

HOUSING ARCHITECTURE & URBAN DEVELOPMENT (HOUD)

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

COURSE HANDBOOK 2020/21

Collaborative edition



University of
East London

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WELCOME AND INTRODUCTION

INTRODUCTION / WELCOME FROM THE PRINCIPAL

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

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

Lately there were 11 programmes (Building Engineering, Communication Systems Engineering, Materials Engineering, Manufacturing Engineering, Energy & Renewable Energy Engineering, Computer Engineering & Software Systems, Landscape Architecture, Mechatronics Engineering & Automation, Environmental Architecture and Urbanism, Housing Architecture & Urban Development and Civil Infrastructure). Thus, currently the total number of students in ASU-CHEP exceeds 2500 students that work side by side with mainstream programmes. ASU-CHEP is characterised by adopting new models in learning, which are different from the traditional system in Egyptian Engineering colleges. Moreover, the curriculum adopted in ASU-CHEP are inspired by the vision of experts and specialists in these fields. The programmes in ASU-CHEP follow mainly the National Authority for Quality Assurance and Accreditation of Education.

In addition, ASU-FoE ICHEP academic portfolio was able to extend into 'Internationalization'. Now our students graduate with DUAL DEGREES in all the programmes offered. The strategic partnership with our International counterparts started earlier on research based collaborative actions, this was smoothly translated in 2018 to extend into offering our students the same quality of undergraduate education and services on campus. This allowed the 'Credit Hours Programs' to transform into the 'International Credit Hour Programs'.

This handbook is intended for all students taking the BSc (Hons) **Housing Architecture and Urban Development** dual award from ASU and UEL. It was launched in Fall 2019 and was aiming at preparing architect graduates to take leading roles in the professional practice in the field of housing and urban development.

You will find it a useful information guide at the start and during your study in the Course (Program). We trust that you will benefit and enjoy studying with our new program and we warmly welcome you to HOUD – ICHEP.

Sincerely,

Prof. Dr. Omar El Hosseini

(Dean of Faculty of Engineering- Ain Shams University)

Prof. Dr. Mostafa Rifaat

(Vice President for Students Affaires - Ain Shams University)

INTRODUCTION TO THE COURSE

Course Duration and Modes of Study

The dual award BSc (Hons) **Housing Architecture and Urban Development programme** is a 4-year full-time or 8-year part-time degree programme. **HOUD** program/course offered wide range of technical electives that students can chose from according to their field of interest, and their ambition in their future career. The programme awards a bachelor's degree in the field of study from both Ain Shams University and the University of East London.

Course Aims and Objectives.

The Housing and Urban Development (HOUD) program aims at preparing architects and urban planners specialized in housing and the built environment design for sustainable urban development. The program qualifies graduates with all necessary competences to understand the housing market and real estate development; graduates will gain knowledge in housing typology, provision, policies, finance, legislation, and management. It qualifies graduates to use digital technologies and software as design aiding tools to generate and analyses spatial data, produce integrated architecture documents, and land mapping. The HOUD emphasizes the integration of social, economic, environmental, along with physical aspects to create safe, inclusive, healthy, and sustainable cities. It introduces graduates to contemporary trends and practices in housing industry and urban development schemes such as smart housing/cities. Graduates of the HOUD program can handle with different jobs in related fields to the housing and urban development sector ranging from architecture level to the urban design and planning level. Graduate will be able to deal with modern techniques and tools for learning and linking theory and practice.

Course Learning Outcomes (LO's)

The graduates of the Housing Architecture and Urban Development programme should be able to demonstrate:

Knowledge

- Understand essential facts, concepts, principles, and theories relating to architectural technology, Urban design, forms, functions, concepts and contexts.
- Value environmental sciences and structural engineering related to design for Mass Housing production as well as cultural, social, economic factors, and legal and regulatory requirements, which underpin Housing Development.
- Value key concepts of forms, methods and issues in renewal refurbishment and the regeneration place, place
- Figure out the role of, and contribution made by different stakeholders within Housing production and market, in addition to the linkages and interdisciplinary relationships between professionals and operators for projects.

Thinking skills

- Generate the ability for designing creative and innovative solutions, critical thinking, problem-solving based strategy, and ability to make informed judgements based on evidence and being able to question current theories and practice.

- link technological information and data, environmental, cultural, economic and social parameters with housing market forces and expecting needs.
- Diagnosis, analysis, synthesis and evaluation the context situation that affects architecture, Urban complex projects and housing systems to interpret their implication on housing markets, policy and well trace multidisciplinary variations affecting urban development.

Subject-Based Practical skills

- Use information technology (IT), urban informatics to support skills to present architectural ideas and urban data information and arguments through various media, including sketches, reports, schedules, calculations, photography, electronic visualisations, and models.
- Manage and identify project procurement and process, construction and contract management applying principles and relevant rules, legislation and legal and regulatory frameworks.
- Gather various and multi-disciplinary quantitative and qualitative data from fields survey and through community participation or secondary sources.

Skills for life and work (general skills)

- Work effectively in group within the context of a multidisciplinary team; and other stakeholders and appreciate professional ethics, their impact on the operation of the professions
- Monitor progress, critically reflect on their performance in using the relevant skill, and adapt their strategy, as necessary, to achieve the quality of outcomes required.
- Demonstrate wider research skills to aid in the development of a cumulative element of original work.

Professional body accreditation

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

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

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

Programme Structure & Content

The Course conforms to UEL's Academic Framework structure for dual degree Courses. All modules will be taught by ASU academics in the Faculty of Engineering at Ain Shams University.

- The programme structure can be seen in Table (1)
- The expected length of study is four years.
- Each module is 20 credits delivered over the whole year and suit a September intake only.

Table (1) BSc Housing Architecture and Urban Development programme Structure (please note that the module codes may change)

| Level | Year | Code | | Module title | credit | Core/Pathway Related |
|------------------|------|----------|--------|--|--------|----------------------|
| | | ASU | UEL | | | |
| Sophomore | | | | | | |
| 3 | 1 | ENVR3002 | AR3XXX | Art and Design Workshop | 20 | Core |
| 3 | 1 | HOUD3002 | AR3XXX | Introduction of History and Theory | 20 | Core |
| 3 | 1 | HOUD3004 | AR3XXX | Construction Technical Studies | 20 | Core |
| 3 | 1 | ENVR3002 | AR3XXX | Design Media | 20 | Core |
| 3 | 1 | HOUD3003 | AR3XXX | Design Project for Housing | 20 | Core |
| 3 | 1 | HOUD3006 | AR3XXX | Mental Wealth Personal Development | 20 | Core |
| Junior | | | | | | |
| 4 | 2 | HOUD4003 | AR4xxx | Design Resolution for Housing | 20 | Core |
| 4 | 2 | HOUD4001 | AR4xxx | Design Investigation for Housing Complex Project | 20 | Core |
| 4 | 2 | HOUD4002 | AR4xxx | History and Theory for Housing and Urbanism 1 | 20 | Core |
| 4 | 2 | HOUD4004 | AR4xxx | Economic of Housing and Construction | 20 | Core |
| 4 | 2 | HOUD4005 | AR4xxx | GIS & Mapping | 20 | Core |
| 4 | 2 | HOUD4006 | AR4xxx | Mental Wealth Professional Life 1 | 20 | Core |
| Senior 1 | | | | | | |
| 5 | 3 | HOUD5001 | AR5xxx | Design Investigation for Urban Upgrading | 20 | Core |
| 5 | 3 | HOUD5002 | AR5xxx | History and Theory of Housing and Urbanism 2 | 20 | Core |
| 5 | 3 | HOUD5003 | AR5xxx | Design Resolution for Urban Design 2 | 20 | Core |
| 5 | 3 | HOUD5004 | AR5xxx | Tendering, Estimating and Cost Control | 20 | Core |
| 5 | 3 | HOUD5005 | AR5xxx | 3D Data Modelling and Analysis | 20 | Core |

| Level | Year | Code | | Module title | credit | Core/ Pathway Related |
|-----------------|------|----------|--------|--|--------|-----------------------|
| | | ASU | UEL | | | |
| 5 | 3 | HOUD5006 | AR5xxx | Mental Wealth Professional Life 2 | 20 | Core |
| Senior 2 | | | | | | |
| 6 | 4 | HOUD6003 | AR6xxx | Design Investigation for Smart Housing | 20 | Core |
| 6 | 4 | HOUD6004 | AR6xxx | Land, Housing and Real Estate | 20 | Core |
| 6 | 4 | HOUD6005 | AR6xxx | Integrated Technology for Housing Projects 3 | 20 | Core |
| 6 | 4 | HOUD6007 | AR6xxx | Research Through Practice | 20 | Core |
| 6 | 4 | HOUD6008 | AR6xxx | Design Integration for Housing Projects | 20 | Core |
| 6 | 4 | HOUD6006 | AR6xxx | Mental Wealth Professional Life 3 | 20 | Core |

* The module's code will be updated later according to the UEL partner Web Marks Entry (WME) system.

- Modules are allocated credits, with each year consisting of 120 credits. Over the four years this will give a total of 480 credits.
- The credits for a module indicate the time a student will need to spend on a module (either in classes or in self-study), with 10 student hours for each unit of credit. Therefore, a 20-credit module will map onto 200 student hours for example, that is delivered over two semesters.
- All modules are core, which means that they must all be passed in order to gain the final BSc (Hons) Housing Architecture and Urban Development Award.

The following **Table (2)** shows the content of each module of the HOUD -ASU courses, percentage weighting and the assessment method:

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|------------------------------------|-------------------------|---|-----|---|
| | | Component of Assessment | % | |
| (UEL)Foundation-ASU Level 1 | | | | |
| ENVR3002 AR3XXX 20Credits | Art and Design Workshop | ARC111 Principles of Architecture Design Studio-(3Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For ARC111: <ul style="list-style-type: none"> • Design project submission (1 A0 sheet / 30 hours of student effort) equivalent to 30% of the total module grade • in addition to final Exam (6 hours) equivalent to 20% of the total module grade For ARC141: Regular Practical tasks (5 sheets 50 x 70 cms / 30 hours of student |
| | | ARC141 Architectural Representation -(3Credits) | 50% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|---------------------------------|------------------------------------|---|-----|--|
| | | Component of Assessment | % | |
| | | | | <p>effort) equivalent to 20% of the total module grade.</p> <ul style="list-style-type: none"> In addition to Written Exam (3 hours) equivalent to 30% of the total module grade. |
| HOUD3002 AR3XXX 20Credits | Introduction of History and Theory | ARC133 Introduction to History and Theory of Arts and Architecture -(3Credits) | 60% | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC133:</p> <ul style="list-style-type: none"> Research & Presentation (2000 words & 20 mins) equivalent to 24% of the total module grade In addition to Written Exam (3 hours) equivalent to 36% of the total module grade. <p>For UPL161:</p> <ul style="list-style-type: none"> Report (2000 words/ 10 hours of student effort) equivalent to 16% of the total module grade in addition to written exam (3 hours) equivalent to 24% of the total module grade. |
| | | UPL161 Environmental Studies and Passive Energy Systems -(2Credits) | 40% | |
| HOUD3004 AR3XXX 20Credits | Construction Technical Studies | CES115 Structures and Properties of Construction Materials -(2Credits) | 50% | <p>Portfolio: Continuous assessment of each single ASU course including:</p> <p>For CES151:</p> <ul style="list-style-type: none"> Assignment (Research 1500 words & 2 problem solving questions / 15 hours) equivalent to 20% of the total module grade In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. <p>For CES115:</p> <ul style="list-style-type: none"> Regular practical tasks (5 sheets 50*70 / 20 hours of student effort) equivalent to 20% of the total module grade In addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| | | CES151 Structural Analysis for Architectural Engineering- (2Credits) | 50% | |
| ENVR3005 AR3XXX 20Credits | Design Media | ARC 142 Digital Presentation of the Built Environment-(2Credits) | 50% | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC142:</p> <ul style="list-style-type: none"> Regular practical tasks (10 A3 sheets & Digital model(s) / 30 hours of student effort) equivalent to 20% of the total module grade In addition to Practical Exam (3 hours) equivalent to 30% of the total module grade. <p>For ASU335:</p> <ul style="list-style-type: none"> Research (2000 words) equivalent to 20% of the total module grade In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. |
| | | ASU335 Elective 2- ASU Literature & Art-(2Credits) | 50% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|---------------------------------|------------------------------------|---|-----|---|
| | | Component of Assessment | % | |
| HOUD3003 AR3XXX 20Credits | Design Project for Housing | ARC152 Building (2): Finishing Works-(3Credits) | 35% | Portfolio: Continuous Assessment of each single ASU course, including: For ARC152: <ul style="list-style-type: none"> Project based submission (5A1 sheets/ 30 hours of student effort) equivalent to 21% of the total module grade in addition to written exam (3 hours) equivalent to 14% of the total module grade. For ARC112: <ul style="list-style-type: none"> Design project submission (2A0 sheets/ 30 hours of student effort) equivalent to 39% of the total module grade in addition to final exam (3 hours) equivalent to 26% of the total module grade. |
| | | ARC112 Creativity Design Studio -(4Credits) | 65% | |
| HOUD3006 AR3XXX 20Credits | Mental Wealth Personal Development | PHM111 Probability and Statistics (2Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For PHM111: <ul style="list-style-type: none"> Mathematical problem-solving task (5 sections of problems / 15 hours of student effort) equivalent to 20% of the total module grade In addition to final exam (2 hours) equivalent to 30% of the total module grade For ASU112: <ul style="list-style-type: none"> Report & Presentation (2000 words & 20 mins) equivalent to 20% of the total module grade In addition to Written Exam (3 hours) equivalent to 30% of the total module grade. |
| | | ASU111 Human rights - (2Credits) | 50% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|------------------------------------|-------------------------------|---|------|--|
| | | Component of Assessment | % | |
| (UEL)Level 4 –(ASU) Level 2 | | | | |
| HOUD4003 AR41xx 20Credit | Design Resolution for Housing | ARC212 Multi Story Accommodation Building Studio -(4Credits) | 70 % | Portfolio: Continuous Assessment of each single ASU Course, including: For ARC212: <ul style="list-style-type: none"> Design project submission (2A0 sheets/ 30 hours of student effort) equivalent to 28% of the total module grade in addition to written exam (6 hours) equivalent to 42% of the total module grade. For MEP241: <ul style="list-style-type: none"> Report (2000 words/ 20 hours of student effort) equivalent to 12% of the total module grade |
| | | MEP241 Technical Installations -(2Credits) | 30% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|---|---|-------|---|
| | | Component of Assessment | % | |
| | | | | <ul style="list-style-type: none"> in addition to written exam (2 hours) equivalent to 18% of the total module grade. |
| HOUD4001 AR41xx 20Credit | Design Investigation for Housing Complex | UPL251 Residential Complex Design Studio - (4Credits) | 100 % | Portfolio: Continuous Assessment of each single ASU course, including: For UPL251: <ul style="list-style-type: none"> Design project submission (2A0 sheets/ 40 hours of student effort) equivalent to 60% of the total module grade in addition to final exam (4 hours) equivalent to 40% of the total module grade. |
| | | | | |
| HOUD4002 AR41xx 20Credit | History and Theory for Housing and Urbanism 1 | UPL221 History & Theory of Urbanism) -(3Credits) | 50% | Portfolio: Continuous assessment of each single ASU course including: For UPL 221: <ul style="list-style-type: none"> A research submission (2000 words/ 20 hours of student effort) equivalent to 20% of module grade. in addition to written exam (3 hours) equivalent to 30% of module grade. For UPL 241: <ul style="list-style-type: none"> power point presentation (30 minutes presentation/ 30 hours of student effort) equivalent to 20% of module grade In addition to written exam (3 hours) equivalent to 30% of module grade |
| | | UPL241 Principles of residential Spaces and Landscape -(3Credits) | 50% | |
| HOUD4004 AR41xx 20Credit | Economic of Housing and Construction | UPL271 Society and Housing Economics - (2Credits) | 40% | Portfolio: Continuous Assessment of each single ASU course, including: For UPL271: <ul style="list-style-type: none"> Reports submission (2000 words/ 20 hours of student effort) equivalent to 16% of the total module grade In addition to written exam (4 hours) equivalent to 24% of the total module grade. For ARC252: <ul style="list-style-type: none"> Regular practical tasks (5 Sheets 100x70 cms / 30 hours of student effort) equivalent to 36% of the total module grade. In addition, a Written Exam (3 hours) equivalent to 24% of the total module grade. |
| | | ARC252 Building (3): Mass Housing Production Techniques -(3Credits) | 60% | |
| HOUD4005 AR41xx 20Credit | GIS & Mapping | CEP113 Surveying (moving from level 3/semester 4) -(2Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For CEP113: <ul style="list-style-type: none"> Problem solving assignments (6 to 8 questions / 15 hours) |
| | | UPLxxx Elective Housing (1) UPL381 Introduction to GIS -(2Credits) | 50% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|-----------------------------------|--|-----|--|
| | | Component of Assessment | % | |
| | | | | <p>equivalent to 20% of the total module grade</p> <ul style="list-style-type: none"> In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. <p>For UPL381:</p> <ul style="list-style-type: none"> Regular practical tasks (10 A3 sheets & Digital model(s)/ 30 hours of student effort) equivalent to 20% of the total module grade In addition to written exam (2 hours) equivalent to 30% of the total module grade |
| HOUD4006 AR41xx 20Credit | Mental Wealth Professional Life 1 | ASU112 Report writing and communication skills - (3Credits) | 60% | <p>Portfolio: Continuous Assessment of each single ASU Course, including:</p> <p>For ASU112:</p> <ul style="list-style-type: none"> Report (2000 words/ 10 hours of student effort) equivalent to 24% of the total module grade in addition to written exam (3 hours) equivalent to 36% of the total module grade. <p>For ARC371:</p> <ul style="list-style-type: none"> Report (2000 words/ 10 hours of student effort) equivalent to 16% of the total module grade written exam (2 hours) equivalent to 24% of the total module grade. |
| | | ARC371 Architecture Project Management-(2Credits) | 40% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|------------------------------------|--|--|------|--|
| | | Component of Assessment | % | |
| (UEL)Level 5 –(ASU) Level 3 | | | | |
| HOUD5001 AR51xx 20Credit | Design Investigation for Urban Upgrading | UPL312 in-situ Development Design studio) -(4Credits) | 100% | <p>Portfolio: Continuous Assessment of ASU course:</p> <p>For UPL312:</p> <ul style="list-style-type: none"> Design Project Submission (2A0 sheets/ 40 hours of student effort) equivalent to 60% of the total module grade. in addition to final exam (4 hours) equivalent to 40% of the total module grade. |
| | | | | |
| HOUD5002 AR51xx 20Credit | History and Theory of Housing and Urbanism 2 | UPL331 Planning and urban upgrading-(3Credits) | 60% | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For UPL331:</p> |
| | | UPL353 Housing policies and program-(2Credits) | 40% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|--|--|-----|---|
| | | Component of Assessment | % | |
| | | | | <ul style="list-style-type: none"> Project Based Submission (2 A2 sheets/ 40 hours of student effort) equivalent to 24% of the total module grade. in addition to final exam (2 hours) equivalent to 36% of the total module grade. For UPL353: <ul style="list-style-type: none"> A Research Submission (1500 Words / 40 hours of student effort) equivalent to 16% of the total module grade. in addition to written exam (2 hours) equivalent to 24% of the total module grade. |
| HOUD5003 AR51xx 20Credit | Design Resolution for Urban Design 2 | UPL352 Neighbourhood planning and design studio- (4Credits) | 70% | Portfolio: Continuous Assessment of each single ASU course, including: For UPL352: <ul style="list-style-type: none"> Design Project Submission (2A0 sheets/ 30 hours of student effort) equivalent to 42% of the total module grade. in addition to final exam (4 hours) equivalent to 28% of the total module grade. For UPL434: <ul style="list-style-type: none"> Report (1500 Words / 30 hours of student effort) equivalent to 12% of the total module grade. in addition to written exam (2 hours) equivalent to 18% of the total module grade. |
| | | UPL434 Sustainable Urban Mobility – (2credits) | 30% | |
| HOUD5004 AR51xx 20Credit | Tendering, Estimating and Cost Control | ARC351 Working Design (1): Execution Drawings Coordination, Annotation and Coding -(3Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For ARC351: <ul style="list-style-type: none"> Regular Practical Tasks (8-10 A0 sheets/ 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. For ARC352: <ul style="list-style-type: none"> Regular Practical Tasks (8-10 A0 sheets/ 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. |
| | | ARC352 Working Design (2): Blow-Ups Detailing, Items Specifications and BOQs-(3Credits) | 50% | |
| HOUD5005 AR51xx 20Credit | 3D Data Modelling and Analysis | UPL241 Modelling of built environment (moving from level 4/ semester 6)- (2credits) | 40% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|---------------------------------------|--|-----|---|
| | | Component of Assessment | % | |
| | | UPL481 Urban Informatics -(3Credits) | 60% | Portfolio: Continuous Assessment of each single ASU course, including: For ARC241: <ul style="list-style-type: none"> Project (10 A3 Sheets & digital model(s) / 30 hours of student effort) equivalent to 24% of the total module grade. in addition to practical exam (2 hours) equivalent to 16% of the total module grade. For UPL481: <ul style="list-style-type: none"> Regular Practical Task (4 A3 Sheets & digital model(s) / 30 hours of student effort) equivalent to 36% of the total module grade. in addition to practical exam (2 hours) equivalent to 24% of the total module grade. |
| HOUD5006 AR51xx 20Credit | Mental Wealth: Professional Life 2 | ASU113 Professional Ethics and legislation 3Credits) | 60% | Portfolio: Continuous Assessment of each single ASU course, including: For ASU113: <ul style="list-style-type: none"> Research Submission (2000 words/ 30 hours of student effort) equivalent to 24% of the total module grade. in addition to written exam (2 hours) equivalent to 36% of the total module grade. For ASU Elective 1: <ul style="list-style-type: none"> Research Submission (2000 words/ 30 hours of student effort) equivalent to 16% of the total module grade. in addition to written exam (2 hours) equivalent to 24% of the total module grade. |
| | | ASUxxx Elective (1) - (2Credits) | 40% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|-----------------------------------|--|---|------|---|
| | | Component of Assessment | % | |
| (UEL)Level 6–(ASU) Level 4 | | | | |
| HOUD6003 AR61xx 20Credit | Design Investigation for Smart Housing | ARC413 Smart Housing Design Studio- (4Credits) | 100% | Portfolio: Continuous Assessment of ASU course: For ARC413: <ul style="list-style-type: none"> Design Project Submission (2A0 sheets/ 30 hours of student effort) equivalent to 60% of the total module grade. |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|--|---|-----|---|
| | | Component of Assessment | % | |
| | | | | <ul style="list-style-type: none"> in addition to final exam (6 hours) equivalent to 40% of the total module grade. |
| HOUD6004 AR61xx 20Credit | Land, Housing and Real Estate | UPL433 Land Management and Land subdivision-(3Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For UPL433: <ul style="list-style-type: none"> Project Based Submission (1 A0 Sheet / 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. For UPL451: <ul style="list-style-type: none"> Project Based Submission (2 A0 Sheet / 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| | | UPL451 Housing Studies and Real estate Development) -(3Credits) | 50% | |
| HOUD6005 AR51xx 20Credit | Integrated Technology for Housing Projects 3 | ARC452 Working Design (3 Residential Towers-Execution Docs) - (3Credits) | 50% | Portfolio: Continuous Assessment of each single ASU course, including: For ARC452: <ul style="list-style-type: none"> Project Based Submission (8-10 A0 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. For UPL422: <ul style="list-style-type: none"> Research Submission (2000 words / 20 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| | | UPL422 Smart Cities and Intelligent Residential Buildings – (3 credits) | 50% | |
| HOUD6007 AR61xx 20Credit | Research Through Practice | Housing and Urban Development Elective 3 - (3credits) | 60% | Portfolio: Continuous Assessment of each single ASU course, including: For Housing and Urban Development Elective (3): <ul style="list-style-type: none"> Report (2000 words / 30 hours of student effort) equivalent to 24% of the total module grade. in addition to written exam (2 hours) equivalent to 36% of the total module grade. For UPL497: <ul style="list-style-type: none"> Presentation (20 minutes/ 30 Hours of student effort) |
| | | UPL497 Housing & Urban Graduation Project (1) (2credits) | 40% | |

| Module Code | Module Name | (curriculum 2018) | | Assessment Method |
|--------------------------------|---|--|------|--|
| | | Component of Assessment | % | |
| | | | | <p>equivalent to 16% of the total module grade.</p> <ul style="list-style-type: none"> In addition to final report (2000 words / 30 hours of student effort) equivalent to 24% of the total module grade. |
| HOUD6008 AR61xx 20Credit | Design Integration for Housing projects | UPL498 Housing & Urban Development Graduation (2) 6Credits) | 100% | <p>Portfolio: Continuous Assessment including:</p> <p>For UPL498:</p> <ul style="list-style-type: none"> Intermediate project submissions (4 A0 sheets/ 50 Hours of student effort) equivalent to 60% of the total module grade. In addition to Final Project Submission and Jury (4 A0 / 30 hours of student effort) equivalent to 40% of the total module grade. |
| HOUD6006 AR61xx 20Credit | Mental Wealth Professional Life 3 | Housing and Urban Development Elective (2) UPL372 Equity and Urban Justice-(2Credits) | 50% | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For UPL372:</p> <ul style="list-style-type: none"> Report (2000 words / 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. <p>For ASU114:</p> <ul style="list-style-type: none"> Presentation (20 minutes/ 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| | | ASU114 Selected Topics in contemporary Issues -(2Credits) | 50% | |

Course Structure Diagram

For Bylaw 2018, the tree of HOUD programme courses in relation to UEL Dual degree modules can be seen in the figure below:

Level 3

| | |
|----------|--|
| ENVR3002 | Art and Design workshop |
| ARC111 | Principles of Architecture Design Studio |
| ARC141 | Architectural Representation |

| | |
|----------|---|
| HOUD3002 | Introduction of History and Theory |
| ARC133 | Introduction to History and Theory of Arts and Architecture |
| UPL161 | Environmental Studies and Passive Energy Systems |

| | |
|----------|-------------------------------|
| HOUD3003 | Design Project for housing |
| ARC152 | Building (2): Finishing Works |
| ARC112 | Creativity Design Studio |

| | |
|----------|---|
| HOUD3004 | Construction Technical Studies |
| CES151 | Structures and Properties of Construction Materials |
| CES151 | Structural Analysis for Architectural Engineering |

| | |
|----------|---|
| ENVR3005 | Design Media |
| ARC 142 | Digital Presentation of the Built Environment |
| ASU335 | Elective 2- ASU Literature & Art |

| | |
|----------|------------------------------------|
| HOUD3006 | Mental Wealth Personal Development |
| PHM111 | Probability and Statistics |
| ASU111 | Human rights |

Level 4

| | |
|----------|--|
| HOUD4001 | Design Investigation for Housing Complex |
| UPL251 | Residential Complex Design Studio |

| | |
|----------|---|
| HOUD4002 | History and Theory for Housing and Urbanism (1) |
| UPL221 | History & Theory of Urbanism) |
| UPL212 | Principles of residential Spaces and Landscape |

| | |
|----------|---|
| HOUD4003 | Design resolution for Housing |
| ARC212 | Multi Story Accommodation Building Studio |
| MEP241 | Technical Installations |

| | |
|----------|--|
| HOUD4004 | Economic of Housing and Construction |
| UPL271 | Society and Housing Economics |
| ARC252 | Building (3): Mass Housing Production Techniques |

| | |
|----------|----------------------|
| HOUD4005 | GIS & Mapping |
| CEP113 | Surveying |
| UPLxxx | Elective Housing (1) |
| UPL381 | Introduction to GIS |

| | |
|----------|---|
| HOUD4006 | Mental Wealth Professional life 1 |
| ASU112 | Report writing and communication skills |
| ARC371 | Architecture Project Management |

Level 5

| | |
|----------|--|
| HOUD5001 | Design investigation for urban upgrading |
| UPL312 | in-situ Development Design studio) |

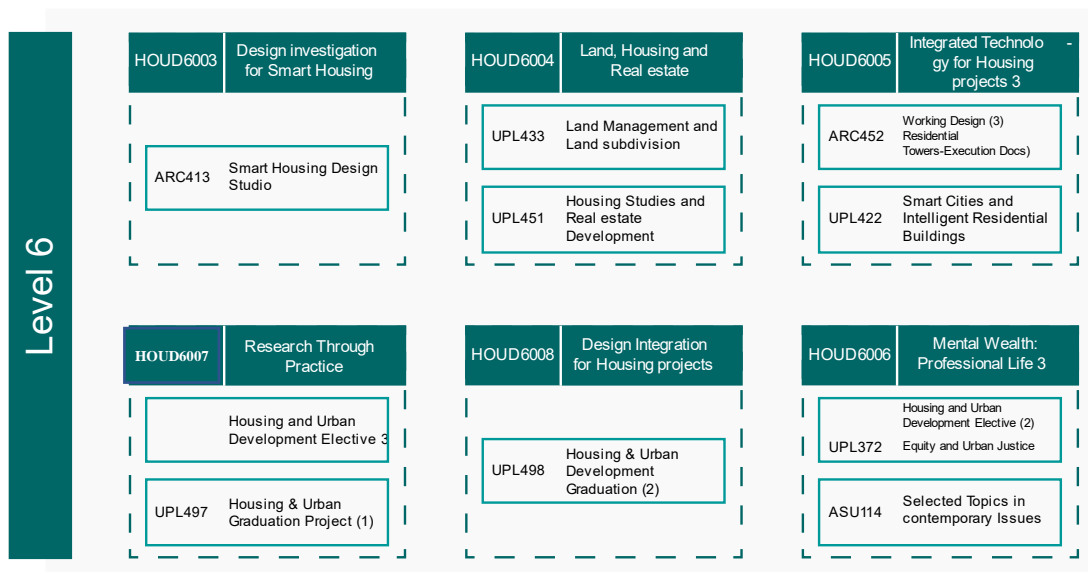
| | |
|----------|--|
| HOUD5002 | History and theory of Housing and Urbanism (2) |
| UPL331 | Planning and urban upgrading |
| UPL353 | Housing policies and program |

| | |
|----------|--|
| HOUD5003 | Design Resolution for urban Design 2 |
| UPL352 | Neighbourhood planning and design studio |
| UPL434 | Sustainable Urban Mobility |

| | |
|----------|--|
| HOUD5004 | Tendering, Estimating and Cost Control |
| ARC351 | Working Design (1): Execution Drawings Coordination, Annotation and Coding |
| ARC352 | Working Design (2): Blow-Ups Detailing, Items Specifications and BOQs |

| | |
|----------|--------------------------------|
| HOUD5005 | 3D Data Modelling and Analysis |
| UPL241 | Modelling of built environment |
| UPL481 | Urban Informatics |

| | |
|----------|-------------------------------------|
| HOUD5006 | Mental Wealth: Professional Life 2 |
| ASU113 | Professional Ethics and legislation |
| ASUxxx | Elective (1) |



Link to HOUD's Course (programme) specifications

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

Induction to the programme.

The following is found in the induction programme:

- Welcome
 - Welcome and congratulations on choosing HOUD programme.
 - Ice-breaker and bonding activities.
 - Introducing the teaching staff.
 - Meeting other students.
- Academic
 - Aims and objectives of programme of study.
 - Assignment of academic advisor to each student.
 - Academic Calendar.
 - Course structure - core, options.
 - Discussion about referencing and plagiarism.
 - Assessment methods and assessment criteria.
 - Advice on study skills - identify support available.
 - Use and availability of ICT.
 - Reading lists and guidance on private study.
 - Identification of special needs.
 - Health and Safety regulations - particularly for laboratory and studio-based courses.
- Registration and Enrolment
 - Advice on completing online enrolment and other forms.
 - Payment of fees.
 - Issue of ID card.

- Notification of network log-in code.

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.

From UEL:

| | |
|---------------------------|---|
| Richard Harty | Dean of School, School of Education and Communities, University of East London (Chair) |
| Sin Wee Lee | Head of Partnerships, School of Architecture, Computing and Engineering, University of East London |
| Daniel Boatswain | Academic Partnerships Account Manager, Talent Gateway, University of East London |
| Officer: | |
| Martina Wilson | Associate Quality Manager (Collaboration), Quality Assurance and Enhancement, University of East London |
| From ASU | |
| Omar Mohamed Elhousseiny, | Dean of Faculty of Engineering - Ain Shams University |
| Mostafa Rifaat | Vice dean for students affaire-- Ain Shams University |
| Tamer Samir | Unit Head of International Education, Faculty of Engineering, Ain Shams University |
| Shadi Mohamed | Deputy Head of International Education, Faculty of Engineering, Ain Shams University |
| Ashraf Nessim | Deputy Head of International Education, Faculty of Engineering, Ain Shams University |

Prof. Dr. Ghada Farouk

Programme leader & HOUD Unit Head – Contact Link ASU
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Dr. Ayman Farid

Programme Academic Coordinator
Module Coordinator
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Dr. Samy Afifi

Module Coordinator & Academic Advisor
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- **Dr. Ayat Ismail**

Module Coordinator & Academic Advisor
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- **Dr. Ahmed Khaled**
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ahmed.khaled@eng.asu.edu.eg
- **Dr. Fatema Fathy**
Module Coordinator & Academic Advisor
fatma.fathy@eng.asu.edu.eg

Dr. Sabah Elsayed Soliman Yousef & Dr. Ashraf Aly Ibrahim Nessim
Common leaders with ENVR and LAAR modules
sabah_yousef@eng.asu.edu.eg & a.nessim@eng.asu.edu.eg

Students' Affairs Inquiries:

+20-11-49050622
houd.chep@eng.asu.edu.eg
co-houd.chep@eng.asu.edu.eg

Circumstances in which Student Can Access UEL Directly

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

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

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



Link to the Student Handbook page for When to Contact UEL Directly:
<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/When-to-Contact-UEL-Directly.aspx>

COURSE OPERATION AND STUDENT REGISTRATION

Course Delivery

At level 4, there will be a reliance on traditional methods of delivery consisting of a lecture Course with tutorial support. In addition, other methods of delivery, such as principles and design Studios or research-based tasks, are used; these styles are more student-centred and put more responsibility onto the students to achieve the intended learning outcomes.

Certain modules at level 3 and 4 lend themselves to group working and assessment or operate in a mode where written examinations are less appropriate. The Course team is very experienced in group assessment via its successful workshop modules.

At levels 5, 6, whilst certain modules are delivered by traditional methods, there is more reliance on student-centred learning. Several modules take the opportunity to introduce students to research methods, integrated projects and encourage investigation of current published work.

You will be allocated to a tutorial group for each module of study. You are required to attend the group for which you are registered, and you may not attend an alternative group informally.

Assessment Regulations

The Module Handbooks each give detailed breakdowns of the weightings and volume of assignments. For a formal description of the assessment process you should refer to the Academic Framework Module Regulations at: www.uel.ac.uk/academicframework/

Assessment Boards

Assessment Boards control and consider all assessments undertaken by students. The Board comprises a Chair, all those substantially involved as tutors and/or examiners and the external examiner(s). For more detailed information about the terms of reference of Assessment Boards within the Academic Framework Modular Regulations, please see details at www.uel.ac.uk/academicframework/

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

- Module lecturers write the questions and produce solutions with marking schemes.
- Another lecturer checks the assessment questions, solutions and marking scheme.
- Copies of the assessment questions, solutions and marking scheme are sent, via the University of East London, to one of the External Examiners for checking and approval.
- Following the examinations, student answers are marked by the module lecturers.
- A sample of students' marked work is reviewed for accuracy by another lecturer.
- Marked samples of student submissions are sent to the University of East London for review.
- External Examiners visit the University of East London and check the students' work and the lecturers' marking.
- The results are considered at assessment boards at the University of East London.
- **Course Organisation**

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

The Dean of FoE

Prof. Dr. Omar El Hosseiny is the Dean of FoE - ASU. He has overall responsibility for maintaining the high standards of quality and innovation in all the academic teaching and research activities.

The Course Leader

Prof. Ghada Farouk Hassan is the Course Leader for the BSc (Hons) Housing Architecture and Urban development Course. The Course leader coordinates the day-to-day business of Course and has overall responsibility for students on the Course. The role of the Course leader is to ensure guidance and support for the Course and students through the Course duration and is the first port of contact when Course level issues occur. The Course leader's responsibility is to resolve any issues that may arise at the Course level and will mediate between module leaders & the academic support team to drive and resolve Course level issues. For problems at a particular module, which have not been resolved by talking to the Module Leader, the matter should be brought to the Course Leader to resolve. Course Leaders are also responsible for liaison with Course Representatives for the year. They also have other duties, which vary from year-to- year and are often connected with quality improvement projects.

The Course Coordinator

Assoc. Prof. Ayman Farid the Course Coordinator for the BSc (Hons) Housing Architecture and Urban Development Course. The Course coordinator is responsible for ensuring that the Course is efficiently running in terms of student and staff time and all assessment tasks (coursework, examinations, etc) are appropriately handled according to submission dates and mapped to the Course and Modules' learning outcomes. She is additionally responsible for meeting the proper delivery of formative and summative feedbacks to students. Course coordinator is additionally accountable for the delivery and the academic management of all modules of the Course.

The Module Leaders

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 are also responsible for the module accompanied assessment criteria, tasks guidelines, submission dates and ensuring the information regarding return of work to be clearly published to students. As far as possible, any problems or questions concerning individual modules should be addressed to the Module Leader. General academic advice can also be obtained from them.

The Course Management Team

The Course Management Team consists of the Course Leader, Course Coordinator, Module Leaders, School Administrators, and the Student Representatives. They are

collectively responsible for day-to-day running of the Course. The team forms Course committees who hold regular meetings to discuss any issues that arise throughout the academic teaching and/or other subjects and these happen at least once per term.

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 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 Course Leader at ASU-FoE and UEL. Students may meet the UEL link person at Course 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 Partnerships Office at apo@uel.ac.uk.

Enrolment requirements

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

Study Timings and Registration

- The academic year comprises three semesters:
 - **First main semester (Fall):** Begins early September and lasts for 15 weeks.
 - **Second main semester (Spring):** Begins early February and lasts for 15 weeks.

- **Summer semester:** Begins late June and lasts for 7 weeks.
- New students' enrolment in the programmes starts two weeks before the starting of the fall semester, after fulfilling all the programmes requirements and paying the enrolment fees, as recommend by the Programs Administration Council and set by the Council of the Faculty of Engineering.
- Registration for any semester takes place within two weeks before the starting day of the semester. Registration is not final until the full tuition fees of the semester are paid.
- Registration in the Summer semester is optional.
- The student must register 120 credits per academic year or 60 credits per semester, after consulting the academic advisor, at the time of registration and according to the yearly rules issued by the Faculty and published in the student's guide. Registration is not final until the student pays the educational service fees for the semester.
- There will be one intake point per year, which will be in September.
- Late registration is not final unless there is a vacancy in the courses, and the student should pay late registration fees besides the prescribed academic service fees, in accordance with the recommendations of the Programmes Administration Council and approval of the Council of the Faculty of Engineering regarding this issue.
- The student may not register in any course without fulfilling all its prerequisites.
- The programme academic regulations are available at <https://eng.asu.edu.eg/BylawsAndRegulations>
- The Local Attendance and Engagement policy is available at https://eng.asu.edu.eg/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 enroll with UEL using the UEL student number that you have been given prior to attending any lectures. Your programme leader will be able to assist you with this.

Once you have gained admission to the programme 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 – FoE will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at <https://www.uel.ac.uk/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 Partnerships Office at apo@uel.ac.uk.

EQUALITY AND DIVERSITY

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

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

| | |
|-------------------------|--------------------------------|
| Sex | Race/Ethnicity/National Origin |
| Age | Disability |
| Maternity and pregnancy | Religion & Belief |

ASU Equality and Diversity Strategy

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



Link to the UEL Equality and Diversity Strategy:

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

COURSE MANAGEMENT

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

Students Involvement

There are different facilities that ensure students involvement:

a) Students' Affairs Administration

The students' affairs administration is chaired by the Vice-Dean for Education and Students' Affairs and is located in the faculty main administration building. This administration has representatives at the Courses' administration ICHEP offices (ground Floor of the ICHEP Building). The Unit Head and Coordinator of each Course (at the ICHEP Courses UH office and the advising office for the students meetings, consultations, registrations and receiving complaints.

The Students Affairs secretariats – ground Floor of the ICHEP 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 Computer and Information Sciences, the Courses' 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 Courses' financial affairs administration, located at faculty administration 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. Students who fail to present copies of the payment to the Courses' financial administration risk having no payment records at the Courses.

d) Library

The Faculty library provides a service specially designed to fulfil the requirements of all academic Courses. It is open for all Faculty members for reference use and borrowing. The faculty has a central library which 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) sections according to the following:

- The student library hall contains (16,461) books for all engineering disciplines where (more than 1000 books are specialised).
 - The teaching staff hall contains (29,607) books.
 - Digital Library Hall
 - Online e-books: Egyptian Bank of Knowledge (EBK)
- 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 for all Egyptian students.

e) ASU-FoE Information Systems

ASU-FoE has a solid understanding of the importance of information systems in each aspect in the ICHEP academic environment. Hence, a comprehensive web portal has been created for ICHEP that has all information and services needed for the students, 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. 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 his academic records, do course registration, request to open courses that are not offered, or even request advising appointment with his academic advisor.

Course Committees provide a formal structure for student participation and feedback on their course of study. Course committees provide a forum in which students can express their views about the management of the course, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken.



The Committee's terms of reference is provided at:

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

ATTENDANCE AND ENGAGEMENT

Teaching Policy

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

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

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

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

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

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

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

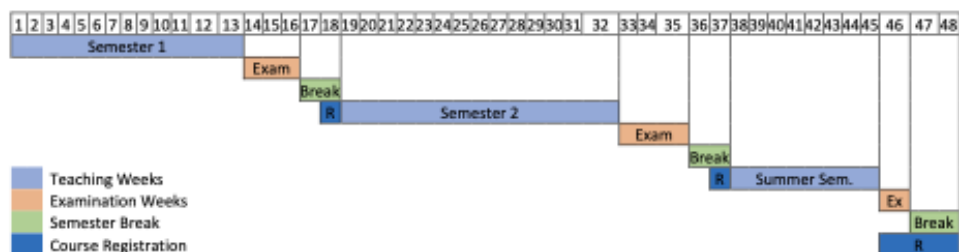
KEY DATES

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

Academic Calendar 2020/2021

| Semester | Activity | From | To |
|----------------------------------|---------------------|------------|------------|
| First Semester Fall 2020 | Course Registration | 10/10/2020 | 15/10/2020 |
| | Classes | 17/10/2020 | 14/01/2021 |
| | Adding Courses | 17/10/2020 | 22/10/2020 |
| | Dropping Courses | 17/10/2020 | 28/10/2020 |
| | Midterm Exams | 27/11/2020 | 04/12/2020 |
| | Withdraw Courses | 05/12/2020 | 17/12/2020 |
| | Final Exams | 15/01/2021 | 05/02/2021 |
| | Break | 06/02/2021 | 19/02/2021 |
| Second Semester Spring 2021 | Course Registration | 13/02/2021 | 18/02/2021 |
| | Classes | 20/02/2021 | 27/05/2021 |
| | Adding Courses | 20/02/2021 | 25/02/2021 |
| | Dropping Courses | 20/02/2021 | 04/03/2021 |
| | Midterm Exams | 02/04/2021 | 09/04/2021 |
| | Withdraw Courses | 10/04/2021 | 22/04/2021 |
| | Final Exams | 29/05/2021 | 18/06/2021 |
| | Break | 19/06/2021 | 02/07/2021 |
| Summer 2021 Semester | Course Registration | 26/06/2021 | 01/07/2021 |
| | Classes | 03/07/2021 | 26/08/2021 |
| | Adding Courses | 03/07/2021 | 05/07/2021 |
| | Dropping Courses | 03/07/2021 | 08/07/2021 |
| | Withdraw Courses | 03/07/2021 | 12/08/2021 |
| | Final Exams | 27/08/2021 | 03/09/2021 |
| | Break | 04/09/2021 | 17/09/2021 |
| Start of Academic Year 2021/2022 | | 18/09/2021 | |

Concerns the Credit Hour Programs Only



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 for HOUD's modules
<https://drive.google.com/file/d/1lnxYI1-U8w7U9R4cLrAEZnFDtDSYi6ng/view?usp=drivesdk> (Temporary Link)

AWARD CERTIFICATES

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



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

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



Details of local teaching and learning approaches.

- No distance learning is implemented.
- The programme is a credit bearing system leading to the Bachelor of Science Degree (Honours) after completing 480 credits. Student evaluation is based not only on final exam, but also on midterm exams, quizzes, assignments, course projects, presentations, papers, essays, in/out of class participation and many other innovative activities.
- The student must pass the College requirements, which consist of basic sciences and engineering courses. These courses must be studied by all students and they represent 120 credits at Foundation level.
- 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 as can be seen below in the Assessment Work Load mapping.
- Each course syllabus should contain: course objectives, textbook, outline, material, assessments, grading policy and outcome. Outline should contain sections covered every week with reference to chapters/sections in the textbook. The instructor should give the course syllabus to the students in the first class. The syllabus serves as a contract between the instructor and the students.

Details of local assessment arrangements

- a) Passing Modules
 - The student must achieve a minimum of 40% in a module in order to pass a module.
- b) Incomplete Modules
 - If a student does not pass the module, another set of assessments (resits) are conducted after the semester's final exams during the resit period). The marks of the resit are capped at 40% unless extenuation is granted (see section 13).
- c) Modules opportunities
 - A module resit is considered a second opportunity. If a student fails at the second opportunity, they will be given a maximum of two further opportunities (opportunity three and opportunity four).
 - The third opportunity requires full attendance of the module in the next academic year. The fourth opportunity will be a further resit. In each case the final mark is capped at 40% unless extenuation is granted (see section 13).
- d) Repeating a year
 - If a student fails to achieve 90 or more credits within an academic year they may, at the discretion of the Exam Board, be asked to either leave the course or repeat the whole academic year (with mark uncapped). A student will only be allowed to repeat an academic year once at most during their studies.

Degree Classification

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

| | | | | | | |
|--|---|-----|---|--|---|-----|
| The credit-weighted arithmetic mean of the best 100 credits at level 6 | X | 0.8 | + | The credit-weighted arithmetic mean of the next best 80 credits at levels 5 and/or 6 | X | 0.2 |
|--|---|-----|---|--|---|-----|

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

| | |
|------------|---------------------------------------|
| 70% - 100% | First Class Honours |
| 60% - 69% | Second Class Honours, First Division |
| 50% - 59% | Second Class Honours, Second Division |
| 40% - 49% | Third Class Honours |

- Honours degree – classification (A(E)L)**

Where a student is eligible for an Honours degree, and has non-UEL credit (accredited learning, experiential learning or recognised credit), the following are used to determine their award. In each case the weighted average obtained is rounded up to the nearest whole number and a classification determined by the table in Degree Classification.

If the student has entered with only Level 4 credit, or lower, then the standard calculation will be used to determine the award classification.

If the student has entered with full exemption from Levels 4 and the award of at least 100 credits of APEL/APCL at Level 5 the award classification will be determined by calculating the credit weighted arithmetic mean of the best 100 credits at Level 6.

If, otherwise, a student enters with partial exemption from Level 5 the classification is determined by calculating.

| | | | | | | |
|--|---|-----|---|--|---|-----|
| The credit-weighted arithmetic mean of the best 100 credits at level 6 | X | 0.8 | + | The credit-weighted arithmetic mean of all modules passed at Level 5 | X | 0.2 |
|--|---|-----|---|--|---|-----|

- Degree Without Honours – classification**

Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 5 and level 6 on the current enrolment for the course and applying the mark

obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

70% - 100% Distinction

55% - 69% Merit

40% - 54% Pass

○ **Foundation degree – classification**

Where a student is eligible for a Foundation degree, the award classification is determined by calculating the credit-weighted arithmetic mean of the best 240 credits including at least 120 credits at Level 5 on the current enrolment for the course and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

55% - 69% Merit

40% - 54% Pass

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

• **Grades of the HOUD Programme modules**

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

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

References to student policies

ASU-FoE available at:

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

UEL available at:

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

The electronic version of “Cite Them Right: the essential referencing guide” 9th edition, can be accessed whilst on or off campus, via UEL Direct. The book can only be read online and no part of it can be printed nor downloaded.

Assessment and feedback are fundamental parts of your learning experience. The UEL Assessment and Feedback Policy seeks to:

- actively promote student success and academic achievement.
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback.
- maximise the potential for consistency and fairness in assessment; and locate assessment and feedback as an integral part of learning and teaching processes.

Every component of assessment that contributes to an award, at all levels, is subject to internal and External Examiner moderation. This ensures the maintenance of standards both internally and in comparison, with similar programmes delivered at other higher education institutions. The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process and is available at:

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy>

- The UEL Skills Curriculum has been designed to ensure that you are taught, have the opportunity to practice, and are assessed in three skillsets: Learning Skills, Professional Skills and Research Skills. These Skills are developed within your programme of study. Further information is available at:

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

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

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

Assessment Criteria

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

<http://www.uel.ac.uk/qa/policies/assessmentpolicy/>

- As your degree progresses, you will be assessed in a number of different ways. In addition to examinations, you will have a range of coursework assessments such as reports or presentations, for which you will be given clear guidance by the module leader including how you will be assessed for that piece of work. You

are also referred to the section below gives you a general guideline of what we are looking for at different levels of the programme.

Level 3

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

Level 4

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

Work of a better standard usually reflects an approach where

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

Level 5

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

Work of a better standard usually reflects an approach where

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

Level 6

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

Work of a better standard usually reflects an approach where

- You have not required any additional assistance

- You have proved you can manage your own learning and make full use of a wide range of resources.
 - You have been confident in your ability to solve problems.
 - You have communicated your work in a thoroughly professional and coherent manner.
- The marks of each course are distributed as percentages of the total mark according to the following rules:
 1. A final written exam will be held for each course at the end of the semester that weighs 40% of the total course marks, with the exception of the graduation project.
 2. Semester-work represents 60% of the total course marks, which includes the mid-term exam in the sixth or seventh week of the semester that weighs 25% of the total course marks. The remaining 35% of the total course marks are distributed among research, reports, quizzes ... etc., practical/oral exams, participations ... etc.
 - The student must attend at least 75% of the course.
 - The minimum mark that must be earned in any component is 30% of the total mark, 40% overall, otherwise the student will fail the course irrespective of the total marks he earned in the course and he will get an F grade in this course.
 - The student fails the course if he obtains an F grade, or was prevented from attending the final examination because of exceeding the absence percentage or cheating ... etc, or did not attend the final examination without submitting an excuse that is accepted by the Programmes Administration Council and approved by the Council of the Faculty of Engineering.

- **Risk Assessment**

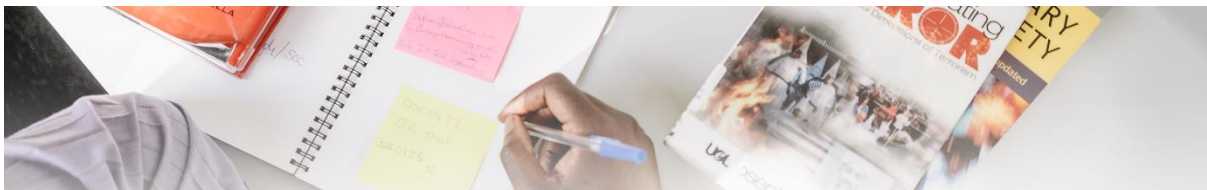
- The University has a duty of care to its researchers and a responsibility to safeguard the welfare of research participants. Risk management should be considered at the same time as planning a research project. A comprehensive risk assessment helps to identify and evaluate potential hazards associated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

MORE INFORMATION

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. 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/HarvardReferencing.aspx>

Academic Integrity

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

MORE INFORMATION

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.

- **Academic Misconduct**

- For the purposes of university's regulations, academic misconduct is defined as any type of cheating in an assessment for the purposes of achieving personal gain. Examples of such misconduct are given below: the list is not exhaustive and the use of any form of unfair or dishonest practice in assessment can be considered potential misconduct.

- Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:

- a) The presentation of another person's work as one's own with or without obtaining permission to use it.
- b) The inclusion within one's own work of material (written, visual or oral), originally produced by another person, without suitable acknowledgment.
- c) The submission, as if it were one's own work, of anything which has been offered to you for your use, but which is actually not your own work.
- d) The inclusion within one's work of concepts paraphrased from elsewhere without citing your source.
- e) The inclusion in submitted work of sections of text, whether from electronic or hard copy sources, without appropriate acknowledgement of the source.
- f) The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.
- g) Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.
- h) Being party to any arrangement whereby the work of one candidate is represented as that of another.
- i) The submission, as your own work, of any work that has been purchased, or otherwise obtained from others, whether this is from other students, online services, "cheat sites", or other agents or sources that sell or provide assignments
- j) Practices such as 'cutting and pasting' segments of text into your work, without citing the source of each.
- k) For work not intended to be submitted as a collaborative assignment: producing work with one or more other students, using study practices that p. 31 mean the submitted work is nearly identical, overall or in part, to that of other students.

- l) Offering an inducement to staff and/or other persons connected with assessment.
- o Examinations
For Examinations, academic misconduct means:
 - a) Importation into an examination room of materials or devices other than those which are specifically permitted under the regulations applying to the examination in question.
 - b) Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made within the examination room.
 - c) Refusing, when asked, to surrender any materials requested by an invigilator.
 - d) The application of an electronic device, unless this has been expressly permitted for that examination.
 - e) Copying the work of another candidate.
 - f) Disruptive behaviour during examination or assessment.
 - g) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.
 - h) Failure to observe the instructions of a person invigilating an examination or seeking to intimidate such a person.
 - i) Offering an inducement to invigilators and/or staff and/or other persons connected with assessment.
- o Where academic misconduct is suspected, the matter will be dealt with under the Procedure to be followed in the event of a suspected case of academic misconduct, Part 8, paragraph 4 (or, for postgraduate research students, Appendix I) of the Manual of General Regulations (available for view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>)
- o If it is determined that academic misconduct has taken place, a range of penalties may be prescribed which includes expulsion from the programme.

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

- 1. **Definition of Plagiarism**

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

The submission of material (written, visual or oral), originally produced by another person or persons or oneself, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an)other(s) or oneself, without acknowledgement or reference*, and the submission of work produced in collaboration for an p. 32 assignment based on the assessment of individual work. (Such misconduct is typically described as plagiarism and collusion.)

The following note is attached: *(Note: To avoid potential misunderstanding, any phrase that is not the student's own or is submitted by the student for a different

assessment should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of significant elements of (an) other(s) work or of one's own work submitted for a different assessment, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment.)

2. Plagiarism in Greater Detail

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

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

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

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

3. Collusion

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

4. When to Reference

Our regulations do not distinguish between deliberate and accidental plagiarism, but you will not be accused of plagiarism, provided that you properly reference everything in your work that was said, written, drawn, or otherwise created by somebody else.

You need to provide a reference:

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

You need to provide a reference:

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

5. How to Reference

Our University has agreed on a single version of the Harvard referencing system and this can be found in Cite Them Right: Pears, R. and Shields, G (2013) Cite Them Right. Newcastle: Pear Tree Press Cite Them Right is available online.

6. Plagiarism or Unacceptable Academic Practice?

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

- Use your own words.
- Provide a critical commentary on existing literature.
- Aim for novelty and originality.
- Demonstrate your understanding of the subject area by paraphrasing.
- Work that does not meet those criteria will fail.



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.



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

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



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

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

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

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

- **Main Goals**

The Main Goals of the practical field training are:

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

- **Programme LOs related to Practical Field Training (PFT):**

- **Knowledge**

By the end of PFT the student should be able to:

- Distinguish basics of information and communication technology (ICT).
- Recognise current environmental control technologies.
- Identify Site Jargon, Technical language and report writing.
- Link different, manual and digital, methods and techniques (two and three dimensional) to present design projects in a variety of contexts, scales, types and degree of complexity.

- **Thinking Skills:**

By the end of PFT the student should be able to:

- Select appropriate solutions for architectural engineering and environmental control problems based on the student's robust problem definition.
- Think in a critical and creative way to produce innovative engineering solutions and designs, often on the basis of limited and possibly contradicting information.
- Participate in decision-making processes.

- **Subject Base and practical skills:**

By the end of PFT the student should be able to:

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

- **General skills:**

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



Local arrangements for academic and pastoral care for students

- Programme teams must ensure that Academic Advisor have the knowledge and skills to carry out the role. The role includes helping students to understand:
 - I. The academic and related skills required for successful study at CHEP.
 - II. The need for self-direction and responsibility for own learning.
 - III. Their learning needs beyond their current courses and immediate assessments.
 - IV. An opportunity to identify areas of weakness.
 - V. Where to find information, help and support.
 - VI. Clarification of aims and choices for progression, employment and further study [internship]
- Academic Advising in ASU-FoE:
 - I. Must exist for every year.
 - II. That it must form part of the student induction process especially for General Level Year Students.
 - III. Must be used as a mechanism, to identify 'at risk students.
 - IV. Must happen at critical moments in each semester. [week 1 & 8]
- Programme teams must carefully manage the Academic Advising system so that students understand its role and know how to access it.
- Academic Advising needs to be carefully managed with its importance being emphasised:
 - I. During the induction period for each Level of the programme.
 - II. In student handbook.
 - III. By Academic Advisor.
 - IV. By Course Instructors-via class announcements.
 - V. Via email and SIS.

- Unit Heads agree procedures and systems to manage Academic Advising. These will include:
 - I. Allocation of Academic Advisors for all Levels
 - II. Ensuring student is informed
 - III. Delivery of Academic Advising
 - IV. Identification of students at risk

Local Personal Tutor support

- Programme teams must meet the minimum requirements for delivery of Academic Advising:
 - I. Meet in weeks 1 and 8 each semester.
 - II. Identify issues and agree strategies.
 - III. Keep a record of meetings [SIS+ student copy]
 - IV. Feedback issues and takes action as appropriate.
 - V. Advertise Office Hours when 1:1 appointment can be made according to Advisor and student Schedule.
- Advisors need to be clear about the focus of the meeting:
 - I. To check that student has settled into the Programme.
 - II. To identify any concerns the student may have.
 - III. To review student's progress [preferably quantitative]
 - IV. To review and offer advice on student's performance in assessments/exams.
 - V. To address concerns about performance or attendance.
 - VI. To review progression or career plans [internship]
- Meeting -encouraging change:
 - I. Encouraging change -telling or helping?
 - II. Giving constructive feedback.
 - III. Discussing options.
 - IV. Agreeing actions –SMART targets
 - V. Producing a realistic plan of action.
 - VI. Getting commitment
 - VII. What is going well?
 - VIII. What could go better?
- Follow-up from meetings –ensuring action:
 - I. What actions are required by the student or by the Academic Advisor?
 - II. Does this involve liaison with:
 - Course Instructors?
 - Unit Heads?
 - Vice Directors?

Local Careers Advice

- Programme teams must ensure that staff acting as Academic Advisors are aware of relevant learner support services.
- Academic Advising is only a part of Learner Support:
 - I. Employability Skills (through events).
 - II. Students Activities.

- III. The Library.
 - IV. Disability issues.
 - V. The Student Union.
- Employability and Career Development Centre (ECDC) is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training programmes for students in order to develop their capabilities in the professional and employment p. 39 fields. The centre aims to guide the trainee to his excellence and weaknesses points, and how to raise points of excellence and overcome weaknesses.

Local arrangements for supporting students with disabilities/dyslexia.

- Faculty of Engineering provides support and equal opportunity for learning to its diverse community especially to those with disability. The faculty aimed to provide equal learning environment to experience the same level of equality and meet the same level of academic potential. The objectives are:
 - I. Ensure the accessibility to all faculty facilities.
 - II. Ensure that admission requirements do not hinder anyone from enrolment by unnecessary barriers.
 - III. Encourage people with disability to courses admission by providing any possible support.
 - IV. Determine the needs of the disable and support staff to deal with their needs.
- This is through a student disability services unit. The student should fill in the form describing his/her conditions to request for disability services.
- According to each case, the unit can provide:
 - I. Quiet areas for exams equipped with the required physical changes.
 - II. Providing staff members assisting for writing in exams
 - III. Extra exam time.
 - IV. Extended deadline for the assignments and attendance.
 - V. Providing special seating place in class.
 - VI. Providing large print hand-outs, verbal description for visual aids.

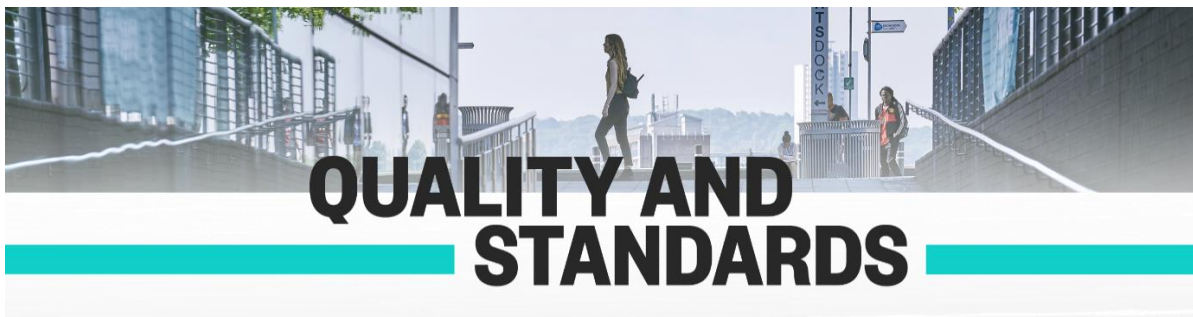


- **Local library and IT resources**

- 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 divided as followed:
 - The student library hall contains (16,461) books for all engineering disciplines where (more than 1000 books are specialised).
 - The teaching staff hall contains (29,607) books.
 - Digital Library Hall
 - Online e-books: Egyptian Bank of Knowledge (EBK)
- The Digital Library serves to provide an online Service for users. It gives online access to the contents of the library, including books and theses. The digital library website: http://srv2.eulc.edu.eg/eulc_v5/libraries/start.aspx
- Other learning resources are the Egyptian Bank of Knowledge (EBK) through the website: <http://www.ekb.eg/> “Egyptian Knowledge Bank”, is one of the largest national projects that is concerned with education in Egypt, it aims to provide huge and diversified sources for knowledge and culture for free. It comes after contracting with several international publishing houses to publish their contents in all scientific and cultural disciplines, to have the system for the new Egyptian Cultural Revolution completed. Generally, 25 global publishing house and specialised companies, the Egyptian Knowledge Bank managed to contract with to provide their contents & technologies. E-Mail Services involved a developed Cooperation of the University with Microsoft Corporation to Serve Undergraduate and Postgraduate Students offering new features for the official e-mail users.
- **Other local resources relevant to supporting the programme**
 - The faculty offers students Training Support through **Global Training Technology Centre**. It aims to be a centre for innovation in technology and entrepreneurship, as to form a link between academic study and labour market. The centre offers training programmes to serve students and graduates at the same time, these training programmes aim to develop the creative sense of the trainees in order to integrate them into creative and innovative works that would serve the industrial field and the community. Depends on the overlap between the different disciplines in various fields and at various levels. The centre is nearly 1000 m² area, it works as the headquarters for the students to practice their activities in the future, and the college is preparing the headquarters of the centre to accommodate the necessary training activities.
 - **Employability and Career Development Centre (ECDC)** is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training programmes for students in order to develop their capabilities in the professional and employment fields. The centre aims to guide the trainee to his excellence and weaknesses points, and how to raise points of excellence and overcome weaknesses.
 - The number of computers available to students is about 600 modern machines. A suitable number of computers are available for faculty members in their respective laboratories and offices in different sections. The number of computers available to employees is 250 devices. Computer labs are run centrally for students. The method of using these labs has been adopted by setting a nominal

fee of not less than two pounds per hour to use the central labs which are open to access the network, while the student does not bear any burdens to enter the laboratories associated with the ministry while the Income is suitable for the maintenance and modernization of computers in college. The databases and information systems of faculty staff members, their assistants, students, graduate students, expatriates, administrators and libraries have been developed and updated. The databases are continuously updated.

- The Faculty of Engineering has a website through the main website of Ain Shams University. The website is: <https://eng.asu.edu.eg/>. The website provides various services for students and faculty members by presenting the internal regulations of the bachelor's degree course as well as higher education. The site is being developed and data recorded within it are consistently updated. The contents of the various educational materials are displayed. The course schedules and exam results are announced at the end of the semester. The site is available in Arabic and English so that the user can choose the appropriate language. This site is regularly updated by site administrators and college administration. E-mail access is also available to the faculty members and the assistant staff and the students on the website of the College.
- In order to update the educational services to the international standards, an online portal was developed in order to open the access to students and staff members to perform efficiently online. Students can view their courses, submit coursework and view their grades. Staff members can upload their lectures, view the online submissions and grade online. An information technology unit was set up for the electronic portal of the college to be the main focus of interaction between students and faculty.



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

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

- **Assuring the quality and standards of the award**
 - Some of the means in which we ensure the quality and standards of the programme include:

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

External examiners have two primary responsibilities:

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

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

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

- **Review and Enhancement Process**

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



Link to the Student Handbook page on *Quality and Standards*:
<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Quality-and-Standards.aspx>



- **Extenuating Circumstances** are circumstances which:
 - impair your examination performance or prevent you from attending examinations or other types of assessment, or
 - prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date.
- The University of East London has agreed, through Academic Board, procedures governing extenuation for students concerning the assessment process.
- This Course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, Ain Shams University – Faculty of Engineering, Cairo, Egypt.
- If granted by the panel, **Extenuation can**.
 - I. Allow students to hand in coursework up to 7 days late.
 - Or
 - II. Allow students to proceed to their next attempt uncapped.
- **Extenuation doesn't**
 - I. Give students more attempts to pass a module.
 - II. Reschedule exams.
 - III. Uncap a capped module.
 - IV. Give students a higher mark.
 - V. Allow students to hand in work over 7 days late.
- The basic principle is that extenuation should put you in the same position that you would have been in had you not missed the exam or handed in the assessment late – it does not confer any advantages.
- UEL decided that its procedures would be
 - Evidentially based.
 - Handled centrally by an panel of senior staff (not devolved to various parts of the organisation).
 - Retain student anonymity where possible.
- The extenuation procedures are intended to be used rarely by students not as a matter of course.
- The procedures govern circumstances which:
 - Impair the performance of a student in assessment or reassessment.

- Prevent a student from attending for assessment or reassessment.
- Prevent a student from submitting assessed or reassessed work by the scheduled date.
- Such circumstances would normally be:
 - Unforeseeable - in that the student could have no prior knowledge of the event concerned.
 - Unpreventable - in that the student could do nothing reasonably in their power to prevent such an event.
 - Expected to have a serious impact.
- Examples of circumstances which would normally be regarded as serious are:
 - A serious personal illness (which is not a permanent medical condition – this is governed by disability procedures).
 - The death of a close relative immediately prior to the date of assessment.
- Examples of circumstances which would not normally be regarded as extenuating circumstances are:
 - Failure of computer equipment / USB stick.
 - Transport problems, traffic jams, train delays.
 - Misreading the exam timetables / assessment dates.
 - Minor illnesses.
- The judgement as to whether extenuation is granted is made by a panel of senior persons in the organisation who make this judgement on the basis of the evidence the student provides (not on their knowledge of the student) – where possible the identity of the student is not made available to the panel. The judgement is made on the basis that the circumstances could reasonably be thought to be the sort of circumstances which would impair the performance of the student etc. The actual performance of the student is not considered and is not available to the panel.
- It is the responsibility of the student to notify the panel, with independent evidential documentary support, of their claim for extenuation.

MORE INFORMATION

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

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



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>). The Ain Shams University – Faculty of Engineering, Cairo, Egypt complaints policy is available at: [insert link to collaborative partner complaints policy]

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

The University of East London will conduct a review of the complaint in accordance with Stage 3 of its own Complaints Procedure. The University of East London Complaints Procedure is available at:

<https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>

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

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

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

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

APPENDIX C: ASSESSMENT MAPPING TABLES

| Module Equivalent in UEL | | | | | Module Code in ASU (Will be filled later) | ASU modules | | | | | |
|--------------------------|--|---------|------------------------|--------------------|---|---------------------------------------|--------|--|---------|--------|--|
| Module Equivalent in UEL | assessment way | credits | Module Name in UEL | Module Code in UEL | | Module Name in ASU | Code | Name | Credits | Weight | Assessments |
| 100% | Design workshop Portfolio | 20 | A&D Design Workshop | AR3015 | ENVR3002 | Art and Design Workshop | ARC111 | Principles of Architecture Design Studio | 3 | 50 | Portfolio: Continuous Assessment of each single ASU course, including: For ARC111: <ul style="list-style-type: none"> Design project submission (1 A0 sheet / 30 hours of student effort) equivalent to 30% of the total module grade in addition to final Exam (6 hours) equivalent to 20% of the total module grade For ARC141: <ul style="list-style-type: none"> Regular Practical tasks (5 sheets 50 x 70 cms / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to Written Exam (3 hours) equivalent to 30% of the total module grade |
| | | | | | | | AEC141 | Architectural Representation | 3 | 50 | |
| 40% | Mini Essay(500words) + Presentation | 20 | History and Theory | AR3012 | HOUD3002 | Introduction of History and Theory | ARC133 | Introduction to History and Theory of Arts and Architecture | 3 | 60 | Portfolio: Continuous Assessment of each single ASU course, including: For ARC133: <ul style="list-style-type: none"> Research & Presentation (2000 words & 20 mins) equivalent to 24% of the total module grade In addition to Written Exam (3 hours) equivalent to 36% of the total module grade. |
| 60% | Essay 1500 words | | | | | | UPL161 | Environmental Studies and Passive Energy Systems | 2 | 40 | |

| | | | | | | | | | | | |
|------|--|----|--------------------------------|--------|-----------|--------------------------------|--------|---|---|----|--|
| | | | | | | | | | | | <p>For UPL161:</p> <ul style="list-style-type: none"> • Report (2000 words/ 10 hours of student effort) equivalent to 16% of the total module grade • in addition to written exam (3 hours) equivalent to 24% of the total module grade. |
| 60% | Construction report, sketches and visit report (4000 words & drawings) | 20 | Construction Technical Studies | EG3017 | HOUD 3004 | Construction technical studies | CES151 | Structures and Properties of Construction Materials | 2 | 50 | <p>Portfolio: Continuous assessment of each single ASU course including:</p> <p>For CES151:</p> <ul style="list-style-type: none"> • Assignment (Research 1500 words & 2 problem solving questions / 15 hours) equivalent to 20% of the total module grade • In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. <p>For CES115:</p> <ul style="list-style-type: none"> • regular practical tasks (5 sheets 50*70 / 20 hours of student effort) equivalent to 20% of the total module grade • in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| 40% | Surveying portfolio (incl. calculations and drawings) (132 hours equivalent) | | | | | | CES115 | Structural Analysis for Architectural Engineering | 2 | 50 | |
| 100% | Course work: | 20 | Design Media | AR3013 | ENVR3005 | Design media | ARC142 | Digital Presentation of The Built Environment | 2 | 50 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC142:</p> <ul style="list-style-type: none"> • Regular practical tasks (10 A3 sheets & Digital model(s) / 30 hours of student effort) equivalent to 20% of the total module grade • In addition to Practical Exam (3 hours) equivalent |
| | | | | | | | ASU335 | ASU Elective 2- Literature & Art | 2 | 50 | |

| | | | | | | | | | | | |
|------|------------------------------|----|---------------------------------|--------|----------|------------------------------------|--------|---------------------------------|---|----|--|
| | | | | | | | | | | | to 30% of the total module grade. For ASU335: <ul style="list-style-type: none"> • Research (2000 words) equivalent to 20% of the total module grade • In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. |
| 100% | Design Portfolio | 20 | Design Project | AR3014 | HOUD3003 | Design Project for housing | ARC112 | Creativity and Design Studio | 4 | 65 | Portfolio: Continuous Assessment of each single ASU course, including: For ARC152: <ul style="list-style-type: none"> • Project based submission (5A1 sheets/ 30 hours of student effort) equivalent to 21% of the total module grade • in addition to written exam (3 hours) equivalent to 14% of the total module grade. For ARC112: <ul style="list-style-type: none"> • Design project submission (2A0 sheets/ 30 hours of student effort) equivalent to 39% of the total module grade • in addition to final exam (3 hours) equivalent to 26% of the total module grade. |
| | | | | | | | ARC152 | Building (2): Finishing Works-(| 3 | 35 | |
| 70% | Reflective seminar portfolio | 20 | Mental Wealth Professional Life | AR3010 | HOUD3006 | Mental Wealth Personal Development | PHM111 | Probability and Statistics | 2 | 50 | Portfolio: Continuous Assessment of each single ASU course, including: For PHM111: <ul style="list-style-type: none"> • Mathematical problem-solving task (5 sections of problems / 15 hours of student effort) equivalent to 20% of the total module grade • In addition to final exam (2 hours) equivalent to 30% of the total module grade For ASU112: |
| 30% | Group presentation | | | | | | ASU111 | Human Rights | 2 | 50 | |

| | | | | | | | | | | | |
|------|---|----|------------------------|--------|----------|--|--------|--|---|-----|--|
| | | | | | | | | | | | <ul style="list-style-type: none"> • Report & Presentation (2000 words & 20 mins) equivalent to 20% of the total module grade • In addition to Written Exam (3 hours) equivalent to 30% of the total module grade. |
| | | | | | | | | | | | |
| 100% | Design Portfolio | 20 | Design Resolution 1 | AR4023 | HOUD4003 | Design Resolution for Housing | ARC212 | Multi Story Accommodation Building Design Studio | 4 | 70 | Portfolio: Continuous Assessment of each single ASU Course, including: For ARC212: <ul style="list-style-type: none"> • Design project submission (2A0 sheets/ 30 hours of student effort) equivalent to 28% of the total module grade • in addition to written exam (6 hours) equivalent to 42% of the total module grade. For MEP241: <ul style="list-style-type: none"> • Report (2000 words/ 20 hours of student effort) equivalent to 12% of the total module grade • in addition to written exam (2 hours) equivalent to 18% of the total module grade. |
| | (equivalent to a 4,000 word report) A pass mark of 40% is required. | | | | | | MEP241 | Technical Installations | 2 | 30 | |
| 100% | Design Portfolio | 20 | Design Investigation 1 | AR4024 | HOUD4001 | Design Investigation for housing complex project | UPL251 | Residential Complex Design Studio | 4 | 100 | Portfolio: Continuous Assessment of each single ASU course, including: For UPL251: <ul style="list-style-type: none"> • Design project submission (2A0 sheets/ 40 hours of student effort) equivalent to 60% of the total module grade |
| | (equivalent to a 4,000 word report) A pass mark of 40% is required. | | | | | | | | | | |

| | | | | | | | | | | | |
|---------|---|----|--|--------|----------|---|--|--|----|----|--|
| | | | | | | | | | | | <ul style="list-style-type: none"> in addition to final exam (4 hours) equivalent to 40% of the total module grade. |
| 100% | Coursework submission of 4000 – 5000 word essay or equivalent | 20 | Theory & cultural Studies 1 | AR7124 | HOUD4002 | History and theory for housing and urbanism (1) | UPL 221 | History & Theory of Urbanism | 3 | 50 | Portfolio: Continuous assessment of each single ASU course including: For UPL 221: <ul style="list-style-type: none"> A research submission (2000 words/ 20 hours of student effort) equivalent to 20% of module grade. in addition to written exam (3 hours) equivalent to 30% of module grade. For UPL 241: <ul style="list-style-type: none"> power point presentation (30 minutes presentation/ 30 hours of student effort) equivalent to 20% of module grade In addition to written exam (3 hours) equivalent to 30% of module grade |
| | | | | | | | UPL241 | Principles of Residential Urban Spaces and Landscape | 3 | 50 | |
| 100% | Final Written Coursework (3000 words) | 20 | Economics of property and construction | EG5019 | HOUD4004 | Economic of Housing and Construction | UPL 271 | society and housing economics | 2 | 40 | Portfolio: Continuous Assessment of each single ASU course, including: For UPL271: <ul style="list-style-type: none"> Reports submission (2000 words/ 20 hours of student effort) equivalent to 16% of the total module grade |
| ARC 252 | | | | | | | Building (3): Mass Housing Production Techniques | 3 | 60 | | |

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| | | | | | | | | | | in addition to written exam (4 hours) equivalent to 24% of the total module grade. | |
| | | | | | | | | | | <p>For ARC252:</p> <ul style="list-style-type: none"> Regular practical tasks (5 Sheets 100x70 cms / 30 hours of student effort) equivalent to 36% of the total module grade. In addition, a Written Exam (3 hours) equivalent to 24% of the total module grade. | |
| 60% | Portfolio of Practical projects (40 Hours effort) | | | | | | CEP113 | Surveying (level 3/semester 4) | 2 | 50 | Portfolio: Continuous Assessment of each single ASU course, including: |
| 40% | Field Scheme Project (32 Hours effort) | 20 | GIS & Mapping | EG4017 | HOUD4005 | GIS & Mapping | UPL381 | Introduction to GIS- elective housing 1 | 2 | 50 | <p>For CEP113:</p> <ul style="list-style-type: none"> Problem solving assignments (6 to 8 questions / 15 hours) equivalent to 20% of the total module grade In addition to Written Exam (2 hours) equivalent to 30% of the total module grade. <p>For UPL381:</p> <ul style="list-style-type: none"> Regular practical tasks (10 A3 sheets & Digital model(s)/ 30 hours of student effort) equivalent to 20% of the total module grade in addition to written exam (2 hours) |

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| | | | | | | | | | | | equivalent to 30% of the total module grade. |
| 100% | 10-minute group presentation with a professional portfolio of one design project and a personal development plan (PDP) (500 words) and a Curriculum Vitae (CV) (500 words) | 20 | Mental Wealth: Professional Life 1 | AR4047 | HOUD4006 | Mental Wealth Professional Life 1 | ASU112 | Report writing and communication skills | 3 | 60 | Portfolio: Continuous Assessment of each single ASU Course, including: For ASU112: <ul style="list-style-type: none"> Report (2000 words/ 10 hours of student effort) equivalent to 24% of the total module grade in addition to written exam (3 hours) equivalent to 36% of the total module grade. For ARC371: <ul style="list-style-type: none"> Report (2000 words/ 10 hours of student effort) equivalent to 16% of the total module grade written exam (2 hours) equivalent to 24% of the total module grade. |
| | | | | | | | ARC371 | Architecture project Management | 2 | 40 | |
| 100% | Design Portfolio (equivalent to a 4,000 word report) A pass mark of 40% is required and all learning outcomes | 20 | Design Investigation 2 (Architecture) | AR5020 | HOUD5001 | Design Investigation for urban upgrading | UPL312 | in-situ Development Design studio | 4 | 100 | Portfolio: Continuous Assessment of ASU course: For UPL312: <ul style="list-style-type: none"> Design Project Submission (2A0 sheets/ 40 hours of student effort) equivalent to 60% of the total module grade. in addition to final exam (4 hours) equivalent to 40% of the total module grade. |
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| 100% | Coursework submission of 4000 – 5000 word academic writing essay | 20 | | AR7224 | HOUD5002 | | UPL331 | Planning and urban upgrading | 3 | 60 | |

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| 50% | Coursework 1 (1500 words report) | 20 | Tendering Estimating and Cost Control | EG5051 | HOUD5004 | Tendering estimating and cost control | ARC351 | working design (!): execution drawings. Coordination annotation and coding | 3 | 50 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC351:</p> <ul style="list-style-type: none"> Regular Practical Tasks (8-10 A0 sheets/ 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. <p>For ARC352:</p> <ul style="list-style-type: none"> Regular Practical Tasks (8-10 A0 sheets/ 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. |
| 50% | Coursework 2 (1500 words report) | | | | | | ARC352 | working design (2): blow-Ups Detailing items Specifications and BOQs | 3 | 50 | |
| 60% | Portfolio of Practical exercises 3000 words | 20 | 3D Data Modeling and Analysis | EG5022 | HOUD5005 | 3D Data Modelling and Analysis | UPL241 | Modeling of built environment (level 4/ semester 6) | 2 | 40 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC241:</p> <ul style="list-style-type: none"> Project (10 A3 Sheets & digital model(s) / 30 hours of student effort) equivalent to 24% of the total module grade. in addition to practical exam (2 hours) equivalent to 16% of the total module grade. <p>For UPL481:</p> <ul style="list-style-type: none"> Regular Practical Task (4 A3 Sheets & digital model(s) / 30 hours of student effort) equivalent to 36% of the total module grade. |
| 40% | Examination 1.5 hrs | | | | | | UPL481 | Urban Informatics | 3 | 60 | |

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| | | | | | | | | | | | <ul style="list-style-type: none"> in addition to practical exam (2 hours) equivalent to 24% of the total module grade. |
| 100% | 10-minute group presentation of a competition board with a professional portfolio of one design project development plan (PDP) (500 words) and a Curriculum Vitae (CV) (500 words) | 20 | Mental Wealth 2 : Professional Life 2 | AR5047 | HOUD5006 | Mental Wealth: Professional Life 2 | ASU113 | professional ethics and legislations | 3 | 60 | Portfolio: Continuous Assessment of each single ASU course, including: For ASU113: <ul style="list-style-type: none"> Research Submission (2000 words/ 30 hours of student effort) equivalent to 24% of the total module grade. in addition to written exam (2 hours) equivalent to 36% of the total module grade. For ASU Elective 1: <ul style="list-style-type: none"> Research Submission (2000 words/ 30 hours of student effort) equivalent to 16% of the total module grade. in addition to written exam (2 hours) equivalent to 24% of the total module grade. |
| | | | | | | | | ASU elective 1 | 2 | 40 | |
| 100% | Design Portfolio (equivalent to a 4,000 word report) A pass mark of 40% is required and all learning outcomes | 20 | Design Investigartion 3 | AR6021 | HOUD6003 | Design Investigation for Smart Housing | ARC413 | Smart Housing Design Studio | 4 | 100 | Portfolio: Continuous Assessment of ASU course: For ARC413: <ul style="list-style-type: none"> Design Project Submission (2A0 sheets/ 30 hours of student effort) equivalent to 60% of the total module grade. in addition to final exam (6 hours) equivalent to 40% of the total module grade. |
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| 80% | Report (2500 words) | 20 | Land Law and Registration | EG6015 | HOUD6004 | Land, Housing and Real Estate | UPL433 | Land Management and Land subdivision (semester 8) | 3 | 50 | Portfolio: Continuous Assessment of each single ASU course, including: For UPL433: |

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| 20% | Presentation (10 Minutes) | | | | | | UPL451 | Housing Studies and Real estate Developemnt | 3 | 50 | <ul style="list-style-type: none"> Project Based Submission (1 A0 Sheet / 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. <p>For UPL451:</p> <ul style="list-style-type: none"> Design Project Submission (2 A0 sheets / 30 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| 100% | Technical Folio | 20 | Integrated Technolohy (architecture) | AR6040 | HOUD6005 | Integrated Technology for Housing Projects 3 | ARC452 | Working Design (3) Residentiel Toweres- Execution Docs | 3 | 50 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p>For ARC452:</p> <ul style="list-style-type: none"> Project Based Submission (8-10 A0 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. in addition to final exam (4 hours) equivalent to 20% of the total module grade. <p>For UPL422:</p> <ul style="list-style-type: none"> Research Submission (2000 words / 20 hours of student effort) equivalent to 20% of the total module grade. in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
| | (Equivalent to 4000 word report) | | | | | | UPL422 | Smart Cities and Intelligent Residential Buildings | 3 | 50 | |
| 50% | Research Through Practice Essay 2000 words or equivalent | 20 | Research through Practice | AR6050 | HOUD6007 | Research through Practice | UPL497 | Housing & Urban Graduation Project (1) | 2 | 40 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> |

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| 50% | Exhibition of object (in public gallery setting) (70 production hours) | | | | | | | Elective Housing 3 | 3 | 60 | <p><u>For Housing and Urban Development Elective (3):</u></p> <ul style="list-style-type: none"> Report (2000 words / 30 hours of student effort) equivalent to 24% of the total module grade. in addition to written exam (2 hours) equivalent to 36% of the total module grade. <p><u>For UPL497:</u></p> <ul style="list-style-type: none"> Presentation (20 minutes/ 30 Hours of student effort) equivalent to 16% of the total module grade. In addition to final report (2000 words / 30 hours of student effort) equivalent to 24% of the total module grade. |
| 100% | Design Portfolio (equivalent to a 4,000 word report) A pass mark of 40% is required and all learning outcomes | 20 | Design Investigation 3 | AR6044 | HOUD6008 | Design Integration for housing projects | UPL498 | Housing & Urban Development Graduation 2 | 6 | 100 | <p>Portfolio: Continuous Assessment including:</p> <p><u>For UPL498:</u></p> <ul style="list-style-type: none"> Intermediate project submissions (4 A0 sheets/ 50 Hours of student effort) equivalent to 60% of the total module grade. In addition to Final Project Submission and Jury (4 A0 / 30 hours of student effort) equivalent to 40% of the total module grade. |
| 75% | Design portfolio (group) (equivalent to a 3,000 word report) | 20 | Mental Wealth 3 : Professional Life 3 | AR6027 | HOUD6006 | Mental Wealth Professional Life 3 | UPL372 | Housing Elective (2) UPL372 Equity and Urban Justice | 2 | 50 | <p>Portfolio: Continuous Assessment of each single ASU course, including:</p> <p><u>For UPL372:</u></p> <ul style="list-style-type: none"> Report (2000 words / 30 hours of student effort) equivalent to 20% of the total module grade. |
| 25% | Reflective journal (1,500 word report) | | | | | | ASU114 | Selected Topics in contemporary Issues | 2 | 50 | |

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| | | | | | | | | | | | <ul style="list-style-type: none">• in addition to written exam (2 hours) equivalent to 30% of the total module grade. <p>For ASU114:</p> <ul style="list-style-type: none">• Presentation (20 minutes/ 30 hours of student effort) equivalent to 20% of the total module grade.• in addition to written exam (2 hours) equivalent to 30% of the total module grade. |
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APPENDIX D: HEALTH AND SAFETY

- One of the principle roles of Ain Shams University administration is controlling dangers and risks. The University is aware that failures in health and safety administration can possibly prompt loss of life, injury, and damage to the University properties.
- According to the University, a fundamental standard of the Health and Safety policy is that it is in the hands of the individuals who cause the dangers and risks to manage and control them.
- The University appoints persons “capable to advise” to help with identifying, recognizing, and controlling health and security dangers and risks. They may work in any sector of the University.
- Each College of the University holds a responsibility regarding the management and use of its own health and security policies and strategies. Despite that, the University and Colleges are still obliged to coordinate on the mutual matters of health and security which affect the more extensive University community.
- Heads of the different Departments must set out their own organizational courses of action for the safety measures. In addition, they abide by the general University Health and Safety Policies and are responsible for their implementation and management in their own departments and domains of responsibility.
- Each Head of Department might set up a Departmental Safety Policy, which works hand in hand with this University Health and Safety Policy to satisfy the prerequisite Health and Safety at Work measures.
- Each Head of Department must guarantee that everybody who might be influenced by the activities of the Department, knows about the health and security policies and arrangements, and has sufficient knowledge, information, time, preparation and supervision authority to allow for the identification, recognition and control of the dangers and risks to health and security.
- The supervisor of any departmental activity (field trip, practical work, office work or teaching activities) must have a comprehensive understanding of the related dangers and risks and conduct the risk assessment suitable for the circumstances of the activity. This is to fulfil the requirements of the Health and Safety at Work Regulations and different measures which state that no work might be attempted unless reasonable and adequate risk assessment has been done to define a safe and secure system of work.
- All University staff members are expected to be fully aware of both the University and Department policies and know that they hold the responsibility of this aspect for all those under their supervision or management. This implies ensuring and promoting good working practices and environment. It also includes ensuring that practical and office work is done in safe spaces, equipment being maintained and checked in safe procedures, that the policies and strategies are being implemented and disseminated and that immediate reporting of any accidents or dangers takes place in order to take the necessary measures.
- The health and safety policy are also abiding to any private body or entity working inside the University premises. They must coordinate with the University on all matters related to health and safety management.

APPENDIX E: COURSE COMMITTEE (COLLABORATIVE)

To be responsible for assuring and enhancing the quality of the student experience at Course level by:

- Providing a forum in which students can express their views about the management of the Course, and the content, delivery and assessment of modules, or equivalent, in order to identify appropriate actions to be taken in response to the issues raised and to ensure that the implementation of these actions is tracked.
- Providing formal yearly student feedback on the Course as input into the preparation of the Course REP.
- Reviewing Course questionnaire results and making recommendations and changes arising from these.
- Receiving, considering, and approving the Course REP and identifying responsibilities for action to be taken before it is considered by School Learning and Teaching Quality Committee.
- Reviewing progress on REP action plans at each meeting.
- Reviewing the relevant documentation and other evidence prepared for Academic and collaborative Institutional Review and other external review processes.
- Reviewing proposals for modification of the Course structure (validated Courses only) and noting implementation arrangements for modifications.
- Advising the Course Leader on mechanisms by which University policy statements, which have an impact on Course design and delivery, are implemented.