BEng (Hons) Civil Infrastructure Engineering

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

COURSE HANDBOOK 2020/21

Collaborative edition

University of East London

WELCOME AND INTRODUCTION

INTRODUCTION / WELCOME FROM THE PRINCIPAL

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

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

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

Our graduates are expected to have productive and very rewarding careers in a variety of capacities. Graduates of the programme may work as planners, designers, construction supervisors, construction managers and consultant for private and governmental firms in multiple disciplines involving structures of all types, surveying engineering, sanitary environment, transportation engineering, water-related engineering projects who can enrich the water resources and public works field.

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

Assoc.Prof. Dr. Haytham Nour Eldin Zohny
Programme Leader

INTRODUCTION TO THE COURSE

Programme Philosophy

The BSc in Civil Infrastructure Engineering program, introduced at Ain Shams University's Faculty of Engineering in 2019, aims to prepare civil engineers who are capable of generating effective solutions by using engineering approaches in the field of Civil Infrastructure Engineering. The graduates of the program will be well versed in technology, social, and environmental issues. The program aims to supply the students with the advanced concepts of structure design. Student will have basics of steel, concrete structure design and water tanks design, according to recent design codes versions. Also, aim to graduate civil engineers responsible for the life-cycle of the system he creates and must be capable of optimizing the total system performance of large-scale public works projects, including their social and environmental impacts, in a way that addresses critical issues of infrastructure behaviour, deterioration science, and structural rehabilitation. On top of these fields comes surveying engineering, sanitary environment, transportation engineering, water-related engineering projects who can enrich the water resources and public works field.
The graduates of this programme will have a variety of career opportunities as they will be qualified for positions at Government authorities, Consulting firms in civil engineering and construction, Civil engineering contractors and project managers, Water and sanitation utility companies, Environmental engineering organizations, Coastal engineers developing coastal environment systems, Water resources management authority.

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

Programme duration and modes of study

The BEng (Hons) Civil Infrastructure Engineering programme has a 4-year full-time plan. The program provides the undergraduate student with a thorough foundation and technologies in the basic tenets of civil engineering and technologies. The program provides three different fields in which the students in this program can specialize. These three fields are:

1. Transportation Engineering
2. Geomatics and Environmental Engineering
3. Water Engineering

They study the specific specialisation modules corresponding to the chosen field, and there are 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 minimum allowed study duration is eight main semesters. The maximum allowed study duration is seven years, which does not include frozen semesters for reasons acceptable by the faculty, after which the student is expelled from the programmes.

Programme aims and objectives

This programme is designed to:

- To produce graduates with the required breadth and depth of theoretical and practical knowledge of established technologies and methods in Civil Engineering.

- To enable graduates to develop analytical and problem-solving skills and to evaluate evidence and assumptions to reach sound judgements and communicate these effectively.

- To prepare graduates with a creative approach to the solution of civil engineering challenges and the requisite technical skills to realize these solutions with responsibility for project management.

- To equip graduates with the research skills required for postgraduate study and employability skills required for work in the engineering/construction fields.

- To furnish graduates with a firm grasp of Engineering Design, Sustainability and 'Risk & Health and Safety' principles.

- To provide graduates who have the reflective skills to recognize the need to continually develop themselves to exercise their Professional judgement.

Programme Intended learning outcomes (ILO's)

The graduates of the BEng (Hons) Civil Infrastructure Engineering program should be able to:
Knowledge
- Demonstrate knowledge and understanding of the core civil engineering subjects of materials, structures and geotechnics to apply existing and emerging technology.

- Demonstrate knowledge and understanding of hydraulics, surveying, water, highway, transportation and environmental engineering.

- Relate all their studies to a knowledge and holistic understanding of sustainability and environmental assessment.

Thinking skills
- Apply fundamental theoretical scientific and mathematical principles that underpin engineering and specifically civil engineering.
- Think creatively and imaginatively to solve design problems and manage continuous improvement through quality management.
- Manage projects, people, resources and time taking account of legal and statutory requirements, risk, safety, quality and reliability.

Subject-Based Practical skills
- Use safely laboratory and workshop equipment for experimental investigation and evaluate data to produce practically valuable results.
- Undertake fieldwork and analyze the data obtained for use in planning and design.
- Use computer technology to assist with information retrieval, management and communication.
- Work independently or as part of a team to initiate, investigate, plan, manage and drive projects to a successful conclusion and produce the associated documentation (proposals, plans, reports, presentations).

Skills for life and work (general skills)
- Collaborate effectively within multidisciplinary teams.
- Share ideas and communicate them with others effectively.
- Demonstrate efficient IT capabilities.
- Effectively manage tasks, time, and resources.
- Search for information and engage in life- long self-learning discipline.

Programme Structure & Content

The BEng (Hons) Civil Infrastructure Engineering degree is a four-year UEL/ASU dual award programme, i.e. levels 3–6. The programme conforms to UEL's Academic Framework structure. Essentially, this means that standard modules whose value is 20 credits (equivalent to 200 student study hours), or multiples thereof up to a maximum of 60 credits. Modules of 40 or more credits may extend across two terms. 20 credit modules will be delivered within a single term.. The modules have been repackaged from ASU existing programme(s) and /or modules, in order to comply with criteria UEL's Academic Framework.

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

Intermediate Awards
If students are unable to complete their studies, the following awards can be made:

In order to gain a BSc. unclassified degree (ordinary degree) students will need to obtain a minimum of 300 credits including:
•   A minimum of 120 credits at level four or higher
•   A minimum of 120 credits at level five or higher
•   A minimum of 60 credits at level six or higher

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

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

In order to gain an Undergraduate Certificate students will need to obtain 40 credits at level three or higher.

In order to gain an Undergraduate Associate Certificate students will need to obtain 20 credits at level 0 or higher.

Design of the Programme

The design and content of the Civil Infrastructure Engineering undergraduate programme has been determined by a number of considerations including:

- to meet the national Benchmark Standards for Civil engineering and the requirements of the National Framework for Higher Education Qualifications (see www.qaa.ac.uk for details).

- To meet the UEL Academic Framework Modular Regulations and other university policies (www.uel.ac.uk/academicframework).

- To reflect the research and professional interests of the staff. The options on offer are taught by staff who is specialists in those areas. In this way, you will be exposed to up-to-date research and also gain awareness of professional practice.

- To build up your knowledge and extend your skills as you go through the years. Each Year/Level of the programme draws on and expands material presented at earlier stages. You will be expected to tackle more specialist topics and, in more breadth, and depth, to develop more critical evaluation and analysis of material, to begin to integrate material across modules, to rely less on basic text books and to read more original material, and to work more independently, with less guidance.

- To offer opportunities for you to develop career and work related skills. Certain modules are specifically designed to help you with this but all modules offer opportunities for practice and development.

Details of the programme structure:

UEL Level	ASU Level	UEL module code	ASU module code	Module title	credit	Core/ Pathway Related
3	1		CISE3001	Engineering Construction Materials	20	Core
3	1		CISE3002	Applied Mathematics	20	Core
3	1		CISE3003	Fundamentals of Management	20	Core
3	1		CISE3004	Structural Analysis	20	Core
3	1		CISE3005	Fluid Mechanics and Civil Engineers Drawing	20	Core
3	1		CISE3006	Mental Wealth: Professional Life (1)	20	Core
4	2		CISE4001	Concrete Technology and Soil Mechanics	20	Core
4	2		CISE4002	Surveying	20	Core
4	2		CISE4003	Hydraulics & Irrigation and Drainage	20	Core
4	2		CISE4004	Structural Analysis and Concrete Structures Design (1)	20	Core
4	2		CISE4005	Introduction to Transportation and Traffic Engineering	20	Core
4	2		CISE4006	Mental Wealth: Professional Life (2)	20	Core
5	3		CISE5001	Soil mechanics and foundation design	20	Core
5	3		CISE5002	Design of Irrigation Structures and Design of Water and Wastewater Networks	20	Core
5	3		CISE5003	Construction Surveying and Infrastructure Network Planning	20	Core
5	3		CISE5004	Transport Engineering	20	Core
5	3		CISE5005	Concrete and Steel structures Design (I)	20	Core
5	3		CISE5006	Coastal Engineering and Applied Hydrology	20	Core
Structural Engineering						
6	4		CISE6001	Concrete and Steel structures Design (II)	20	Core
6	4		CISE6002	Capstone Project	40	Core
6	4		CISE6003	Advanced Construction Technology and Project Management	20	Core
6	4		CISE6004	Hydraulic Structures and Port Engineering and Navigation	20	Core

6	4		CISE6005	Road Construction and Maintenance & Airport Engineering	20	Optional
6	4		CISE6006	Transportation Technical Studies	20	Optional
6	4		CISE6007	Geodetic and GPS Surveying, Hydrographic Surveying and Harbour Engineering and GIS Applications	20	Optional
6	4		CISE6008	Water and Wastewater Supply and Treatment and Reuse of Treated Wastewater	20	Optional
6	4		CISE6009	Environmental Hydraulics, Inland Navigation and water security and governance	20	Optional
6	4		CISE6010	EIA for water engineering projects, Pump Station and Sustainable urban water systems	20	Optional
6	4		CISE6011	Coastal Environment Eng., Geographical Information systems in water engineering and River Engineering	20	Optional
Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.						
Additional details about the programme module structure: A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.						

The following Table shows the content of each module of the Civil Infrastructure Engineering programme courses, percentage weighting and the assessment method:

UEL Module Code	ASU Module Code	Module Name	Bylaw 2018		Assessment Method
			Component of Assessment	% wt.	
Civil Infrastructure Eng. Program (UEL)Foundation (3) - ASU Level (1)					
EG3xxx	**CISE3001 20 Cr.**	Engineering Construction Materials	**CES 151: Structures and Properties of Construction Materials**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 151: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CES 251: Properties and Testing of Materials	50%	For CES 251: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
EG3xxx	**CISE3002 20 Cr.**	Applied Mathematics	**PHM111: Probability and Statistics**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For PHM 111: Set of problems (12 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			PHM112: Differential Equations and Numerical Analysis	50%	For PHM 112: Set of problems (12 to 15) s (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG3xxx	**CISE3003 20 Cr.**	Fundamentals of Management	**CES171: Engineering Economics and Finance**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 171: up to 2000 word essay (30 hours of student effort) equivalent to 20% Total module grade in addition to an in-class test (3 Hours) equivalent to 30% Total module grade
			CES271: Project Management essentials	50%	For CES 271: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG3xxx	**CISE3004 20 Cr.**	Structure Analysis	**CES113: Structural Mechanics**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 113: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam
			CES114: Strength of Materials	50%	

					(3 Hours) equivalent to 30% Total module grade. For CES 114: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG3xxx	CISE3005 20 Cr.	Fluid Mechanics and Civil Engineers Drawing	**CEI113: Fluid Mechanics for Civil Engineers**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 113 Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEI132: Civil Engineering Drawing	50%	For CEI 132: Design Project Submission (15-20 A3 sheets) (30 hours of student effort) equivalent to 20% Total module grade in addition to an in-class test (3 Hours) equivalent to 30% Total module grade
EG3xxx	CISE3006 20 Cr.	Mental Wealth: Professional Life (1)	**CEP151: Introduction to Environmental Engineering**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For ASU 112: up to 2000-word report (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			ASU112: Report Writing & Communication Skills	50%	For CEP 151: up to 2000-word essay (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
Civil Infrastructure Eng. Program (UEL) Level (4) – (ASU) Level (2)					
EG4xxx	CISE4001 20 Cr.	Concrete Technology and Soil Mechanics	CES252: Concrete Technology (2)	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 252: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CES263: Soil Mechanics (1)	50%	For CES 263: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG4xxx	CISE4002 20 Cr.	Surveying	CEP213: Surveying (1)	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 213: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEP214: Surveying (2)	50%	

					For CEP 214: Set of problems (12 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG4xxx	CISE4003 20 Cr.	Hydraulics & Irrigation and Drainage	CEI212: Hydraulics	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 212: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEI222: Irrigation and Drainage	50%	For CEI 222: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG4xxx	CISE4004 20 Cr.	Structural Analysis and Concrete Structures Design (1)	CES213: Structural Analysis	50%	Portfolio of students' work Portfolio: continuous Assessment of each single ASU Course, including: For CES 213 Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CES224: Concrete Structures Design (1)	50%	For CES 224: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG4xxx	CISE4005 20 Cr.	Introduction to Transportation and Traffic Engineering	CEP221: Introduction to Transportation and Traffic Engineering	100%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 221: Set of problems (10 to 15) (30 hours of student effort) equivalent to 40% Total module grade in addition to written exam (3 Hours) equivalent to 60% Total module grade
EG4xxx	CISE4006 20 Cr.	Mental Wealth: Professional Life (2)	ASU113: Professional Ethics and Legislations	50%	Portfolio: continuous Assessment of each single ASU Course, including: For ASU 113: Report (2000 words) equivalent to 20% of the total module grade In addition to a Written Exam (3 hours) equivalent to 30% of the total module grade.
			ASU114: Selected Topics in contemporary issues	50%	For ASU 114 Report (2000 words) equivalent to 20% of the total module grade In addition to a Written Exam (3 hours) equivalent to 30% of the total module grade

Civil Infrastructure Eng. Program
(UEL) Level (5) – (ASU) Level (3)

EG5xxx	**CISE5001 20 Cr.**	Soil mechanics and foundation design	CES364: Soil Mechanics (2)	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 364: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
			CES365: Foundation Design (1)	50%	For CES 365: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
EG5xxx	**CISE5002 20 Cr.**	Design of Irrigation Structures and Design of Water and Wastewater Networks	CEI333: Design of Irrigation Structures	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 333: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEP353: Design of Water and Wastewater Networks	50%	For CEP 353: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
EG5xxx	**CISE5003 20 Cr.**	Construction Surveying and Infrastructure Network Planning	CEP312: Surveying (3)	50%	Portfolio of students' work Portfolio: continuous Assessment of each single ASU Course, including: For CEP 312: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEP314: Infrastructure Network Planning	50%	For CEP 314: Up to 2000 word Report (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
EG5xxx	**CISE5004 20 Cr.**	Transport Engineering	**CEP332: Highway Geometric and Structural Design**	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 332: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade
			CEP342: Railway Engineering Principles	50%	For CEP 342: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade

EG5xxx	**CISE5005 20 Cr.**	Concrete and Steel structures Design (I)	CES324: Concrete Structures Design (2)	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 324: Set of design problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade. For CES 344: Set of design problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
			CES241: Steel Structures Design (1)	50%	
EG5xxx	**CISE5006 20 Cr.**	Coastal Engineering and Applied Hydrology	CEI341: Coastal Engineering	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 341: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade For CEI 352: Set of problems (10 to 15) (30 hours of student effort) equivalent to 20% Total module grade in addition to written exam (3 Hours) equivalent to 30% Total module grade.
			CEI352: Applied Hydrology	50%	

Building Eng. Program (UEL) Level (6) – (ASU) Level (4)

EG6xxx	CISE6001 **20 Cr.**	Concrete and Steel structures Design (II)	CES344: Steel Structures Design (2)	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 427: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade. In addition to written Exam (3 Hours) equivalent to 30% Total module grade For CES 344: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade. In addition to written Exam (3 Hours) equivalent to 30% Total module grade
			CES427: Concrete Structures Design (3)	50%	
EG6xxx	CISE6002 **40 Cr.**	Capstone Project	CEP492: Civil Engineering Design Graduation Project (1)	30%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 492: Design Project Submission (10 A1 Sheets) in addition to oral discussion (10min presentation) equivalent to 30% Total module grade For CEP 493: Research report (6000 words) equivalent to 30% Total module grade For CEP 494: Design Project Submission (15 A1 Sheets) in addition to oral discussion (15min presentation) equivalent to 40% Total module grade
			CEP494: Civil Engineering Design Graduation Project (2)	40%	
			CEP493: Civil Engineering Senior Seminar Elective	30%	

EG6xxx	CISE6003 **20 Cr.**	Advanced Construction Technology and Project Management	CES430: Construction Methods and Techniques	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CES 479: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade. In addition to written Exam (3 Hours) equivalent to 30% Total module grade
			CES479: Planning and Scheduling of Repetitive Projects	50%	For CES 430: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade.In addition to written Exam (3 Hours) equivalent to 30% Total module grade
EG6xxx	CISE6004 **20 Cr.**	Hydraulic Structures and Port Engineering and Navigation	CEI435: Hydraulic Structures	50%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 435: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade. In addition to written Exam (3 Hours) equivalent to 30% Total module grade
			CEI441: Port Engineering and Navigation	50%	For CEI 441: Set of Problems (10 problems / 30 hours of student effort) equivalent to 20% Total module grade. In addition to written Exam (3 Hours) equivalent to 30% Total module grade
EG6xxx	CISE6005 **20 Cr.** ***	Road Construction and Maintenance and Airport Engineering	CEP434: Road Maintenance	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 434: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade For CEP 435: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade For CEP 436:Set of Problems (10 problems / 20 hours of student effort) equivalent to 21% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade
			CEP435: Road Construction	35%	
			CEP436: Airport Engineering	30%	
EG6xxx	CISE6006 **20 Cr.** ***	Transportation Technical Studies	CEP424: Transportation Economics	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 424: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade For CEP 425: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade For CEP 426: Set of Problems (10 problems / 20 hours of student effort) equivalent to 12% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade
			CEP425: Urban Transportation Planning	35%	
			CEP426: Intelligent Transportation Systems	30%	

EG6xxx	CISE6007 20 Cr. ***	Geodetic and GPS Surveying, Hydrographic Surveying and Harbor Engineering and GIS Applications	CEP415: Geodetic and GPS Surveying	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 415: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEP416: Hydrographic Surveying and Harbor Engineering	35%	For CEP 416: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEP417: GIS Applications in Civil Infrastructure Projects	30%	For CEP 417: Set of Problems (10 problems / 20 hours of student effort) equivalent to 12% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade
EG6xxx	CISE6008 20 Cr. ***	Water and Waste Water Supply and Treatment and Reuse of Treated Wastewater	CEP455: Principles of Water and Waste Water Treatment	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEP 455: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEP456: Principles of Water and Waste Water Treatment	35%	For CEP 456: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEP457: Reuse of Treated Wastewater	30%	For CEP 457: Set of Problems (10 problems / 20 hours of student effort) equivalent to 12% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade
EG6xxx	CISE6009 20 Cr. ***	Environmental Hydraluics, Inland Navigation and water security and governance	CEI413: Environmental Hydraluics	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 413: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEI443: Inland Navigation	35%	For CEI 443: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEI466: water security and governance	30%	For CEI 466: Set of Problems (10 problems / 20 hours of student effort) equivalent to 12% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade

EG6xxx	CISE6010 20 Cr. ***	EIA for water engineering projects, Pump Station and Sustainable urban water systems	CEI463: EIA for water engineering projects	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 463: Set of Problems (10 problems / 20 hours of student effort) equivalent to 21% Total module grade. In addition to written Exam (3 Hours) equivalent to 14% Total module grade
			CEI412: Pump Station Eng.	35%	For CEI 412: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEI417: Sustainable urban water systems	30%	For CEI 417: Set of Problems (10 problems / 20 hours of student effort) equivalent to 12% Total module grade. In addition to written Exam (3 Hours) equivalent to 18% Total module grade
EG6xxx	CISE6011 20 Cr. ***	Coastal Environment Eng., Geographical Information systems in water engineering and River Engineering	CEI442: Coastal Environment Eng.	35%	Portfolio: continuous Assessment of each single ASU Course, including: For CEI 442: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade.In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEI461: Geographical Information systems in water engineering	35%	For CEI 461: Set of Problems (10 problems / 20 hours of student effort) equivalent to 14% Total module grade. In addition to written Exam (3 Hours) equivalent to 21% Total module grade
			CEI414: River Engineering	30%	For CEI 414: Set of Problems (10 problems / 20 hours of student effort) equivalent to 18% Total module grade. In addition to written Exam (3 Hours) equivalent to 12% Total module grade

Notes:
*** = Elective (optional) module. Students to take one optional module

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.

Prof. Dr. Omar Mohamed Elhusseiny
Dean of Faculty of Engineering - Ain Shams University
dean@eng.asu.edu.eg

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Other Inquiries: +20-12-24127118
CISE.CHEP@eng.asu.edu.eg

UEL Academic Partnerships Office
apo@uel.ac.uk

Programme Organisation

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

The Dean of Faculty of Engineering

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

The Programme Leader

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

The Programme Management Team

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

The Module Leaders

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

External Examiners

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

Circumstances in which student can access UEL directly

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

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

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

MORE INFORMATION

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

Admission and Enrolment Requirements

The target student group for the recruitment to the BEng (Hons) Building Engineering programme will typically the following qualifications:
- General Certificate of Secondary Education (Thanaweya Amma) -mathematics section, or equivalent
- International General Certificate of Secondary Education (IGCSE)
- American Diploma
- Or equivalent certificates from national and international students with appropriate entry requirements.

Due to the differences in the academic landscape, provisions and framework between UEL and ASU, the following principles will guide and govern the dual award collaboration between the University of East London and Ain Shams University.

All students will be required to have gained an overall IELTS score of 6.0 and meet the required Speaking, Listening, Reading and Writing grades (not less than 5.5) 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 aforementioned IELTScriteria.UEL will request a sample of all pre-entry qualifications form ASU for students enrolled on the programme.

ASU will inform UEL of students enrolled/registered on the programme within three(3) weeks of enrolment/registration.

There will be one intake point per year, which will be in September.

Students will apply directly to ASU to gain admittance on the programme and ASU will determine the suitability of students to admit on to the programme. ASU will comply to/with all local rules, laws and regulations with respect to the admission of students on the programme.

Study Timings and Registration

The academic year will comprise of two main semesters:
First main semester (Fall): Begins early September and lasts for 15 weeks.
Second main semester (Spring): Begins early February and lasts for 15 weeks.

- New students' enrolment in the programme starts two weeks before the starting of the Fall semester, after fulfilling all the programmes requirements and paying the enrolment fees, as recommend by the Programs Administration Council and set by the Council of the Faculty of Engineering.
- Registration for any semester takes place within two weeks before the starting day of the semester. Registration is not final until the full tuition fees of the semester are paid.
- Registration in the Summer semester is optional.
- The student must register 60 credits per semester, after consulting the academic advisor, at the time of registration and according to the yearly rules issued by the

Faculty and published in the student's guide. Registration is not final until the student pays the educational service fees for the semester.

- Late registration is not final unless there is a vacancy in the courses, and the student should pay late registration fees besides the prescribed academic service fees, in accordance with the recommendations of the Programmes Administration Council and approval of the Council of the Faculty of Engineering regarding this issue.
- The student may not register in any module without fulfilling all its prerequisites.

- The programme academic regulations are available at https://eng.asu.edu.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 enrol with UEL using the UEL student number that you have be given prior to attending any lectures.

Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. ASU-FoE will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at https://www.uel.ac.uk/students (click on 'new students')

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

EQUALITY AND DIVERSITY

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

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

• 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.

MORE INFORMATION

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.

MORE INFORMATION

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/education/undergraduates/306847/section
- Link to UEL's academic calendar
  https://www.uel.ac.uk/student-life/key-dates

MODULE SPECIFICATIONS

Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.
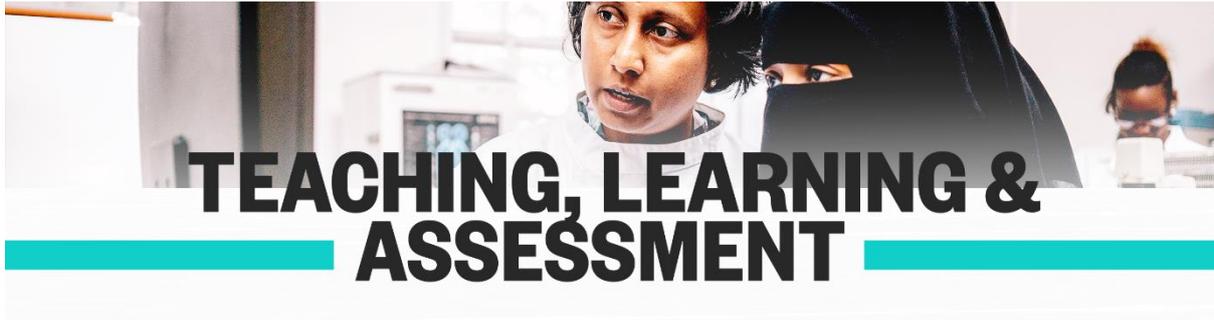
- Link to CISE's module specifications:
to be added after final approval version

- Link to CISE's Program specifications:
to be added after final approval version

AWARD CERTIFICATES

- For the UEL/ASU double award programme, students will be issued a UEL certificate and a UEL Diploma Supplement. In addition, ASU will also issue their own certificate to students who have completed the programme. The calculation of the class of degree will be in accordance with UEL's degree classification calculations.
- For students who have transferred to UEL (on campus in London): a UEL certificate will is issued together with a UEL Diploma Supplement. The calculation of the degree classification will be based on the proportion of the programme studied at UEL as per UEL's existing rules and regulations. b)ASU will determine at its discretion if credits can be brought back to ASU where the calculation of the class of degree will be determined by ASU.

MORE INFORMATION

Link to the University's **academic regulations**:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations

TEACHING, LEARNING & ASSESSMENT

Learning and Teaching

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

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

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

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

The following are note compulsory for the dual award programmes but will be encouraged:

- The student should pass the ASU's requirements, which consist of humanities, social sciences, general culture courses. These courses represent 18 credit hours at ASU selected from a list of courses.

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

ASU Attendance Policy

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

Assessment

The module specifications provide a detailed breakdown of the weighting and volume of assessment: these can be found in the Table above. For a formal description of the assessment process students should refer to the Academic Regulations on the UEL website or refer to details in the guide for students. FoE - ASU has a broad experience in providing formative and summative assessment, thus migrating to the UEL Framework will not be a major issue.

Assessment Arrangements

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

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

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

All summative assignments will be marked anonymously where possible and subject to second marking. ASU will conduct a pre-board where all modules and profiles of students will be considered, and this will be fed back to UEL who will consider these at the relevant UEL Assessment Board. The results will be considered at assessment boards, which will be held at UEL.Feedback will be given to all students especially on summative assessment tasks.

Normally the module leader will choose how this is given, but generally it will be given individually (within 20 days).

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

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

ASU Assessments vs UEL/ASU Dual Assessment Arrangements

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

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

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

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

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

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

Moderation of Assessment

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

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

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

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

Assessment Criteria

Marking criteria will be published to students using either a rubric or more detailed written explanation and will be provided to students at the same time as the assessment specification/task. This forms part of the assessment brief which is agreed with the external examiner. The programme handbook specifies the assessment criteria for each programme.

Use of formative assessment

Each module will provide students with an opportunity for formative assessment. This will serve three purposes. First, it helps students understand what is required of them in summative assessments that follow. Second, it provides a diagnostic about how individuals and group of students are performing. Thirdly, it allows students to develop and learn key concepts and achieve the learning outcomes. The exact nature of the formative feedback will vary from module to module. It may involve group as well as individual activities. For example students, with appropriate supervision might give feedback to each other as a method of peer learning, as well as receiving feedback from academic staff.

Submission of Coursework
ASU has its own mechanisms and procedure for coursework submission and these will apply. Students will be informed of this procedure during induction. ASU is committed to facilitating Turnitin submission within 12-18 months and advise will be sought from the School of ACE at UEL as to how to implement this. The module handbook/guidelines will explicitly detail how coursework should be submitted and these will (using student number, word count, word-processed). Submission dates will be available in the Module Guides and on the VLE. Work which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained).

Extenuating circumstances claims

Under certain circumstances, extenuation can be granted. Academic staff should direct students to FoE ASU support staff trained on UEL extenuation processes as outlined in UEL's extenuation policy as FoE – ASU will follow the process of UEL for the Extenuating circumstances:
https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/extenuation-procedures
Normal UEL criteria will apply. A subcommittee will be set up at FoE - ASU under the guidance of the Academic Link Tutor. This committee will report its finding and determination to UEL (APO and ALT).

Breaches of Academic Misconduct Regulations

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

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

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

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

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

Fabrication or misrepresentation: the presentation of fabricated data, results, references, evidence or other material or misrepresentation of the same. Including, for example:
- claiming to have carried out experiments, observations, interviews or other forms of research which a student has not, in fact, carried out;
- claiming to have obtained results or other evidence which have not, in fact, been obtained;
- in the case of professional qualifications, falsely claiming to have completed hours in practice or to have achieved required competencies when this is not the case;

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

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

Feedback to Students

Feedback will be given to all students especially on summative assessment tasks. Normally the module leader will choose how this is given, but generally it is given individually. Assessment feedback is provided to students so that they can use the feedback to improve

their future performance. The students are also provided with feedback on formative tasks – that is tasks that do not lead to a final mark or grade. The lecturer or the module leader will determine how this is given.

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

All feedback will be:

- timely (provided within 20 working days)
- given in relation to the learning outcomes and assessment criteria
- provided on both coursework and examinations
- clear, relevant, motivating, and constructive
- developmental, enabling students to both consolidate learning and achievement
- word-processed where e-submission is not used (unless the nature of the work prevents this e.g. mathematical formula)
- offered in a range of formats appropriate to the module e.g. electronically via Turnitin Grade Mark or other e-Submission tools where used, Audio file, Video file, or Screen cast.

Assessment Boards

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

Threshold

UEL operates a minimum of 30% threshold in each component of assessment on a module. However, to pass the module students need to achieve a weighted average of at least 40%.

Mapping of assessment schedule to UEL Boards

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

Articulation/Transfer Arrangements

Students on the ASU variant of the programme can transfer to the UEL/ASU dual award programme at ASU into level 5 or 6. The transfer agreement will be based on students having successfully completed the ASU variant of the programme at the lower level including having met the IELTS criterion mentioned above.

Students on the ASU variant of the programme can transfer to UEL (on campus, in London) into level 6. The choice of programme at UEL is as determined in the articulation mapping agreement. This transfer agreement will be based on students having completed three (3) years at ASU on the ASU variant programme, including having met the IELTS criterion mentioned above.

Students on the UEL/ASU dual award programme at ASU can transfer to UEL (on campus, in London). The choice of programme at UEL is as determined in the articulation mapping agreement. This transfer agreement will be based on students having completed at least one year at ASU and continuing at UEL (on campus, in London). Students who transfer, will not be entitled to an exit award for the portion of their study at ASU on the UEL/ASU dual award.

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

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

External Examiners

The School of ACE will appoint a new external examiner(s) or reassign modules for each programme to existing external examiners. External Examiner will be enforcing the implementation of 100% compliance of agreed procedures and policies, especially in Assessments and Marking.

Details of local assessment arrangements

a) Passing Modules

The student must achieve a minimum of 40% in a module in order to passa 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 9during the resit period).

The marks of the resit are capped at 40% unless extenuation is granted.

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.

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

The arithmetic mean of the best 100 credits at level 6	x	0.8	+	The 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 decimals 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

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

Grades of the CISE Program modules

The points of each credit hour are computed as follows:

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

The marks of each 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.

References to student policies

ASU-FoE available at:https://eng.asu.edu.eg/uploads/uploadcenter/asu_594_file.pdf
UEL available at:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies

Also detailed in Appendix B which provides full information on referencing and the avoidance of plagiarism.

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

Reference to Appendix E containing information on Academic Misconduct and Plagiarism. Assessment and Feedback Policy available at:
https://eng.asu.edu.eg/uploads/uploadcenter/asu_594_file.pdf

Assessment and feedback are fundamental parts of your learning experience. The UEL Assessment and Feedback Policy seeks to:
- actively promote student success and academic achievement;
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback;
- maximise the potential for consistency and fairness in assessment;
- locate assessment and feedback as an integral part of learning and teaching processes.

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

As a student you will be taught how to write correctly referenced essays using **UEL's standard Harvard referencing system from Cite Them Right.** Cite them Right is the standard Harvard referencing style at UEL for all Schools apart from the School of Psychology which uses the APA system. This book will teach you all you need to know about Harvard referencing, plagiarism and collusion. The electronic version of "Cite Them Right: *the essential referencing guide"* 9th edition, can be accessed whilst on or off campus, via UEL Direct. The book can only be read online and no part of it can be printed nor downloaded.

Further information is available at Appendix E and the weblinks below

> *Harvard referencing*
> https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Harvard-Referencing-.aspx
>
> *Academic Integrity*
> https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx

Assessment Criteria

A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in one document combining marking and grading criteria. Further details can be found in section of the Assessment and Feedback Policy and can be found at:
www.uel.ac.uk/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.
The section below gives you a general guideline of what we are looking for at different levels of the programme:

Level 3
- Recall factual information.
- With some help, you can analyse and evaluate the information.
- You can follow guidelines in creating solutions to straightforward problems.

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

Level 4
- You can present factual information.
- 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 you 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.

Research Integrity

The University of East London conducts high quality, innovative research and is guided by the principles and standards outlined in The Concordat to Support Research Integrity, 2012; the University's Code of Practice for Research; Code of Practice for Research Ethics and Procedures for the Investigation of Misconduct in Research, for staff and students. The Concordat seeks to provide a national framework for good research governance and its conduct, and applies to all fields of research supporting a research environment that is underpinned by ethical values. 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.

Research Ethics

Research involving human participants, human material, personal or sensitive data or non-human animal should comply with all legal and ethical requirements and other applicable guidelines. The University has established various Research Ethics Committees' at University and School level to ensure appropriate ethical review of research projects involving human participation, human material or personal data. A proposed research study may require ethical approval from the main University Research Ethics Committee (UREC), one of the School Research Ethics Committees' (SRECs) or where applicable, Collaborative Partner Research Ethics Committees' (SRECs and CRECs consider applications for ethical approval from taught Masters and undergraduate students.

Research involving human participation or human material will require formal approval from UREC, SREC or CREC before the research commences. Students should submit research projects involving human participants, human material, personal or sensitive data or non-human animal for ethical review, to one of the University's Research Ethics Committees' listed above, and abide by the outcome of the review. The Research Ethics Committees' ensure that appropriate procedures for obtaining informed consent are observed, having particular regard to the needs and capacity of the subjects involved. The dignity, rights, safety and well-being of participants must be the primary consideration in any research study. Appropriate care must be taken when research projects involve: vulnerable groups, such as elderly people, children, people with mental ill-health and covert studies or other forms of research which do not involve full disclosure of the research to participants. The University's Research Ethics Committees' also ensure that research projects of this nature have been submitted for approval to all applicable external bodies; ethical, regulatory or otherwise.
https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/Ethics.aspx

Students should understand their responsibilities to conduct research to high ethical standards and be aware of policies and procedures on good research practice. The University has established guidelines to preserve the confidentiality and security of personal data, relating to human participants and human material involved in research projects. Students must comply with the regulations of appropriate regulatory or statutory bodies and any legal obligations when conducting or collaborating in research in other countries. The legal and ethical requirements existing in the UK and in the countries where the research will take place should also be observed. Students should ensure that they have fully prepared for their planned research, allowing enough time to submit an application for ethical approval and obtain appropriate consent. It is advisable that students seek guidance from supervisors on proposed research projects.

No data collection or recruitment of human participants for the research study may commence until ethical approval from UREC; SREC; CREC; or a NHS or Social Care Research Ethics Committee is confirmed. Students may only use data where ethical approval has been obtained and in accordance with the conditions specified in the approval letter, throughout the length of the study. Amendments to an approved research study must be submitted to the relevant Research Ethics Committee for review and ethical approval obtained before any changes to the project may be implemented. Ethical approval for research projects cannot be granted retrospectively. Research conducted with human participants or human material, without ethical approval from the appropriate Research Ethics Committee, is considered misconduct in research and as such students may be subject to formal investigation, which may result in the termination of the research project.
https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/Ethics.aspx

Risk Assessment

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

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.

MORE INFORMATION

Link to the Student Handbook page on *Cite Them Right*:
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Cite-Them-Right.aspx

ACADEMIC MISCONDUCT & PLAGIARISM

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

- **ACADEMIC MISCONDUCT**

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

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

mean the submitted work is nearly identical, overall or in part, to that of other students.

(l) Offering an inducement to staff and/or other persons connected with assessment. `

➤ Examinations

For examinations, academic misconduct means:

(a) Importation into an examination room of materials or devices other than those which are specifically permitted under the regulations applying to the examination in question.

(b) Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made within the examination room.

(c) Refusing, when asked, to surrender any materials requested by an invigilator.

(d) The application of an electronic device, unless this has been expressly permitted for that examination.

(e) Copying the work of another candidate.

(f) Disruptive behaviour during examination or assessment.

(g) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.

(h) Failure to observe the instructions of a person invigilating an examination, or seeking to intimidate such a person.

(i) Offering an inducement to invigilators and/or staff and/or other persons connected with assessment.

➤ Where academic misconduct is suspected, the matter will be dealt with under the Procedure to be followed in the event of a suspected case of academic misconduct, Part 8, paragraph 4 (or, for postgraduate research students, Appendix I) of the Manual of General Regulations (available for view at https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations).

➤ If it is determined that academic misconduct has taken place, a range of penalties may be prescribed which includes expulsion from the programme.

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

➤ Definition of Plagiarism

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

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

assignment based on the assessment of individual work. (Such misconduct is typically described as plagiarism and collusion.)

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

➢ Plagiarism in Greater Detail

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

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

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

Where a concept or argument in another source is paraphrased (rather than directly quoted), 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.)

➢ Collusion

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

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

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

You **do not need** to reference:
  (a) when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;
  (b) when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.)   As a test of this, material is probably common knowledge if
    - you find the same information undocumented in other sources;
    - it is information you expect your readers to be familiar with; and
    - the information could be easily found in general reference sources.

➢ How to Reference

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

➢ Plagiarism or Unacceptable Academic Practice?

If work that you submit for assessment includes substantial and significant elements of other sources and all of those sources are appropriately acknowledged, you will not have plagiarised, but you will be culpable of unacceptable academic practice, because there will be too little of your "own voice" to allow your knowledge to be assessed. Work that you submit for assessment must:
  - use your own words;
  - provide a critical commentary on existing literature;
  - aim for novelty and originality;
  - demonstrate your understanding of the subject area by paraphrasing; and
Work that does not meet those criteria will fail

🔍 **MORE INFORMATION** ━━━

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

RESEARCH INTEGRITY

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

MORE INFORMATION

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

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

PLACEMENT ARRANGEMENTS

Placements and volunteering provide opportunities for students to gain work experience, develop work-related skills, learn about professional sectors and how your studies can be directly applied in the work environment. Many programmes include placements as part of the formal programme of study, and for others placements are a mandatory professional requirement.

Although there is no compulsory placement system we encourage all students to seek work experience during their during the summer vacations. Training could be performed in an industrial/service facility related to the student's program, and must be under the full supervision of the faculty according to the requirements stipulated in Article (37) of the ASU Credit-hour Educational Programmes bylaws. The training is mandatory for the normal ASU degree.

According to the BLDG study plan and the BLDG bylaws, it has been the distribution of training opportunities for students to fit with what has been studying in the faculty to be a hands-on training to learn about the latest implementation methods of design until the student meets the requirements of the job market after graduation, here are the recommended practical training areas for each student level:-

1. Sophomore Level

1. Training on the tests required to satisfy the validity of the construction materials (Steel Reinforcement, types of bricks, stones, ..., etc.). This is done through:
   - Properties of materials unit (Faculty of Engineering - Ain Shams University)

   - Materials testing laboratories (out of college)

2. Visiting to the sites to show: -
   - Types of structures (concrete, steel, masonry buildings)
   - The types of materials used in construction (brick - masonry - timber - insulating materials to moisture and heat – finishing floors - marble - …., etc.). This is done through the construction companies.

3. Training courses on engineering graphics programs (AutoCAD) & Revit.

2. Junior Level

1. Training on the Surveying works, Grid leveling, Contour lines, Topographic maps and volume computations and earth. This is done through: -
   - Surveying Unit (Faculty of Engineering - Ain Shams University)
   - Specialized in paving and road construction companies
   - General Authority for Roads and Bridges

2. Training in the design of concrete admixtures and tests the validity of concrete components (cement, small aggregates, large aggregates, additives, mixing water, ... etc.) and quality control. This is done through: -
   - Properties of materials unit (Faculty of Engineering - Ain Shams University)
   - Batching Plants Centers.

3. Training in the field to construct the concrete structures and steel structures (Traditional buildings, schools, hospitals as well as the steel factories, and is done by construction companies and consultancy offices).

3. Senior-1 Level

1. Training on the latest computer Software programs used in the designs
2. Training on the design methods and project management. This is done through specialized consulting offices such as: -
   - ECG-Engineering Consultants Group
   - ACE Consulting Engineering (MOHARRAM-BAKHOUM)
   - SABBOUR - AL AHLY FOR REAL ESTATE DEVELOPMENT
   - Dar Al-Handasah – Cairo
3. Training on the agenda of the implementation of various projects. This is done through specialized Contracting Companies.

SUPPORT FOR STUDENTS

- **Local arrangements for academic and pastoral care for students**

  ➢ Programme teams must ensure that Academic Advisor have the knowledge and skills to carry out the role. The role includes helping students to understand:
    i. The academic and related skills required for successful study at CHEP.
    ii. The need for self-direction and responsibility for own learning.
    iii. Their learning needs beyond their current courses and immediate assessments.
    iv. An opportunity to identify areas of weakness.
    v. Where to find information, help and support.
    vi. Clarification of aims and choices for progression, employment and further study [internship]

  ➢ Academic Advising in ASU-FoE:
    i. Must exist for every year.
    ii. That it must form part of the student induction process especially for General Level Year Students.
    iii. Must be used as a mechanism, to identify 'at risk students'.
    iv. Must happen at critical moments in each semester. [week 1 & 8]

  ➢ Programme teams must carefully manage the Academic Advising system so that students understand its role and know how to access it.

  ➢ Academic Advising needs to be carefully managed with its importance being emphasised:
    i. During the induction period for each Level of the programme.
    ii. In student handbook.
    iii. By Academic Advisor
    iv. By Course Instructors-via class announcements
    v. Via email and SIS.

  ➢ Unit Heads agree procedures and systems to manage Academic Advising. These will include:
    i. Allocation of Academic Advisors for all Levels
    ii. Ensuring student is informed
    iii. Delivery of Academic Advising
    iv. Identification of students at risk

- **Local Personal Tutor support**

  ➢ Programme teams must meet the minimum requirements for delivery of Academic Advising.

  i. Meet in weeks 1 and 8 each semester
  ii. Identify issues and agree strategies
  iii. Keep a record of meetings [SIS+ student copy]
  iv. Feedback issues and takes action as appropriate
  v. Advertise Office Hours when 1:1 appointments can be made according to Advisor and student Schedule.

➢ Advisor need to be clear about the focus of the meeting:
  i. To check that student has settled into the Programme?
  ii. To identify any concerns the student may have?
  iii. To review student's progress [preferably quantitative]?
  iv. To review and offer advice on student's performance in assessments/exams?
  v. To address concerns about performance or attendance?
  vi. To review progression or career plans [internship]?

➢ Meeting -encouraging change
  i. Encouraging change -telling or helping?
  ii. Giving constructive feedback
  iii. Discussing options
  iv. Agreeing actions –SMART targets
  v. Producing a realistic plan of action
  vi. Getting commitment
  vii. What's going well?
  viii. What could go better?

➢ Follow-up from meetings –ensuring action
  i. What actions are required by the student or by the Academic Advisor?
  ii. Does this involve liaison with:
   - Course Instructors?
   - Unit Heads?
   - Vice Director?

- **Local Careers Advice**

➢ Programme teams must ensure that staff acting as Academic Advisors are aware of relevant learner support services.

➢ Academic Advising is only a part of Learner Support:
  i. Employability Skills (through events)
  ii. Students Activities
  iii. The Library
  iv. Disability issues
  v. The Student Union

➢ Employability and Career Development Centre (ECDC) is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training programmes for students 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.

- **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

LIBRARY & RESOURCES

- **Local library and IT resources**

  - ASU - FoE central library serves students and researchers in various fields besides the Digital Library to provide an online service for users. There is (1) central library with (3) halls according to the following:
    - The student library hall contains (16,461) books.
    - The teaching staff hall contains (29,607) books.
    - Digital Library Hall
  - The Digital Library serves to provide an online Service for users. It gives online access to the contents of the library, including books and theses. The digital library website:
    http://srv2.eulc.edu.eg/eulc_v5/libraries/start.aspx

  - Other learning resources are the **Egyptian Bank of Knowledge** (EBK) through the website: http://www.ekb.eg/ "Egyptian Knowledge Bank", is one of the largest national projects that is concerned with education in Egypt, it aims to provide huge and diversified sources for knowledge and culture for free. It comes after contracting with several international publishing houses to publish their contents in all scientific and cultural disciplines, to have the system for the new Egyptian Cultural Revolution completed. Generally, 25 global publishing house and specialised companies, the Egyptian Knowledge Bank managed to contract with to provide their contents & technologies. E-Mail Services involved a developed Cooperation of the University with Microsoft Corporation to Serve Undergraduate and Postgraduate Students offering new features for the official e-mail users.

- **Other local resources relevant to supporting the programme**

  - The faculty offers students Training Support through **Global Training Technology Centre**. It aims to be a centre for innovation in technology and entrepreneurship, as to form a link between academic study and labour market. The centre offers training programmes to serve students and graduates at the same time, these training programmes aim to develop the creative sense of the trainees in order to integrate them into creative and innovative works that would serve the industrial field and the community. Depends on the overlap between the different disciplines in various fields and at various levels. The centre is nearly 1000 m² area, it works as the headquarters for the students to practice their activities in the future, and the college is preparing the headquarters of the centre to accommodate the necessary training activities.

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

➢ The number of computers available to students is about 600 modern machines. A suitable number of computers are available for faculty members in their respective laboratories and offices in different sections. The number of computers available to employees is 250 devices. Computer labs are run centrally for students. The method of using these labs has been adopted by setting a nominal fee of not less than two pounds per hour to use the central labs which are open to access the network, while the student does not bear any burdens to enter the laboratories associated with the ministry while the Income is suitable for the maintenance and modernization of computers in college. The databases and information systems of faculty staff members, their assistants, students, graduate students, expatriates, administrators and libraries have been developed and updated. The databases are continuously updated.

➢ The Faculty of Engineering has a website through the main website of Ain Shams University. The website is: https://eng.asu.edu.eg/. The website provides various services for students and faculty members by presenting the internal regulations of the bachelor's degree course as well as higher education. The site is being developed and data recorded within it are consistently updated. The contents of the various educational materials are displayed. The course schedules and exam results are announced at the end of the semester. The site is available in Arabic and English so that the user can choose the appropriate language. This site is regularly updated by site administrators and college administration. E-mail access is also available to the faculty members and the assistant staff and the students on the website of the College.

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

QUALITY AND STANDARDS

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 and both institutions work together to ensure the quality and standards of the course on which you are registered.

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

- **Assuring the quality and standards of the award**

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

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

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

      External examiners have two primary responsibilities:
      - To ensure the standard of the programme;
      - To ensure that justice is done to all students.

      External examiners fulfill these responsibilities in a variety of ways including:
      - Approving exam papers/assignments;
      - Attending assessment boards;
      - Reviewing samples of student work and moderating standards;
      - Ensuring that regulations are followed; and
      - Providing feedback to the University through an annual report that enables us to make improvements for the future.

- **Review and Enhancement Process**

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

MORE INFORMATION

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

EXTENUATING CIRCUMSTANCES

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-FoE.

➢ 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/lls/

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 Enter Partner Name Here complaints policy is available at: [insert link to collaborative partner complaints policy]

Enter Partner Name Here 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 Enter Partner Name Here 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 Enter Partner Name Here complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk