

**Kazan State University for Architecture and Engineering**

Казанский государственный архитектурно-строительный  
университет



***IN COLLABORATION WITH***



**School of Architecture, Computing and Engineering**

**BSc (Hons) Civil Engineering Sciences**

**STUDENT HANDBOOK**

**Academic Year 2015/16**

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# 1. INTRODUCTION/WELCOME FROM THE RECTOR

Dear Student,

Your UK undergraduate programme is taught at KSUAE and is a programme validated by the University of East London, UK. We welcome you at the start of what we hope will be a challenging and rewarding future with us.

We would like to take the opportunity to introduce our new partner institution to you: The University of East London is an internationally renowned University which – just like KSUAE strives to achieve the highest possible standard of academic excellence. It is an institution with 23,000 students of 120 different nationalities, and offers over 250 academic programmes. Apart from being one of the UK's most diverse and fastest growing universities, UEL is a global learning community with internationally recognised research. We are most confident that our collaboration with UEL will yield significant academic benefits both for KSUAE as a higher education Institution, and of course for the students who will enrol in one of our validated collaborative programmes.

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

At KSUAE, we aim to provide our students with a holistic education to develop them into well-rounded individuals who excel both academically and in non-academic areas such as leadership abilities, entrepreneurship spiritedness, and social and personal development and growth.

Every course at KSUAE is designed to equip you with the right skills, knowledge and expertise for your chosen career path. It will challenge your mindset and originality in resolving issues and to look at problems from a different perspective.

Besides ensuring the consistently high academic standards of our programmes, our curriculum is innovative, flexible and rigorous, allowing students greater flexibility in planning and managing their study schedule, by combining both classroom taught mode and e-Learning. This enables students to incorporate some co-curricular activities into their schedule, in order for them to enhance their physiological and social well-being, as well as to network with other fellow students.

In short, the aim is to groom wholesome, multi-faceted and multi-talented individuals, with a global perspective. This is the world-class education which KSUAE promises to deliver. Your education at KSUAE is only the beginning of an exciting chapter of your learning journey, which you are, no doubt, eager to embark on.

Once again, we warmly welcome you to the KSUAE family and wish you all the best in your pursuits here.

Sincerely,

Rector Prof. Rashit Nizamov

## 2. INTRODUCTION TO THE PROGRAMME

Welcome to the BSc (Hons) Civil Engineering Sciences

If you are just starting at our University, everything will probably seem very new for a while, but in a few weeks you should be beginning to find your feet. If you find the going rather tough at first, remember, you are probably not the only one. Do seek help from your development tutor or any other member of staff with responsibility on the undergraduate programme. They will try to help you and, if appropriate, direct you to various other sources of help and support (see Section 8 on Student Support).

### Programme duration and modes of study

The programme is delivered for full-time students.

The programme also operates according to the Academic Framework. To get an Honours degree you must normally complete 12 modules (or 360 credits) of study, four at each of Levels 4, 5 and 6.

The year isn't divided into two semesters, we have one whole year semester; full-time students study three modules per semester, normally completing their degree in four years. Any student may "intermit", by suspending their studies for up to two years, if required.

### The aims and objectives of the BSc (Hons) Civil Engineering Sciences are to:

1. The main aim of the programmed is to provide an education in the scientific principles and methods of civil engineering.
2. To train engineers to a level that will enable them to function effectively in industry
3. To provide a knowledge and understanding of current theories and developments in civil engineering
4. To enhance their understanding of the design and management processes relevant to civil engineering
5. To encourage critical awareness and understanding of other professionals in the construction industry
6. To contribute to the development of the Engineer as an important professional in society and the built environment
7. To allow progression in career and educational development giving opportunities to study for a postgraduate Masters degree.

### Objectives of the Programme

1. To provide the distinctive educational base that will produce graduates who are practical, articulate, numerate, literate, imaginative, versatile, confident and inquisitive.
2. To train and educate graduates with Further Learning to take responsibility for innovation, technology transfer and change.
3. To research emerging technologies and, where appropriate, promote advanced designs and design methods.
4. To develop creativity in engineering principles.
5. To control projects involving advanced technology which require the management of both risk and large capital budgets.

6. To develop an understanding of the construction industry, its role in wealth creation, the social and political context within which engineering is practised.
7. To shape the physical and social environment and its diverse contribution to the quality of life and social justice.
8. To develop professional judgement and understand responsibility for the direction of important tasks including the profitable management of industrial and commercial enterprises and the supervision and management

### **BSc (Hons) Civil Engineering Sciences Learning outcomes:**

#### **Knowledge**

- Physical characteristics of the substrates used in building and construction
- Relevant history, philosophy and context
- Different methods for conducting work in construction and the built environment

#### **Thinking skills**

- Analysis of complex situations
- Integration of information from different sources
- Problem definition and problem solving

#### **Subject-Based Practical skills**

- Drawing and representing objects and concepts ideas
- Surveying and planning
- Testing material and concept

#### **Skills for life and work (general skills)**

- Team based working
- High Level computing skills
- Dealing with conflicting demands on time and resource

## PROGRAMME STRUCTURE DIAGRAM:

<b>Civil Engineering Sciences Level 4</b>			
EV4121	Surveying and Geology	30	4
EV4122	Physical and Chemical Properties of Construction Materials	30	4
EV4123	Mechanics	30	4
EV4124	Architectural and Engineering Drawing	30	4
<b>Civil Engineering Sciences Level 5</b>			
EV5121	Engineering equipment of industrial and civil buildings	30	5
EV5122	Architecture and the Environment	30	5
EV5123	Technological Processes in Construction	30	5
EV5124	Professional Practice/Placement	30	5
<b>Civil Engineering Sciences level 6</b>			
EV6121	Design in Steel and Timber	30	6
EV6122	Design in Reinforced Concrete and Masonry	30	6
EV6123	Bases and foundations of buildings	30	6
EV6124	Final Year Integrated Project	30	3 SK Res/Empl

**N.B. For the BSc (Hons) Civil Engineering Sciences programme listed above,**

**in order to gain an honours degree you will need to obtain 360 credits including:**

A minimum of 120 credits at level 4 or higher

A minimum of 120 credits at level 5 or higher

A minimum of 120 credits at level 6 or higher

**in order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:**

A minimum of 120 credits at level 4 or higher

A minimum of 120 credits at level 5 or higher

A minimum of 60 credits at level 6 or higher

**in order to gain a Diploma of Higher Education you will need to obtain:**

at least 240 credits including a minimum of 120 credits at level 4 or higher and 120 credits at level 5 or higher

**in order to gain a Certificate of Higher Education you will need to obtain:**

120 credits at level 4 or higher.

**in order to gain an Associate Certificate you will need to obtain:**

a minimum of 30 credits at level one or higher.

### **Design of the Programme**

The design and content of the BSc (Hons) Civil Engineering Sciences undergraduate programme has been determined by a number of considerations.

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

### **Programme specification**

The programme specifications provide detailed information about our undergraduate BSc (Hons) Civil Engineering Sciences programmes and can be found at the following web link <http://www.kgasu.ru/ucheba/dap/5653/>.

### 3. KEY STAFF AND CONTACT DETAILS

#### A. KAZAN STATE UNIVERSITY OF ARCHITECTURE AND ENGINEERING (KSUAE)

The location and contact details of the main teaching campus for this course at **KSUAE** are:

Address: Zelenaya St., 1  
420043 Kazan, RUSSIA  
E-mail: [info@kgasu.ru](mailto:info@kgasu.ru)  
Website: <http://www.kgasu.ru/ucheba/dap/5653/>

The Programme Leader for your course is **Dr. Rustem Mukhametrakhimov** and his contact details are [muhametrahimov@mail.ru](mailto:muhametrahimov@mail.ru) He is also your Personal Development Tutor.

The Key Administrator for the course is **Dr. Olga Poroshenko** and her contact details are [olgaporosh@kgasu.ru](mailto:olgaporosh@kgasu.ru) , [interksaba@mail.ru](mailto:interksaba@mail.ru) .

#### Academic Staff

Module Leader	E-mail
<b>Prof. I.T. Mirsayapov</b>	<a href="mailto:mirsayapov1@mail.ru">mirsayapov1@mail.ru</a>
<b>Dr. D.G. Shireeva</b>	<a href="mailto:shireeva@kgasu.ru">shireeva@kgasu.ru</a>
<b>Dr. S.V. Stepanov</b>	<a href="mailto:seregins2@yandex.ru">seregins2@yandex.ru</a>
<b>Prof. N.R. Rakhimova</b>	<a href="mailto:rahimova.07@list.ru">rahimova.07@list.ru</a>
<b>Dr. F.R. Shakiryanov</b>	<a href="mailto:faritbox@mail.ru">faritbox@mail.ru</a>
<b>Prof. V.N. Kupriyanov</b>	<a href="mailto:kuprivan@kgasu.ru">kuprivan@kgasu.ru</a>
<b>Dr. R.G. Safiullin</b>	<a href="mailto:safiullin_rinat@mail.ru">safiullin_rinat@mail.ru</a>
<b>Dr. I.V. Koroleva</b>	<a href="mailto:koroleva@ksaba.ru">koroleva@ksaba.ru</a>
<b>Dr. O.V. Radaykin</b>	<a href="mailto:olegxxii@mail.ru">olegxxii@mail.ru</a>
<b>Dr. R.Mukhametrakhimov</b>	<a href="mailto:muhametrahimov@mail.ru">muhametrahimov@mail.ru</a>
<b>Dr. L.R. Gimranov</b>	<a href="mailto:leenur@mail.ru">leenur@mail.ru</a>

#### Personal Development Tutors

The role of a Personal development tutor is to provide academic guidance and pastoral support to named students for the duration of the programme who have been allocated as Development Tutees.

These responsibilities will be carried out through the following activities:

- Maintaining contact with the student, through regular meetings twice a semester;
- Providing support and guidance at other times on request;
- Monitoring and discussing students' academic progress and ensuring appropriate advice and referral is given as necessary;
- Liaising with Module Leaders about attendance, progress and performance of Tutees.

#### Module Leaders

A tutor who leads and organises a particular module(s) of study and assures the quality of the Module by:



- Being responsible for the day-to-day management of the Module; Ensuring that all members of staff teaching the Module have a copy of the Module handbook.
- Where appropriate coordinating team teaching.
- Ensuring that the content, delivery and assessment of the module are in accordance with the student handbook.
- Ensuring that the content, delivery and assessment of the module are regularly reviewed and kept up to date and proposing significant changes for validation when appropriate.
- Liaising with the Programme Leader concerning the physical and human resource requirements for the module.

## **B. UNIVERSITY OF EAST LONDON**

***Note: The nominated administrator at UEL is a non-Russian speaker; e-mails from Russian students may need to be shared with others in order to facilitate a response.***

***Link tutor at UEL is Richard Freeman – [r.j.freeman@uel.ac.uk](mailto:r.j.freeman@uel.ac.uk)***

***Nominated administrator at UEL is Tracy Razaghzadeh – [t.razaghzadeh@uel.ac.uk](mailto:t.razaghzadeh@uel.ac.uk)***

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

The UEL Link Person is appointed to manage the relationship between the Programme Leader at KSUAE and UEL.

## 4. PROGRAMME OPERATION AND STUDENT REGISTRATION

A week before the commencement of classes, you will receive an induction to both KSUAE and your chosen programme of study. The induction activities are organized by the School Office with the input of the key administrative and academic staff members.

As a new student, you will be introduced to all aspects of your student life at KSUAE, with a particular emphasis on academic matters. There will be introductory seminars on academic regulations, marking, academic writing and the avoidance of plagiarism, research and the use of library resources, access to tutoring resources, description of academic processes, and introduction to key academic reference points for students.

You will also be given introductory speeches on all logistics matters, support services, and extracurricular activities offered at KSUAE. You will be guided through the completion of the registration process, will be given transport and accommodation information if needed, will be introduced to our key administrative staff members, and receive an outline of the extracurricular activities and events which are run or supported by KSUAE and its students.

### **Induction to the BSc (Hons) Civil Engineering Sciences programme:**

Induction to the programme and studying at for KSUAE based students will follow the same process and arrangements as pertain to UEL based students. This includes a pre-programme session which introduces participants to studying at KSUAE & UEL. It also introduces the programme, programme regulations, frameworks and policies.

### **Induction to the programme**

The induction programme at KSUAE is an opportunity to bring you, the new students together and familiarize you with the systems of KSUAE and UEL.

A range of activities are arranged including presentations by guest speakers and key staff to induct you into student life at KSUAE and UEL. There will also be multi-media presentations on the facilities which are available and accessible to you. At KSUAE we are constantly modifying our induction programme in an effort to improve presentations and respond to the issues and comments raised by students orally and on feedback forms. For instance since lecturers have identified plagiarism as an issue in course work last year, students are now given a separate presentation during the induction programme which specifically outlines how plagiarism is defined in relation to their work. Where an assessment offence is believed to have occurred, procedures detailed in Part 8 of Manual of General Regulations (Assessment Offences) and the Academic Integrity Policy will be invoked.

Following the formal presentations and sessions, the induction programme allows students to meet and question senior staff relating to their respective programme. The main aims of the induction sessions are:

- Introduce students to the School, Student Services and facilities.
- Introduce the programme structure, programme teams, and operation of the programmes
- Introduce study skill methodology.
- Provided a guided tour of the campus

The induction programme takes place in two parts: during the first visit to registration and in the first week of the programme and typically includes the following:

- Director's welcome & introduction
- Aims and objectives of the programmes
- Introduction to the Collaborative Partner (UEL)
- A tour of campus facilities
- Programme Induction and distribution of handbooks
- Introduction to KSUAE's online resources and library resources

- Explanation of style of learning / study at undergraduate and postgraduate level, access to teaching assistants.
- Registry Officer on attendance, and visa requirements, complaints, appeals, student representatives, plagiarism
- Examinations officer on examinations
- School manager on professional conduct whilst at KSUAE and respect for self and others
- Social activities introduction by events manager
- Explanation of the role of the personal academic tutors
- Registration and enrolment of students
- Distribution of time tables

This programme, like all UEL programmes, is governed by a comprehensive set of rules, procedures and policies known as the Academic Framework. The most important ones, such as for assessment, are summarised in this document. The full framework can be accessed at <http://www.uel.ac.uk/qa/manual/index.htm>.

Please note that KSUAE and UEL expect you to attend *all* scheduled classes and other activities, and that the teaching programme is structured in that expectation. We shall monitor your attendance and may de-register you from any modules where you have not been present for scheduled activities.

## **Admissions, Enrolment, Registration Arrangements**

Following a successful completion of the admissions process, you will be requested to submit originals of relevant official. You will need to complete a registration form with their full contact details and submit 2 colour photos.

All students are required to submit the aforementioned documents to the KSUAE Programme Registrar no later than 1st October, which is the first day of Induction Week. It is however highly recommended that students register well before this deadline, in order to avoid last-minute queues at the Registry and ensure that their documentation is complete and correct. The completion of the KSUAE registration process is a prerequisite for participation in the Induction Week activities and events.

Once you have completed your registration at KSUAE, they will pass your details to UEL. You will then receive an email from UEL with details of how to enrol with them. Please monitor your email carefully for this very important message – this includes checking your Spam or Junk Mail folder, particularly if your account is with providers such as Yahoo! or Hotmail. It is essential that you log in to UEL Moodle and enrol with UEL using the UEL student number that you have been given prior to attending any lectures. KSUAE will assist and ensure that you complete your online enrolment task promptly.

Once you have enrolled with UEL, please check your UEL email regularly (at least weekly) for important messages regarding the programme.

If you have a change of home and/or term time address or personal details, please kindly inform your Programme Leader and the School office reception desk at KSUAE.

To become or remain a student of our university, you must **enrol** each year. This entitles you to entry to the premises, use of the library and internet facilities and attendance at scheduled classes.

You must also **register**, or sign up, for the modules you intend to study each semester. Failure to register, or incorrect registration, could mean that you will be excluded from assessment. You will be given help with module selection during induction, or speak to your personal or year tutor.

## **Expectations**

The Student Charter - <http://www.uel.ac.uk/studentcharter/> - sets out in full the expectations we have of you as a student, and what you can expect of us.

We will do our best to provide you with the best possible opportunity both to acquire specialist knowledge about the subject of Civil Engineering Sciences, its methodology, theory and applications, and to develop more general skills that will help you in your future life and career. We will also provide help and support for your learning.

We will also do our best to uphold the University's Equal Opportunities policy and related issues concerning complaints and harassment (see the Manual of General Regulations <http://www.uel.ac.uk/qa/manual>) and the Student Charter.

We regard the diversity in background and prior experience that our students bring to the school and programme as a particular strength. We seek to value and promote this diversity, including access to opportunities, in student and staff relationships, through teaching and learning and in other relevant aspects of the student experience. The school will welcome suggestions from students about how to achieve this and where we fall short.

In return, we expect you, as adult learners, to take responsibility for your own learning and progress. At KSUAE, we offer opportunities to learn and develop – you are the one who must do the work. We expect you to fully engage in your degree course at UEL and work to the best standard you can achieve in your academic studies.

In particular we expect you to:

- keep yourself informed about your programme of study, programme deadlines and other requirements as set out in module descriptions.
- check the Helpdesk notice boards at least once a week
- sign the attendance registers as required
- attend all scheduled classes;
- complete additional reading as directed;
- organise your time effectively, complete assignments by the deadlines set;
- learn how to use the Library and Information Technology effectively;
- be open-minded and objective about knowledge; do not reject something just because it conflicts with your previous experience and beliefs.
- abide by the University's regulations
- show respect and consideration for others, both staff and fellow students; the University will not tolerate racist, sexist or any other form of discrimination
- behave at all times in a professional manner – you are training to be a skilled professional and/or world citizen
- do not endanger the safety of other members of the University – help keep the environment clean and tidy, abide by the Health & Safety regulations.

You may also read the Student Charter, which sets out more fully what is expected of you.

### **Recording of lectures and other teaching sessions**

Most academic staff will have no objection to you recording lectures and we request that you ask permission from the academic member of staff before recording their lecture.

Such recordings must, however, be for your own private use only. Lending or selling them to anyone else, or placing the recording on a web site, or any other form of reproduction is an infringement of copyright and will be considered to have contravened the disciplinary regulations of our University.

On completion of your degree you will be sent a transcript showing all the modules you have passed and the marks awarded, plus your final degree classification. You should keep this in a safe place, as you may need it when applying for jobs or further programmes. You will also receive a UEL degree certificate. Replacements for lost transcripts or degree certificates are issued by the Department of

Student Administration, **not** by the School of Architecture Computing and Engineering. A charge will be made for replacement copies.

Each module that you study will give you a module handbook, setting out the content and assessment for that Module. You should also keep these carefully, as they constitute the syllabus for your programme and may be required for future job or programme applications. Basic descriptions of all Civil Engineering Sciences modules may be found at the back of this handbook

## **Keeping in touch**

Keep us informed about what you are doing:

- tell us, on the appropriate forms, what option programmes you have chosen and also if you change options
- tell us immediately if any personal information, such as your address changes.
- tell us if you are ill, or having any other problems that might affect your work, or attendance.
- it is always possible to suspend your registration for a semester or more (known as “intermittence”), if temporary outside circumstances prevent you from giving sufficient time to your studies. If this happens to you, please speak to a tutor straight away, as failure to register a break in study promptly could result in you having a fail in assessment recorded against you.

If you decide to suspend your studies, or withdraw from the programme, it is essential that you inform us in writing, with a last date of attendance. Any fee remission due cannot be calculated without this information, and you may find yourself responsible for unpaid fees unless your withdrawal has been notified.

## 5. TEACHING, LEARNING AND ASSESSMENT

### Teaching and Learning

We will set out learning objectives for each module, and advise you through oral and written feedback on how to achieve these, but you must take responsibility for your own progress by becoming actively engaged in the learning process. We want you to become an independent, self-motivated, reflective and confident learner with a range of transferable skills that will be of use to you throughout your life.

Each 30-credit module is considered to be equivalent to 300 hours of study. **It is important to be realistic about the time commitment involved when planning your schedule, especially if you are juggling study with employment and/or family commitments.**

You will encounter a variety of teaching methods during the programme, according to the content of the particular module, the level of study and the resources available to us. Methods include formal lectures to large groups, smaller, less formal lectures to option groups, practical classes, computer workshops, seminars, tutorials, small group work and individual supervision.

Each module will provide you with a handout detailing the aims and learning outcomes, the weekly timetable, the staff whom you will meet, references and assessment details. You will normally receive summary lecture notes and other supplementary material during the module teaching.

Whatever the form of teaching, you are expected to:

- ⇒ arrive on time. If you are unavoidably delayed, do not disrupt the class when arriving late - slip in as quietly as possible.
- ⇒ do any pre-reading or other preparation required.
- ⇒ concentrate fully in the teaching session.
- ⇒ participate as fully as possible e.g. by asking questions, joining in discussion.
- ⇒ be considerate to your fellow students
- ⇒ be considerate to the academic(s) presenting the teaching session
- ⇒ after the class, undertake appropriate reading round the subject, or complete any assignments stemming from it.

### Coursework deadlines

All coursework must be submitted by the date and time specified for each module. These will be published in the module handouts and on the year notice boards. **THERE ARE NO EXTENSIONS TO DEADLINES**, (see Extenuating Circumstances below). There are good educational reasons why we do not accept late coursework, namely:

- ◆ In order for assessment to be reliable and fair, the task must be comparable for all students. It is clearly unfair to allow some students to spend extra time on a piece of work.
- ◆ If you were allowed to hand in coursework later, you could benefit from the feedback given to other students who handed in on time.
- ◆ If you allow work to build up beyond submission dates you will be taking time from other tasks; the result may be that you become even more behind with many other aspects of study.

- ◆ The ability to organise your work and meet deadlines is an important personal skill, valued by potential employers.

Some modules offer more opportunities to complete pieces of coursework than the minimum required. If you miss one deadline, you may be able to complete a further piece of work. For other modules, there is no such flexibility. Your module leader will be able to tell you about further opportunities if these are applicable for a particular module.

If due to illness or other valid cause, you are unable to submit work by the deadline, or attend an exam, or feel your performance in coursework or exams has been impaired, then you may submit an application for extenuation.

Such an application must be on the proper form and be submitted by the due date. “Valid causes” are as defined by UEL’s Procedures Governing Extenuating Circumstances. Details of how extenuation operates are given in the Academic Framework Modular Regulations Section 6.1.6 ([www.uel.ac.uk/academicframework/](http://www.uel.ac.uk/academicframework/)), and in “Extenuating Circumstances”. It is your responsibility to familiarise yourself with these regulations before making a submission.

Remember that assessed coursework is as important as examinations - it contributes to your final degree and, for some modules, is the only form of assessment.

### **Handing in coursework**

All coursework must be handed in at the Civil Engineering Sciences Registry.

Work should be word processed or typed. Do not use plastic covers or folders. You will need to attach a front cover form to your coursework before submitting it. Front cover sheets can be found on KSUAE Moodle

You should keep a copy of all work that you submit. Coursework submitted at Level 5 & 6 will not be returned to you, although you will receive written feedback. This is because we have to retain work for inspection by External Examiners.

### **Feedback on work**

Individual feedback on coursework completed during the semester will normally be provided within four weeks of submission and normally in writing.

Individual feedback on exam performance and on coursework submitted at the end of the semester is not normally given, but feedback on general performance of students, indicating strengths & common errors will be provided on KSUAE Moodle Feedback on project work (PY3101) will be on submission of a first draft.

### **Assessment**

To reflect the varying objectives and content of the modules, a variety of forms of assessment are used. This includes coursework such as essays and practical reports, timed essays, written and multiple-choice exams, and group exercises. At Levels 4 and 5, 60% of assessment is by coursework, to maximise your opportunities for formative feedback. The balance between coursework and examination in later levels will vary, though there will be an increasing emphasis on formal examination.

Each module will give you details of the assessment for that module, and indicate the criteria by which your work will be judged. In general, you will find that more is expected of you as you move through the programme. The Module Specification in Section 6 of this Handbook provides detailed information of the weighting and type of each module assessment.

Assessments at Level 4 & 5 are diagnostic only and although you must pass overall, do not contribute towards your final degree. It is designed to help you to develop the necessary knowledge and skills to succeed in later stages of the programme.

Assessment at Levels 5 & 6 does contribute to your final degree mark. While you will still get detailed feedback on your coursework, your exam performance and coursework will be awarded a grade, reflecting how well you are judged to have achieved the required learning outcomes.

## Marking

All work that contributes to your final degree is marked anonymously – in other words, the marker does not know who you are. The marking is also looked at by a second member of staff to check that the marking standards are appropriate. As a third safeguard, a sample of work from each Module is sent to the External Examiner, who checks that the general standard of marking is appropriate and equivalent to that in other Universities.

## CLASSIFICATION CRITERIA

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

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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### **FIRST CLASS (70% and over)**

The work meets the criteria for an Upper Second but, in addition, demonstrates excellence in at least one and probably several of the following:

- comprehensive coverage of material
- critical evaluation (beyond mere exposition of arguments)
- integration of a range of materials
- originality of thought, analysis or evaluation
- depth of insight into theoretical issues

### **UPPER SECOND CLASS (60-69%)**

Well organised and structured work, clearly expressed and containing coherent & logical arguments supported by accurate & relevant evidence. The student shows a sound grasp of the major concepts and issues and locates them within an appropriate theoretical framework. The content is clearly related to the topic or question, with no irrelevant content and shows evidence of wide reading. A reasonable attempt at analysis or evaluation of the presented material is made. For coursework essays, the work is well referenced and contains a comprehensive reference list.

### **LOWER SECOND CLASS (50-59%)**

The work contains a mainly accurate exposition of readings, with no serious inaccuracies, omissions or irrelevancies. There is evidence of a reasonable grasp of basic concepts but only limited attempt to set them within a wider framework. There will be an attempt at critical discussion or evaluation of the material but no extensive development of arguments. The work has a basic organisation and structure, though there may be lapses in places or diversions from the central topic or issue. In general, the work shows a descriptive rather than analytic bias.

### **THIRD CLASS (40-49%)**

Demonstrates some knowledge and understanding of the area but is less developed in some of the following:

- little or no critical discussion attempted;
- does not answer the question directly or appropriately;
- misses key points of information;



- contains important inaccuracies;
- very sparse coverage of material;
- assertions not supported by evidence;
- poorly structured.

### **FAILURE (0%-39%)**

The pass mark on all modules is 40%. A mark of 35-39% on one option module only per Level may be accepted as a Pass if the rest of your marks are satisfactory but note that you have to already have achieved 100 credits. In order to pass a module overall, you have to achieve a minimum of 30% in each component that contributes to the assessment of that Module.

These awards are considered as part of UEL's normal academic administration processes which include a summer Progression Board followed by an Award Board every year. For further information you are referred to Academic Framework Regulations

***<http://www.uel.ac.uk/wwwmedia/internal/qa/policies/Academic-Framework---Assessment-Regulations-Section-3-updated-June-2014.doc>***

**Failure to submit work on time or to attend an exam is deemed a failure, and uses one of your assessment opportunities.**

You will normally have four opportunities to attempt to pass the assessment for a module. The first opportunity includes:

- for coursework – the hand-in deadline during the semester
- for examinations – the exam period at the end of the semester

If you don't pass anything at this first opportunity the next chance is normally the re-sit period in August (but see below for exceptions). You will be set different course-work assignments to hand in by this date and new exam papers to take during the resit period. Unless you are granted Extenuation, if you fail to pass any assessment component of a module at the first opportunity, the overall module mark will be capped at 40% (for full details see the Academic Framework Modular Regulations [Section 6] at [www.uel.ac.uk/academicframework/](http://www.uel.ac.uk/academicframework/))

The third opportunity will be to re-attend the next time the module is taught and you will have to pay tuition fees again for the module. As a full time student, you cannot attend more than 4 modules in any one semester (FT). So you may need to postpone other modules and take longer to complete your degree. A failed module may also be a pre-requisite for subsequent modules, so you have to pass before progressing to the next stage of the programme.

The fourth opportunity is the next re-sit period. If you have not passed all the assessment for a module by the fourth opportunity and within three years of first attending the module, you will have to take a different module instead. **You also need to note that if you do not pass a core module at the fourth opportunity, and have not accrued 200 credits (including passing any skills modules for you have been assessed) that you will not be able to continue studying at the University of East London.**

Once you have passed a module, you cannot re-take it to try and improve your marks.

If after exhausting all your re-sits you pass less than 12 but at least 8 modules at Levels 4 & 5 you may be awarded an Ordinary degree.

The University regulations covering all aspects of assessment can be found in the Academic Framework Modular Regulations and the Assessment & Engagement Policy ([www.uel.ac.uk/qa](http://www.uel.ac.uk/qa)).

### **Appeals**

Sometimes you may feel disappointed by your mark for an assessment. Please note that we have careful procedures in place to ensure that marking is fair and appropriate. These include anonymous

marking, internal moderation or double marking and scrutiny by independent External Examiners. **There is, therefore, no right of appeal against academic judgement.**

If you are unhappy with a coursework mark, you should contact the module leader or your development tutor. They can look at the piece of work and try to advise you how you might improve it, or try to give additional feedback on your performance. **They cannot, however, re-mark or adjust the mark for your work.**

An appeal can be made only if you feel the assessment regulations had not been followed correctly. A formal statement as to the Appeals process can be found in this Handbook.

## **Cheating**

The University regards cheating in assessment as a serious offence, which can result in suspension or expulsion. Please note that the university assessment regulations forbid you to have any material, such as revision notes or books, with or near you during an examination. Should you be found to have such material, even if you did not look at it or use it in anyway, you will still be regarded as having broken the rules and can be penalised, by anything from having to re-take the assessment right up to expulsion from the university.

So please remember either to leave everything but your writing materials & student ID card outside the exam room, or to leave all your bags & belongings (with the invigilator) at the front of the exam room.

Trying to present the work of others as your own is “plagiarism”, a form of cheating. It is expected that all work you submit for assessment is your own. Plagiarism is defined more exactly in this Handbook.

## 6. MODULE SPECIFICATIONS

To note that the following descriptions are accurate at the time of printing, but minor changes may have to be made due to changes in staffing, etc. We cannot guarantee that all options will run every year, since they may also be affected by changes in staffing, or staff responsibilities. We will try to give as much advance notice as possible, but reserve the right to alter the timing or running of options. We will always offer all core modules and sufficient additional modules to enable you to complete your degree.

Definitive details will be given, together with learning outcomes and assessment criteria, in the relevant Module handout distributed at the beginning of each semester.

<b>Module Specification</b>		
<b>Module Title:</b>  Surveying and Geology	<b>Module Code: EV4121</b> <b>Level: 4</b>  <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  Prof. I. Mirsayapov add. tutor Dr. S. Stepanov
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The main aims of this module are to provide students with an understanding of the principles of surveying. To familiarise them with surveying instruments and to develop an awareness of surveying techniques. To be able to identify different rock types		
<b>Main topics of study:</b>		
<ul style="list-style-type: none"> <li>• Principles of surveying:</li> <li>• Levelling: Level instruments: Automatic levels; Testing Levels, Levelling Observations; Height Datums.</li> <li>• Angular measurements: Horizontal and Vertical Angles, Observing and Reducing Angles.</li> <li>• Control surveys: traversing</li> <li>• Introduce students to soil and rock properties</li> </ul>		
<b>Learning outcomes for the module:</b>		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Understand methods of surveying techniques and processes, maps, and plan construction.</li> <li>2. Understand methodology of location surveys and control measurements.</li> <li>3. Understand the role of geology in construction, the kinds of rock, and their properties.</li> <li>4. Understand structural properties and possible changes due to geological terrain.</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>5. Interpret geological data</li> <li>6. Scrutinize and use survey data.</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>7. Use modern surveying equipment.</li> <li>8. Apply surveying practice to carry out angular, linear and circular measurements, surveying works, control measurements and location surveys.</li> <li>9. Distinguish and define different rock types.</li> <li>10. Produce borehole and trial pit logs.</li> </ol>		
<u>Skills for life and work (general skills)</u>		
<ol style="list-style-type: none"> <li>11. Develop problem-solving skills.</li> </ol>		

12. Understand the requirements to become a chartered engineer and of continual professional development. 13. Gather knowledge and apply problem solving techniques across a range of civil engineering disciplines. 14. Demonstrate financial and environmental cost awareness 15. Network with a range of Industry personnel including craft, technical and professionals and demonstrate a good understanding of their roles and responsibilities.		
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b>  Lectures Practical classes		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>  Technical report on the surveying exercise (3000 words) Technical report for the geology site visits (3000 words)	<b>Weighting:</b>  50% 50%	<b>Learning Outcomes demonstrated:</b>  1, 2, 6, 7 & 8 3, 4, 5, 9 & 10-15
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b> <b>Core</b>  Mikhelev D.Sh., (2008) <i>Engineering surveying</i> . Moscow: Akademia. Poklad G.G., (2007) <i>Surveying</i> . Moscow Academic project.  <b>Recommended</b> Chernyshev M.N., Chumachenko G.N., Revelis I.L., (2004) <i>Tasks and exercises in engineering geology</i> . Moscow: Higher School. Ananyev V.P., Potapov A.D., (2009) <i>Engineering Geology</i> . Moscow.		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 48 hours Practical classes 36 hours Practical exercises 12 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study 204 hours	
Total hours (1 and 2):	300 hours	

#### Module Specification

<b>Module Title:</b>  <b>Physical and Chemical Properties of Construction Materials</b>	<b>Module Code: EV4122</b>  <b>Level: 4</b> <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  Prof N Rakhimova
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University for Architecture and Engineering		
<b>Main aim(s) of the module:</b>  The aim of the module to provide the student with knowledge relating to the chemical and physical properties of civil engineering materials commonly used.		
<b>Main topics of study:</b> <ul style="list-style-type: none"> <li>• The influence of the composition and structure on the properties of materials.</li> <li>• The state and structure parameters of materials.</li> </ul>		

- Hydrophysical properties of materials.
- Thermophysical properties of materials.
- Physical-mechanical properties of materials.
- Chemical properties of materials.
- Natural materials and its application.
- Construction and building materials as composite materials.
- Concrete and its application.
- Ceramic and silicate bricks and its application.
- Metallic materials and its application.

**Learning outcomes for the module:**

At the end of this module, students will be able to:

Knowledge

1. Demonstrate an understanding of the properties of various materials and how they might be used in the construction industry
2. Describe the physical and chemical properties of various materials
3. Demonstrate and understanding the physical and chemical properties required for various materials depending on its application.

Thinking skills

4. Demonstrate an understanding of the complex nature of materials.
5. Demonstrate an understanding of the use of materials under differing circumstances and in different locations.
6. Demonstrate and understanding the influence of the composition and structure of materials on the physical and chemical properties.

Subject-based practical skills

7. Evaluate what types of materials might be used in different circumstances.
8. Undertake laboratory exercises.
9. Describe the physical and chemical properties testing methods.

Skills for life and work (general skills)

10. Use laboratory and testing equipment
11. Evaluate the physical and chemical properties of various materials.
12. Choose rationally the materials depending on exploitation circumstances.
13. Work individually, and appropriately with others, to complete site based practical tasks.
14. Demonstrate an understanding of health and safety (and CDM requirements) and the need for sustainable construction
15. Implement health and safety requirements and be able to carry out risk assessment.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures  
Laboratory classes

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Formative assessment of laboratory reports	35%	10-15
Examination (3 hours)	65%	1 – 9

**Reading and resources for the module:**

**These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**

**Core**

Mikulsky V.G. (2004) *Construction and building materials*. Moscow, ASV Publisher, 536 p.  
Gorchakov G.I. (1981) *Construction and building materials*. Moscow, Higher school.

**Recommended**

Rakhimova N.R. (2013) *Natural stone construction materials*. Kazan: KSUAE  
Khaliullin M.I., Rakhimova N.R. (2010) *The basic properties of building materials*. Kazan: KSUAE

Indicative learning and teaching time (10 hrs per credit):	Activity

1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 48 hours Laboratory classes 48 hours
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): Private study 204 hours
Total hours (1 and 2):	300 hours

#### Module Specification

<b>Module Title:</b> <b>Mechanics</b>	<b>Module Code: EV4123</b> <b>Level: 4</b> <b>Credit: 30</b> <b>ECTS credit: 15</b>	<b>Module Leader:</b> Dr. F.R. Shakirsyanov
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The main aim of this module is to provide the student with the knowledge of mechanics due to externally applied forces in relation to simple forms on construction and provide the student with a greater knowledge of mechanics relating to structures.		
<b>Main topics of study:</b>		
<ul style="list-style-type: none"> <li>• Forces applied to a solid body</li> <li>• Bending moments</li> <li>• Shear forces</li> <li>• Stress/Strain relationship</li> <li>• Deflection of beams</li> <li>• Internal stress and strain in a structural member</li> <li>• Single span and continuous simply supported beam analysis</li> <li>• Analysis of trusses and frames</li> <li>• Section properties</li> <li>• Structural behaviour</li> <li>• Introduction to the use of structural engineering software</li> </ul>		
<b>Learning Outcomes for the module</b>		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Describe the fundamental basics of the laws of classical physics in relation to structural elements.</li> <li>2. Understand Hookes Law.</li> <li>3. Understand the effects various load combinations on a beam.</li> <li>4. Determine the internal forces in a truss</li> <li>5. Understand basic structural behavior</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>6. Analyse the stress and strain in a loaded member.</li> <li>7. Understand the deflected from of a loaded structure</li> <li>8. Understand the implications of applied loading to a structure.</li> <li>9. Have a detailed knowledge of the principal concepts of mechanics</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>10. Undertake basic mathematical structural calculations.</li> </ol>		

11. Carry out simple laboratory testing 12. Determine the stress distribution in a simple section 13. Use of computers to check hand calculations.  <u>Skills for life and work (general skills)</u>  14. Present calculations in a recognized and standard format 15. Determine shear forces due to external loading		
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b>  Lectures Tutorials Laboratory classes		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>  Formative assessment of Laboratory reports Examination (3 hours) Coursework (2000 words)	<b>Weighting:</b>  60% 40%	<b>Learning Outcomes demonstrated:</b>  1 - 15 5 - 9
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b> <b>Core</b> Andreev V.I., (2011) <i>Technical Mechanics</i> . Moscow: Higher School,  <b>Recommended</b> Vardanyan G.S., (2011) <i>Resistance of materials with the basics of engineering mechanics</i> . Moscow: Infra-M. Ter-Martirosyan Z.G., (2009) <i>Soil Mechanics</i> . Moscow: ACB. Malyshev M.V. (2009) <i>Soil Mechanics, Basements and Foundations</i> . Moscow ACB.		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 48 hours Tutorials 36 hours Laboratory classes 12 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study 204 hours	
Total hours (1 and 2):	300 hours	

#### Module Specification

<b>Module Title:</b>  <b>Architectural and Engineering drawing</b>	<b>Module Code: EV4124</b>  <b>Level: 4</b>  <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  Dr D. Shireeva
<b>Pre-requisite:</b>		<b>Pre-cursor:</b>
<b>Co-requisite:</b>		<b>Excluded combinations:</b>
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The aim of this module is to provide a knowledge and understanding to enable the student to produce technical drawings		





Total hours (1 and 2):	300 hours

### Module Specification

<b>Module Title:</b>  Engineering equipment of industrial and civil buildings	<b>Module Code: EV5121</b>  Level: 5  Credit: 30  ECTS credit: 15	<b>Module Leader:</b>  Dr R.G. Safiullin
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University for Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The main aim of the module is to provide the student with knowledge relating to engineering equipment of building in particular heating, ventilation, heat and gas supply, water supply and sanitation.		
<b>Main topics of study:</b>		
<ul style="list-style-type: none"> <li>• Heat, humidity and air modes of the building</li> <li>• Heating systems in buildings</li> <li>• Hydraulics and heat transfer</li> <li>• Ventilation systems</li> <li>• Air-conditioning systems</li> <li>• Heat supply of industrial and civil buildings</li> <li>• Gas supply of industrial and civil buildings</li> <li>• Water supply of settlements and buildings</li> <li>• Sewerage systems</li> <li>• Sanitary equipment in a building</li> </ul>		
<b>Learning Outcomes for the module</b>		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Master the most important concepts about heating and cooling loads of a building and its dynamic behaviour;</li> <li>2. Have a clear understanding of the operation of HVAC systems; apply these concepts to HVAC system design.</li> <li>3. Understand water consumption and waste water discharge for a building.</li> <li>4. Determine the arrangement and installation of sanitary equipment in a building.</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>5. Determine the size and layout of a HVAC installation.</li> <li>6. Evaluate the layout of the water supply in a building.</li> <li>7. Present the layout of water, drainage and heating systems on individual drawings.</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>8. Apply the concepts of psychrometrics and thermodynamics to heating and cooling analysis.</li> <li>9. Use basic concepts from heat transfer to determine heat gained or lost from a building</li> <li>10. Design air-handling and water supplying systems using concepts from fluid dynamics.</li> <li>11. Apply good engineering practice to meet the requirements for air quality control and comfort conditions</li> </ol>		
<u>Skills for life and work (general skills)</u>		
<ol style="list-style-type: none"> <li>12. Appreciate the need for Engineering equipment and services within a building.</li> <li>13. Apply previous learning on team roles so as to illustrate understanding of team working in the workplace, recognising and respecting differing perspectives.</li> <li>14. Communicate concepts in geotechnical engineering effectively to a specialist civil engineering audience.</li> <li>15. Gather knowledge and apply problem solving techniques across a range of civil engineering disciplines.</li> </ol>		
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b>		
Lectures Tutorials Laboratory classes		

<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
Examination (3 hours) Coursework (2500 words)	50% 50%	1–5 6-15
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b>		
<b>Core</b> Tikhomirov K.V., Sergeenko E.S. (2000) <i>Heat engineering, heating and ventilation</i> . Textbook for high schools. - Moscow : Stroyizdat Skanavi A.N., Mahov L.M. (2006) <i>Heating</i> . Textbook. - Moscow: Association of Building higher educational institutions Tertichnik E.I. (2006) <i>Ventilation</i> . Tutorial - Moscow: Association of Building higher educational institutions Kalitsun V.I. (2000) <i>Hydraulics, water supply and sewerage: manual for students</i> - Moscow: Stroyizdat Kedrov V.S., Isaev V.N. (2002) <i>Water Supply and Sanitation</i> . – Moscow: Stroyizdat.		
<b>Recommended</b> Davlatova T. G., Khabibullin Y. H. (2008) <i>Heating and ventilation of a house</i> . - Kazan: KSUAE. Davydov, A. P., Zamaleev Z. H., Safiullin R. G. (2013) <i>Calculation of the speed of the heat exchanger</i> . - Kazan: KSUAE.		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 48 hours Tutorials 36 hours Laboratories 12 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study 204 hours	
Total hours (1 and 2):	300 hours	

#### Module Specification

<b>Module Title:</b>  Architecture and the Environment	<b>Module Code:</b> EV5122 <b>Level:</b> 5 <b>Credit:</b> 30 <b>ECTS credit:</b> 15	<b>Module Leader:</b>  Prof. V. N. Kupriyanov
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>  The main aim of the module is to introduce the student to design of structures in relation to environmental factors such as noise, light and temperature. In addition the development of architectural form will be studied.		
<b>Main topics of study:</b>  <ul style="list-style-type: none"> <li>• Heat loss and temperature control</li> <li>• Sound insulation</li> <li>• Illumination intensity</li> </ul>		
<b>Learning Outcomes for the module</b>  At the end of this module, students will be able to:		

Knowledge

1. Demonstrate an understanding of the need to control heat loss and gain.
2. Demonstrate an understanding of the limitations of various structural forms.
3. Demonstrate an understanding of the requirements for sound insulation
4. Be aware of the need for natural light

Thinking skills

5. Differentiate between various forms of structure
6. Calculate the heat loss or gain through an element of a building
7. Calculate the level of natural light in a building

Subject-based practical skills

8. Produce documents that satisfy the regulations relating to buildings

Skills for Life and Work

9. Compare and contrast own skills, behaviours, attitudes and competences with those prized by graduate employers, and propose personal actions to bring these closer together

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures  
Laboratories  
Tutorials

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

**Weighting:**

**Learning Outcomes demonstrated:**

Formative assessment of laboratory reports  
Examination (3 hours)  
Portfolio of marked work (2000 words)

67%  
33%

1 - 7  
1 - 9

**Reading and resources for the module:**

**These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**

**Core**

Solovyev A.K., (2008) *Physics of environment: course book for higher schools*. Moscow: ASV.

Kupriyanov V.N., (2010) *Engineering climatology and environment physics*. Kazan: Kazan State University of Architecture and Engineering.

**Recommended**

Kupriyanov V.N., (2011) *Design of thermal insulation walling*. Kazan: Kazan State University of Architecture and Engineering.

**Indicative learning and teaching time (10 hrs per credit):**

**Activity**

1. Student/tutor interaction, some of which may be online:

Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  
Lectures 24 hours  
Tutorials 16 hours  
Laboratory classes 10 hours

2. Student learning time:

Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):

Private study 250 hours

Total hours (1 and 2):

300 hours

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### Module Specification

<b>Module Title:</b> Technological Processes in Construction	<b>Module Code: EV5123</b> <b>Level: 5</b> <b>Credit: 30</b> <b>ECTS credit: 15</b>	<b>Module Leader:</b> Dr R Mukhametrakhimov
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The main aim of this module is to provide the students with knowledge relating to building construction and building technology.		
<b>Main topics of study:</b>		
<ul style="list-style-type: none"> <li>• Basic information about the technological processes in construction.</li> <li>• Excavation, ground preparation and ground works</li> <li>• Foundation types and construction</li> <li>• The technology of masonry</li> <li>• Technology of monolithic concrete and reinforced concrete.</li> <li>• Technology concreting in winter conditions. technology of concrete work in hot climates</li> <li>• The mounting technology of building structures.</li> <li>• Production of roofing work.</li> <li>• Decoration works.</li> <li>• The introduction to health and safety on site.</li> </ul>		
<b>Learning Outcomes for the module</b>		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Be aware of the different foundations types and the construction techniques to form them.</li> <li>2. Demonstrate an understanding of the process of constructing reinforced concrete.</li> <li>3. Demonstrate an understanding of the process of masonry construction.</li> <li>4. Demonstrate an understanding of the process of steel erection.</li> <li>5. Demonstrate an understanding of various forms of roof construction.</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>6. Demonstrate an understanding of the order of the various construction processes</li> <li>7. Calculate the quantity of materials required for a each process</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>8. Calculate the quantity of materials required for a process.</li> <li>9. Determine the order in which works should be undertaken</li> </ol>		
<u>Skills for life and work (general skills)</u>		
<ol style="list-style-type: none"> <li>10. Be aware of health and safety when on working site</li> <li>11. Implement health and safety requirements and be able to carry out risk assessment.</li> <li>12. Reflect on selected action to elucidate chosen approach with information gathered</li> <li>13. Present analysis and design documents so that they can be checked by other engineers.</li> <li>14. Evaluate results from software analyses; interpret and communicate findings and recommendations</li> <li>15. Communicate in various formats</li> </ol>		

<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b> Lectures Tutorials		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>  Examination (3hours) Coursework (2500 words)	<b>Weighting:</b>  60% 40%	<b>Learning Outcomes demonstrated:</b>  1 – 6 7 – 15
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b> <b>Core</b> <ol style="list-style-type: none"> <li>1. Telichenko V.I., Lapidus A.A., Terentyev O.M., (2002) <i>Technological processes in civil engineering parts 1 &amp; 2</i>. Moscow: Higher school.</li> <li>2. Telichenko V.I., Lapidus A.A., Terentyev O.M., (2002) <i>Technology of building processes</i>, part. Moscow: High school.</li> <li>3. Dikman K.G., (2006) <i>Organization, designing and management in construction</i>. ASC.</li> </ol> <b>Recommended</b> <ol style="list-style-type: none"> <li>1. Izotov V.S., Sabitov L.S., Mukhametrakhimov R.Kh. (2013) <i>The basic technology of construction processes</i>. Kazan: KSUAE.</li> <li>2. Izotov V.S., Sabitov L.S., Mukhametrakhimov R.Kh. (2011) <i>Erection of single storey industrial buildings</i>. Kazan: KSUAE.</li> <li>3. Izotov V.S., Mukhametrakhimov R.Kh. (2014). <i>Technology of construction of monolithic buildings</i>. Kazan: KSUAE.</li> </ol>		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  Lectures                      48 hours Tutorials                        48 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private Study                      204 hours	
Total hours (1 and 2):	300 hours	

#### Module Specification

<b>Module Title:</b>  <b>Professional Practice/Placement</b>	<b>Module Code: EV5124</b> <b>Level: 5</b>  <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  Dr R. Mukhametrakhimov
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery:</b> Kazan State University of Architecture and Engineering		
<b>Main aim(s) of the module:</b>		
The main aim of this module is to equip the student with skills that will assist in their academic learning. They undertake a practical project with an external partner and report on the processes and findings of the project.		
<b>Main topics of study:</b>		
<ul style="list-style-type: none"> <li>• The structure of a company</li> </ul>		

- How processes are undertaken in industry
- Health and safety in the work place
- The production of a technical report

### Learning outcomes for the module

At the end of this module, students will be able to:

#### Knowledge

1. Understand the structure of a company
2. Understand the processes undertaken at the company
3. Understand the use of human resources
4. Understand how to write a technical report

#### Thinking skills

5. Identify the number of staff required to undertake a process.
6. Identify the amount of materials requires to undertake the process for a day.

#### Subject-based practical skills

7. Undertake a practical process or task.
8. Collaborate with other workers

#### Skills for life and work (general skills)

9. Express a range of ideas using appropriate language, relevant academic writing conventions and discipline specific styles (e.g. engineering).
10. Use and cite sources in line with the concepts of academic integrity.
11. Reflect on and record learning, skills and development needs.
12. Demonstrate appropriate use of technology.

#### Professional skills

13. Develop personal professionalism, identifying appropriate job and/or training opportunities (whether paid or unpaid).

### Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Lectures  
Practical sessions  
Professional experience

#### Assessment methods which enable students to demonstrate the learning outcomes for the module:

Technical report (3500 words)

#### Weighting:

100%

#### Learning Outcomes demonstrated:

1 - 13

### Reading and resources for the module:

**These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**

#### Core

- Pears, R. and Sheilds, G. (2010) *Cite Them Right: The Essential Referencing Guide*. 8th edn. Basingstoke: Palgrave Macmillan.
- Telichenko V.I., Lapidus A.A, Terentyev O.M., (2002) *Technological processes in civil engineering parts 1 & 2*. Moscow: Higher school.
- Telichenko V.I., Lapidus A.A., Terentyev O.M., (2002) *Technology of building processes, part*. Moscow: High school.

#### Recommended

- Izotov V.S., Sabitov L.S., Mukhametrakhimov R.Kh. (2014) *Industrial and technological practice*. Kazan: KSUAE.
- *Handbook on professional development of civil engineers*. (2006). Feniks. Moscow.

Indicative learning	Activity
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<b>and teaching time (10 hrs per credit):</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  Lectures                      36 hours Practical exercise            154 hours
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study                      110 hours
Total hours (1 and 2):	300 hours

#### Module Specification

<b>Module Title:</b>  <b>Design in Steel and Timber</b>	<b>Module Code: EV6121</b> <b>Level: 6</b>  <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  <b>Dr. L. Gimranov</b>
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery: Kazan State University of Architecture and Engineering</b>		
<b>Main aim(s) of the module:</b>		
Outline parameters, uses and limitations of designing in timber.		
<b>Main topics of study:</b>		
<u>Design in Timber</u> <ul style="list-style-type: none"> <li>• Types of timber</li> <li>• Physical and structural characteristics of timber for use as a construction material.</li> <li>• Design and detailing to relevant standards and norms</li> <li>• Limitations of timber as a structural material</li> </ul> <u>Design in Steel</u> <ul style="list-style-type: none"> <li>• Behaviour and performance under load.</li> <li>• Uses in construction.</li> <li>• Design and detailing to relevant standards and norms.</li> <li>• Issues in steel construction.</li> <li>• Timber and Steel</li> <li>• Use of computer software in design of steel and timber structures</li> <li>• Use of CAD packages for production of drawings</li> </ul>		
<b>Learning outcomes for the module:</b>		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Display a comprehensive knowledge of the capabilities and limitations of wood and steel as construction materials.</li> <li>2. Compare designs to the relevant SNIP code (construction standards and rules)</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>3. Calculate loads and stresses for given design situations</li> <li>4. Design simple structures in timber and steel.</li> <li>5. Integrate ideas in order to devise design solutions.</li> <li>6. Critically appraise design solutions</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>7. Create computer software generated solutions for particular designs. Generate design calculations and drawings</li> </ol>		
<u>Skills for Life and Work</u>		

8. Ability to carry out supervision of installation of metal or wood structures during construction of buildings and structures.		
<u>Research skills</u>		
9. Evaluate aspects of the research process relevant to a chosen field of study		
10. Select techniques appropriate for research in a field of study.		
11. Select and implement appropriate analytical techniques.		
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b> Lectures Tutorials Practicals		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
Examination (2 hours and 15 minutes) Design coursework (3500 words)	70% 30%	1-2, 8 3-7, 9-11
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b>		
<b>Core</b> Kalugin, A.V. (2003) <i>Timber structures</i> . Moscow: ACB Kudishin, U.I., Belenya, E. I., Ignatieva, V.S and others (2007). <i>Metal structures</i> . 9 <sup>th</sup> edn. Moscow: Publishing Center "ACADEMY" Code of rules (2011) <i>SP 64.13330.2011 Timber structures</i> . Moscow: Ministry of Regional Development of the Russian Federation Code of rules (2011) <i>SP 16.13330.2011 Steel structures</i> Moscow: Ministry of Regional Development of the Russian Federation Software : : <i>AutoCad, SCAD, LIRA, STARK_ES</i>		
<b>Recommended</b> EN 1993-1-1 Eurocode 3: Design of steel structures - Part 1-1: General rules and rules for buildings EN 1995-1-1 :2004+A 1 Eurocode 5: Design of timber structures - Part 1-1: General - Common rules and rules for buildings		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): 48 hours lectures 32 hours workshops 16 hours practical	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): 204 hours private study	
Total hours (1 and 2):	300	

#### Module Specification

<b>Module Title:</b> <b>Design in Reinforced Concrete and Masonry</b>	<b>Module Code: EV6122</b> <b>Level: 6</b> <b>Credit: 30</b> <b>ECTS credit: 15</b>	<b>Module Leader:</b> <b>Dr. O. Radaykin</b>
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery: Kazan State University of Architecture and Engineering</b>		
<b>Main aim(s) of the module:</b>		
Understand design in concrete and masonry. The development of the students analytical and design skills in design in reinforced concrete and masonry.		
<b>Main topics of study:</b>		



- The essence of the concrete, the area of its application. Short historical data on the use of concrete, reinforced concrete and masonry structures. Determination of the course «Design in Reinforced Concrete and Masonry» its goals and objectives, communicate with other disciplines. Scope monolithic, precast, precast reinforced concrete, steel fiber concrete, their advantages and disadvantages. The essence of masonry and reinforced masonry structures, on-domain of their application, advantages and disadvantages.
- Material properties of concrete and masonry structures.
- Strength calculation and design of reinforced concrete flexural elements.
- Strength calculation and design of eccentrically compressed and stretched concrete elements.
- Calculation of reinforced concrete structures to II-nd group limit state.
- Calculation of reinforced concrete elements on the local effect of load.
- Stress state of stone and mortar with central compression masonry. Stage of the stress-strain state of the masonry. Deformation of masonry: elastic, short-term, long-term loading.
- Calculation of unreinforced masonry load bearing capacity at the central and eccentric compression.
- Calculation of masonry with a cross (mesh) and the longitudinal reinforcement on the bearing capacity at the central and eccentric compression. Calculation of unreinforced masonry load bearing capacity at the central and eccentric compression.
- Calculation of masonry: the determination of the crack opening and deformation (in the II-nd group limit states) under eccentric compression; when working on the bias (in the plane of the wall) wall fillings frame buildings; self-supporting wall connected to the frame; other elements of buildings and structures, in which the formation of cracks is not allowed.
- Bases for design of statically indeterminate reinforced concrete structures based on redistribution of stresses due to inelastic deformation. The concept of plastic hinge and limit equilibrium method. Alignment of the bending moments. Economic efficiency of the design, taking into account the redistribution of effort.
- Prefabricated beams of the ceiling. Solid ribbed slab with a slab supported on a path. Bases of calculation and design.
- Design and layout of the scheme framed single-story industrial buildings; providing the spatial rigidity of the system ties, assigning each species. Payment schemes. Static calculation of the transverse plane of the frame on the undeformed scheme
- Plate covers one-storey industrial buildings and their classification; advantages and disadvantages of certain types of plates. Truss girder coatings; classification, advantages and disadvantages of certain types of beams; identify unprofitable calculated cross-sections are of variable height.
- Reinforced concrete truss coatings; classification, advantages and disadvantages of certain types of farms. For information about the calculation of truss farms. Calculation and design of the intermediate nodes and the reference farms.
- Engineering or special facilities; definition of classification; specificity calculation.

#### **Learning outcomes for the module:**

At the end of this module, students will be able to:

##### Knowledge

1. Have a comprehensive knowledge of the capabilities and limitations of reinforced concrete and masonry as a construction material.
2. Compare designs to the relevant SNIP code (construction standards and rules)

##### Thinking skills

3. Calculate loads and stresses for given design situations
4. Design structures in reinforced concrete and masonry.
5. Integrate ideas in order to devise design solutions.
6. Critically appraise manual and computer software design solutions

##### Subject-based practical skills

7. Generate design calculations and drawings
8. Create computer software generated solutions for particular designs in reinforced concrete and masonry.

##### Skills for life and work (general skills)

9. Relate designs to Health and Safety aspects
10. Work autonomously within general design requirements

##### Research skills

11. Evaluate aspects of the research process relevant to a chosen field of study
12. Select techniques appropriate for research in a field of study.
13. Select and implement appropriate analytical techniques.

#### **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures

Tutorials		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
Examination (2 hours) Design coursework (3400 words)	44% 56%	<b>1-3,13</b> <b>2-13</b>
<b>Reading and resources for the module:</b> <b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b>		
<b>Core</b> Baikow, V.I., Sigalov E. E. (2009) <i>Reinforced concrete structures. General course</i> . 9 <sup>th</sup> edn. Moscow: Bastet Bondarenko, V.M. (2002) <i>Reinforced concrete and masonry structures</i> . 2th edn. Moscow: High school Sokolov B.S, Nikitin G.P, Sedov A.N (2010) <i>Design of concrete and masonry structures</i> . Textbook. Moscow: ASV  Software : <i>AutoCad, SCAD, LIRA, STARK_ES</i>		
<b>Recommended</b> Code of rules (2003) <i>SP 52.101.2003 Concrete and reinforced concrete structures without pre-stressing</i> . Moscow: NIIZhB		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 52 hours Workshops 30 hours Tutorials 12 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study 206 hours	
Total hours (1 and 2):	300 hours	

#### Module Specification

<b>Module Title:</b>  <b>Bases and foundations of buildings</b>	<b>Module Code: EV6123</b> <b>Level: 6</b>  <b>Credit: 30</b>  <b>ECTS credit: 15</b>	<b>Module Leader:</b>  <b>Prof. I. Mirsayapov</b> <b>Dr. I. Koroleva</b>
<b>Pre-requisite:</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery: Kazan State University of Architecture and Engineering</b>		
<b>Main aim(s) of the module:</b>		
Understand design in basis and foundation. The development of the students analytical and design skills in basis and foundation design.		
<b>Main topics of study:</b>		
The required Analysis and Design techniques, in basis and foundation, to current standards and norms of <ul style="list-style-type: none"> <li>• General principles of design bases and foundations</li> <li>• Shallow foundations. Types and design shallow foundations.</li> <li>• Calculation of shallow foundations</li> <li>• Calculation of the base shallow foundations for groups I and II limit states.</li> <li>• Pile foundations. Classification of piles and pile foundations.</li> <li>• Calculation of bearing capacity of piles under the action of vertical and horizontal loads.</li> <li>• Calculation and design of pile foundations.</li> <li>• Calculation of pile foundation grills strength.</li> </ul>		

- Engineering methods to transform the building properties of soil base
- Deep foundations.
- Reconstruction and repair of foundations
- Strengthening the foundation soils

**Learning outcomes for the module:**

At the end of this module, students will be able to:

Knowledge

1. Have a comprehensive knowledge of the Geotechnical analytical requirements allied to advanced building forms
2. Compare designs to the requirements of the relevant SNIP code (construction standards and rules)

Thinking skills

3. Calculate loads and stresses for given design situations
4. Geotechnical analysis and design for advanced building forms.
5. Relate ideas and concepts in order to explore design solutions.
6. Critically appraise manual and computer software design solutions

Subject-based practical skills

7. Generate design calculations and drawings
8. Create computer software generated solutions for particular designs.

Skills for life and work (general skills)

9. Relate designs to Health and Safety aspects
10. Work autonomously within general design requirements

Research skills

11. Evaluate aspects of the research process relevant to a chosen field of study
12. Select techniques appropriate for research in a field of study.
13. Select and implement appropriate Geotechnical analytical techniques.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures  
Tutorials

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

Examination (2 hours)  
Design coursework (3400 words)

**Weighting:**

44%  
56%

**Learning Outcomes demonstrated:**

1, 3, 4, 13  
2-13

**Reading and resources for the module:**

**These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format**

**Core**

1. Mangushev RA et al. Modern pile technology. Textbook. Publisher ASV, Moscow, 2009 -304s.
2. Krutov VI Shallow foundations. Textbook. Publisher ASV, Moscow, 2009 -231s.
3. Simagin VG Foundations. Design and installation. Textbook. Publisher ASV, Moscow, 2008 -496s.
4. Pilyagin AB Design bases and foundations of buildings and structures. Publisher ASV, MA-2011-311c.
5. Mangushev RA, Charlov VD, Sakharov II Foundations, Publisher ASV, M., 2010 -388 p.
6. Ukhov SB, Semenov VV, Znamenskii VV, Ter-Martirosyan ZG, Chernyshev SN Soil mechanics and foundation. - M.: Publisher ASV, 2007.-527s.
7. Berlinov MV Foundations. St. Petersburg - Moscow - Red gift with 2011 -318.

Software : : *AutoCad, SCAD, LIRA*

**Recommended**

Code of rules (2011) *SP 22.13330.2011 Foundations of buildings and structures. Updated version SNIP 2.02.01-83* \*. Moscow: Ministry of Regional Development of the Russian Federation  
Code of rules (2011) *SP 24.13330.2011 Pile foundations. Updated version SNIP 2.02.03-85* \*. Moscow: Ministry of Regional Development of the Russian Federation

**Indicative learning and teaching time (10 hrs per credit):**

**Activity**

1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):  Lectures 48 hours Tutorials 32 hours
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):  Private study 220
Total hours (1 and 2):	300

#### Module Specification

<b>Module Title:</b>  Final Year Integrated Project	<b>Module Code: : EV6124</b>  Level: 6  Credit: 30  ECTS credit: 15	<b>Module Leader:</b> Dr R. Mukhametrakhimov <b>Additional tutors - all staff acting as supervisors / advisors</b>
<b>Pre-requisite: All second year modules</b>	<b>Pre-cursor:</b>	
<b>Co-requisite:</b>	<b>Excluded combinations:</b>	
<b>Location of delivery: Kazan State University of Architecture and Engineering</b>		
<b>Main aim(s) of the module:</b>		
The aim of this module is for each student to undertake an individual integrated design project.		
<b>Main topics of study:</b>		
<ol style="list-style-type: none"> <li>1. Foundation selection and design</li> <li>2. Structural analysis and design</li> <li>3. Architectural considerations</li> <li>4. Building services requirements</li> <li>5. Construction management aspects</li> <li>6. Drawings</li> <li>7. Project documentation</li> <li>8. Costing</li> <li>9. Environmental / Ecological statement</li> <li>10. Health and Safety</li> <li>11. Use of computer software in analysis, design and detailing</li> <li>12. Report production</li> </ol>		
<b>Learning outcomes for the module:</b>		
At the end of this module, students will be able to :		
<u>Knowledge</u>		
<ol style="list-style-type: none"> <li>1. Evaluate the technical, engineering, architectural and economic context of projects.</li> <li>2. Development of architectural and constructive decisions in the field of research.</li> <li>3. Evaluation of engineering and geological conditions, calculation and design of foundations.</li> <li>4. Development of technology for the construction of buildings and construction organization.</li> <li>5. Determination of the costing of construction.</li> <li>6. Development of requirements for work safety and environmental protection.</li> </ol>		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> <li>7. Research and define the design constraints in arriving at a solution to the problem</li> <li>8. Critically evaluate possible design solutions against a range of criteria to ensure fitness for purpose, and an understanding of the end user's needs.</li> <li>9. Critically appraise the design outcomes including cost estimates.</li> </ol>		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> <li>10. Apply engineering and architectural principles and standards to analyse construction related projects and have the ability to work with a degree of technical uncertainty</li> <li>11. Apply quantitative methods and relevant software packages in order to relate ideas and concepts to evaluate relevant</li> </ol>		

design solutions		
<u>Skills for life and work (general skills)</u>		
12. Gather knowledge and apply problem solving techniques across a range of disciplines		
13. Work autonomously to identify the best solution within the given and perceived project constraints		
<u>Research skills</u>		
14. Identify and apply appropriate research methodologies.		
15. Deliver a presentation on a chosen research topic.		
16. Critically reflect on data produced.		
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b>		
Student centred integrated design project which would entail the following		
Supervision / progress meetings		
Tutorials		
<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
Final dissertation (9000 words)	100%	1-12
<b>Reading and resources for the module:</b>		
<b>These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</b>		
<b>Core</b>		
Swetham, D., and Swetham R Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work Sprin Hill, Oxon		
<b>Recommended</b>		
Directory with requirements to final qualifying work. Kazan: KSUAE.		
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):	
	Supervision / progress meetings 24 hours	
	Tutorials 76 hours	
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):	
	Private study and investigation 200 hours	
Total hours (1 and 2):	300	

## 7. PROGRAMME MANAGEMENT

### Programme Team and Committee

General Management of the programme is in the hands of the Programme Team, whose members and responsibilities are shown below. The course is delivered by a team of experienced lecturers and practitioners who meet regularly to discuss progress and student issues. Certain lecturers are Module leaders who are responsible for the delivery, teaching and quality of their module. Their specific responsibilities include:

- Being responsible for the day-to-day management of the Module;
- Ensuring that all members of staff teaching the Module have a copy of the Module handbook;
- Where appropriate coordinating team teaching.
- Ensuring that the content, delivery and assessment of the module are in accordance with the student handbook;
- Ensuring that the content, delivery and assessment of the module are regularly reviewed and kept up to date and proposing significant changes for validation when appropriate;
- Liaising with the Programme Leader concerning the physical and human resource requirements for the module.

The Programme Committee is responsible for assuring the quality and management of the undergraduate programmes, reports to the School Board and includes student representatives, staff making a significant teaching contribution to the programme and representatives of relevant academic services. It is also responsible for approving an annual report, called the Review and Enhancement Process report, which includes action plans for necessary alterations and improvements to the programme each year.

Once every term the Programme Organising Committee (POC) comprising lecturers, support service personnel such as the Librarian, and elected student representatives under the chairmanship of the Programme Leader meet to raise issues affecting the student body on the course. The purpose of the Committee is:

- to ensure a regular and formal exchange of views between students and staff on the progress of the programme;
- to highlight any operational difficulties affecting the programme and to monitor progress in overcoming such difficulties;
- to receive the annual Review and Enhancement Process report prior to its submission to the University;
- to recommend modifications to the programme structure for inclusion in future proposals for revision of the scheme;
- Each year requires at least one representative and students are encouraged to put themselves forward to take on this important role.

The terms of reference for Programme Committees can be found in Appendix D.

## Undergraduate Programme Leader in BSc (Hons) Civil Engineering

**Rustem Mukhametrakhimov** [muhametrahimov@mail.ru](mailto:muhametrahimov@mail.ru)

Associate professor

Department of technology, organization and mechanization in construction

### Module Leaders of the course:

Module Code	Module Title	Module Leader	Room	E-mail
1	2	3	4	5
<b>Level 4</b>				
EV4121	Surveying and Geology	<b>Prof. I. Mirsayapov Dr S. Stepanov</b>	2-110	<a href="mailto:mirsayapov1@mail.ru">mirsayapov1@mail.ru</a> <a href="mailto:seregins2@yandex.ru">seregins2@yandex.ru</a> <a href="mailto:rahimova.07@list.ru">rahimova.07@list.ru</a>
EV4122	Physical and Chemical Properties of Construction Materials	<b>Prof N. Rakhimova</b>	1-20	<a href="mailto:rahimova.07@list.ru">rahimova.07@list.ru</a>
EV4123	Mechanics	<b>Dr F.Shakirsyanov</b>	4-111	<a href="mailto:shakirsyanov@kgasu.ru">shakirsyanov@kgasu.ru</a>
EV4124	Architectural and Engineering Drawing	<b>Dr D. Shireeva</b>	2-508	<a href="mailto:shireeva@kgasu.ru">shireeva@kgasu.ru</a>
<b>Level 5</b>				
EV5121	Engineering equipment of industrial and civil buildings	<b>Dr R. Safiullin</b>	4-105	<a href="mailto:safiullin@kgasu.ru">safiullin@kgasu.ru</a>
EV5122	Architecture and the Environment	<b>Prof V. Kupriyanov</b>	4-101	<a href="mailto:kuprivan@kgasu.ru">kuprivan@kgasu.ru</a>
EV5123	Technological Processes in Construction	<b>Dr R.Mukhametrakhimov</b>	4-108	<a href="mailto:muhametrahimov@mail.ru">muhametrahimov@mail.ru</a>
EV5124	Professional Practice/Placement	<b>Dr R.Mukhametrakhimov</b>	4-108	<a href="mailto:muhametrahimov@mail.ru">muhametrahimov@mail.ru</a>
<b>Level 6</b>				
EV6121	Design in Steel and Timber	<b>Dr. L. Gimranov</b>	4-232	<a href="mailto:gimranov@kgasu.ru">gimranov@kgasu.ru</a>
EV6122	Design in Reinforced Concrete and Masonry	<b>Dr. O. Radaykin</b>	4-201	<a href="mailto:olegxxii@mail.ru">olegxxii@mail.ru</a>
EV6123	Bases and foundations of buildings	<b>Prof. I.Mirsayapov Dr. I. Koroleva</b>	2-110	<a href="mailto:mirsayapov1@mail.ru">mirsayapov1@mail.ru</a>
EV6124	Final Year Integrated Project	<b>Dr R.Mukhametrakhimov</b>	4-108	<a href="mailto:muhametrahimov@mail.ru">muhametrahimov@mail.ru</a>

### Student Feedback

Our University and Students' Union are firmly committed to involving all students at all levels of decision making. Your elected representatives in the Union sit on the major university committees. Student representatives are also elected from every level of the undergraduate Civil Engineering Sciences programme of study. Their job is to:

- Identify issues and needs of their fellow students
- Canvass opinions from other students on substantive issues.
- Report views and raise issues at programme management and liaison meetings
- Report back to other students on the outcomes of and decisions made at such meetings.
- Liaise where necessary with the Student Union.
- Some representatives will also be asked to serve on the School Board.

The benefits of being a representative are:

- You influence the running of your programme.
- You help other students in your cohort.
- You have the opportunity to develop skills such as communication and negotiation, and gain experience of committee work. You will have evidence that you can take on responsibility in addition to studying. These are useful things to put on your CV and are valued by employees.
- You receive training and support from the Student Union, and a certificate to accredit your involvement.

Support your representatives in their role, and consider standing for election if you feel you can spare the time and would enjoy the opportunity to give something back to your university and fellow students.

## Quality Assurance

### Background

The quality and management of the programme is reviewed annually by the School Quality Sub-Committee. The mechanism for this is via the Annual Programme Report, produced by the Programme Leader in conjunction with and approved by the Programme Committee. This report covers the operation of the programme in the preceding year, the success rates of students on it, and also identifies opportunities and plans for further enhancing the quality of the programme. The School and all its programmes are also subject to periodic review by both the University and outside bodies such as the Quality Assurance Agency for Higher Education (QAAHE).

Appointed to every programme are subject specialist External Examiners. The External Examiners' responsibilities are to ensure that the academic standard of the programme is comparable with similar programmes elsewhere, and that the assessment processes on the programme are conducted fairly. They advise on the form and content of exam papers and coursework, check the marking of a sample of work on each module, attend assessment boards and write an annual report to the University.

### The role that students can play in quality assurance:

We are always looking at ways of improving our programmes and we welcome your suggestions and constructive comments. There are a number of ways in which you can do this:

- You can discuss your experience on the programme with your **development tutor** and/or **year tutor**.
- You can forward comments and suggestions through your student representatives who sit on the relevant programme management and liaison committees.
- You are regularly asked for your views on the delivery of each module that you study, by asking you to complete an anonymous questionnaire at the end of the teaching of that modules. A summary of the feedback given and what actions we plan to take as a result will be posted on KSUAE/UEL Moodle.
- You will also be asked to complete a more general questionnaire when you have completed your programme.

Please help us to improve what we offer by using these opportunities in a constructive way to have your say about what we do. You can make a vital contribution to the development of the course.



Other methods of receiving feedback from students include regular tutorials, one-to-one meetings, on-line and hardcopy feedback questionnaires for each module studied.

The student charter sets out a clear set of rights and responsibilities that you have as a result of your enrolment on a programme of study at UEL. It provides details of what you can expect UEL to do and also outlines what we expect of you as a student of UEL. It covers most aspects of your study at UEL starting with when you apply to the university. The charter can be found on the UEL website at [www.uel.ac.uk/studentcharter/](http://www.uel.ac.uk/studentcharter/)

Information for collaborative student representatives can be found on the following website (please note that this information is in English): <http://www.uel.ac.uk/qa> .

## **8. STUDENT SUPPORT**

Throughout their studies, KSUAE students are supported with special services, programmes and activities. Through these support services, students can improve their academic performance and enrich their learning experience, and ensure excellent prospects of employment and professional establishment. The University Student Services offer a variety of services including Counselling, Academic Support, and Careers advice. Tutors can tell you how to contact these services and information about them is available at the KSUAE Registry.

### **Academic and Development Support**

The programme, School and University will offer you both academic and pastoral support.

During induction in your first year you will be allocated a Development Tutor. You will have regular meetings with him or her throughout the first year, plus emergency appointments if necessary. Your tutor will monitor your academic progress and give feedback and advice. You can also consult him/her for advice and guidance on other problems that may be affecting your progress. If appropriate, your tutor will refer you to appropriate sources of support within and beyond the University. A student mentor may be available - this will be someone who has recent experience of the year and so can give advice and help from a student's point of view.

Your tutor will normally continue to be your development tutor at Level 5 and will offer at least two chances to meet during the year, plus further appointments if necessary. You will also receive academic support via laboratory-based small groups or tutorials. At Level 6 you will be allocated an individual supervisor for your Project who will also give advice and guidance on academic and other issues as well as help with preparation of CVs and job or postgraduate programme applications.

The Programme Leaders will also see students to give advice and guidance. Module leaders can give advice on academic issues relating to their particular Module.

### **Access to Your Tutors**

Students wishing to consult staff on any matter should do so by appointment only. There may be cases of special urgency, in which case every effort will be made for someone to see you immediately. Special urgency in this context does not mean, for example, asking the lecturer for a reference because you only have the afternoon left to complete your essay. It means a real emergency.

Please always try to make an appointment with academic staff. Academic staff teaches on several different undergraduate and postgraduate programmes, have administrative and professional duties and also are required to be involved in research activities. In order to meet this variety of commitments, they are unlikely to be available outside the teaching terms except by special arrangement.

Other ways of accessing information from tutors is available as follows:

- Information and messages about the programme are posted on the notice boards. Please check these frequently.

- Each module that you study will have a KSUAE/UEL Moodle (Your tutors will explain how to access these at the beginning of your programme). Information about your modules will be posted here. There is also a general notice page for Construction Economics on KSUAE/UEL Moodle, so please also check this regularly.

Your student representatives can raise issues and concerns on your behalf and but do not forget your fellow students. Students can give each other valuable moral support, keep each other motivated, share information and generally help each other progress.

### **Personal / Development Academic Tutor**

The Personal Academic Tutor or Development Tutor is one of the most fundamental people supporting your learning process. KSUAE students are constantly in touch with their Personal Academic / Development Tutor, cooperating with him/her closely in terms of their academic progress, their employment prospects and in general, in terms of any issue related to the process of their education. The Personal Academic / Development Tutor contribute to the resolution of any problem that might possibly arise during the period of study. At the end of this period, he/she mainly cooperates with the graduate in order to find the most appropriate professional options for him/her.

### **Careers and Employability Centre**

Over the past twenty-eight years of its operation, KSUAE has developed powerful relations with the employment market, in order to ensure its graduates' fast integration in the professional sector of their choice. KSUAE provides training of specialists for architectural, building and road transport industry, for housing and communal utilities sectors of the Republic of Tatarstan and all Russia. Currently about 91% of our graduates find employment with the Industry using their KSUAE qualification and as such are highly employable.

Every year, after successfully cooperating with the KSUAE Liaison and Career Office, many national and multinational companies decide to recruit our graduates. In addition, at the end of each academic year, the Liaison & Career Office organises Career Days, in order to give the opportunity to KSUAE's students to meet, discuss and network with representatives of some of the biggest companies in Russia and become familiar with real professional conditions.

The Liaison & Career Office at KSUAE aims to provide high quality information, advice and guidance to students and graduates. We are committed to delivering this in a professional, impartial and accessible way and aim to equip our students and graduates with the skills and knowledge to effectively choose and manage their careers. Its mission is to increase KSUAE students' & graduates confidence and abilities to construct meaningful careers. They do this by delivering career development and job search support to help both students & graduates build success on their own terms.

The Liaison & Career Office can offer you the following support when it is time for you to seek professional employment:

- Make realistic decisions about your next steps.
- Explore comprehensive information about occupations, employers, postgraduate training and vacancies.
- Understand and assess the available opportunities.
- Assess your own potential.
- Choose wisely from all the options open to you.
- Make and implement an agreed plan of action.

### **Requesting References**

During your time at KSUAE and particularly during your final year, you may find that you need a reference to support of a job or post-graduate programme application you wish to make. Whilst all of the Civil Engineering Sciences lecturers are happy to write references for their students, there are a few ground rules that it is useful to follow:

- Always ask a lecturer or tutor if it is all right to nominate him or her as a referee on your application form BEFORE you make and send off the application, or give their name at interview. This is good professional practice – and – you do want the best reference you can obtain from our academic staff.
- Ask only those lecturers or tutors who have met you on a number of occasions and are familiar with your work to write you a reference. You can also ask your Development Tutor to act as a referee.
- To assist your referee to write a helpful reference, you should prepare a professional standard Curriculum Vitae (CV) and give a copy to him/her at the time you make your request. Keep the referee informed about the jobs or programmes that you are applying for, and up-to-date with what you are doing after you have left KSUAE.

To obtain the best reference you can receive from an academic member of staff, you must show good professional practice in keeping them informed of your progress, realising that they will be taking time from their busy schedule and making it as easy as you can for them to produce comment on your student achievements.

### **Academic Learning Centre**

The Academic Learning Centre is a unique, friendly, student-centred service that provides an intellectually stimulating approach to developmental instruction and general academic assistance to students who need extra help with their studies, at no extra cost for them. The Academic Learning Centre offers assistance to students in many and multifaceted learning tasks, including improving their academic writing and study skills, understanding research projects and research procedures, one-on-one paper consultation, academic honesty, avoiding plagiarism and handling paraphrasing and citation. The topics it can support you include:

- Note taking methods;
- Appropriate study skills;
- Presentation preparation;
- Writing skills;
- Plagiarism and paraphrasing ;
- Referencing and citation;
- Handling stress;
- Exam preparation.

### **Student Counseling Centre**

The KSUAE Counseling Centre provides a professional and confidential counseling service where you can find help with a wide range of worries or concerns relating to issues such as:

- Academic difficulties
- Personal relationships
- Homesickness
- Traumatic experiences

### **Research Centre**

The academic staff of KSUAE strongly encourages and supports students' participation in research projects. The participation in national and international research projects is a unique opportunity for our students to actively contribute and work on a research project, with the guidance of their lecturers.

### **Conferences, Training Seminars, Workshops**

KSUAE organizes various training seminars, scientific conferences and workshops for our students for each subject of study throughout the academic year, while it strongly encourages students to actively participate in such events. KSUAE infrastructures [lecture theatre and audiovisual equipment] offer the

ideal environment for such events and many famous and well-known scientists and distinguished professionals have participated as lecturers and invited speakers.

### **Professional Practice**

In some courses at KSUAE, professional practice is absolutely necessary in order for a student to complete his/her studies and graduate. The students' professional practice is under strict supervision and is obligatory for every student in specific programmes. It is a mandatory part of their programme, not only in order to complete their academic course and graduate, but also in order to become familiar with real working conditions.

The professional practice at KSUAE is organized in cooperation with the most important and well-organized companies/institutions in each field, and often it is the starting point for the graduates' future professional career.

### **Students with Disabilities**

KSUAE is fully committed to promoting disability equality for all staff, students and other members of KSUAE community. This commitment is central to KSUAE's vision. It aims to providing a truly inclusive and equitable learning environment that fosters a positive College experience of the highest quality for all members of our community.

KSUAE is committed to embedding disability equality in all relevant policies, practices and procedures, and to ensuring that disability issues are routinely considered in all decisions regarding strategic planning and resource allocation.

KSUAE acknowledges its responsibility to ensure that the aims and values of disability equality are promoted through the implementation of this policy. This demonstrates KSUAE commitment to the removal of barriers to access, the elimination of discriminatory practice and the promotion of equality of opportunity.

KSUAE embraces diversity among staff and students by encouraging all individuals to realise their full potential and to contribute as fully as possible to KSUAE community. It aims to create an environment where the treatment of students, staff and applicants for study or employment, is on the basis of their relative merits, abilities and potential. It applies equality and disability policy in a variety of areas from equal access to educational provision and fair opportunities regarding teaching, learning & assessment to physical access issues i.e. accessibility of its buildings and campuses.

We practice an inclusive approach to supporting our disabled and dyslexic students in their coursework assignments and assessments. This means that additional time is given for the completion of each coursework/assignment. In this way you can be sure that your disability/dyslexia has been taken into account right from the start.

KSUAE is constantly trying to identify and eliminate the main barriers for disabled people to accessing KSUAE's education and/or employment and this issue, being a sensitive one, is under constant review. Further support for students with disabilities may be available from UEL. See <http://www.uel.ac.uk/disability/index.htm> for details.

### **Procedures**

Procedures are in place to enable the appropriate handling of disability information should a disabled student disclose to any member of staff and similar procedures are being introduced for disabled staff. All personal and sensitive data that is disclosed is processed in accordance with the confidentiality policies.

Disclosure of a disability is encouraged to ensure that all reasonable adjustments are made to meet specific individual needs. However, KSUAE recognizes that there is no duty on disabled people to disclose that they have a disability, and that the incidence of disclosure may potentially reduce as KSUAE becomes more inclusive and barriers to access are removed.

KSUAE also recognizes the diverse, dynamic and often hidden nature of disability and that perception of disability can vary. Disabled members of KSUAE community may not consider themselves to be

disabled or may not consider their disability to be of relevance to their work, studies or their use of KSUAE's services and facilities. Disabled staff and students may also have concerns about the impact of disclosure for their employment and educational opportunities.

KSUAE will therefore continue to endeavour to create an institutional culture that encourages disability disclosure, linked with transparent policies on data protection, confidentiality and communication that clarify the purpose of requesting disability information and build confidence in KSUAE's response.

All students who disclose a disability on their college application are contacted to be advised of the services available to disabled students and are encouraged to contact KSUAE as soon as possible to discuss their individual support needs. Any form of disability determined later on during the students' course of studies is treated accordingly.

### **KSUAE Commitment**

KSUAE is committed to:

- Actively tackling disability discrimination, promoting disability equality and good relations between disabled and non-disabled students and staff.
- Encouraging, supporting and enabling all disabled students and staff to reach their potential in an environment of equal opportunity.
- Working to tackle disability discrimination and to encourage and promote good practice in achieving disability equality.
- Ensuring that any disabled people are actively involved in the development, monitoring and review of KSUAE's equality and disability policy.

### **KSUAE is trying to eliminate:**

- Negative attitudes to disability
- Disclosure concerns
- Inaccessible buildings and campus
- Poor signage and difficulties with navigation
- Feelings of isolation
- Non-implementation of identified adjustments
- Lack of understanding of disability issues
- Insufficient information on available support systems

KSUAE is constantly trying to identify and eliminate the main barriers for disabled people to accessing KSUAE's education and/or employment and this issue, being a sensitive one, is under constant review.

Further support for students with disabilities may be available from UEL.

See <http://www.uel.ac.uk/disability/index.htm> for details.

### **English Language Department**

It is widely recognized that English is an essential qualification in a global market place. All KSUAE students that are attending the BSc (Hons) Civil Engineering delivered in collaboration with the University of East London are required to attend English language classes at levels 4, 5 and 6. It is a course requirement that the final Integrated Project module is taught and assessed in English and it is critical that you demonstrate your knowledge by passing the English test exam with a grade not less than level B2 during Level 5 studies to ensure that you can cope with the demands of the module delivery and assessment.

The English Language Department will provide appropriate support lessons and tutorials throughout your course to enable you to achieve this level of competence.

### **Student Union**

All students registered on the programme are members of the UEL Students Union (<http://www.uel.ac.uk/student-services/helpdesk/union.htm>).

Online training is available on UEL Plus for Programme Representatives who are unable to attend training sessions at UEL. The UEL Plus module 'Programme Representatives – Support and Training' has been divided into a training guide and support materials. Contact Email: [reps@uel.ac.uk](mailto:reps@uel.ac.uk) for access to the module.

## 9. RESOURCES

The University offers a wide range of undergraduate, graduate, post-graduate and professional training programmes focused on Civil Engineering, Architecture, Transport and Infrastructure, Economics and Management in Construction and IT systems in Architecture and Civil engineering. It employs almost 550 qualified academic and support staff and has more than 7000 full time and part-time students. It has a vast built estate in various campuses located in or close to Kazan. This includes three student accommodation hostels, various science laboratories, a scientific library containing over 583 000 books, a preventative health clinic and refectory. The university also boasts a summer camp where a number of practical surveying and civil engineering field courses are held. The University is subdivided into five separate faculties:

- Institute of Architecture and Design
- Institute of Construction
- Institute of Transport
- Institute of Economy and Construction Industry Management
- Centre for Humanities Sciences

### Physical Resources

As one would expect from such a large technical University there are many facilities that you as the student can use and access to further your learning and study. Students on the BSc (Hons) Civil Engineering Sciences will have use of the following research centres:

<b>Research Centers and Labs</b>
Department of patent and inventive work
Center of innovative, architectural and engineering designing "INNOPROJECT"
Multiple-excess centre «Innovative scientific research centre "Nanotech-CM"»
Center of works design development
Architectural and engineering research centre
Scientific research laboratory in geotechnology / geotechnics
Geographically displayed techno park "Builder"
Test center "Tatstroytest"
Road research and development test center of the Institute of transport constructions includes: <ul style="list-style-type: none"> <li>– Laboratory of bridge and other engineering structures construction;</li> <li>– Laboratory of road safety organization;</li> <li>– Laboratory of road-building materials testing</li> </ul>
Center of industrial safety evaluation
Educational research center of work safety in construction
Architectural and engineering academic laboratory of social and special search
Laboratory of accelerated environmental tests and construction materials lifetime predicting

Branch scientific research laboratory of planning and strength calculation computer-aided systems
Center of new IT technologies in architecture and engineering

You will also have access to the following **educational research laboratories**:

Road construction machinery laboratory
Reinforced concrete and stone structures laboratory
Building materials, units and structures technology laboratory
Construction technology, organization and mechanization laboratory
Metalwork and structure inspection laboratory
Material resistance and elasticity theory basics laboratory
Production safety and law laboratory
Chemistry and engineering ecology in construction laboratory
Construction materials laboratory
Thermal power laboratory
Building designing laboratory
Water supply and sanitation laboratory
Heat gas supply and air conditioning laboratory
Foundations, structure dynamics and engineering geology laboratory
Surveying laboratory
Automatic devices and electrical engineering laboratory
Physics laboratory

## ICT and On-line Resources

### Software & Hardware

Students have access to 720 networked PCs which run a variety of generic and specialist software for private study, technical and practical work. This includes general purpose software such as Microsoft Office including Visio, Project and Publisher as well as the Adobe suite of graphical software such as Photoshop. Specialist Autodesk software packages are also available via certain licensed networked including AutoCAD Civils and AutoCAD 3D Max. The financial / costing packages Altinvest and Grandsmeta are also available to students. The University also subscribes to UK web based services such as the 'Construction Information Service' provided by IHS/Technical Indexes and the New Civil Engineers' Channel programmes on NBS Learning Channels which you will have access to.

### Athens Account

Furthermore as a UEL student you have an Athens account. An Athens account is a personal username and password for UEL student or member of staff. And it entitles you to access a range of international online databases, e-journals and e-books. As you progress through your studies you will increasingly need access to resources that we do not hold locally either in print or electronically. A good assignment needs to be researched and to do this you will need to search databases for article citations and full-text articles, too. We pay for access to these resources, and your permission to view is your Athens Account. It is free to all current students and staff.

### 'Moodle' a Virtual Learning Environment (VLE)

In collaboration with UEL and KSUAE you will have access to 'Moodle' a Virtual Learning Environment (VLE) containing an intranet area of the web specific to your programme. You will find you have access to information through your programme pages such as course resources, timetables, past exam papers, electronic sign up sheets and an electronic copy of this handbook. Each module on your programme will also be available and Moodle will be used as a teaching tool. You will be able to access lecture notes, course resources and module guides etc.

You can access Moodle from any internet connected computer as follows:

- On the UEL home page [www.uel.ac.uk](http://www.uel.ac.uk) select UEL Moodle log on
- Enter your user name and password when prompted

- Select MOODLE from the menu bar

You will see a link to ACE Home Page – All ACE Students which will then take you to the link for Programme Information. Each module will have its own folder within the Programme Information.

In addition KSUAE a Video Conference system known as SkyLine that tutors will use to communicate with you on certain occasions as part of the teaching process.

### **KSUAE Library Resources**

The Library is open for full student use throughout it's opening times and houses both printed material in the form of books and journals, and multimedia resources such as DVD's and electronic book stock, short loan collection, computerised catalogue for post 1992 acquisition. Other facilities include, photocopying, printing and binding facilities. The mission of the Library is to satisfy scientific information, cultural and educational needs of readers and every year the library serves over seven thousand readers.

The library provides coverage in the following areas. Literature: science, educational processes, construction and architecture, art, social science. Periodicals as well as journals are provided. The works of scientists of the university are fully represented. In the library's collection includes personal book collections of the former employees of the University.

It houses all the civil engineering, construction industry management books, journal stock, videos and electronic resources. Particular electronic catalogues used by this course are included:

- Electronic-Library System IBOOKS
- Electronic-Library System INFRA-M
- Access to the database POLPRED.com Media Review
- Access to electronic library ELIBRARY
- Test access to the Journal of the Physical Society of Japan (new)
- Access to archives of journals publishing SAGE Publications (New)
- Electronic library of journal articles in economics
- Access to electronic library "Bibliofika"
- Publications of the Krasnoyarsk school "system design and Controlled"
- Access to the electronic collection of journals in the field of construction
- Electronic publications on construction and architecture (to register to view)
- Scientific and technical journal "Proceedings of the Kazan Architectural and Civil Engineering"

Telecomms - The library has a functioning telecommunications network, integrated in the information-processing network and the Internet.

The structure of scientific and technical libraries is as follows

- Management
- Division of Acquisition and processing of scientific and technical literature
- Department of Book Storage
- Customer Care
- Reference and Bibliography Division
- Department of automation and computerization of library and information processes

Electronic Catalogs exist for:

- Books since 1992
- Articles since 1997
- General textbooks
- Electronic Library resources
- Periodicals



- The list of periodicals issued
- Electronic versions of newspapers and magazines

Particular electronic catalogs include:

- Electronic-Library System IBOOKS
- Electronic-Library System INFRA-M
- Access to the database POLPRED.com Media Review
- Access to electronic library ELIBRARY
- Test access to the Journal of the Physical Society of Japan (new)
- Access to archives of journals publishing SAGE Publications (New)
- Electronic library of journal articles in economics
- Test access to the electronic library system IPRBooks
- Test access to the electronic library "BiblioTeh"
- Test access to the electronic library of the publishing house "Science Avenue"
- Access to electronic library "Bibliofika"
- Publications of the Krasnoyarsk school "system design and Controlled"
- Access to the electronic collection of journals in the field of construction
- Electronic publications on construction and architecture (to register to view)
- Scientific and technical journal "Proceedings of the Kazan Architectural and Civil Engineering"

The library also stocks a range of current periodicals for you to access as part of your learning and assignment work. These include for example:

- |   |  |
|---|--|
| • Academia. Arch-pa and p-in                    | • Construction Newspaper                                     |
| • The Economist (in English)                    | • Building Materials   |
| • Architecture, Building and Russia             | • Structural Mechanics and calculation of structures         |
| • Safety in industry                            | • Building materials, equipment, technologies of XXI century |
| • Concrete and reinforced concrete              | • Construction: new technologies, new equipment              |
| • BLS Bulletin of construction equipment        | • Building Technologies                                      |
| • Accounting in Building Organizations          | • Details  |
| • Proceedings of the universities: Construction | • Civil Engineering Journal                                  |
| • The World Economy and Internet. Relations     | • Architectural Design                                       |
| • Laws of the Russian Federation                |  |
| • Architects Journal                            |  |

## 10. INFORMATION ABOUT QUALITY AND STANDARDS

### Assuring the quality and standards of the award

You are enrolled on a programme 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 KSUAE (KSUAE) and both institutions work together to ensure the quality and standards of the programme on which you are registered. The final responsibility for all quality assurance, validation and standards' matters rests with UEL.

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

#### **1. Approval of the programme and institution at which you are studying**

Before the programme started, our University, through an approval process, checked that:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements, where applicable
- the programme met any professional/statutory body requirements if applicable;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

#### **2. Appointment of external examiners**

The standard of this programme is monitored by at least two external examiners 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.

#### **3. 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;
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

#### **4. 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.

## **5. 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.

## **6. Award certificates**

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

The award certificate for this programme, which is the degree of BSc (Hons) in Civil Engineering Sciences, will be issued by the University of East London. Students will receive their degrees at the official graduation ceremony which will be held at the KSUAE campus.

## **7. Equality and Diversity**

Nationally there is clear evidence of inequality in life chances, including inequality of opportunity in education and employment, on the basis of colour, gender, ethnic origin, age, social class and physical disability.

KSUAE is committed to being an equal opportunities employer and education provider, promoting equality of opportunity for all staff and students, applicants and visitors. In the provision of equal opportunities, KSUAE recognizes and accepts its responsibilities under the European and Russian law. The policy aims to provide equality of opportunity regardless of gender, ethnicity, colour, disability, religion, age or marital status. Through this policy umbrella, KSUAE is in a constant pursuit of academic excellence while pro-actively and inclusively encouraging all under-represented groups, promoting an inclusive culture, and valuing diversity.

KSUAE's under girding philosophy is that a distinguished academic experience should provide students with a rich, rigorous, multi-faceted and diverse educational environment, endorse life-long learning and prepare them to meet the needs of an ever-changing, globalised world. It strongly believes in the advantages of cultural diversity and equal opportunities for academic learning, therefore it welcomes students of any origin, religion and race as we are fully support the mixture of cultures and civilizations, a valuable experience both for students and academics.

All KSUAE staff and students are at all times invited to:

- Support and implement the Equal Opportunities Policy, and
- Ensure that neither their behaviour nor their actions amount to discrimination or harassment in any way.

KSUAE's Senior Management is responsible for promoting, implementing and monitoring this policy throughout KSUAE and for any needed investigation into alleged breaches of the policy. Senior Management is also responsible for developing and coordinating initiatives that can lead to the enhancement of diversity and equality of opportunity. The Heads of Departments are responsible for ensuring that the policy is communicated effectively and is being implemented. Any incidents of discrimination, harassment or bullying are investigated and may be grounds for disciplinary action. KSUAE expects the full co-operation of all its staff and students in promoting equality of opportunity

and each will have personal responsibility for promoting and implementing the policy on a day-to-day basis.

## 11. ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment Board may appeal in accordance with the Procedure for *Appeals against Assessment Board decisions* (Manual of General Regulations, Part 7).

**No appeal will be entertained** on matters of academic judgement. These remain the exclusive prerogative of the Assessment Board. Matters of academic judgement include: whether a student has reached the academic standard required for the relevant stage of the programme; whether a student would benefit academically from further study on the programme.

An appeal may be made only on the following grounds:

- The assessment was not conducted in accordance with the current regulations for the programme, or there has been a material administrative error or some other material irregularity relevant to the assessments has occurred.
- For a student with a disability or additional need, the initial needs assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not implemented.

Any student who wishes to appeal against the decision of an Assessment Board must notify the Institutional Compliance Office ([appeals@uel.ac.uk](mailto:appeals@uel.ac.uk)) of your intention to appeal **within ten working days of the publication of results**.

Complete all sections of the notification of appeal form (please contact Institutional Compliance Office if you require the form in a different format).

Attend a conciliation meeting with the Chair of the Assessment Board to attempt to resolve your appeal (the meeting should be convened within ten working days of lodging the appeal).

If you are dissatisfied with the outcome of the conciliation meeting you should submit the completed notification of appeal form to the Institutional Compliance Office **within five working days of the conciliation decision** and Institutional Compliance will formally investigate your appeal.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available for view at [www.uel.ac.uk/qa](http://www.uel.ac.uk/qa).

To help you decide whether your query would be an Appeal or Complaint, please refer to <http://www.uel.ac.uk/qa/studentsarea/appeals/>.

## 12. COMPLAINTS

If you feel that our University has not delivered the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint, in accordance with section 14 of the *Manual of General Regulations*. The Complaints Procedure 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. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

A complaint may also be submitted collectively by a group of students who should nominate a spokesperson who will be the channel of communication for the group; however, a complaint may not be lodged by a third party on behalf of the complainant. The complaints procedure is an internal University process, and if the complainant should instruct lawyers to act on their behalf during the complaint this will halt the procedure.

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

- appeals against the decisions of Assessment Boards;
- appeals against the decisions of the Extenuation Panel;
- complaints against the Students' Union;
- appeals against decisions taken under disciplinary proceedings;
- complaints about businesses operating on University premises, but not owned by our University;
- complaints about the behaviour of other students;
- appeals against the decisions of an Investigating Panel.

The procedure has three possible stages\*:

STAGE 1: Conciliation  
STAGE 2: Formal complaint  
STAGE 3: Appeal to the Vice Chancellor's Office

\*Stages 1 and 2 will be administered by KSUAE and the University of East London will administer Stage 3 onwards. KSUAE is responsible for keeping the University of East London informed of all complaints received.

Every reasonable effort should be made to raise the complaint informally (Stage 1). If no satisfactory outcome is reached, you can lodge a formal complaint with the Institutional Compliance Office at KSUAE (Stage 2).

A complaint must normally be lodged within two calendar months of the incident giving rise to the complaint; this ensures that the people involved still remember the case, and the facts can be established.

Further information about our University's complaints procedure, including copies of the formal Complaints Form, is available for view at [www.uel.ac.uk/qa](http://www.uel.ac.uk/qa)

If you would like to discuss a complaint you have made (or are considering making) you can discuss the matter with a relevant member of staff from the School/Service such as the School Registrar, Programme Leader or Module Leader.

## 13. EXTENUATION

Extensions to Deadlines and Extenuating Circumstances

**IMPORTANT – THE REGULATIONS FOR UEL PROGRAMMES ARE STRICTER THAN FOR OTHER COURSES OFFERED AT KSUAE.**

On UEL programmes, individual extensions to coursework deadlines are not permitted under any circumstances. If you believe that there are exceptional circumstances that justify your not submitting an assessment on time, then you should notify AKMI through the “Extenuating Circumstances” procedure (see below). If your application is successful, then an assignment submitted up to seven days after the notified deadline may be given a mark. Otherwise, assessments submitted after the deadline will receive a mark of zero.

### **Extenuating Circumstances:**

“Extenuating Circumstances” is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. KSUAE and UEL do not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance.

Students should apply for extenuating circumstances according to UEL procedures using documentation downloaded from the UEL/KSUAE website. Students must submit claims within specified deadlines and submit corroborating evidence to the Registrar. Claims will be determined by a panel, which will recommend to the Assessment Board whether the claim should be allowed, and, if it is allowed, marks should be accepted for work submitted late, or whether you can be reassessed without penalty.

You will be expected to re-submit claims for extenuating circumstances for each assessment period.

Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

KSUAE requires students to adhere to submission deadlines for any form of assessment.

# *APPENDICES*



## APPENDIX A: ACADEMIC CALENDAR

### Student Academic Calendar for 2015/2016

Week Start.	Week No.	
1- Oct-15		INDUCTION WEEK
8- Oct -15	1	TEACHING
15-Oct-15	3	TEACHING
22-Oct-15	4	TEACHING
29-Oct-15	5	TEACHING
05-Nov-15	6	TEACHING
12-Nov-15	7	TEACHING
19-Nov-15	8	TEACHING
26-Nov-15	9	TEACHING
03-Dec-15	10	TEACHING
10-Dec-15	11	TEACHING
17-Dec-15	12	TEACHING
24-Dec-15	13	TEACHING
31-Dec-15		STUDENT VACATION
07-Jan-16		STUDENT VACATION
14-Jan-16		TEACHING
21-Jan-16	14	TEACHING
28-Jan-16	15	TEACHING
04-Feb-16	16	TEACHING
11-Feb-16	17	TEACHING
18-Feb-16	18	TEACHING
25-Feb-16	19	TEACHING
03-Mar-16	20	TEACHING
10-Mar-16	21	TEACHING
17-Mar-16	22	TEACHING
24-Mar-16	23	TEACHING
31-Mar-16	24	TEACHING
07-Apr-16		TEACHING

14-Apr-16		TEACHING
21-Apr-16		TEACHING
28-Apr-16		TEACHING
05-May-16		TEACHING
12-May-16		ASSESSMENT
19-May-16		ASSESSMENT
26-May-16		ASSESSMENT
		STUDENT VACATION
18-Aug-16		RESITS
25-Aug-16		RESITS
01- Sep -16		MARKING
08-Sep-16		TEACHING
15-Sep-16		TEACHING
22-Sep-16		FEEDBACK

## APPENDIX B: LIST OF USEFUL WEB PAGES

KSUAE

RUSSIAN ONLINE LIBRARY

**Academic Appeals:**

[http://www.uel.ac.uk/qa/qualityass\\_appeals.htm](http://www.uel.ac.uk/qa/qualityass_appeals.htm)

**Academic Integrity Policy**

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

**Assessment policy:**

<http://www.uel.ac.uk/qa/AssessmentPolicy.htm>

**Attendance policy:**

<http://www.uel.ac.uk/qa/documents/StudentAttendancePolicy-GuidanceforStudents.doc>

**Collaborative Student Charter:**

<http://www.uel.ac.uk/collaborative-charter/>

**Collaborative Student Representative Handbook**

<http://www.uel.ac.uk/qa/documents/CollaborativeProgrammeRepsHandbook08-09.doc>

**Complaints Procedure:**

[http://www.uel.ac.uk/qa/qualityass\\_complain.htm](http://www.uel.ac.uk/qa/qualityass_complain.htm)

**Disability support:**

<http://www.uel.ac.uk/student-services/supportingyou/disability.htm>

**Equality and Diversity Strategy:**

<http://www.uel.ac.uk/hrservices/documents/emhandbook/generalpolicies.pdf>

**Extenuating Circumstances:** (for information only as it relates solely to arrangements at UEL not at a collaborating partner institution)

<http://www.uel.ac.uk/qa/extenuation.htm>

**Learning Teaching and Assessment Strategy 2009-12**

<http://www.uel.ac.uk/apse/strategies/index.htm>

**Library and Learning Services**

<http://www.uel.ac.uk/lis/index.htm>

**Manual of General Regulations**

<http://www.uel.ac.uk/qa/manual/index.htm>

**Referencing guidelines:**

<http://www.uel.ac.uk/lis/support/harvard.htm>

**Skills Curriculum:**

<http://www.uel.ac.uk/qa/skills.htm>

**Student Information**

<http://www.uel.ac.uk/students>

## **APPENDIX C: STUDENT ATTENDANCE POLICY – GUIDANCE FOR STUDENTS**

### **The Importance of Attendance**

You have made a commitment to work towards achieving academic success by enrolling on your programme and registering on your modules. We know, as you do, that in order to achieve ultimate success in your studies it is important that you participate in, and engage fully with, all your scheduled activities such as lectures, workshops and seminars. We therefore regard attendance as essential, as we are sure you will.

Punctuality is also crucial (if you turn up late you may find you will not be allowed to enter -late attendance causes disruption for others). Other aspects of behaviour are important as well - for instance, no food or drink should be consumed in lectures or classes, all mobile phones should be turned off.

### **Recording attendance**

We are obliged to keep records of your attendance. For all teaching activities specified by your School (workshops, seminars, practicals etc.) a record will be kept. You must ensure that you can demonstrate your attendance through this recording process.

### **If you cannot attend**

If you are unable to attend classes or other required activities for any reason you must inform the appropriate school office as soon as practicable, and in any case within 7 working days.

**Be advised:** Students who are absent without an independently verifiable cause from classes or other required activities on three consecutive occasions and/or whose attendance falls below 75% at any time will be de-registered from the module to which the classes or other required activities apply. They will have a right of appeal to a panel comprising two members of staff of the relevant School and one student. Students who are de-registered from two modules in one semester may be withdrawn from our University.

### **If you attend regularly**

If you attend regularly you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build up in your classes support you in your achievements.

## **APPENDIX D: TERMS OF REFERENCE FOR PROGRAMME COMMITTEE**

**TITLE: PROGRAMME COMMITTEE (COLLABORATIVE)**

**REPORTS TO: SCHOOL BOARD**

### **TERMS OF REFERENCE**

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

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

### **MEMBERSHIP**

Programme Leader (Chair)

Administrator/Service Officer (ex-officio)

Programme staff making a significant teaching contribution to the programme

Learning Support Services representative

Technician representative (for laboratory based programmes)

Head of School/department or equivalent (ex officio)

UEL Head of School/Associate Head of School, or equivalent (ex officio)

UEL link person (ex officio)

Two student representatives for each level and at least one part-time student (where appropriate)

**The meeting will be held once per semester/term and will be quorate if 40% of the members are present.**

## APPENDIX E: Academic Misconduct

The University of East London is committed to Academic Integrity. We will take firm action against any student who breaches these regulations.

### 1 Context

- 1.1 As a learning community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles diminishes us, both individually and collectively, and devalues our work. We are therefore committed to ensuring that every member of our University is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and of the steps we take to protect those standards.
- 1.2 Our determination that students should know and understand academic good practice is matched by our resolve that academic malpractice should not prosper. Accordingly, we have adopted a balanced approach, providing support to enable students to acquire knowledge and skills to maintain academic integrity and a comprehensive set of Academic Misconduct Regulations to protect academic integrity.

### 2 Definition

- 2.1 For the purposes of these Regulations, academic misconduct is defined as any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging a candidate for assessment or disadvantaging (deliberately or unconsciously) another or others. 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 not itemised below can be considered potential misconduct.

#### Coursework Submitted for Assessment

- (a) 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.)

\*(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.)

- (b) Being party to any arrangement whereby the work of one candidate is represented as that of another.
- (c) The submission of work that is not one's own (e.g. work that has been purchased, or otherwise obtained from a "cheat site").
- (d) Offering an inducement to staff and/or other persons connected with assessment.

## Examinations

- (e) Importation into an examination room of materials other than those which are specifically permitted under the regulations applying to the examination in question.
  - (f) 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.
  - (g) Refusing, when asked, to surrender any materials requested by an invigilator.
  - (h) Using any application of a mobile telephone.
  - (i) Copying the work of another candidate.
  - (j) Disruptive behaviour (including making unacceptable noise, e.g. from a mobile 'phone, during examination or assessment.
  - (k) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.
  - (l) Failure to observe the instructions of a person invigilating an examination, or seeking to intimidate such a person.
  - (m) Offering an inducement to invigilators and/or staff and/or other persons connected with assessment.
- 2.2 Where academic misconduct is suspected, the Assessment Board will not come to a decision on the candidate's result until the facts have been established.

### **3 Roles and Responsibilities**

Each Dean of School will appoint a Responsible Officer, to deal with cases of academic misconduct within the School on his/her behalf. Where the procedures set out below refer to other specified officers of the University, the functions assigned to those officers may, at the discretion of the relevant Dean of School (or the Secretary & Registrar), be delegated by them to other named officers.

#### **4. Procedure to be followed in the event of a suspected case of academic misconduct (Undergraduate students and students following taught postgraduate programmes)**

- 4.1 If an assessor or invigilator suspects that academic misconduct has occurred, he or she should inform the relevant Module Leader and the School Registrar, by email, as soon as practicable after detection.
- 4.2 The School Registrar will notify the student that academic misconduct is suspected, in writing, within five working days.
- 4.3 The Module Leader will determine whether or not it appears that academic misconduct has occurred, within a period of twenty working days.
- 4.4 If, at the end of that period, the Module Leader has not found evidence that misconduct may have occurred, the student will be advised in writing by the School Registrar, that no further action will be taken.

- 4.5 If the Module Leader has evidence that misconduct may have occurred and:
- (a) there is a record that the student has previously been issued with an Academic Misconduct Warning, or penalty; or
  - (b) the suspected academic misconduct is such that it might (according to the tariff at section 10 below) incur a penalty (regardless of whether it is a first instance of academic misconduct)
- the matter will be referred immediately to the Head of Student Compliance and Responsibilities (see section 6 below).
- 4.6 If there is no record of the student having received an Academic Misconduct Warning, or penalty, and the suspected misconduct is not such as to merit a penalty (see tariff at section 10 below), the Module Leader, together with the School's Responsible Officer (or his/her appropriately trained nominee), will hold a School Meeting with the student (who may be accompanied by a friend). At that meeting, the student will be reminded of our Academic Misconduct Regulations (including the tariff of penalties), shown how s/he has breached these regulations and advised on how to adhere to them in future. The Module Leader will present the evidence and ask the student whether s/he accepts that s/he has breached these regulations.
- 4.6.1 Where acceptance occurs, an Academic Misconduct Warning will be issued by the Module Leader and the piece of work concerned will be awarded a mark of 0%. The student will be required to confirm, by signing the School Meeting pro forma (attached at Appendix I), that s/he understands how s/he has breached these regulations, undertakes to take all necessary steps to ensure that s/he does not do so again, and understands that any further instance of academic misconduct is likely to lead to a serious penalty. The Module Leader will inform the School Registrar, who will notify the Head of Student Compliance and Responsibilities. The School Registrar will be responsible for notifying the student formally of the outcome and retaining the record of the School Meeting.
  - 4.6.2 Where the student denies academic misconduct the Module Leader will refer the matter to the Head of Student Compliance and Responsibilities (who will notify the relevant Responsible Officer and School Registrar).
- 4.7 If academic misconduct has been alleged because an assessor suspects that the work submitted is not entirely the student's own work, but has not been able to identify the sources from which the work (or parts of it) has (or have) been taken, then a *viva voce* interview may be incorporated within the School Meeting (see section 4.6 above). The student will be asked to bring his/her sources for the work to the School Meeting, which will start with the assessor asking the student a number of questions about the work in question. At the discretion of the Module Leader, the student may also be asked to write briefly on the topic dealt with in his/her work. (If any agreed reasonable adjustments applied when that work was undertaken, these should be made when the student is asked to write these paragraphs.) At the conclusion of the *viva voce* interview, the meeting will proceed as described in section 4.6. A report of that meeting will be made available to the Responsible Officer and the Head of Student Compliance and Responsibilities.
- 4.8 At the discretion of the Responsible Officer, the School meeting may take place via a video or telephone conference. (This form of meeting would usually only be adopted to accommodate distance learning students.)



- 4.9 If the student does not appear at the date and time scheduled for the School Meeting, the Responsible Officer will consider whether any reasons advanced for non-attendance are valid, and:
- if s/he so judges, adjourn proceedings to a later date;
  - if no reasons are advanced, or if they are judged invalid, the meeting will conclude that the student has admitted academic misconduct and will issue an Academic Misconduct Warning
- 4.10 Where an Academic Misconduct Warning has been issued in the student's absence, the School Registrar will send the student a copy of the record of the School Meeting and will advise the student of his/her right of appeal.
- 4.11 Any appeal must be made, in writing, to the Head of Student Compliance and Responsibilities, within 10 working days of the date of the School Registrar's letter.

## **5 Procedure to be followed in the event of a suspected academic misconduct – Postgraduate Research Students**

- 5.1 If a member of staff suspects that a postgraduate research student has committed academic misconduct, the regulations set out at Appendix II will apply.

## **6 Referrals to the Head of Student Compliance and Responsibilities (Alleged subsequent instances of academic misconduct and alleged first instances of serious academic misconduct)**

- 6.1 The Head of Student Compliance and Responsibilities will consult with the relevant Responsible Officer and agree a proposed penalty, which will be in accord with the tariff at section 10.
- 6.2 The Head of Student Compliance and Responsibilities will write to the student setting out the allegation and the proposed penalty and inviting the student to a meeting, within 20 working days (the student will be advised of his/her right to be accompanied by a friend).
- 6.3 The student is required to respond, within a period of 20 working days, to the letter from the Head of Student Compliance and Responsibilities. If s/he does not, s/he will be deemed to have accepted the proposed penalty (and notified of this in writing), except that s/he may, by written notice and within a further period of 20 working days, appeal against that penalty to an Investigating Panel.
- 6.4 Where the student attends the meeting and admits to an instance (or instances) of academic misconduct, s/he will be reminded of the proposed penalty and required to confirm, in writing, that s/he understands how s/he has breached these regulations, undertakes to take all necessary steps to ensure that s/he does not do so again and understands that any further instance of academic misconduct will result in a significantly more severe penalty.
- 6.5 Where a student attends the meeting and either: (a) does not admit academic misconduct; or (b) feels that there are unique and particular circumstances, the case will be referred to an Investigating Panel.

6.6 Any student who elects to have his/her case heard by an Investigating Panel will be warned that a Panel may impose a penalty of greater severity than that set out in the Head of Student Compliance and Responsibilities' letter.

## **7 Referrals to the Head of Student Compliance and Responsibilities (Where a student has denied academic misconduct at a School Meeting)**

7.1 The Head of Student Compliance and Responsibilities will write to the student setting out the allegation and inviting him/her to a meeting, within 20 working days (the student will be advised of his/her right to be accompanied by a friend).

7.2 The student is required to respond, within a period of 20 working days, to the letter from the Head of Student Compliance and Responsibilities. If s/he does not, s/he will be deemed to have accepted an Academic Misconduct Warning (and notified of this in writing).

7.3 Where the student attends the meeting and admits to an instance (or instances) of academic misconduct, s/he will receive an Academic Misconduct Warning, be reminded of the proposed penalty and required to confirm, in writing, that s/he understands how s/he has breached these regulations, undertakes to take all necessary steps to ensure that s/he does not do so again and understands that any further instance of academic misconduct will result in a significantly more severe penalty.

7.4 Where a student attends the meeting and either: (a) does not admit academic misconduct; or (b) feels that there are unique and particular circumstances, the case will be referred to an Investigating Panel.

7.5 Any student who elects to have his/her case heard by an Investigating Panel will be warned that a Panel may impose a penalty, rather than an Academic Misconduct Warning.

## **8 Investigating Panels**

8.1 Investigating Panels shall be convened on at least a quarterly basis by the Secretary and Registrar, on behalf of the Academic Board, to investigate the facts of a case and/or to determine the appropriate penalty. Cases will normally be heard at the next scheduled panel

8.2 The constitution shall be three senior members of our University's academic staff and a student representative, nominated by the Students' Union.

8.3 Where possible we will seek to ensure that the composition of the panel reflects the character of our institution and/or at least one person has been trained in equality and diversity issues.

8.4 Proceedings of an Investigating Panel shall be as follows:

- (a) The Investigating Panel shall, as far as is practicable, be constituted of persons who have no knowledge of the student concerned.
- (b) A representative of the Secretary and Registrar shall be in attendance at each meeting of the Panel.
- (c) The student shall have the right to call and to question witnesses and shall have the right to be accompanied by a friend.

- (d) The Investigating Panel shall have the right to call and to question witnesses in the presence of the student (and friend, if the student is accompanied by a friend).
- (e) If the student does not appear at the date and time scheduled for the hearing the Investigating Panel shall consider whether any reasons advanced for non-attendance are valid, and:
  - if members so judge, adjourn proceedings to a later meeting;
  - if no reasons are advanced, or if they are judged invalid, proceed in the respondent's absence, regarding him or her (subject to any written account) as having admitted none of the allegations.
- (f) At the discretion of the Chair, an Investigating Panel hearing may take place via a video or telephone conference. (This form of hearing would usually only be adopted to accommodate distance learning students.)
- (g) The Investigating Panel shall consider its findings in private and shall submit a written report to the School Registrar, for transmission to the relevant Assessment Board, as soon as is practicable following its deliberations. If the student is found to have breached these regulations, the record may be made available to any investigatory body in the event of further charges against the student.
- (h) Any relevant record of a School Meeting shall be made available to the Investigating Panel, together with all relevant correspondence from the Head of Student Compliance & Responsibilities.
- (i) In determining whether the allegation(s) has/have been proven, the Panel must be satisfied that the allegation(s) is/are proven on the balance of *probability*.
- (j) In reaching its conclusions on whether the allegation(s) has/have been proven, the Investigating Panel shall consider fully any relevant input from staff familiar with the student's circumstances and/or previous performance.
- (k) If the student is found to have breached these regulations, the Panel will impose a penalty in accordance with the tariff at section 10 below and, a record of the outcome shall be kept on the student's file.
- (l) An annual report on such cases will be made to the Academic Board or other University body authorised by it to monitor consistency across the institution. Such reports will identify any matters of principle or general significance.

## **9 Criteria for determining the penalty for academic misconduct**

9.1 In determining the sanction to be imposed an Investigating Panel will assess the seriousness of the academic misconduct using the following criteria

### 9.2 Pre-meditation

Academic misconduct that is deliberate or intended will normally be considered more serious than that which has arisen inadvertently.

### 9.3 Previous history

Academic misconduct on the part of a student with a previous history of academic misconduct will normally be considered more serious than a first instance of academic misconduct.

9.4 Theft, falsification and work purchased from third parties

Academic misconduct involving theft (e.g. stealing a piece of coursework from another student), the falsification of another person's work or ideas, the purchase of work from a third party, or the use of a "cheat site", will normally be considered more serious than that involving the authorised, but unattributed, use of that other person's work.

9.5 Effect on other students

Academic misconduct that has an adverse effect on the standing or well being of a fellow student will normally be considered more serious than an act that only affects the offender.

9.6 Academic level

Academic misconduct in a module that counts towards overall classification or grading for an award will normally be considered more serious than academic misconduct when overall classification/grading is not at issue. Academic misconduct in a dissertation or project will normally be considered more serious than academic misconduct in other pieces of assessed work.

9.7 Admission of misconduct

The penalty imposed will usually be lower down the scale if the student admits academic misconduct at the first available opportunity. This applies only to allegations of plagiarism and collusion.

9.8 Miscellaneous

Any other relevant factors pertinent to individual cases may be taken into account in the determination of the penalty. The consideration of such factors will not necessarily cause the panel to determine a penalty different from that set out in the tariff.

9.9 Frivolous and spurious references to Investigating Panels

Where an Investigating Panel considers that a case has been referred to it because a student has refused to accept the misconduct has occurred, in the face of overwhelming evidence, the Panel should consider whether a penalty of greater severity than that indicated by the tariff should be imposed.

## **10 Tariff of penalties for academic misconduct**

10.1 The following tariff shows the range of penalties. There are three levels of penalty. For each level an example of the type of academic misconduct is provided.

10.2 In determining the penalty, the Investigating Panel shall have due regard to the need:

- (a) to maintain the academic standards of the University **and**
- (b) to deal equitably with the students of the University.

### Academic Misconduct Warning

A student who, plagiarises, or colludes for the first time, will be issued with an Academic Misconduct Warning, provided that there is no evidence that s/he has behaved in an obviously dishonest way. The work concerned will be awarded a mark of 0%

A student, whose mobile telephone sounds during an examination, will be issued with an Academic Misconduct Warning, provided that there is no evidence that s/he has behaved in an obviously dishonest way. S/he will be awarded a mark of 0% for the examination in question.

An Academic Misconduct Warning is not a penalty and it is neither recorded on a transcript, nor reported to a professional body.

### Academic Misconduct Penalties

Level of penalty	Indicative Misconduct
<b>Level 1 (First Instances of Serious Academic Misconduct and/or any Academic Misconduct following a Warning)</b>	
<p><b>If the misconduct occurs at First or Second opportunity in the module</b> then record a mark of 0 for <i>all</i> components of assessment in the module. Fail the module. Retrieve <i>all</i> components of assessment at the next assessment with attendance. Cap the repeat assessment of the module at 40%.</p> <p><b>If the misconduct occurs at Third or Fourth opportunity assessment in the module</b> then record a mark of 0 for <i>all</i> components of assessment in the module. Fail the module. Do not allow further registration, assessment or reassessment on the module.</p>	<p>Attempting to copy from another student in an examination.</p> <p>Importing prohibited materials into an examination room</p> <p>Any instance of academic misconduct that has been preceded by an Academic Integrity Warning (except where that misconduct involves pre-mediated dishonesty (see Level 2 below)</p> <p>.</p>
<b>Level 2 (First Instances of Serious Academic Misconduct Involving Pre-meditated Dishonesty and/or any Academic Misconduct following a Level 1 Penalty)</b>	
<p>The student will be suspended from his/her studies for one semester</p> <p><b>If the misconduct occurs at First or Second opportunity in the module</b> then record a mark of 0 for <i>all</i> components of assessment in the module. Fail the module. Retrieve <i>all</i> components of assessment at the next assessment with attendance. Cap the repeat assessment of the module at 40%.</p> <p><b>If the misconduct occurs at Third or Fourth opportunity in the module</b> then record a mark of 0 for <i>all</i> components of assessment in the module. Fail the module. Do not allow further registration, assessment or reassessment on the module.</p>	<p>Any instance of academic misconduct that has been preceded by a Level 1 penalty.</p> <p>A serious first instance: of plagiarism or collusion, where the student has acted in a grossly dishonest way (this might apply to academic misconduct involving theft, falsification, or purchase, or having a directly adverse effect on other students ); or involving impersonation, bribery, reference to prohibited materials in an examination and/or the attempted intimidation of an invigilator</p>

<b>Level 3 (any Academic Misconduct following a Level 2 Penalty)</b>	
Expulsion	Any instance of academic misconduct that has been preceded by a Level 2 penalty, or any instance of academic misconduct deemed by an Investigating Panel, to merit this penalty.
Where an Investigating Panel considers that a case has been referred to it because a student has refused to accept that misconduct has occurred, in the face of overwhelming evidence, the Panel should consider whether a penalty of greater severity than that indicated by the tariff should be imposed.	
Where a student takes any Module in place of a Module failed in consequence of academic misconduct, the mark for that Module will be capped at 40%.	

10.3 Where a Panel decides that a student should be expelled, the Secretary and Registrar shall make a full report on the matter to the Vice-Chancellor, with the recommendation that any student concerned be expelled under the general disciplinary powers of the Vice-Chancellor.

## **11 Appeal against the decision of an Investigating Panel**

11.1 There shall be no appeal against the decision of the Investigating Panel except on the grounds that:

- There is new and material evidence which the student was for exceptional reasons unable to present to the Investigating Panel. This may include evidence for extenuation.
- The procedures were not complied with such that there might be reasonable doubt as to whether the outcome would have been different had the procedures been complied with.
- There is documented evidence of bias on the part of the members of the Investigating Panel or its clerk.
- The penalty imposed exceeded that available to the Investigating Panel.

11.2 Any student wishing to appeal must submit to the Secretary & Registrar, a written notice stating the ground(s) of appeal, within 20 working days of the date upon which s/he was informed of the Investigating Panel's decision.

11.3 There shall be an Appeal Panel which shall be convened by the Secretary and Registrar, and shall be constituted of:

- (a) two academic staff members one of whom will be a Dean, or Associate Dean, of School;
- (b) the President of the Students' Union or nominated member of the Executive Committee.

11.4 The Chair of the Appeal Panel shall be the Dean, or Associate Dean, of School.

- 11.5 Where possible our university shall seek to ensure that the composition of the panel reflects the character of the institution and/or at least one person has been trained in equality and diversity issues.
- 11.6 The panel shall where practicable be composed of members who are unlikely to know personally any alleged offender whose case it may consider.

## **12 Powers of the Appeal Panel**

- 12.1 The Appeal Panel shall have power:
- (a) to adjourn the hearing to a future date.;
  - (b) to confirm the penalty imposed;
  - (c) to moderate the penalty imposed to a lesser penalty as stipulated in 6.5 above. The Committee may not impose a greater penalty;
  - (d) uphold the appeal and overturn a decision to impose a penalty.

## **13 Procedure to be followed by the Appeal Panel**

- 13.1 The Secretary and Registrar or his or her representative shall be in attendance at each meeting.
- 13.2 The Secretary and Registrar or his or her representative shall read the charges in the presence of the panel and the appellant.
- 13.3 The appellant may be accompanied and assisted by a friend if he or she so desires. However, if the appellant is absent without explanation, or if the explanation for the absence is unreasonable, the Appeal Panel shall be empowered at its discretion to proceed to review the evidence and to formulate its conclusions in the absence of the appellant.
- 13.4 The Head of Student Compliance and Responsibilities and/or his or her nominee shall then present the case. He or she may call witnesses who may be questioned by the appellant or his or her friend, and the panel, and the Secretary and Registrar.
- 13.5 The appellant shall then have the opportunity of presenting his or her case and calling witnesses, who may be questioned by the Head of Student Compliance and Responsibilities and/or his or her nominee, by the panel, and by the Secretary and Registrar.
- 13.6 Both the Head of Student Compliance and Responsibilities and/or his or her nominee and the appellant shall have the right to submit written evidence to the panel. Parties submitting such evidence may be questioned about it.
- 13.7 At the conclusion of the evidence the Head of Student Compliance and Responsibilities and/or his or her nominee shall have the right to address the panel, after which the appellant or his or her friend shall have the right to address the panel.
- 13.8 The Secretary and Registrar shall keep a record of the evidence given to the panel and of its proceedings.
- 13.9 The panel shall deliberate about its decision *in camera*.

13.10 The panel's decision shall be reported promptly by the Secretary and Registrar to the Head of Student Compliance and Responsibilities and to the appellant.

13.11 The Secretary and Registrar shall keep a record of the panel's decision.

13.12 The decision of the Appeal panel is final and there shall be no further appeal against this decision.

#### **14 Appeal against a decision to expel**

14.1 Any decision to expel a student shall be subject to appeal under the provisions outlined in section 4 of Part 12 of the Manual of General Regulations.

#### **15 Independent Review**

15.1 If a student has exhausted the appeal procedure set out in sections 11 to 13 above, and is not satisfied with the outcome he/she may request that the case is reviewed by the Office of the Independent Adjudicator which is a body independent of our university.


15.2 The grounds and eligibility for review shall be determined by the Office of the Independent Adjudicator.

15.3 The findings of any case considered by the Independent Adjudicator shall be considered directly by the Academic Board. The Academic Board shall take the recommendations of the Independent Adjudicator into account in reaching a final decision about any action that should be taken in response to the Appeal.

15.4 The decision of the Academic Board is final and there shall be no further appeal against this decision.



**Appendix I**

<b>Report of a School Meeting/ Meeting with the Head of Student Compliance &amp; Responsibilities*(please delete as appropriate)</b>	
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Student's name	Number
Module Number	Component
In attendance at School Meeting	Programme
In attendance at meeting with HSC&R	

**To be completed by the Module Leader, Responsible Officer, or the Head of Student Compliance and Responsibilities – please complete all sections.**

Academic Misconduct Regulations (with particular reference to plagiarism/collusion, or behaviour in examinations, as appropriate) explained to student	<b>YES/</b>	<b>NO</b>
Academic Misconduct Warning (Section 10 of the Academic Misconduct Regulations) explained to student	<b>YES/</b>	<b>NO</b>
Suspect work/invigilator's report shown to student (together with, where appropriate, plagiarised sources, or other evidence of a breach of Academic Misconduct Regulations)	<b>YES/</b>	<b>NO</b>
Student agrees that s/he breached the Academic Misconduct Regulations	<b>YES/</b>	<b>NO</b>
Student accepts proposed warning/penalty	<b>YES/</b>	<b>NO</b>
Student advised on plagiarism, or examination behaviour (where appropriate) and on how to avoid future academic misconduct	<b>YES/</b>	<b>NO</b>
Student given academic integrity leaflet (showing resources available to improve referencing and academic writing skills and how to access them)	<b>YES/</b>	<b>NO</b>
OTHER ACTION AGREED, AS FOLLOWS:		

<b>Agreed decision</b>	
<b>Student's signature</b>	<b>Date</b>
<b>Staff signature(s)</b>	

## Appendix II

### Procedure to be followed in the event of suspected academic misconduct – Postgraduate Research Programmes

(Note: All references to the 'Director of the Graduate School' or to the 'Head of Student Compliance and Responsibilities' or to the 'Secretary and Registrar' in these regulations should be taken respectively to mean 'the Director of the Graduate School or designate' or the 'Head of Student Compliance and Responsibilities or designate' or the 'Secretary and Registrar or designate'.)

- 1 Any work (including any document for consideration of an upgrade from MPhil to PhD status, a thesis, artefacts, musical scores, recording of performances etc) submitted by a postgraduate research student for formal assessment on the research part of his/her programme is referred to below as a submittal. Work submitted by a postgraduate research student for assessment in a taught part of his/her programme is dealt with under the provisions contained in section 4 of these regulations.
- 2 Examples of academic misconduct are given in section 2.1 of these regulations.
- 3 **Suspected academic misconduct in any submission for transferring from MPhil to PhD status**
  - 3.1 Suspected academic misconduct relating to documentation submitted as part of the process for transferring from MPhil to PhD status will be investigated by the upgrade panel, the Chair of which will make a report to the Director of the Graduate School within 14 calendar days of the panel meeting. (An explanation of the role and function of the upgrade panel can be found in Part 9 of the Manual of General Regulations.)
  - 3.2 The Director of the Graduate School will, within 7 calendar days of receipt of the report, determine whether or not it appears that academic misconduct has occurred. The Director of the Graduate School will seek advice from the Head of Student Compliance and Responsibilities in taking this decision.
  - 3.3 The Director of the Graduate School will contact the Head of Student Compliance and Responsibilities to establish if there is a record that the student has previously been issued with an Academic Misconduct Warning, or penalty.
  - 3.4 Where the Director of the Graduate School, has determined that it appears that academic misconduct has occurred, s/he will inform the student of the allegation, in writing, and ask the student to indicate, in writing if she accepts that s/he has breached these regulations.
  - 3.5 Where there is no record that the student has previously received an Academic Misconduct Warning, or penalty, and the suspected misconduct is not such as to merit a penalty (see tariff at section 10 above), and the student accepts (in writing) that s/he has breached these regulations, s/he will be required to make amendments to the progress report documentation addressing the affected material before upgrade to PhD candidature may be re-considered. This amended progress report must be resubmitted within two calendar months from the date of the letter to the student mentioned in paragraph 3.4 above.
  - 3.6 The Director of the Graduate School will arrange for a copy of the letter mentioned in paragraph 3.5 above to be sent to the Head of Student Compliance and Responsibilities for her/his records.

- 3.7 Where the student has previously been issued with an Academic Misconduct Warning, or penalty, and/or the student denies academic misconduct, the report will be referred to an Investigating Panel (see paragraphs 7.1-7.4 below).

#### **4 Suspected academic misconduct prior to an oral examination**

- 4.1 Where, prior to an oral examination for a postgraduate research award, an examiner suspects a student making a submittal of academic misconduct, s/he will inform the Chair of Examiners and the Director of the Graduate School within 7 calendar days. Within a further 14 calendar days the Chair of Examiners will supply the Director of the Graduate School, with a report on the suspected academic misconduct.
- 4.2 The Director of the Graduate School will, within 7 calendar days of receipt, determine whether or it appears that academic misconduct has occurred. The Director of the Graduate School will seek advice from the Head of Student Compliance and Responsibilities in taking this decision.
- 4.3 The Director of the Graduate School will contact the Head of Student Compliance and Responsibilities to establish if there is a record that the student has previously received an Academic Misconduct Warning, or penalty. In the case of professional doctorates, the Director of the Graduate School will additionally establish if the programme has professional body recognition and where this is the case will inform the Programme Leader that action is being initiated under the Academic Misconduct Regulations.
- 4.4 Where there is no record that the student has previously received an Academic Misconduct Warning, or penalty, and the Director of the Graduate School, has determined that it appears that academic misconduct has occurred, the oral examination will be postponed and the report will be immediately referred to the Head of Student Compliance and Responsibilities for further investigation (see paragraphs 6.1-6.6 below).
- 4.5 Where there is a record that the student has previously received an Academic Misconduct Warning, or penalty, and the Director of the Graduate School has determined that it appears that academic misconduct has occurred, the matter will be referred to an Investigating Panel (see paragraphs 7.1-7.4 below).

#### **5 Suspected academic misconduct at oral examination**

- 5.1 Where an examiner suspects at the oral examination that the submittal is not the work of the student under examination, s/he will bring this to the attention of the Chair of Examiners at the conclusion of the examination and after the student and any supervisors have left the room.
- 5.2 The Chair of Examiners will prepare a report on the matter on behalf of the examining team for the Director of the Graduate School within 14 calendar days of the oral examination.
- 5.3 The Director of the Graduate School will, within 7 calendar days of receipt, determine whether or not it appears that academic misconduct has occurred. The Director of the Graduate School will seek advice from the Head of Student Compliance and Responsibilities in taking this decision.
- 5.4 The Director of the Graduate School will contact the Head of Student Compliance and Responsibilities to establish if there is a record that the student has previously received an Academic Misconduct Warning, or penalty. In the case of professional

doctorates, the Director of the Graduate School will additionally establish if the programme has professional body recognition and where this is the case will inform the Programme Leader that action is being initiated under the Academic Misconduct Regulations.

- 5.5 Where there is no record that the student has previously received an Academic Misconduct Warning, or penalty, and the Director of the Graduate School has determined that it appears that academic misconduct has occurred, the report will be immediately referred to the Head of Student Compliance and Responsibilities for further investigation (see paragraphs 6.1-6.6 below).
- 5.6 Where there is a record that the student has previously received an Academic Misconduct Warning, or penalty, and the Director of the Graduate School has determined that it appears that academic misconduct has occurred, the matter will be referred to an Investigating Panel (see paragraphs 7.1-7.4 below).

## **6 Procedure for investigation of academic misconduct where there is no record that the student has previously received an Academic Misconduct Warning, or penalty**

- 6.1 The Head of Student Compliance and Responsibilities will, within 14 calendar days of receipt of a report, arrange a meeting with the student and the Director of the Graduate School. The student will be invited to the meeting, in writing, and will be sent a copy of the report. The student will be advised that the purpose of the meeting is to put the suspected academic misconduct to the student and to allow the student to defend her/himself. The student will be advised that s/he has the right to be accompanied at the meeting by a friend (for example, a UELSU representative).
- 6.2 The Head of Student Compliance and Responsibilities will produce a report following the meeting. This will include:
- the evidence of the suspected academic misconduct
  - the report of the meeting with the student
  - detail of any general and specific information given to students about academic integrity and the avoidance of plagiarism
  - any further information that the student wishes to be taken into account.

It will also include, where appropriate, details of any penalty proposed (see paragraph 6.5 below), or notification that the matter has been referred to an Investigating Panel.

- 6.3 A copy of the report will be sent to the student and to the Director of the Graduate School.
- 6.4 Where, following the meeting outlined in paragraph 6.1 above, the Director of the Graduate School, and the Head of Student Compliance and Responsibilities conclude that the student has not committed academic misconduct the student will be informed, in writing, that the suspicion(s) have not been substantiated and that no further action will be taken.
- 6.5 Where, following the meeting outlined in paragraph 6.1 above, the Director of the Graduate School, and the Head of Student Compliance and Responsibilities conclude that academic misconduct has occurred, they will **either**:

- a) Propose one of the following penalties:
  - (i) That the submittal be re-submitted within six months of the date of the meeting with the inappropriate material removed and sufficient editing done to make the submittal comprehensible. The student will not be allowed to add additional material to the submittal. This penalty may also include the consequence that the re-submittal is no longer sufficiently substantial for the original degree and can only be submitted for a lesser degree.
  - (ii) Fail the submittal. In this case the student will be given the highest award possible from any modular credit they have accumulated on their programme.

**OR**

- b) Refer the matter to an Investigating Panel, with the suggestion that the Panel recommend to the Vice-Chancellor that the student be expelled under the Vice-Chancellor's general disciplinary powers.

6.6 Where a student accepts a penalty proposed in accordance with paragraph 6.5 above, s/he will do so in writing, that penalty will be imposed and s/he will be advised that any further instance of academic misconduct may lead to her/his expulsion.

**7 Procedure for investigation of academic misconduct where there is a record that the student has previously received an Academic Misconduct Warning, or penalty, or where a student rejects a penalty**

7.1 Where a student rejects a penalty proposed in accordance with paragraph 6.5 above, or there is a record that the student has previously received an Academic Misconduct Warning, or penalty, the matter will be referred to an Investigating Panel (see section 8 of these regulations).

7.2 An Investigating Panel may:

- (i) Find that the student has no case to answer and require that the submittal be assessed in the normal way;
- (ii) Require that the submittal be re-submitted within six months from the date of the panel with the inappropriate material removed and sufficient editing done to make the submittal comprehensible. The student will not be allowed to add additional material to the submittal. This penalty may also include the consequence that the resubmitted submittal is no longer sufficiently substantial for the original degree and can only be submitted for a lesser degree;
- (iii) Fail the submittal; or
- (iv) Recommend that the student be expelled under the Vice-Chancellor's general disciplinary powers.

7.3 The Investigating Panel will be furnished with the record of any previous Academic Misconduct Warning, or penalty.

- 7.4 Where an Academic Misconduct Warning, or penalty, has been imposed at the same or higher award level as the proven case before the Investigating Panel a recommendation will be made that the student be expelled under the Vice-Chancellor's general disciplinary powers.
- 8** Research Degrees Sub-Committee will be supplied with a report at its next meeting following the conclusion of any investigation of breaches of academic integrity.
- 9** Should a breach of academic integrity be identified or suspected in a submittal subsequent to the award being made, the Director of the Graduate School shall consult the Secretary and Registrar as to the appropriateness of pursuing further enquiries and the most effective means for pursuing the matter if necessary. Should academic misconduct be proven in such an instance, Academic Board has the power to withdraw the award previously made.
- 10** Numbers of academic misconduct cases involving postgraduate research students will be monitored and reported to the Research Degrees Sub-Committee as part of the annual reporting process.
- 11 Appeals against penalties imposed under these regulations**
- 11.1 A postgraduate research student may appeal against any penalty imposed under these regulations. There is a separate appeals procedure for any decision to expel a student (see section 14 below).
- 11.2 Notice of such appeal must be served upon the Secretary and Registrar no later than 20 working days after the notification of the penalty.
- 11.3 An appeal may be considered only on the following grounds:
- There is new and material evidence which the student was for exceptional reasons unable to present to the Investigating Panel.
  - The procedures were not complied with such that there might be reasonable doubt as to whether the outcome would have been different had the procedures been complied with.
  - There is documented evidence of bias on the part of the members of the Investigating Panel or its clerk.
  - The penalty imposed exceeded that available to the Investigating Panel.
- 11.4 There shall be an Appeal Panel which shall be convened by the Secretary and Registrar, and shall be constituted of:
- (a) two staff members one of whom will be a Dean, or Associate Dean, of School;
  - (b) a student member.
- 11.5 The Chair of the Appeal Panel shall be the Dean, or Associate Dean, of School.
- 11.6 Where possible our university shall seek to ensure that the composition of the panel reflects the character of the institution and/or at least one person has been trained in equality and diversity issues.

- 11.7 The panel shall where practicable be composed of members who are unlikely to know personally any alleged offender whose case it may consider.

## **12 Powers of the Appeal Panel**

- 12.1 The Appeal Panel shall have power:
- (a) to adjourn the hearing to a future date.;
  - (b) to confirm the penalty imposed;
  - (c) to moderate the penalty imposed to a lesser penalty as stipulated in 6.5 above.  
The Committee may not impose a greater penalty;
  - (d) uphold the appeal and overturn a decision to impose a penalty.

## **13 Procedure to be followed by the Appeal Panel**

- 13.1 The Secretary and Registrar or his or her representative shall be in attendance at each meeting.
- 13.2 The Secretary and Registrar or his or her representative shall read the charges in the presence of the panel and the appellant.
- 13.3 The appellant may be accompanied and assisted by a friend if he or she so desires. However, if the appellant is absent without explanation, or if the explanation for the absence is unreasonable, the Appeal Panel shall be empowered at its discretion to proceed to review the evidence and to formulate its conclusions in the absence of the appellant.
- 13.4 The Head of Student Compliance and Responsibilities and/or his or her nominee shall then present the case. He or she may call witnesses who may be questioned by the appellant or his or her friend, and the panel, and the Secretary and Registrar.
- 13.5 The appellant shall then have the opportunity of presenting his or her case and calling witnesses, who may be questioned by the Head of Student Compliance and Responsibilities and/or his or her nominee, by the panel, and by the Secretary and Registrar.
- 13.6 Both the Head of Student Compliance and Responsibilities and/or his or her nominee and the appellant shall have the right to submit written evidence to the panel. Parties submitting such evidence may be questioned about it.
- 13.7 At the conclusion of the evidence the Head of Student Compliance and Responsibilities and/or his or her nominee shall have the right to address the panel, after which the appellant or his or her friend shall have the right to address the panel.
- 13.8 The Secretary and Registrar shall keep a record of the evidence given to the panel and of its proceedings.
- 13.9 The panel shall deliberate about its decision *in camera*.
- 13.10 The panel's decision shall be reported promptly by the Secretary and Registrar to the Head of Student Compliance and Responsibilities and to the appellant.

13.11 The Secretary and Registrar shall keep a record of the panel's decision.

13.12 The decision of the Appeal panel is final and there shall be no further appeal against this decision.

#### **14 Appeal against a decision to expel**

14.1 Any decision to expel a student shall be subject to appeal under the provisions outlined in Section 4 of Part 12 of the Manual of General Regulations.

#### **15 Independent Review**

15.1 If a student has exhausted the appeal procedure set out in paragraphs 11 to 13 above, and is not satisfied with the outcome he/she may request that the case is reviewed by the Office of the Independent Adjudicator which is a body independent of our university.

15.2 The grounds and eligibility for review shall be determined by the Office of the Independent Adjudicator.

15.3 The findings of any case considered by the Independent Adjudicator shall be considered directly by the Academic Board. The Academic Board shall take the recommendations of the Independent Adjudicator into account in reaching a final decision about any action that should be taken in response to the Appeal.

15.4 The decision of the Academic Board is final and there shall be no further appeal against this decision.



## **APPENDIX F: HEALTH & SAFETY POLICY**

The aim of this policy is to foster a positive health and safety culture and in so doing contribute to the wellbeing of KSUAE community. The benefits of a fit and healthy community of staff and students are self-evident.

KSUAE is committed to achieving best practice in the management of health and safety by assessing and managing risk to health and safety and thereby preventing harm to its staff, students, visitors and all those who may be affected by all its activities.

Furthermore it aims to continually improve its health and safety management performance through processes of continual review and development of its safety management systems. This commitment is recognition that its staff and students are its key resource. Crucial to the delivery of this aim is effective leadership and the policy identifies key leadership roles and accountabilities in the institution centrally supervised by the Senior Management of KSUAE. KSUAE recognises that health and safety is a core management function and is committed to the integration of health and safety into the management of all other activities.

### **Statement of intent**

The central focus of KSUAE's Health and Safety Policy and Strategy is to develop a positive health and safety culture characterised by communications based on mutual trust, by shared perceptions of the importance of health and safety, and by confidence in the efficiency of preventative measures.

KSUAE:

- Manages its activities in such a way so as to ensure that the health, safety and welfare of all employees, students, and any other persons on its premises are not put at risk.
- Provides and maintains systems of work that are safe and without risk to health.
- Provides the necessary information, instruction and supervision to ensure the health and safety of all employees, students and any other persons on KSUAE premises.
- Provides and maintains a working environment that is safe, without risks to health and is adequate with regard to facilities and arrangements for the welfare at work of all employees.
- Seeks specialist advice on health and safety matters as and when necessary.
- Invites staff to identify significant hazards and the relevant risk assessment is subsequently made.

KSUAE aims to:

- Remain a responsible and caring College, providing a safe and healthy working environment.
- Generate an individual and collective commitment to protect our students, staff and visitors.
- Maintain staff that accept and act upon their health and safety responsibilities.
- Have a healthy and productive workforce while taking all reasonable steps to promote health and well being at work.
- Promote a positive attitude to health, safety and wellbeing at KSUAE amongst all staff and students

KSUAE is therefore developing a culture supportive of health and safety as a way of achieving adequate risk control. It also follows a systematic approach to the identification of risks and the allocation of resources to control and minimize them.

## **On-going development and Health & Safety**

KSUAE Senior Management reviews regularly and, where necessary, makes recommendations on the access and safety facilities in KSUAE with particular regard to people with disabilities. In any future planning of new buildings or of alterations to existing buildings, KSUAE will seek, where possible, to ensure that there is proper provision for all types of disability. KSUAE also addresses the provision of facilities and access to areas for people with disabilities.

KSUAE, as an employer as well as educator, has the ultimate responsibility for health and safety. KSUAE undertakes to demonstrate its commitment to achieving best practice in health and safety through a process of continual improvement involving the incorporation of new legislative developments and best safety management practice into its systems and procedures and through incorporation of lessons learned through consultation and through audit, inspection and review.

KSUAE engages into active and reactive monitoring and reviewing the effectiveness of the policy at the various levels of KSUAE management. While recognising its own health and safety responsibilities, KSUAE requires the cooperation of all staff, students, visitors and College users in meeting these obligations. While the ultimate responsibility for ensuring implementation of this policy lies with the Senior Management, KSUAE strongly believes that health and safety is the responsibility of all.

The member of staff designated with the role of assisting and advising students and the KSUAE community on Health & Safety issues is: Mrs. Svetlana Kashina e-mail [kashina@kgasu.ru](mailto:kashina@kgasu.ru), tel +78435104673, room 4-203.

## **First Aid Kit**

A First Aid Kit is available at the KSUAE's reception for any emergency medical needs which may arise. KSUAE's campus is located within a five- minute drive from Kazan Medical Centre, which is one of the largest and best private hospitals in Russia.

KSUAE meets all Russian Laws and Regulations governing Workplace Health & Safety. KSUAE also adheres to the augmented Health & Safety standards set by the Russian State for educational institutions.