be enrolled on the 2013 Bylaw and want to acquire a BEng (Hons) from UEL, an equivalency will be made for the courses achieved by student(s) to determine which level s/he will be enrolled at. As for students who will be enrolled on the 2018 Bylaw and want to acquire a BEng (Hons) from UEL, they will register the corresponding UEL level modules and follow either full time or part time study modes. It worth noting that, the different bylaws were revised and comply with each other just to regulate the study in the programme and how the engineering education in ASU which is in the form of credit hours equivalent to the engineering education in UEL which is a semester base education and bylaws work as a reference whenever needed and no effects on the students during their study of the programme.

Details of the programme structure:

“The listed modules’ codes are temporary, and they will be updated latter according to the UEL partner Web Marks Entry (WME) system”

Level	Year	Code	Module title	credit	Core/ Pathway Related
3	1	EG931201	Applied Mathematics for Engineering problems	20	Core
3	1	EG931202	Electrical circuits and electro-magnetic fields	20	Core
3	1	EG931203	Thermodynamics	20	Core
3	1	EG931204	Materials and Mechanical manufacturing Engineering	20	Core
3	1	EG931205	Energy resources and measurements	20	Core
3	1	EG931206	Engineering Economy and Investments	20	Core
4	2	EG942201	Heat transfer and fluid mechanics	20	Core
4	2	EG942202	Electrical Machines	20	Core
4	2	EG942203	Machine construction	20	Core
4	2	EG942204	Power Engineering and Control	20	Core
4	2	EG942205	Project Management and Industrial electronics	20	Core
4	2	EG942206	Mental Wealth - Professional Life 1	20	Core
5	3	EG953201	Solar energy	20	Core
5	3	EG953202	Power electronics and Automation systems	20	Core
5	3	EG953203	Combustion engines and flow machines	20	Core
5	3	EG953204	Machine Design and electromechanical industrial application	20	Core
5	3	EG953205	Project Management and Industrial electronics	20	Core
5	3	EG953206	Energy Elective Technical studies	20	optional

6	4	EG964201	Economics of generation and Distribution network Protection	40	Core
6	4	EG964202	Renewable energy and Network interfacing	20	Core
6	4	EG964203	Energy Graduation project	40	Core
6	4	EG964204	Mental Wealth - Professional Life 2	20	Core
<p>Additional details about the programme module structure: A core module for a programme 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 programme is a module selected from a range of modules available on the programme.</p>					

FoE-ASU modify the programmes bylaws every five years to cope with the advances in engineering technologies and/or enforcing corrective actions to face any deficiencies in the previous bylaws. The current enrolled students are registered on the mechatronics and automation engineering program 2013 bylaws, while the students who will register in the academic year 2019-2020 will be enrolled on the 2018 bylaws. For students who will be enrolled on the 2013 bylaw and want to obtain the BEng (Hons) from UEL an equivalence will be made for the courses achieved by student(s) to determined which level s/he will be enrolled at. As for students who will be enrolled on the 2018 bylaw and want to obtain the BEng (Hons) from UEL, they will register level UEL modules and follow either full time or part time study modes.



Link to the program specification:

https://eng.asu.edu.eg/education/undergraduates/international-programs/uel/Uel_programs_Specs

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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UEL Academic Partnerships Office
apo@uel.ac.uk

Programme Organisation

The organisation and administration of the programme will be carried out through the following:

The Dean of Faculty of Engineering

Prof. Dr. Omar Elhusseiny is the Dean of Faculty of Engineering at ASU. He has overall responsibility for maintaining the high standards of quality and innovation in all our teaching and research activities.

The Programme Leader

Prof Walid El-Khattam is the programme leader for the BEng (Hons) Energy Engineering programme. The programme leader represents the academic interests of the programme, coordinates the day-to-day business of programme, and has overall responsibility for students on the programme. The role of the programme leader is to guide each student registered on the programme through the duration of the programme and is the first port of contact when programme level issues occur. The programme leader, in conjunction with the academic support team, is responsible with the day-to-day running of the programme. The programme leader is there to resolve any issues that may arise at the programme level and will mediate between module leaders & the academic support team to resolve any programme level issues. If you have a problem with a particular module and have not been able to resolve it by talking to the Module Leader, you should bring the matter to the Programme Leader. Programme Leaders are also responsible for liaison with Programme Representatives for the year. They also have other duties, which vary from year-to-year and are often connected with quality improvement projects.

The Programme Management Team

The Programme Management Team consists of the Programme Leader, Module Leaders, School Administrators and the Student Representatives, are collectively responsible for day-to-day running of the programme. We have Programme Committees and Meetings to discuss any issues that arise throughout the academic teaching and/or other subjects and these happen at least one per term.

The Module Leaders

Your Module Leaders are responsible for delivery and academic management of the module, including all module assessment tasks. The module leader is responsible for the delivery of an individual module and is tasked with providing the students with the necessary lecture and tutorial material and assessing the work submitted. They will deliver all of the lectures for their module. As far as possible any problems or questions concerning individual modules should be addressed to the Module Leader. In most cases this can be done within seminars, workshops or practical sessions. General academic advice can also be obtained from them.

External Examiners

External Examiners are responsible for providing an independent check that proper standards are being maintained and are allocated to modules by Subject Area. They review each piece of assessment before it is available to students, review samples of work each semester, and review student feedback and results.

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 [see further details below] 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 contact UEL then please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@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

Study Timings and Registration

The academic year will comprise of two main 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.

- New students' enrolment in the programme 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 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.
- 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 module 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 be 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. ASU Energy Program Coordinator 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

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, colour, 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

Students' support and guidance are provided through a range of resources. A welcome and induction process is delivered 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 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 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 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. Terms of reference are provided in Appendix C.

Students Involvement

There are different facilities that ensure students involvement that include:

a) Students' Affairs Administration

The students' affairs administration is chaired by the Vice-Dean for education and students' affairs and is located in the main building. This administration has representatives at the programmes' administration offices (Ground Floor of the New Educational Building). The secretariat of each programme (at the programmes secretariat office – Ground Floor of the New Educational Building) also collaborates with the previous representatives in accomplishing the following tasks:

- Archiving of the students' files.
- Issuing the students' identity cards.
- Electronic recording of the students' course registration, add/drop, and withdraw.
- Processing the students' course evaluation at the end of each semester.
- Issuing the students' records at the end of each semester.
- Issuing the students' graduation certificates.
- Processing the students' appeals and requests.

b) Students' Union

The students' union is also under the general supervision of the Vice-Dean for education and students' affairs. As part of the Faculty of Engineering, the programmes' students are members in the union and have similar rights and benefits as the mainstream students, including entering the union's yearly elections.

c) Financial Affairs Administration

The programmes' financial affairs administration, located at the Ground Floor of the New Educational building, is responsible for issuing the payment orders for the students' tuition fees at the beginning of each semester. The administration is also

responsible for collecting the copies of the students' payment receipts, which should be presented by the students after making their payment at the Faculty treasury. Programmes' students who fail to present copies of the payment to the programmes' financial administration risk having no payment records at the programmes.

d) Library

The Faculty library provides a service specially designed to fulfil the requirements of all academic programmes. It is open for all Faculty members for reference use and borrowing. The main library has a shelf space for over 46,000 books on all subjects forming part of the Faculty curriculum. It has 353 technical periodicals (the Faculty receives 23 periodicals yearly on a regular basis). Additionally, it has more than 3,340 Ph.D. and M.Sc. theses resulting from all Faculty departments' activities. The students' library has multiple copies of textbooks, amounting to over 13,000, available for short-term borrowing to students. According to the Engineering Faculties libraries development project, annexed to the Ministry of Higher Education, the library is interconnected through the Internet with all the libraries of engineering faculties nationwide. VTLS library software system has been installed which contains all the modules to provide library services to the Faculty community.

e) ASU-FoE Information Systems

ASU-FoE have a solid understanding of the importance of information systems in each aspect in the CHEP academic environment. Hence, a comprehensive web portal has been created for CHEP that has all information and services needed for the student, parents, and staff members. Learning Management System (LMS) is one of the available services at the ASU-FoE portal for all students mainly to have their course materials posted regularly on it with a dedicated protected access to the courses he enrolled in them. More importantly, a comprehensive Student Information System (SIS) is another service that is available on the portal to all parties involved in the system. The student can use SIS to access academic records, undertake module registration, request to open module that are not offered, or even request advising appointment with academic advisors.



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 lectures, discussions, exams, and all verbal and electronic communications.

Module Guide: Each module guide should contain: module objectives, core and recommended textbooks, outline, material, assessments, grading policy and outcome. Outline should contain sections covered every week with reference to chapters/sections in the textbook. The instructor/module leader should give the module guide to the students during the first class. The module guide 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 (detailed are spelled out in the module), 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 module guide. This exam will be held during lectures/tutorials based on course progress and will constitute 25% of the grade. 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 2020/2021 academic calendar:

<https://eng.asu.edu.eg/download?sid=QOwr5tahmOqZLsvGostPLBbHHfN5BYm9HmJUS6Z2FbM%3D>

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 the modules specification:

https://eng.asu.edu.eg/education/undergraduates/international-programs/more/important_information/318000/Uel_modules_Specs

AWARD CERTIFICATES

Issuing transcripts of results to students, and award certificates to successful students on programmes.

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 requirements will be awarded a double Honours degree from ASU and UEL in Mechatronics and Automation Engineering.



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

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



Learning and Teaching

ASU strives to create an enabling environment conducive to meaningful learning in which students from all backgrounds are supported by committed and qualified staff. The FoE promotes an ethos of reciprocity, service and tolerance and is supportive of academically underprepared students, women, minorities, international students, disabled students, mature or working students and other underrepresented groups. The administration, communication, support services and curricula reflect and value diversity and staff capacity and administrative infrastructure are sufficient to cater for the number of enrolled students so as not to compromise the student's support and developmental needs.

Students have sufficient access to technology to make it possible for them to successfully complete the programme. Information concerning student support services is made accessible to all students. This is mostly facilitated through fully fledged IT laboratories, and free Wi-Fi facilities. Services such as Learning support, additional tutorial support etc. are made available at all phases of a students' journey: on first entering the institution; and to ease the transition from Higher Education into the world of work. Teaching and Learning support to all the learners are provided using all the physical resources available at ASU and also provided by UEL such as online access to journals and databases.

The following summarizes the Learning and Teaching Policy at ASU which will govern this double award collaboration:

- Student evaluation and assessment is based on final exams, midterm exams, quizzes, coursework assignments, course projects, presentations, papers, essays, in/out of class participation, portfolios and many other innovative activities.
- Course instructors in the programme are carefully selected from the distinct full-time world-class faculty members of the Faculty of Engineering at Ain Shams University.
- With the majority of modules being delivered over the whole year there is excellent scope for formative Assessment to stretch and extend the students. Thus, a key feature of the courses is the emphasis on formative feedback and guidance to enable students to develop full understanding of the topics of study, prior to assessment taking place.
- Assessment for these programmes takes the form of examinations, course works, presentations and time constrained assessments.
- Each course syllabus contain: course objectives, textbook, outline, material, assessments, grading policy and outcome. Outlines contain sections covered every week with reference to chapters/sections in the textbook. The instructor

will give the course syllabus to the students in the first class. The syllabus serves as a contract between the instructor and the students.

The following are not compulsory for the double award programmes but will be encouraged:

- The student should pass the ASU's requirements, which consist of humanities, social sciences, general culture courses. These courses represent 18 credit hours at ASU selected from a list of courses.
- The student should pass the ASU's College requirements, which consist of basic sciences and engineering courses. These courses should be studied by all students and they represent 46 credit hours.
- The student should perform summer training for 12 weeks during their study duration, and should be conducted during 3 summers. Training must be performed in an industrial/service facility related to the student's program or inside the faculty where it is delivered by staff members. The training must be under the full supervision of the faculty. The student submits their training portfolio to their Academic Advisor, who in turn assesses the outcomes and evaluates it.

ASU Attendance Policy

Across the faculty, consistent attendance of at least 75% and participation in program activities is part of the learning process. To meet all learning outcomes, FoE ASU expects full attendance in all lectures and insufficient attendance may result in an 'Incomplete' status for the course. The school should be notified of absences. In case of illness a recognized medical certificate should be supplied. Students are encouraged to communicate with their lecturer or course coordinator if they have any queries pertaining to their.

Assessment

The module specifications provide a detailed breakdown of the weighting and volume of assessment. For a formal description of the assessment process students should refer to the Academic Regulations on the UEL website or refer to details in the guide for students.

Assessment Arrangements

Each module assessment will be designed and set in accordance with the module specification. This will state the number of components to be assessed as well as the weighting of each component. Each assessment will be moderated/verified internally at ASU before it is sent to UEL for approval. All module or component assessments must be formally approved before they are issued to students. All assessments will be approved via the normal and established UEL procedure(s). A marking criteria will be published to students using either a rubric or more detailed written explanation and will be provided to students at the same time as the assessment specification/task. This will form part of the assessment brief which will be agreed with the external examiner.

Marking of assessments will use the full scope of marks, that is 0 – 100. A sample of 10% or 10 scripts (whichever is greater) must be second marked by ASU and this must cover the full range of marks. In the case of the research project (or similar work), the work of the entire cohort will be blind double-marked. The samples (including both second marked and non-second marked) will be sent to UEL for forwarding to the External Examiner for review.

UEL will determine what documents/information is needed for an Assessment Board and this will be communicated to ASU in a timely manner.

All summative assignments will be marked anonymously where possible and subject to second marking. ASU will conduct a pre-board where all modules and profiles of students will be considered, and this will be fed back to UEL who will consider these at the relevant UEL Assessment Board. The results will be considered at assessment boards, which will be held at UEL. Feedback will be given to all students especially on summative assessment tasks. Normally the module leader will choose how this is given, but generally it will be given individually (within 20 days).

UEL operates a minimum of 30% threshold in each component of assessment on a module. However, to pass the module students will need to achieve a weighted average of at least 40%. Progression to the next higher level (year) will only be permitted if the student has gained at least 90 credits during the academic year.

On the UEL/ASU double programme, students will not be permitted to study any level six (6) modules, if there are outstanding level four (4) modules. The Assessment Board at UEL (with representation by the Academic Link Tutor) will determine the progression decision of all students.

ASU Assessments vs UEL/ASU Double Assessment Arrangements

On the UEL/ASU double award programme, students must pass the agreed UEL module in conformity with all established rules and procedures as determined by UEL. If a student has failed a module or component of a module on the UEL/ASU double award programme, the student will be entitled to a resit opportunity. This will normally be in the early summer (July/August).

Students will be asked and expected to retake a module with attendance if a resit opportunity was not successfully passed; however this depends on the individual profile of the student – taking into consideration UEL policy/rules on retakes. The reassessment on modules is not permitted on the Egyptian award, however is possible on the UEL award.

UEL's "capping" regulations will apply for any resit or retake modules or components of modules. Passing an ASU module or component of a module does not automatically mean that the UEL/ASU double award module has been passed. There will be no averaging (mean) of module marks on ASU modules to determine UEL/ASU double award module marks. The marks of a module will be as specified on the module specification.

If a student fails a module on the ASU variant of the programme but passes the UEL/ASU double award module: This student would have been deemed to pass the module and would be given the credits for such module.

An agreed equivalence chart/table will be used to compare ASU marking/grading scheme to that of the UEL/ASU double programme. However, in all cases, on the UEL/ASU double award programme the full spectrum of marks (0-100) will be used.

Students will be entitled to UEL's "compensated pass" regulations on the double award programme. Summer training/placements/work is not a formal part of the UEL/ASU double programme but will be encouraged.

Moderation of Assessment

Examinations and other assessments undergo a rigorous quality assurance process of moderation as follows:

Preparing the assessment brief / examination paper

- Module lecturers design/ write the questions / briefs and produce answers with marking schemes.
- Another lecturer checks the assessment questions, solutions and marking scheme.
- Copies of the assessment questions, answers and marking scheme are sent to UEL for checking and approval.
- UEL sends the assessments to external examiners for approval.

Marking of assessments

- Students' assessments are marked by the FoE- ASU teaching staff.
- A sample of 10% or 10 scripts, whichever is the higher, are double marked by another lecturer within FoE-ASU
- In the case of exam scripts the papers of the entire cohort is blind double-marked
- The double marked sample is sent to UEL for forwarding to the External Examiner
- The results are considered at assessment boards.

All summative assignments are marked anonymously where possible and subject to second marking. If they can't be marked anonymously, the assignments will be double-marked. The ASU examination board will conduct a pre-board where all modules and profiles of students will be considered. This will be fed back to UEL who will consider these at the relevant UEL Assessment Board.

Submission of Coursework

The module handbook/guidelines will explicitly detail how coursework should be submitted and these will (using student number, word count, word-processed). Submission dates will be available in the Module Guides and on the VLE.

We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines is expected in employment. However, in our regulations, UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. The deadline will be published in your module guide. Coursework which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained).

Please note that if you submit twice, once before the deadline and once during the 24-hour late period, then the second submission will be marked and 5% deducted.

Further information is available in the Assessment & Feedback Policy at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy>.

Extenuating circumstances claims

Under certain circumstances, extenuation can be granted. Academic staff should direct students to FoE ASU support staff trained on UEL extenuation processes as outlined in UEL's extenuation policy as FoE – ASU will follow the process of UEL for the Extenuating circumstances:

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

Normal UEL criteria will apply. A subcommittee will be set up at FoE - ASU under the guidance of the Academic Link Tutor. This committee will report its finding and determination to UEL (APO and ALT).

Breaches of Academic Misconduct Regulations

Assessment tasks are designed to reduce, as far as is practicable, the possibility of plagiarism and collusion and other instances of academic misconduct. Where an instance of academic misconduct is suspected, procedures detailed in Part 8 of Manual of General Regulations (Academic Misconduct Regulations of UEL) will be invoked. The cases will be identified through Turnitin facilities provided by UEL for the registered students and they will be dealt with the same procedures mentioned in the General Regulations manual. Students will be made aware of the Academic Integrity Policy to assist in the avoidance of plagiarism. As part of their induction, students will also be required to complete the academic integrity certificate on Moodle.

The following is a non-exhaustive list of examples of academic misconduct:

Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

Misconduct in examinations (including in-class tests). Including, for example, when an examination candidate:

- copies from the examination script of another candidate;

- obtains or offers any other improper assistance from or to another candidate (or any other person unless an approved reader or scribe);
- has with them any unauthorised book (including mathematical tables), manuscript or loose papers of any kind, unauthorised electronic devices (including mobile telephones) or any source of unauthorised.
- allows himself/herself to be impersonated or when any person impersonates another examination candidate.

Fabrication or misrepresentation: the presentation of fabricated data, results, references, evidence or other material or misrepresentation of the same. Including, for example:

- claiming to have carried out experiments, observations, interviews or other forms of research which a student has not, in fact, carried out;
- claiming to have obtained results or other evidence which have not, in fact, been obtained;
- in the case of professional qualifications, falsely claiming to have completed hours in practice or to have achieved required competencies when this is not the case;

Failure to obtain ethical approval: where work is undertaken without obtaining ethical approval when there is a clear and unambiguous requirement to do so.

FoE ASU will use a range of mechanisms for determining academic misconduct including and not limited to, plagiarism software, internet searches, viva voce.

Feedback to Students

Feedback will be given to all students especially on summative assessment tasks. Normally the module leader will choose how this is given. The students are also provided with feedback on formative tasks –. The lecturer or the module leader will determine how this is given.

Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement.

All feedback will be as the following:

- provided within 20 working days
- given in relation to the learning outcomes and assessment criteria
- provided on both coursework and examinations
- clear, relevant, motivating, and constructive
- developmental, enabling students to both consolidate learning and achievement
- offered in a range of formats appropriate to the module e.g. electronically via Turnitin Grade Mark or other e-Submission tools where used, Audio file, Video file, or Screen cast.

Assessment Boards

Assessment Boards control, consider and adjudicate upon all assessments undertaken by students. The Board comprises a Chair (usually a Head of Department), all those substantially involved such as lecturers/tutors/module leaders and the external examiner(s).

Mapping of assessment schedule to UEL Boards

Submission dates will be planned in collaboration with the UEL Academic Link Tutor to ensure that the marking process is complete and marks are entered in time for the appropriate board at UEL.

Use of Virtual Learning Environment (VLE) in the learning and assessment process;

Currently, the ASU uses a VLE where module content material such as lecture slides, tutorial and practical tasks are uploaded for the students to access.

Grades of the MCTA Program 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%

The marks of each module will be as specified on the module specification as in section 6.

Late submission/breach of regulations will cause failure in the entire portfolio assessment.

The student must attend at least 75% of the course.

The students work is submitted for each individual Ain Shams Course in the form and deadline instructed via ASU assignments and goes via the normal marking process. Further the student work for each individual Ain Shams courses is packed in a portfolio format for the submission requirement for the UEL degree.

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>

Also detailed section named plagiarism and academic misconduct provides full information on referencing and the avoidance of plagiarism.

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.

Reference to section named plagiarism and academic misconduct containing information on Academic Misconduct and Plagiarism. Assessment and Feedback Policy available at:

https://eng.asu.edu.eg/uploads/uploadcenter/asu_594_file.pdf

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;
- 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>

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Skillzone.aspx>

As a student you will be taught how to write correctly referenced essays using UEL's standard Harvard referencing system from Cite Them Right. Cite them Right is the standard Harvard referencing style at UEL for all Schools apart from the School of Psychology which uses the APA system. This book will teach you all you need to know about Harvard referencing, plagiarism and collusion. 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.

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>

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 of the Assessment and Feedback Policy and can be found at:

www.uel.ac.uk/ga/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.

The section below gives you a general guideline of what we are looking for at different levels of the programme:

Level 3

- Recall factual information.
- you can analyse and evaluate the information.
- 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 4

- You can present factual information.
- 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.
- 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.
- 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.



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.

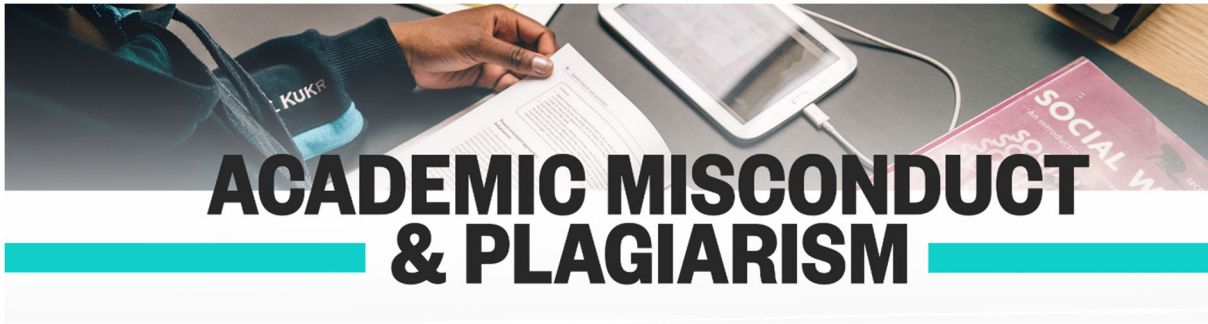
Our University has agreed on a single version of the Harvard referencing system (the School of Psychology uses the American Psychological Association (APA) referencing style) and this (along with APA) can be found in Cite Them Right:

- Pears, R. and Shields, G (2013) Cite Them Right. Newcastle: Pear Tree Press
- Cite Them Right is available on line and hard copies can be found in our libraries and bookshops



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

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



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.

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>



PLACEMENT ARRANGEMENTS

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.



SUPPORT FOR STUDENTS

Local arrangements for academic and pastoral care for students

Induction

Students' support and guidance are provided through a range of resources. A welcome and induction process starts in their first week, where all students are guided to their programme studies. Student induction and orientation takes place on the first day of each academic year. The purpose of induction is to introduce new students to their peers, the academic and support staff, to familiarize them with the access to and use of facilities and to outline the relevant Policies, Procedures, Rules and Regulations. Information on the programme, student support services and the teaching and learning philosophy adopted by the College is communicated verbally and in writing.

Currently, at the beginning of each programme, the faculty meets and greets the new cohort and addresses the following topics in an induction programme:

- (1) Programme Structure (how and when modules are assessed)
- (2) Programme Content
- (3) Assessment Grading
- (4) Attendance
- (5) Responsibilities they have in learning process – the importance of meeting assessment deadlines
- (6) Importance of presenting authentic work and being clear on what constitutes plagiarism rules
- (7) Appeals procedures
- (8) Allocation of Personal Tutors

- (9) Access to UEL electronic learning resources
- (10) Access to UEL Library and Learning Services
- (11) UEL Academic Framework
- (12) Assessment regulations
- (13) Extenuation
- (14)

At the start of the programme each student will be given either a hard copy of the programme handbook or access to the VLE where this will be published.

Equality and Diversity

The curriculum has been designed to meet the needs of all undergraduate students, with all ages, genders, or learning / physical disabilities. There is a strong emphasis on work-based learning. By using a full range of assessment techniques this enables students with different learning styles to be accommodated for. ASU has a policy of designing an inclusive curriculum where appropriate adjustments are made to the design, delivering and assessment process to cater for students with any learning difficulties. Teaching materials and module content has been designed to be inclusive addressing the needs of our diverse student body. Teaching methods include lectures, seminars, tutorials, discussions and workshops to address the needs of diverse learning needs.

English language Support

For those who require additional support in English language additional sessions are scheduled by ELTU (English Language Teaching Unit).

Student mentorship

The Academic staff must provide each and every student with the support required to perform academically, and encourage active engagement from the students through:

- Establishing a supportive relationship with all students
- Adopting a creative approach to teaching and learning
- Providing regular constructive assessment feedback
- Mentoring and coaching

Students may make an appointment to meet with any tutor or the programme leader to discuss their progress and request additional assistance with managing their workload or to ask for additional tutoring in an area that she/he may be struggling with.

Academic Advisor

All students enrol on the programme will be assigned an Academic Advisor (AA).

This Academic Advisor will:

- Assist students with the process of induction and orientation into academic life and the University/College community and respond promptly to any communication from him/her;
- Work with students to build personal academic relationships;
- Retain an interest in their students' personal and general academic and professional development throughout their academic careers while at the University/College, providing information and guidance on academic choice;

- Monitor both academic performance and student engagement in a proactive manner and advise on constructive strategies to enable improvement, for example through the use of a personal portfolio or personal development plan;
- Listen and offer students help and advice about pastoral/non-academic matters and to signpost students to other student services for further assistance if necessary;
- Ensure that a note is kept of discussions at each meeting (with the student) and any follow-up actions agreed with the student;
- Provide references to students in their quest for employment or further study.

Academic Support Systems

At ASU, students have full access to all required facilities and receive the best preparation for their undergraduate studies. These are including Library, Lab Room, ICT Room, Photocopying Facilities, etc. In addition, all students are assigned an Academic Advisor. Students participate in class activities that help develop their presentation and language skills, leadership skills, critical thinking skills and social skills, giving them greater confidence for their future academic challenges.

Teaching

At the FoE, teaching follows university practice with lectures, tutorials, assignments, projects and in college tests designed by an experienced teaching team. The programme's learning management system is setup to have a page for each course studied during the semester. The student can access their 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 they are first enrolled to the programme, and they retain this e-mail until they graduate.

Student Affairs

At ASU there are Student Affairs Officers who offer friendly and caring support and mentorship to students, not just for academic matters but also for personal problems. Throughout the programme, the Students' Affairs Officer organizes weekly meetings, business trips and outings to places of interest in and around Cairo, as well as international trips during the summer holiday.

Safe Environment: FoE ASU provides a safe, caring and nurturing learning environment with friendly, supportive mentors and teachers who have many years of experience in teaching and mentoring.

ASU have 13 hospitals that support all student issues like mental health and others.

Technical support for learners and staff

ASU employs a team of technical IT support and professional services staff to help staff and students with their teaching and assessment activities. The centre employs a dedicated IT Manager to provide the learners and staff with the necessary advice about the technical needs of the mode of study throughout the length of the

programme. The students and staff have the full access to the ICT room, photocopiers, printers and e-library throughout the course of the term. The IT team provide learners and teaching staff with the necessary technical support in using 'Turnitin' software throughout the assignment submission and assessment process.

The team provides specialist technical support for teaching, learning and assessment activities to ensure they run smoothly. This can be anything from preparing resources, operating specialist laboratories and quantity surveying, to setting up classrooms.

Technical teams frequently have responsibility for related areas such as managing health and safety, contingency planning and capital planning, maintenance of both hardware and software.

Information on how the entitlements of disabled students have been addressed within curriculum design:

As a UEL validated programme, the curriculum has been designed to adequately address needs and requirements of disabled students. From a local perspective the programme team will ensure that if there are disabled students on the programme the following will apply:

- Step free access to laboratories/classes
- Larger fonts sizes for presentation materials
- The use of scribes
- Voice recorders will be allowed (with the permission of the presenting lecturer)
- Extra time for examinations
- Use of word processor (PC) without Internet access for examinations.
- Separate room for special needs students (if requested)

Access to UEL Academic Link Tutor (ALT)

All ASU students on the proposed programmes (being submitted for approval) will have access to the respective Academic Link Tutor generally via email. Students are encouraged to discuss any issue or concerns with their in-house tutors at the first instance before contacting the Academic Link Tutor.

UEL Resources

As UEL registered students, FoE - ASU students will also have access the following UEL resources: UEL Library including e-resources, databases and e-journals (subject to licence allowances)

Study skills Plus – an online diagnostic and assessment tool which can help students develop their core English and maths skills.

UEL Direct

Information and communications technology (ICT) resources such as Office365

The role of the UEL Academic Partnership Office (APO)

The APO will work in liaison with the ALT, however principally the role of the APO is administrative support for the ALT and the Partner. The APO will be the first point of

contact for the partner and will channel concerns, issues, queries to all UEL Central Services such as Registry, Assessment Unit, The Hub, Courses and Systems, UEL Library and so on.

Student Feedback Mechanisms

Student representatives will be either elected or nominated for each programme. These representatives are the means of formal communication to the various committees at FoE - ASU Campus and UEL. There will be two formal meetings per year with the student representatives, module leaders and the programme coordinator at FoE - ASU Campus. The External Examiner report will also be made available for students to access. The issues raised at these meetings will be communicated to the Academic Link Tutor or APO at UEL. Actions resulting from these issues will be monitored and taken in the next committee meeting, where the representative will get an update, if not solved then and there.

We ask that student representatives discuss all matters informally with their Module Tutor at FoE - ASU before raising them at committee level. It should be possible to solve most problems by an informal approach. The earlier the programme team are made aware of any problems, the earlier FoE - ASU will attempt to correct problems. Student support is appreciated and acknowledged consistently in the student End-of-Module Evaluation Questionnaires and verbal feedback. The information collected from the Questionnaires is delivered to the Senior Management of FoE - ASU for analysis and taking any remedial actions.

Academic Progress

Students on the double degree programme will be able to access their records/profile via UEL Direct. ASU also has its own The Student Information System (SIS) platform where students can access all their 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. Students receive an Academic report on a quarterly basis to assist them to monitor their progress and to identify any areas of concern. Students also meet with the Academic Head and the relevant facilitators to discuss their progress. Recommendations for improvement are made and the feedback is minuted.

Students with learning challenges

Students with learning challenges are accommodated as far as possible, taking the current College resources into consideration. The Academic Board is responsible for approving any recommendations made by the Student Counselor to accommodate a student with any of the following learning challenges:

- A cognitive disadvantage which affects their ability to learn at the same rate as their peers.
- A specific learning difficulty which may or may not be linked to a cognitive disability
- A speech and language impairment affecting their ability to comprehend
- A physical disability and sensory impairment
- An emotional disability which can affect their ability to learn

- An extended period of absence which could occur for a variety of reasons
- A behavioral impairment affecting their ability to concentrate and therefore learn effectively
- Students who speak a different language at home than the one they speak at College

Online information and support:

As previously mentioned, the programme team will use their own VLE. A bespoke section will be created for

- Induction information
- Academic support for students available both at FoE - ASU and UEL
- FoE - ASU Student Enquiries Desk opening hours
- FoE - ASU Library opening hours
- Link to UEL Library online resources
- Copy of Programme Handbook

Please refer to Appendix D for Student Entitlements, for support available at UEL



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.

a) 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 used to provide their contents & technologies using the Egyptian Knowledge Bank. 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.

b) 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.

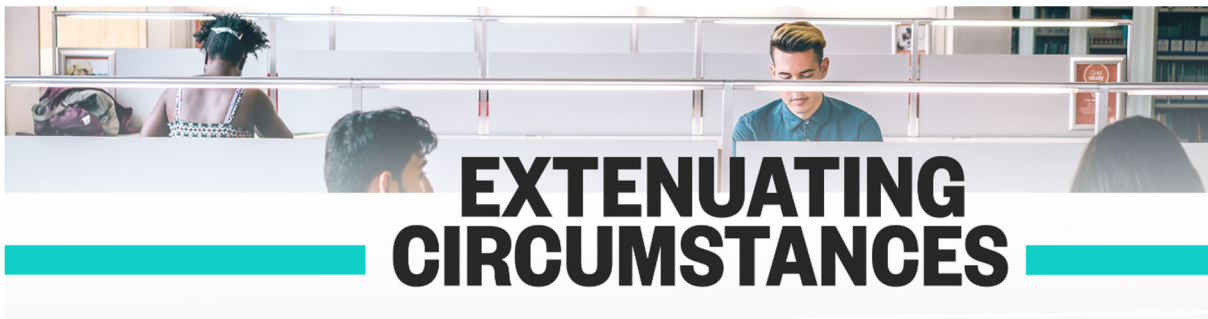


You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Ain Shams university – faculty of engineering (ASU – FoE) and both institutions work together to ensure the 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.



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 (ASU – FoE).

Seeking Advice: Academic Advisor

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 may ask the student to repeat courses which he already passed or ask him to register in additional courses to raise his accumulative GPA to that required for graduation.

Extenuation procedures (Manual of General Regulations) for ASU – FoE is available at: https://eng.asu.edu.eg/uploads/uploadcenter/asu_1768_file.pdf

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

The BEng Mechatronics and Automation Engineering programme will be subject to equivalent procedures, with the process being administered by, and the panel being held within Ain Shams University – Faculty of Engineering

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 a 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

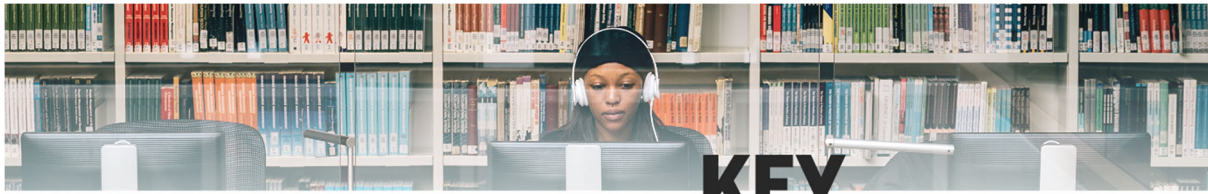
The judgement as to whether extenuation is granted is made by a panel of senior persons in the organisation who make this judgement on the basis of the evidence the student provides (not on their knowledge of the student) – where possible the identity of the student is not made available to the panel. 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.



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

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



KEY LINKS

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>).

ASU 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 ASU 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 ASU complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk