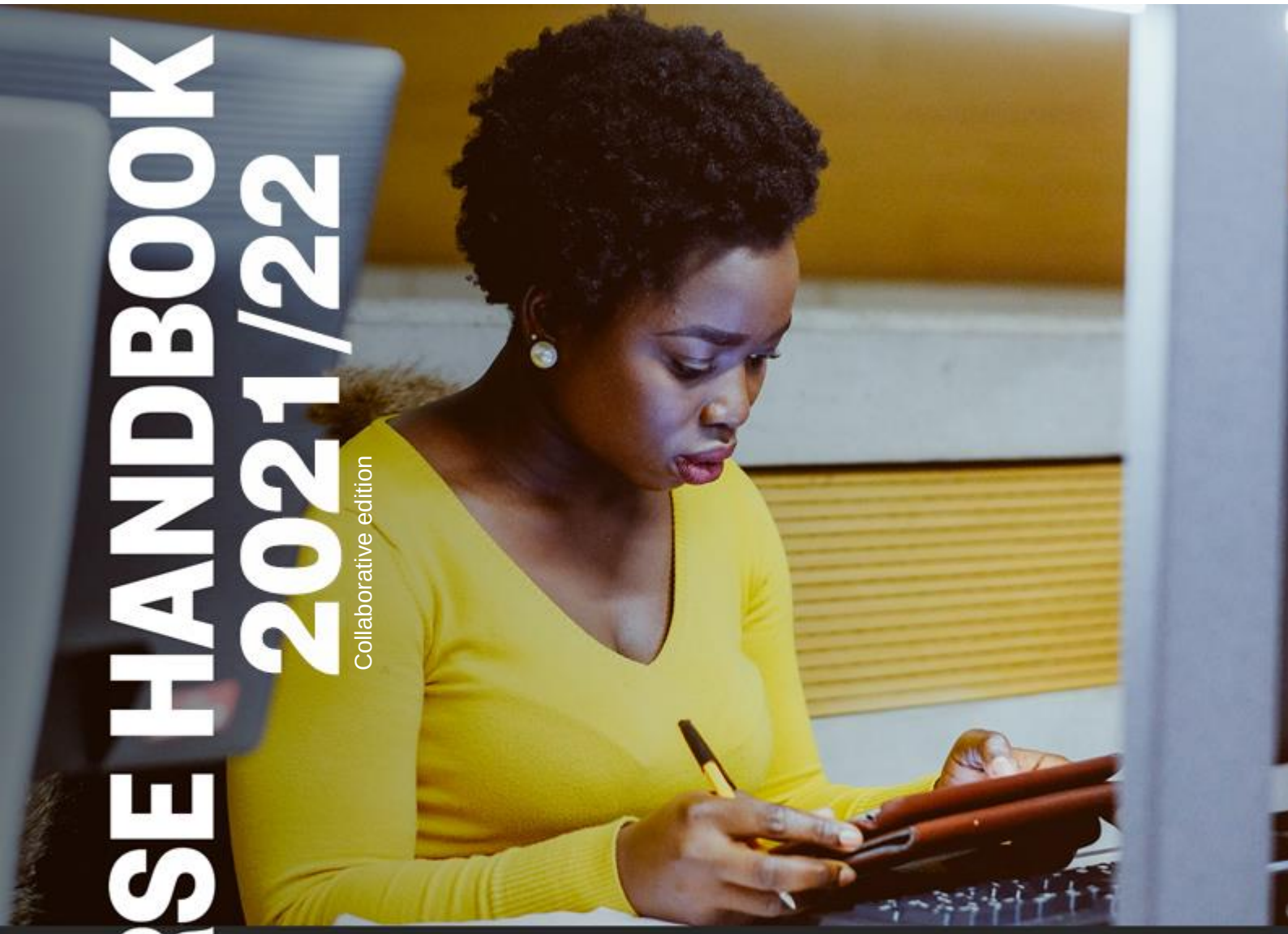
ENVIRONMENTAL ARCHITECRUE AND URBANSIM (ENVR)

Ain Shams University (ASU)



COURSE HANDBOOK 2021/22

Collaborative edition

NAF

University of East London

WELCOME AND INTRODUCTION

INTRODUCTION / WELCOME FROM THE PRINCIPAL

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

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

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

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

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

The Environmental Architecture and Urbanism Programme was launched in 2016, and was aiming to shift the focus towards sustainability in education and increase participate in qualifying graduates for the challenges of global warming and scarcity of resources.

INTRODUCTION TO THE PROGRAMME

- **Programme duration and modes of study**

  The **Environmental Architecture & Urbanism programme** is a 4-year full-time degree programme which includes a foundation year and three (3) years for the specialised courses. The programme awards a Bachelor Degree in the field of study.

  The minimum allowed study duration is four years. The maximum allowed study duration is five (5) 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**

  The main goal of the programme is to prepare architects and urban planners specialised in environmental design. Graduates are capable of understanding the relationship between humans and buildings and between buildings and their environment. They are capable of integrating all the aspects dealing with the built environment and how it is planned, designed, used, furnished, landscaped, managed, and valued by the society in their creative thinking while dealing with complex architectural and urban environment problems. The programme introduces students to building science and enables them to conceive the basic concepts of sustainable architecture and urbanism. They are trained to balance functional and ecological demands when developing policies or designs for new construction. Graduate will be able to deal with modern techniques and tools for learning and linking theory and practice.

- **Programme learning outcomes (LO’s)**

  The graduates of the Environmental Architecture & Urbanism Programme should be able to demonstrate:

  Knowledge

  - Knowledge and understanding of essential facts, concepts, principles, and theories relating to Architectural Design Technology and Environmental Aspects related to the built environment.
  - The role of, and contribution made by, different stakeholders within the construction industry. In addition to the linkages and interdisciplinary relationships between professionals working and operating in the built and natural environments.
  - The key concepts, theories and principles used in construction industry. These will include measurement; physical and financial appraisal of buildings; legal principles;

applied economics; design factors affecting construction and buildability; the performance of buildings; resource management; document and data handling, and the application of business management theories.

Thinking skills

- Skills in the analysis, synthesis and evaluation of technological information and data, and the ability to develop and design creative and innovative solutions.
- The ability to make informed judgements based on evidence and being able to question current theories and practice.
- The ability to recognise and analyse problems and plan novel strategies for their solution.
- Evaluate and plan construction activities and undertake the process used to manage and control them.

Subject-Based Practical skills

- The ability to apply learnt knowledge and understanding to the solution of qualitative and quantitative problems of a familiar and unfamiliar nature.
- The ability to apply and implement good practice rules and principles.
- The ability to use information technology (IT) independently to support previously identified cognitive abilities and skills.
- The skills in presenting architectural technology information and arguments clearly and correctly, in writing, drawing, and verbally, to a range of audiences.
- The ability to produce quality architectural presentations through various media, including paper/computer aided design drawings and sketches, schedules, calculations, photography, electronic visualisations, and models.
- The ability to work effectively with others within the context of a multidisciplinary team; respecting inputs from fellow professionals, client(s), and other stakeholders and reflecting on one's own performance and role within the team.
- Appreciate professional ethics, their impact on the operation of the professions and their influence on the society; conflict avoidance/dispute resolution; communities and the stakeholders with whom they have contact.

Skills for life and work (general skills)

- Develop a strategy for using the relevant key skill over an extended period of time, and plan how this will be achieved.
- Monitor progress, critically reflect on their performance in using the relevant skill, and adapt their strategy, as necessary, to achieve the quality of outcomes required.
- Evaluate their overall strategy and present the outcomes from their work, including ways of further improving their skills.
- Locate, extract and analyse data from multiple sources, including drawn information.
- Present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources.
- Produce professional reports in accordance with published conventions and/or client expectations, including executive summaries.

- Demonstrate wider research skills to aid in the development of a cumulative element of original work.

- **Professional body accreditation**

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

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

According to the Accreditation Board for Engineering and Technology (ABET), Engineering is the knowledge of the mathematical and natural sciences, gained by study, experience, and practice, applied with judgment to develop ways to economically utilise the materials and forces of nature for the benefit of mankind. It is the ability to initiate and conduct activities associated with engineering processes, systems, problems, opportunities, history, future impacts and ethics with minimal negative consequences. It involves knowledge, ways of thinking, action coordination and capability development. It helps preparing individuals to make well-informed choices whether they act as consumers, workers, citizens or members of the global community.

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

The references for standards considered in the development of this programme were the National Academic Reference Standards (NARS) of Architecture Engineering Programme, (NARS 2018) prepared by the Architecture Engineering - engineering education sector of the supreme council of universities in Egypt.

- **Programme structure & content**

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

Table (1) BSc Environmental Architecture & Urbanism Programme Structure (please note the module codes may change)

Level	YR.	Code		Module title	CR.	Core / Optional
		ASU	UEL			
Level 3						
3	1	ENVR3001	N.A.Y	Design Project	20	Core
3	1	ENVR3002	N.A.Y	Art and Design Workshop	20	Core
3	1	ENVR3003	N.A.Y	History and Theory	20	Core
3	1	ENVR3004	N.A.Y	Construction Technical Studies	20	Core
3	1	ENVR3005	N.A.Y	Design Media	20	Core
3	1	ENVR3006	N.A.Y	Mental Wealth: Personal Development	20	Core
Level 4						
4	2	ENVR4001	N.A.Y	Design Integration (1)	20	Core
4	2	ENVR4002	N.A.Y	Design Investigation (1)	20	Core
4	2	ENVR4003	N.A.Y	Design Resolution (1)	20	Core
4	2	ENVR4004	N.A.Y	Construction Technology	20	Core
4	2	ENVR4005	N.A.Y	Technical Studies and Representation (1)	20	Core
4	2	ENVR4006	N.A.Y	Mental Wealth: Professional Life (1)	20	Core
Level 5						
5	3	ENVR5001	N.A.Y	Design Integration (2)	20	Core
5	3	ENVR5002	N.A.Y	Design Investigation (2)	20	Core
5	3	ENVR5003	N.A.Y	Design Resolution (2)	20	Core
5	3	ENVR5004	N.A.Y	Technical Studies and Representation 2	20	Core
5	3	ENVR5005	N.A.Y	Tendering and Construction Drawings	20	Core
5	3	ENVR5006	N.A.Y	Mental Wealth: Professional Life (2)	20	Core
Level 6						
6	4	ENVR6001	N.A.Y	Design Integration (3)	20	Core
6	4	ENVR6002	N.A.Y	Design Investigation (3)	20	Core
6	4	ENVR6003	N.A.Y	Design Resolution (3)	20	Core
6	4	ENVR6004	N.A.Y	Project Management	20	Core
6	4	ENVR6005	N.A.Y	Research in Practice	20	Core
6	4	ENVR6006	N.A.Y	Mental Wealth: Professional Life (3)	20	Core

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

(UEL) Level 3 – (ASU) Level 1				
Module Code / Weight	**Module Name**	**Component of Assessment**	**%**	**Assessment Method**
ENVR3001 20 Credits	Design Project	**ARC113** Vernacular Architecture Design Studio	50	Design project submission (1 A0 sheet / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (6 hours) equivalent to 20% of the total module grade.
		ARC151 Building (1): Conventional Construction Systems	50	Regular practical tasks (5 sheets 50 x 70 cms / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to a final exam (4 hours) equivalent to 30% of the total module grade.
ENVR3002 20 Credits	Art and Design Workshop	**ARC111** Principles of Architecture Design Studio	50	Design project submission (1 A0 sheet / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (6 hours) equivalent to 20% of the total module grade.
		ARC141 Architectural Representation	50	Regular Practical tasks (5 sheets 50 x 70 cms / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
ENVR3003 20 Credits	History and Theory	**ARC133** Introduction to History and Theory of Arts and Architecture	50	Research & Presentation (2000 words & 20 mins) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
		UPL221 History and Theory of Urbanism	50	Research & Presentation (2000 words & 20 mins) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
ENVR3004 20 Credits	Construction Technical Studies	**CES151** Structures and Properties of Construction Materials	50	Assignment (Research 1500 words & 2 problem solving questions / 15 hours) equivalent to 20% of the total module grade. In addition to a final exam (2 hours) equivalent to 30% of the total module grade.
		CEP113 Surveying	50	Problem solving assignments (6 to 8 questions / 15 hours) equivalent to 20% of the total module grade. In addition to a final exam (2 hours) equivalent to 30% of the total module grade.
ENVR3005 20 Credits	Design Media	**ARC142** Digital Presentation of the Built Environmental	50	Regular practical tasks (10 A3 sheets & Digital model(s) / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to a practical exam (3 hours) equivalent to 30% of the total module grade.
		ASU335 ASU Elective 2-Literature & Art	50	Research (2000 words) equivalent to 20% of the total module grade. In addition to a final exam (2 hours) equivalent to 30% of the total module grade.
ENVR3006 20 Credits	Mental Wealth: Personal Development	**ASU112** Report Writing and Communication Skills	60	Report & Presentation (2000 words & 20 mins) equivalent to 24% of the total module grade. In addition to a final exam (3 hours) equivalent to 36% of the total module grade.
		PHM111 Probability and Statics	40	Problem solving assignments (5 parts 15 questions each / 15 hrs) equivalent to 16% of the total module grade. In addition to a final exam (2 hours) equivalent to 24% of the total module grade.

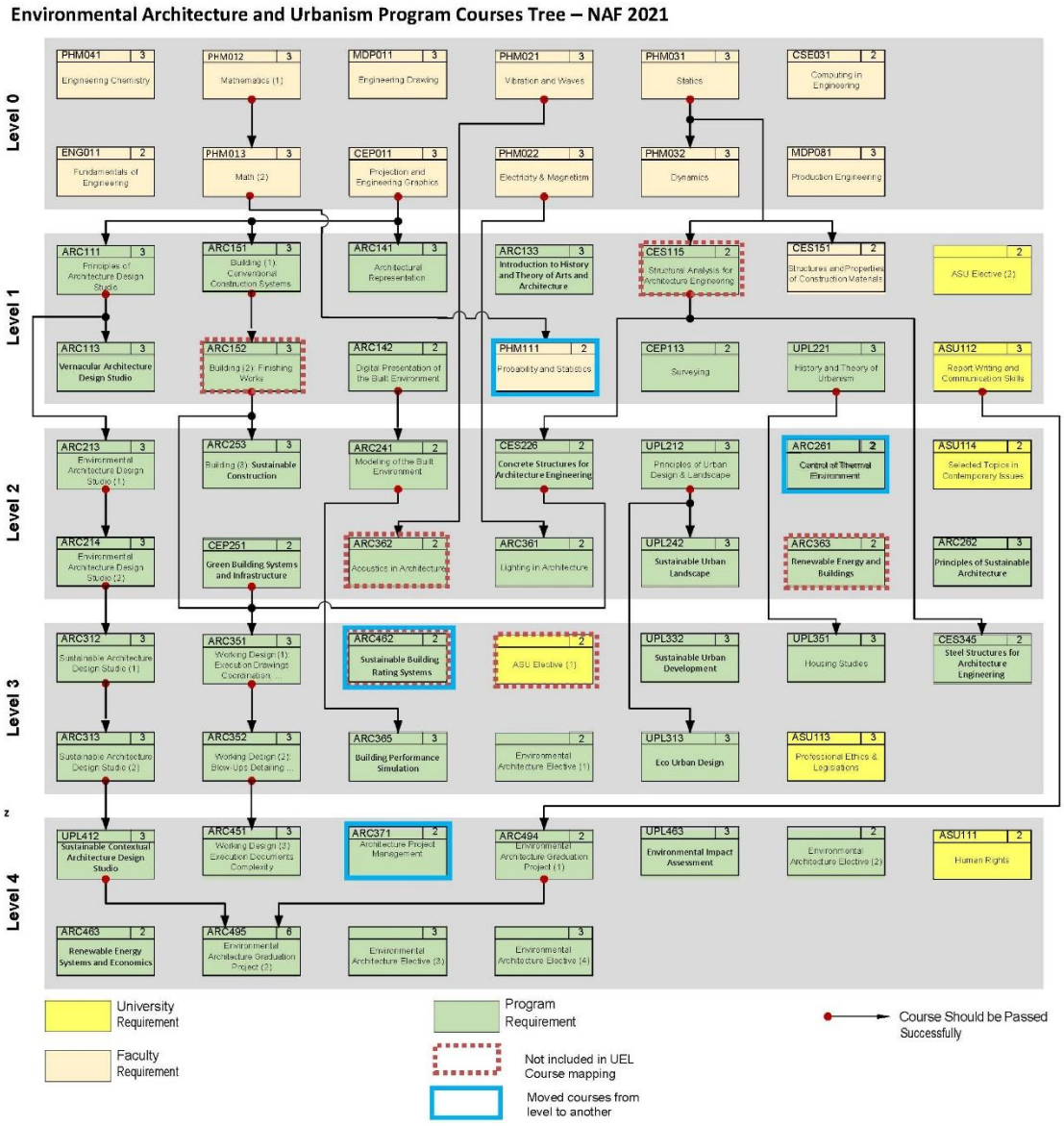
(UEL) Level 4 – (ASU) Level 2				
Module Code	**Module Name**	**Component of Assessment**	**%**	**Assessment Method**
ENVR4001 20 Credits	Design Integration (1)	ARC213 **Environmental** Architecture Design Studio (1)	60	Design project submission (2A0 sheets / 30 hours of student effort) equivalent to 36% of the total module grade. In addition to a final exam (4 hours) equivalent to 24% of the total module grade.
		ARC261 Control of thermal Environment	40	Report (2000 words) equivalent to 16% of the total module grade. In addition to a final exam (3 hours) equivalent to 24% of the total module grade.
ENVR4002 20 Credits	Design Investigation (1)	**UPL242** Sustainable Urban Landscape	50	Design project submission (2 A0 sheets / 30 hours of student effort / group of 4-6 students) equivalent to 20% of the total module grade. In addition to a final exam (4 hours) equivalent to 30% of the total module grade.
		ARC262 Principles of Sustainable Architecture	50	Research (2000 words) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
ENVR4003 20 Credits	Design Resolution (1)	**ARC214** Environmental Architecture Design Studio (2)	50	Design project submission (2A0 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (4 hours) equivalent to 20% of the total module grade.
		UPL212 Principles of Urban Design and Landscape	50	Design project submission (Physical model scale as appropriate 1:500 or 1:1000 / 30 hours of student effort) equivalent to 20% of the total module grade. In addition a final exam (3 hours) equivalent to 30% of the total module grade.
ENVR4004 20 Credits	Construction Technology	**ARC253** Building (3): Sustainable Construction	60	Regular practical tasks (5 Sheets 100x70 cms / 30 hours of student effort) equivalent to 36% of the total module grade. In addition to a final exam (3 hours) equivalent to 24% of the total module grade.
		CES226 Concrete Structures for Architecture Engineering	40	Problem solving assignment (6-8 questions + 1 A3 drawing sheet / 15 hrs) equivalent to 16% of the total module grade. In addition to a final exam (3 hours) equivalent to 24% of the total module grade.
ENVR4005 20 Credits	Technical Studies and Representation (1)	**CEP251** Green Building Systems and Infrastructure	50	Problem solving assignment (8-10 questions / 15 hrs) equivalent to 20% of the total module grade. In addition to a final exam (2 hours) equivalent to 30% of the total module grade.
		A**RC361** Lighting in Architecture	50	Project submission (15 A3 sheets / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to a final exam (2 hours) equivalent to 30% of the total module grade.
ENVR4006 20 Credits	Mental Wealth: Professional Life (1)	**ASU114** Selected Topics in Contemporary issues	40	Presentation (20 mins) equivalent to 16% of the total module grade. In addition to a final exam (2 hours) equivalent to 24% of the total module grade.
		ARC241 Modelling of The Built Environment	60	Project (10 A3 Sheets & digital model(s) / 30 hours of student effort) equivalent to 36% of the total module grade. In addition to a practical exam (3 hours) equivalent to 24% of the total module grade.

(UEL) Level 5 – (ASU) Level 3				
Module Code	**Module Name**	**Component of Assessment**	**%**	**Assessment Method**
ENVR5001 20 Credits	Design Integration (2)	**ARC 354** Sustainable Architecture Design Studio (1)	50	Design project submission (2A0 Sheets / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (6 hours) equivalent to 20% of the total module grade.
		UPL332 Sustainable Urban Development	50	Analytical case studies (2000 words) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
ENVR5002 20 Credits	Design Investigation (2)	**UPL351** Housing Studies	50	Design project submission (2 A0 sheets / 30 hours of student effort) equivalent to 20% of the total module grade. In addition to a final exam (3 hours) equivalent to 30% of the total module grade.
		UPL313 Eco Urban Design	50	Design project submission (1 A2 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (4 hours) equivalent to 20% of the total module grade.
ENVR5003 20 Credits	Design Resolution 2	**ARC 313** Sustainable Architecture Design Studio (2)	100	Design project submission (2A0 sheets / 30 hours of student effort) equivalent to 60% of the total module grade. In addition to a final exam (4 hours) equivalent to 40% of the total module grade.
ENVR5004 20 Credits	Technical Studies and Representation (2)	**ARC365** Building Performance Simulation	60	Project submission (15 A3 & Digital model(s) / 30 hours of student effort) equivalent to 36% of the total module grade. In addition to a practical exam (2 hours) equivalent to 24% of the total module grade.
		CES345 Steel Structures for Architecture Engineering	40	Assignment (6 problem solving questions & 3 A3 sheets / 30 hours of student effort) equivalent to 16% of the total module grade. In addition to a final exam (3 hours) equivalent to 24% of the total module grade.
ENVR5005 20 Credits	Tendering and Construction Drawings	**ARC351** Working Design (1): Execution Drawings Coordination, Annotating and Coding	50	Regular practical tasks (8-10 A0 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (4 hours) equivalent to 20% of the total module grade.
		ARC352 Working Design (2): Blow Ups Detailing and Items Specifications and BOQs	50	Regular practical tasks (8-10 A0 sheets / 30 hours of student effort) equivalent to 30% of the total module grade. In addition to a final exam (4 hours) equivalent to 20% of the total module grade.
ENVR5006 20 Credits	Mental Wealth: Professional Life (2)	**ASU113** Professional Ethics and Legislations	60	Research submission (2000 words / 30 hours of student effort) equivalent to 24% of the total module grade. In addition to a final exam (3 hours) equivalent to 36% of the total module grade.
		Environmental Architecture Elective (1): **ARC322** Architectural Criticism and Project Evaluation or **ARC341** Photography and Architecture	40	**ARC322** Architectural Criticism and Project Evaluation Research submission (2000 words) equivalent to 16% of the total module grade. In addition to a final exam (2 hours) equivalent to 24% of the total module grade. Or **ARC341** Photography and Architecture Project submission (1A0 sheet / 30 hours of student effort) equivalent to 24% of the total module grade. In addition to a practical exam (2 hours) equivalent to 16% of the total module grade.

(UEL) Level 6 – (ASU) Level 4				
Module Code	**Module Name**	**Component of Assessment**	**%**	**Assessment Method**
ENVR6001 20 Credits	Design Integration (3)	**UPL412** Sustainable Contextual Architecture Design Studio	60	Intermediate project submission (2A0 sheets / 15 hours of student effort) equivalent to 36% of the total module grade. In addition to a final project submission and jury (2A0 sheets / 15 hours of student effort) equivalent to 24 % of the total module grade.
		ARC463 Renewable Energy Systems and Economics	40	Problem solving assignment (5-7 questions / 15 hrs of student effort) equivalent to 16% of the total module grade. In addition to a final exam (3 hours) equivalent to 24% of the total module grade.
ENVR6002 20 Credits	Design Investigation (3)	**ARC494** Environmental Architecture Graduation Project (1)	40	Presentation (20 mins) equivalent to 16% of the total module grade. In addition to a final report (2000 words) equivalent to 24% of the total module grade.
		UPL463 Environmental Impact Assessment	60	Presentation (20 mins) equivalent to 24% of the total module grade. In addition to final exam (3 hours) equivalent to 36% of the total module grade
ENVR6003 20 Credits	Design Resolution (3)	**ARC495** Environmental Architecture Graduation Project (2)	100	Intermediate project submissions (4 A0 sheets / 50 hours of student effort) 60% of the total module grade. In addition to a final project submission and jury (4 A0 sheets / 30 hours of student effort) equivalent to 40 % of the total module grade.
ENVR6004 20 Credits	Project Management	**ARC451** Working Design (3): Execution Documents Complexity	60	Assignment (6 A2 sheets & 30 A4 BoQ/Specs / 15 hours of student effort) equivalent to 24% of the total module grade. In addition to practical exam (2 A3 sheets & 10 A4 BoQ/Specs) (2 hours) equivalent to 36 % of the total module grade.
		ARC371 Architecture Project Management	40	Report (2000 words) equivalent to 16% of the total module grade. In addition to a final exam (2 hours) equivalent to 24% of the total module grade.
ENVR6005 20 Credits	Research in Practice	**Environmental Architecture Elective (2):** **ARC368** Soundscape and Aural Architecture or **UPL381** Introduction to Geographic Information Systems or **UPL371** Human Behaviour and the Built Environment	40	Report (2000 words) equivalent to 16% of the total module grade. In addition to a final exam (2 hours) equivalent to 24% of the total module grade.
		Environmental Architecture Elective (4): **ARC473** Building Life Cycle Assessment or **UPL435** Urban and Architectural Heritage or **UPL436** Urban Renewal	60	Report (3000 words) equivalent to 24% of the total module grade. In addition to a final exam (3 hours) equivalent to 36% of the total module grade.
ENVR6006 20 Credits	Mental Wealth: Professional Life (3)	**Environmental Architecture Elective (3):** **UPL424** Selected Topics in Architecture and Urbanism or **UPL472** People and Environment	60	Presentation (30 mins) equivalent to 24% of the total module grade. In addition to an analytical case study (2000 words) equivalent to 36% of the total module grade ora final Exam (3 hours) equivalent to 48% of the total module grade.
		ASU111 Human Rights	40	Presentation (20 mins) equivalent to 16% of the total module grade. In addition to a final

(UEL) Level 6 – (ASU) Level 4				
Module Code	**Module Name**	**Component of Assessment**	**%**	**Assessment Method**
				exam (2 hours) equivalent to 24% of the total module grade.

- **Programme/Course structure diagram**
  For Bylaw 2018, the tree of ENVR programme courses in relation to UEL Dual degree modules can be seen in the figure below



- **Link to ENVR's programme/course specifications**
  Note: Link to be added later

- **Induction to the programme/course.**

  The following is found in the induction programme:
  - Welcome

- Welcome and congratulations on choosing ENVR programme;
- Ice-breaker and bonding activities;
- Introducing the teaching staff; and
- Meeting other students.

- Academic
  - Aims and objectives of programme of study;
  - Assignment of academic advisor to each student;
  - Academic Calendar;
  - Course structure - core, options;
  - Discussion about referencing and plagiarism;
  - Assessment methods and assessment criteria;
  - Advice on study skills - identify support available
  - Use and availability of ICT;
  - Reading lists and guidance on private study;
  - Identification of special needs; and
  - Health and Safety regulations - particularly for laboratory and studio-based courses.
- Registration and Enrolment
  - Advice on completing online enrolment and other forms;
  - Payment of fees;
  - Issue of ID card; and
  - Notification of network log-in code.

KEY STAFF, CONTACT DETAILS AND STAFF ROLES

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

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

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

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

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

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

COURSE OPERATION AND STUDENT REGISTRATION

- **Enrolment requirements**

  - Students eligible to get enrolled on the Programmes are those with the general certificate of secondary education (Thanaweya Amma), mathematics section, or equivalent, who have been deployed to the Faculty through the Coordination Office, or transferred from other Faculties, in accordance with the rules and conditions established annually by the Supreme Council of Universities.

- The Council of the Faculty of Engineering establishes general rules for admission to the programmes considering the student preferences and the principle of equal opportunities as the basis for the admission of students to these programmes.
- All students will be required to have gained an overall IELTS score of 5.5 and meet the required Speaking, Listening, Reading and Writing grades (not less than 5.5 in each section) before being enrolled or registered on the UEL/ASU dual award programme.
- UEL English requirements for dual degree must be met (ILETS certificate or equivalent noting the required minimum score)

- **Study timings and registration**

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

  It is essential that you log in to UEL direct and enrol with UEL using the UEL student number that you have be given prior to attending any lectures. Your programme leader will be able to assist you with this.

  Once you have gained admission to the programme you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. ASU – FoE will assist and ensure that you

complete your online enrolment task promptly. UEL Direct is available at https://www.uel.ac.uk/students

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

EQUALITY AND DIVERSITY

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

UEL and ASU commits to the policy that people are not privileged or subject to less 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.

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. 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.

Assignment: One major assignment is given. Its wait and nature varies from module to module. However, the nature of the assignment is specified in the module specs. The assignment is collected at the end of the tutorial period of the next week. Submission of assignment is according to the submission matrix published at the start of each semester. The graded assignment should be returned and discussed with the class.

Exam: The final exam weight is variable and specified in the module specs. 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
  - Note: Link to be added later
- Link to UEL's academic calendar
  https://www.uel.ac.uk/student-life/key-dates

MODULE SPECIFICATIONS

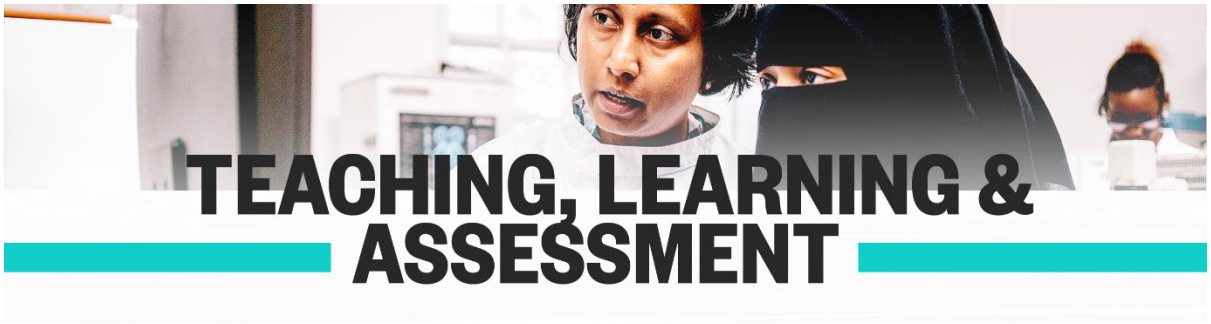
Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.

- Link to ENVR's module specifications:
  - Note: Link to be added later

AWARD CERTIFICATES

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

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



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

  - No distance learning is implemented.
  - The programme is a credit bearing system leading to the Bachelor of Science Degree (Honours) after completing 480 credits. Student evaluation is based not only on final exam, but also on midterm exams, quizzes, assignments, course projects, presentations, papers, essays, in/out of class participation and many other innovative activities.
  - The student must pass the College requirements, which consist of basic sciences and engineering courses. These courses must be studied by all students and they represent 120 credits at Foundation level.
  - Course instructors in the programme are carefully selected from the distinct full-time world-class faculty members of the Faculty of Engineering at Ain Shams University.
  - With the majority of modules being delivered over the whole year there is excellent scope for formative assessment to stretch and extend the students. Thus, a key feature of the courses is the emphasis on formative feedback and guidance to enable students to develop full understanding of the topics of study, prior to assessment taking place.
  - Assessment for these programmes takes the form of examinations, course works, presentations and time constrained assessments as can be seen below in the Assessment Work Load mapping.
  - Each course syllabus should contain: course objectives, textbook, outline, material, assessments, grading policy and outcome. Outline should contain sections covered every week with reference to chapters/sections in the textbook. The instructor should give the course syllabus to the students in the first class. The syllabus serves as a contract between the instructor and the students.

- **Details of local assessment arrangements**

  a) Passing Modules
     - The student must achieve a minimum of 40% in a module in order to pass a module.

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

c) Modules opportunities
   - A module resit is considered a second opportunity. If a student fails at the second opportunity they will be given a maximum of two further opportunities (opportunity three and opportunity four).
   - The third opportunity requires full attendance of the module in the next academic year. The fourth opportunity will be a further resit. In each case the final mark is capped at 40% unless extenuation is granted (see section 13).

d) Repeating a year
   - If a student fails to achieve 90 or more credits within an academic year they may, at the discretion of the Exam Board, be asked to either leave the course or repeat the whole academic year (with mark uncapped). A student will only be allowed to repeat an academic year once at most during their studies.

- **Degree Classification**

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

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2

  - 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
0% - 39%	Not passed

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

- **Grades of the ENVR Programme modules**

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

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

- **References to student policies**

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

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

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

- **Assessment Criteria**

  - A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in one document combining marking and grading criteria. Further details can be found in section 2.3 of the Assessment and Feedback Policy and can be found at: www.uel.ac.uk/qa/policies/assessmentpolicy/
  - As your degree progresses, you will be assessed in a number of different ways. In addition to examinations, you will have a range of coursework assessments such as reports or presentations, for which you will be given clear guidance by the module leader including how you will be assessed for that piece of work. You are also referred to the section below gives you a general guideline of what we are looking for at different levels of the programme.

  - **Level 3**
    - You demonstrate understanding of factual information.
    - With some help, you can process and evaluate given information and draw some conclusions.
    - You can follow guidelines in developing solutions to simple problems.

  - **Level 4**
    - You can present factual information.
    - With some help, you can analyse and evaluate the information presented and draw some conclusions.
    - You can follow guidelines in creating solutions to straightforward problems.

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

  - **Level 5**
    - Your work displays a detailed knowledge of the topic. You are aware of other contexts that can be applied to this knowledge.
    - With some guidance you can analyse data and situations in a range of different contexts.
    - You can take information gathered or the ideas of others and re-format it to your own purpose.

- You can select appropriate evaluation techniques. You can use these to evaluate your own findings.

Work of a better standard usually reflects an approach where

- You have required minimal additional assistance
- You have been particularly creative in devising and implementing 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.

- **Risk Assessment**

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

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

Further information is available at the web links below:
Harvard referencing
https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Harvard-Referencing-.aspx
Academic Integrity
https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx

MORE INFORMATION

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

For the purposes of University regulations, **academic misconduct** is defined as any type of **cheating** in an assessment for the purposes of achieving personal gain. 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.

  - <u>Coursework Submitted for Assessment</u>
    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

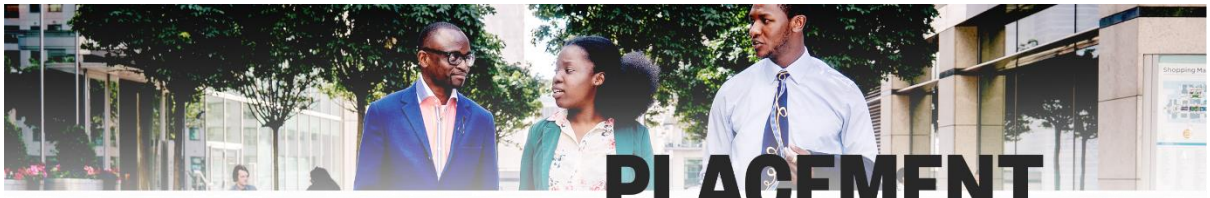
RESEARCH INTEGRITY

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.

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

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

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

Main Goals

The Main Goals of the practical field training are:

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

Program ILOs related to Practical Field Training (PFT):

- Knowledge and understanding:
  By the end of PFT the student should be able to:
  - Distinguish basics of information and communication technology (ICT);
  - Recognise current environmental control technologies;
  - Identify Site Jargon, Technical language and report writing; and
  - Link different, manual and digital, methods and techniques (two and three dimensional) to present design projects in a variety of contexts, scales, types and degree of complexity.

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

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

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

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

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

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

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

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

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

- **Local Personal Tutor support**

  - Programme teams must meet the minimum requirements for delivery of Academic Advising.
    i. Meet in weeks 1 and 8 each semester
    ii. Identify issues and agree strategies
    iii. Keep a record of meetings [SIS+ student copy]
    iv. Feedback issues and takes action as appropriate
    v. Advertise Office Hours when 1:1 appointments can be made according to Advisor and student Schedule.

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

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

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

- **Local Careers Advice**

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

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

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

- **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

  - 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 m^2 area, it works as the headquarters for the students to practice their activities in the future, and the college is preparing the headquarters of the centre to accommodate the necessary training activities.

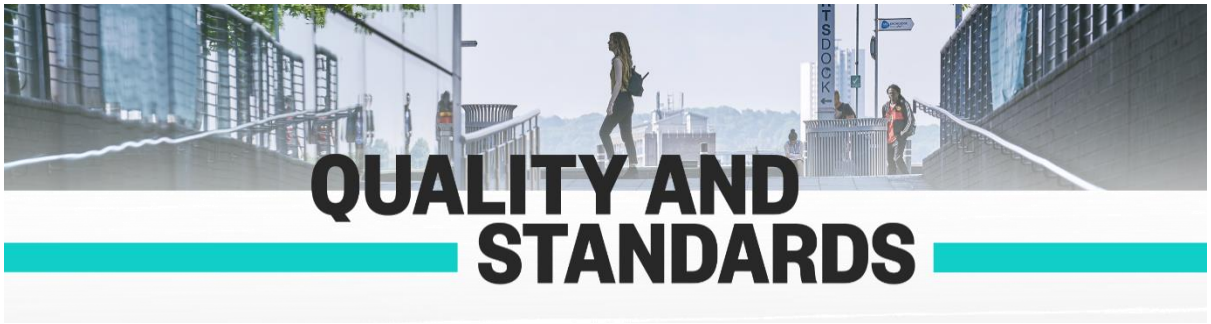
  - **Employability and Career Development Centre (ECDC)** is a Centre constructed through the collaboration between Ain Shams University and the American University, it has a permanent headquarter in Faculty of Engineering and another headquarter in Ain Shams University. It provides special training

programmes for students in order to develop their capabilities in the professional and employment fields. The centre aims to guide the trainee to his excellence and weaknesses points, and how to raise points of excellence and overcome weaknesses.

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

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

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



You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Ain Shams University 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 fulfil these responsibilities in a variety of ways including:
      - Approving exam papers/assignments;
      - Attending assessment boards;
      - Reviewing samples of student work and moderating standards;
      - Ensuring that regulations are followed; and
      - Providing feedback to the University through an annual report that enables us to make improvements for the future.

- **Review and Enhancement Process**

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

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

Extenuating Circumstances are circumstances which:

- impair your examination performance or prevent you from attending examinations or other types of assessment, or
- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

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

➢ This course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, Ain Shams University-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.

Link to the Student Handbook page on **Extenuation**:
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Extenuation.aspx

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

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

Academic Tutoring
https://www.uel.ac.uk/centre-for-student-success/academic-tutoring

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

Accreditation of Experiential Learning
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations

Assessment and Feedback Policy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

Bus Timetable
https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/Timetable.aspx

Centre for Student Success
https://www.uel.ac.uk/centre-for-student-success

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

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

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

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

Engagement & Attendance Policy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

Equality and Diversity Strategy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

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

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

Library Archives and Learning Services
https://www.uel.ac.uk/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 ASU-FoE complaints policy is available at: [insert link to collaborative partner complaints policy]

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

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

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

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of ASU-FoE staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

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

If you would like to request that the University of East London undertake a review, following the exhaustion of the ASU-FoE complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk