Kazan State University for Architecture and Engineering

Казанский государственный архитектурно-строительный университет

IN COLLABORATION WITH

School of Architecture, Computing and Engineering

BSc (Hons) Architectural Science

STUDENT HANDBOOK

Academic Year 2015/16

CONTENTS

1. INTRODUCTION / WELCOME FROM THE PRINCIPAL

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

In recent years, the Volga region has developed intensively. To maintain this trend and the flow of economic investments a new approach to design and construction is required in the framework of contemporary trends. As a consequence of this growth the fields of architecture and construction require highly qualified specialists familiar with advanced European technologies. The double degree programs UEL-KSUAE has designed integrate the architecture and construction industry of the Republic of Tatarstan into the global development of architectural culture. Graduates with the diploma of the European university will be more competitive in their careers. Fluency with English language and specific knowledge from the double degree programme graduates will be able to find job in international companies operating both in Russia and in Europe.

Programme duration and modes of study

The programme also operates according to the UEL Academic Framework. The BSc (Hons) Architectural Science is a three year course and comprises 4 x 60 credit modules in the first and second years and 4 x 30 credit modules in the final year. It is a full time course studied on campus at KSUAE.

Programme aims and objectives

This degree is designed to offer interesting global debates about architecture and to expand your career opportunities. It requires proficiency in English, but it also offers an expanded design portfolio. On this course you will gain knowledge and experience of the complex role that architecture plays in the built environment. Architecture is more than an aesthetic exercise but plays a fundamental role in cities and cultural understanding and expression. You will gain an opportunity to learn about the history, theory, economic, political and environmental challenges that influence the built environment. You will also gain an understanding of the complexity of architecture with specific emphasis on the following aims:

- Acquire knowledge and understanding of how best to manage and integrate into the build environment the social, economic, environmental and cultural needs in projects that vary in scale from the individual building to the city or region.
- Understanding the relevance and application of sustainable practices in environmentally conscious design

- Comprehend and communicate the relationship between people and their built environment.

Programme learning outcomes:

Knowledge

- Knowledge of physical characteristics of the structure and materials used in building and construction
- Integration of relevant history, philosophy and cultural context
- Knowledge of 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, concepts and ideas
- Surveying and planning
- Testing material and concept

Skills for life and work (general skills)

- Demonstrate the ability to work effectively with others within the context of a multidisciplinary team; respecting inputs from fellow professionals, client(s), and other stakeholders and reflecting on one's own performance and role within the team.
- Utilise high level computing skills
- Demonstrate the ability to deal with conflicting demands on time and resource

Programme structure

The course is three years long. The first two years are made up of two 60 credit modules. Each module runs through one semester. In the final year there are four 30 credit modules including the final thesis.

The first year (level 4) modules enable the student to work with basic principles of design and construction as well as the typologies of building and the theories that accompany them. Emphasis is placed on experimentation with form, space, and spatiality. A strong

emphasis is placed on understanding the first principles of design and communicating decision making.

In the second year (level 5) students explore cities and urban design by examining urban planning principles as well as landscape design. They also explore more complex structures and materials. Professional regulations play a role in decision making and students are exposed to the requisite planning rules. In addition the cultural, theoretical and social aspects are developed at a more complex level and applied critically to particular aspects of design.

In the final year (level 6) students utilise advanced environmental concepts that include structural, material designs as well as heating, ventilation and air conditioning whether mechanical or natural. The thesis dissertation projects enable the students to explain all aspects of the final design project. It requires proficiency in English and a high level of communication skills in digital presentation. The student applies all previous knowledge and expands some aspects in detail, which may be technical or theoretical depending on the nature of the project. It involves all prior skills and knowledge. It is a course requirement that this final thesis module is taught and assessed in English. It is critical that students demonstrate their English abilities by passing the English test exam with a grade not less than level B2 (equivalent to IELTS 5.5) prior to starting the Final Dissertation Design module.

PROGRAMME STRUCTURE DIAGRAM:

BSc (Hons) Architectural Science			
(Level 4)			
AR4901	Basic Principles of Design and Construction	60	Dr. E. I. Bashirova
AR4902	Design, Theory and Practice	60	Dr. I. A. Fakhrutdinova PhD
(Level 5)			
AR5901	Fundamentals of urban planning, engineering design, equipment and landscaping	60	Dr. I. A. Fakhrutdinova PhD
AR5902	Design, Technology and Social and Cultural Theory	60	E. V. Denisenko PhD
(Level 6)			
AR6901	Design and Advanced Environmental Contexts	30	Dr. E. I. Bashirova
AR6902	Design Advanced Technological and Professional Studies	30	Dr. A. N. Novikova
AR6903	Advanced Technical Problems faced in Practice	30	Dr. E. I. Bashirova
AR6904	Final Level Dissertation and Design Project	30	Dr. A. Akatyeva PhD

Web link to the programme specification

The programme specifications provide detailed information about the UEL/KSUAE undergraduate BSc (Hons) Architectural Science degree programme and it can be found from the following web link: *http://www.uel.ac.uk/Undergraduate* and *http://www.kgasu.ru/ucheba/dap/5653/* .

Induction to the BSc (Hons) Architectural Science programme

Your Induction to the programme at KSUAE will follow the same processes and arrangements that relate to UEL based students. This includes pre-programme sessions which introduces you to studying at KSUAE and will cover the programme details, administration, regulations and policies and help you familiarise yourself about the course expectations.

The induction programme at KSUAE is also an opportunity to help you settle in and get to know the teaching staff and your fellow students who are also starting this journey with you.

The Induction Programme:

A range of activities are arranged for you including presentations by guest speakers and key staff to induct you into student life at KSUAE. There will also be various multi-media presentations on the facilities which are available and accessible to you. More information will be provided at the Induction sessions

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

- The School, Student Services and facilities;
- The programme structure, programme teams, and operation of the programmes;
- The study skill methodology;
- A guided tour of the campus.

The induction programme takes place in two parts: the first part involves registration with the University and the second part is an induction to your programme:

- 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. The UEL policy on Attendance is summarised in Appendix C and can also be found at:

http://www.uel.ac.uk/qa/documents/attendancestudentguidelinesprogrammehandbook.doc

3. KEY STAFF AND CONTACT DETAILS

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*

Website: *http://www.kgasu.ru/ucheba/dap/5653/*

The Programme Leader for your course is Dr. Inessa Fakhrutdinova and her contact details are *fahinessa@mail.ru.* She is also your Personal Development Tutor.

The Key Administrator for the course is Dr. Olga Poroshenko and her contact details are *olgaporosh@kgasu.ru* .

Contact details for BSc (Hons) Architecture staff at KSUAE are shown in the Table below:

KSUAE	
Dr. I. A. Fakhrutdinova PhD, Room: 3-404, Phone: 8 (843) 510 47 94	*fahinessa@mail.ru*
Dr. E. I. Bashirova Room: 3-404, Phone: 8 (843) 510 47 94	*e.nugmanova@gmail.com*
Dr. E. V. Denisenko PhD, Room: 3-404, Phone: 8 (843) 510 47 94	*e.v.denisenko@bk.ru*
Dr. A.O. Akatyeva PhD, Room: 4-404, Phone: 8 (843) 510 46 91	*akatyeva@gmail.com*
Dr. A.N.Novikova Room: 4-404, Phone: 8 (843) 510 46 91	*annanovikova1984@gmail.com*

Circumstances in which the student can access UEL directly:

You will find that for most issues that arise during the course of your studies academic and administrative staff at your location of study will be able to help, and further details are provided in this handbook. If however you have concerns that lie outside the remit of

these staff you can contact the UEL link person [see further details below] in the first instance who will be able to re-direct your enquiry as appropriate.

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

Dr Renée Tobe –*r.tobe@uel.ac.uk*

And the nominated administrator at UEL is:

Tracy Razaghzadeh – *t.razaghzadeh@uel.ac.uk*

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.

4. Programme Operation and Student Registration

Admissions, Enrolment, Registration Arrangements

Following a successful completion of the admissions process, you will be requested to submit originals of relevant official documents such as your previous certificates and transcripts as appropriate. You will need to complete a registration form with your full contact details and submit two colour photos.

You 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 you register well before this deadline, in order to avoid last-minute queues at the Registry and ensure that your 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 direct and enrol with UEL using the UEL student number that you have be given prior to attending any lecturers. 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. For your first access to all UEL computer systems your password is the letter 'u' followed by your seven digit student number that will be emailed to you. Your email address is the letter 'u' followed by your 7 digit student number then '@uel.ac.uk', e.g. *u1234567@uel.ac.uk*. Your password is your date of birth ddmmyy. You should access all of the systems as soon as possible and change your passwords.

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.

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 can be issued by the UEL but 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 Architectural Science modules may be found at the back of this handbook.

KSUAE / UEL Virtual Learning Environment (VLE) known as 'Moodle'

Moodle is UEL's virtual learning environment and contains an area of the web specific to your programme. Within this site there will be a series of folders for each of your course modules to which the UEL Academic Link Tutor and the KSUAE Programme Leader and Module Leaders will have access to populate their areas with information. Here you will find you have access to course resources, timetables, past exam papers, electronic sign up sheets and an electronic copy of this handbook. It is also intended that you will that you will have access to a discussion board to post queries and questions. You will have access to your course as a named site on Moodle. All students on the programme will

then be given access to the required Programme Site with authority to access their folders (modules).

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

On the UEL home page *www.uel.ac.uk* select UEL Direct log on

Enter your user name and password when prompted

Select Moodle from the menu bar

You will see a link to the *ACE Home Page – All ACE Students* which will then take you to the link for Programme Information. Each module will have its own link. Training will be given at your Induction when you start the course about how to access and use UEL Moodle successfully.

Expectations

We will do our utmost to provide you with the all the best possible opportunities and resources both to acquire the specialist knowledge, skills and understanding about your course, and to develop more general skills that will help you in your future life and career..

We will also do our utmost 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

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.

5. Teaching, Learning and Assessment

Teaching and Learning

In designing these programmes, consideration for pre-requisites and subject knowledge was considered very carefully to ensure the appropriate sequential development of knowledge, understanding and skills. This has been reviewed in conjunction with the UK Quality Assurance Agency QAA Subject Benchmarks who set out the content of professional courses in the UK. The teaching context reflects current industrial practise, with skills understanding and knowledge developed through a variety of teaching methods

Knowledge is developed through:

- Guided reading
- Attending lectures / guest presentations
- Knowledge-based tutorial activities with feedback
- Preparation for examinations and timed controlled assignments

Thinking skills are developed through:

- Reflective tutorial activities with feedback
- Tutorial activities & discussions.
- Preparation of coursework assignments
- Seminar / group based task scenarios
- Discussions with Industry professionals / guest speakers.

Practical skills are developed through:

- IT activities with feedback
- Research skills-based activities with feedback
- Seminar preparation and presentations
- Practical drawing and CAD classes
- Practical field exercises in surveying & geotechnics
- Application to real life and simulated case studies
- Language conversation workshops

Skills for life and work (general skills) are developed through:

- The demands of the study medium
- Planning activities with feedback
- Project and team work

- Using specialist ICT and software

Delivery of the modules is by formal lectures supplemented by tutorials, seminars, workshops, laboratory exercises, site visits and practical sessions. All modules run over the whole year with the coursework and practical assessments carried out between November and June depending on the module.

With the modules being delivered over the whole year there is scope for formative tests and exercises to provide feedback to you on your progress, and to stretch and extend your abilities further. Thus a key feature of the courses is the emphasis on formative feedback and guidance to enable you to develop full understanding of the topics of study, prior to assessment taking place.

You will be expected to do a considerable amount of reading and research to support your studies throughout the course. Core text books are supplied for each module and should be used as a constant study aid throughout the year. .

Academic support is provided at a module level via module leaders, module teams and technical staff. Tutorials and practical classes are led by module leaders or by members of the module team meaning that there is regular and close contact between staff and students at the point of module delivery. With the nature of practical and laboratory work this will usually be on a one to one or one to small group basis. This therefore provides the opportunity for discussion and contextualising of study issues in a flexible manner. Tutorials, laboratory and practical class work are designed to develop knowledge and skills and enable formative feedback on a continuous basis

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.

As mentioned previously one of the most valuable and useful supportive tools at KSUAE is Moodle, which is a modern e-learning platform designed to fully support your studies, also known as a Virtual Learning Environment (VLE). You will have remote access to Moodle in order to study, by using your unique access password. In Moodle you can have access to a range of information and study material such as for example:

- Modules outline & description
- Multi-media links / material
- Projects & assessment briefs
- Bibliography& reference materials
- Term Dates
- Evaluation & Feedback forms
- Students Forum / News post etc

Assessment

To reflect the varying objectives and content of the modules, a variety of forms of assessment are used. This includes a variety of coursework such as essays and practical reports, timed essays, written and multiple-choice exams, and group exercises. The balance between coursework and examination in all 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.

You need to ensure that the work that you produce is original and an authentic. The electronic version of "Cite Them Right: the essential referencing guide" 9th edition, can be accessed whilst on or off campus, via UEL Direct. The book can only be read online which provides full information on referencing and the avoidance of plagiarism, reference and web link to Academic Integrity Policy.

Assessment courseworks all have deadline submission dates and must be adhered to by all students. Further details of hand in dates will be provided by your module tutor in their Module Guide or on KSUAE / UEL's Moodle page. Work which is submitted after the due

date (or such extended date as agreed) but within 24 hours of original submission time will receive a 5% penalty. Any work received after 24 hours of the due date will receive zero marks but may be applicable for an Extenuation application. If an 'unpredictable' or 'unpreventable' event does affect your ability to meet a coursework deadline, then you should apply for extenuating circumstances. For further information please visit: ***www.uel.ac.uk/qa/extenuation.htm***

In order to pass a module you must achieve an aggregate of 40% based on all the module component assessments. If you fail a component (i.e. achieve less than 30%) or the aggregate mark for the module is less than 40% you can undertake to resit the failed components during the following summer resit period. If you pass the resit component (and also achieve an aggregate mark of 40% for the module) the mark is then capped at 40% and that is then reflected in your final module mark as you progress to the next level. If you do not pass a module on reassessment you are only entitled to repeat the module where agreed by the Progression Board. They may agree that you can retake one module (up to 30 credits) or an entire level of study on the programme. Where the latter is agreed, you are required to retake all modules from that level and none of the previous marks on the module(s) will be carried forward, fortunately none of the subsequent component marks will be capped. For full details of the resit and progression requirements you are referred to the Academic Framework Regulations available at: ***http://www.uel.ac.uk/wwwmedia/internal/qa/policies/Academic-Framework---Assessment-Regulations-Section-3-updated-June-2014.doc***

Assessment at Level 4 is largely diagnostic and although you must achieve an overall pass this does not contribute towards your final degree classification. 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 classification. 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.

Final Classification Grade

In order to gain an <u>honours</u> 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 <u>ordinary degree</u> 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 <u>Diploma of Higher Education</u> 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 <u>Certificate of Higher Education</u> you will need to obtain 120 credits at level 4 or higher, but a minimum of 20 credits at level 4 or higher will enable to achieve an Associate Certificate of Higher Education.

Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained 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

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

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

0% - 39%	Not passed

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*

Policy on Assessment and Feedback

Assessment and feedback are fundamental parts of the student learning experience, whether on-campus, by distance or blended learning. The UEL Assessment and Feedback Policy seek to:

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

Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:

- knowledge acquired
- skills gained, both generic and specific
- general understanding developed

Further details on Assessment & Feedback can be found in Appendix B or at *http://www.uel.ac.uk/qa/policies/assessmentpolicy/*

Academic Integrity

Plagiarism and collusion are the two most common forms of academic misconduct. We know that some students find the concepts of plagiarism and collusion difficult. Others struggle with citation and referencing and may unintentionally break the rules.

While the University is responsible for making information and advice on plagiarism and collusion widely available to students, it is your responsibility to follow that advice and to

develop good academic practice. More details can be found at *http://www.uel.ac.uk/aple/academic/goodpractice/*

Lecturers and tutors generally find it easy to spot plagiarism, because they are experts in their fields and are familiar with much of the literature. They will also recognise work that has been cut and pasted into your work, because (usually) the language will be more sophisticated, the grammatical structure will change and it will look distinctly different from your work.

Academic staff know that essays can be bought (they may even have seen the same bought essay more than once). Again, work that is not your own is usually readily identifiable as such. All written assessed work must be submitted to Turnitin, which will identify matches between it and an extensive range of internet sources (and a database of previous student submissions).

Our University never awards academic credit to plagiarised work and we deal robustly with all instances of academic misconduct. See our Academic Misconduct Regulations in Appendix E or *www.uel.ac.uk/qa/policies/manual/*.

Research Integrity

The University of East London conducts high quality, innovative research and is guided by the principles and standards outlined in The Concordat to Support Research Integrity 2012; the University's Code of Practice for Research policy; Code of Practice for Research Ethics; Procedure for the Investigation of Misconduct in Research, for staff and students, and the UEL Research Strategy 2014-2017. The Concordat seeks to provide a national framework for good research governance and its conduct. The Concordat applies to all fields of research supporting a research environment that is underpinned by ethical values. The University adheres to its responsibility to support and promote the highest standards of rigour and integrity and embed a culture of honesty, transparency, care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld.

Research Ethics

The University through its researchers will ensure that any research involving human participants, human material, or personal or sensitive data complies with all legal and ethical requirements and other applicable guidelines. The University has established Research Ethics Committees at University and School level to ensure appropriate ethical review of research projects involving human participation or personal data. The research study will require ethical approval from the University Research Ethics Committee (UREC), one of the School Research Ethics Committees (SRECs) or where applicable, Collaborative Partner Research Ethics Committees (CRECs). UREC reviews ethics applications from staff, MPhil, PhD,Post and Professional Doctorates and Masters by research students. SRECs and CRECs consider applications from taught Masters and undergraduate students.

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

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

No data collection or recruitment of human participants for the research study may commence until ethical approval from UREC; SREC; CREC; or a NHS or Social Care Research Ethics Committee is confirmed. Students may only use data where ethical approval has been obtained, and in accordance with the conditions specified on the approval letter throughout the length of the study. Amendments to an approved research study must be submitted to the relevant Research Ethics Committee and obtain ethical approval before any changes to the project may be implemented. Ethical approval for research projects cannot be granted retrospectively. Research conducted with human participants or human material, without ethical approval, is considered misconduct in research and as such students may be subject to disciplinary proceedings.

If students consider that human participants in theirs, or others, research are subject to unreasonable risk or harm, they must report the concerns to their supervisor and, where required, to the appropriate regulatory authority. Similarly, concerns relating to the improper and/or unlicensed use or storage of human material, or the improper use or storage of personal data, should also be reported.

More information can be found on the following documents:

Code of Practice for Research policy:

http://www.uel.ac.uk/gradschool/ethics/

Code of Practice for Research Ethics:

http://www.uel.ac.uk/gradschool/ethics/

Research Integrity and Ethics website:

http://www.uel.ac.uk/gradschool/research/

Procedure for the Investigation of Misconduct in Research - Students:

http://www.uel.ac.uk/gradschool/currentstudents/library/

The Concordat to Support Research Integrity, 2012:

http://www.universitiesuk.ac.uk/highereducation/Documents/2012/TheConcordatTo SupportResearchIntegrity.pdf

UEL Research Strategy, 2014-2017:

http://www.uel.ac.uk/wwwmedia/uelwebsite/contentassets/images/research/REDS4 53---UEL-Research-Strategy-Document-V.3.pdf

6. MODULE SPECIFICATIONS

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 hand-out distributed at the beginning of each semester.

MODULE SPECIFICATIONS

Module Title: **Basic Principles of** **Design and** **Construction**	Module Code: AR4901 **Level**: 4 **Credit:** 60 **ECTS credit: 30**	Module Leader: Dr. E. I. Bashirova
Pre-requisite:		**Pre-cursor:**
Co-requisite:		**Excluded combinations :**
Location of delivery: UEL/Other (please delete as appropriate) **If 'Other' please insert location here:** Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
This module applies principles of spatial design and its relationship to culture.		
Main topics of study:		
Architectural and Urban Design Artistic processes and Social Contexts in Architectural Activities Construction and Theory including the role of Monumental Architecture Visual Communication Construction of residential and public buildings Computer based and graphical modeling		

Learning Outcomes for the module

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

Knowledge

1. Identify, access, and collate evidence from university and eternal sources, including textbooks and articles.
2. Identify standards and regulatory requirements relevant to building design
3. Outline different methods of assembly of building design
4. Identify advanced computer-aided design;
5. Demonstrate knowledge of the history of art and culture, in particular cultural memorials

Thinking skills

6. Express a range of ideas using appropriate spoken and written Russian, demonstrating understanding of academic writing conventions and styles as specific to the subject discipline.
7. Explain and apply spatial imagination to a set design brief
8. Distinguish appropriate approaches to architectural and historical heritage and cultural traditions.
9. Identify project proposals in a joint activity

Subject-based practical skills

10. Demonstrate appropriate use of technology to facilitate studies e.g. use of information resources, production of coursework, communication with tutors and peers.
11. Apply knowledge of the historical precedents in local and world culture, in related fields of spatial arts;
12. Demonstrate knowledge of histories and theories of art and architecture
13. Demonstrate modeling methods

Skills for life and work (general skills)

14. Demonstrate appropriate academic integrity, avoiding plagiarism and/or collusion and/or other forms of academic misconduct, by use of citation and reference as appropriate for the degree subject, using their own academic voice.
15. Develop communication and representation skills specific to architecture

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

Lectures

Workshops

Seminars

Tutorials

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated: **1,2,4-6, 9**
Examination 2 hour	25%	**1-15**
Technical Report 3000 words	25%	**1-15**
Portfolio 200 Hours	50%	

Reading and resources for the module:

Core

Chegodayeva, A.V., *World Art History (6 vol.)*. Moscow: Stroyizdat.

Hertzberger, H., 2005. *Lessons for Students in Architect*, *vols 1 and 2*. London: 010 Publisher.

Lynch, K., 1960. *The Image of the City*. Cambridge MA, MIT Press.

Pilyavskiy V.I. Ushakov Y.S., 2003. *History of the Russian architecture: textbook for high schools*. Moscow: Architecture.

Savarenskaya T.F., 2006. *History of urban planning art. Late feudalism and capitalism. Textbook for high schools*. Moscow: Architecture.

Hoaq, J.D., 1991. *Islamic Architecture (History of World Architecture Series)*. London: Electa/Rizzolli

Zabaluyeva, T.R., 2003. *History of Arts*. Moscow: ASV.

Lisician M. B ., Paszkowski V.L ., Petunina Z.V., 2014. *Architectural design of residential buildings. Textbook.* Moscow: Architecture-C

Noyfert, P., Neff, L. 2014*. Design and construction. House, apartment, garden*. Moscow: Architecture-C

Kazbek-Kaziev Z.A. 2010. *Architectural design.* Moscow: Architecture-C

Recommended

Ching, F. D. K. 1995*. Form Space and Order*. London: Wiley and Sons.

Weston, R. 2010. *Key Buildings in the 20th Century*. London: Laurence King

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 50 hours Seminars 25 hours Workshops 50 hours Tutorials 25 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 450 hours
Total hours (1 and 2):	600

Module Title: Design, Theory and Practice	Module Code: AR4902 Level: 4 Credit: 60 ECTS credit: 30	Module Leader: Dr. I. A. Fakhrutdinova, PhD
Pre-requisite:		Pre-cursor:
Co-requisite:		Excluded combinations :

Location of delivery: UEL/Other (please delete as appropriate)

If 'Other' please insert location here:

Kazan State University of Architecture and Engineering

Main aim(s) of the module:

This module develops design and professional skills through development of integrated understanding of typology in form and structure.

Main topics of study:

Architectural Design

Architectural Construction

Architectural Graphics and Communication

Economics and Law in Industry

Sociology and Philosophy of Creativity

Safety in the Living Environment

Design Methodology

History and Theory of Architecture, Urban Design and Landscape Design

Learning Outcomes for the module

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

Knowledge

1. Evaluate and interpret underlying concepts and principles within the context of their chosen studies including, where appropriate, handling numerical or other data

2. Outline macro and micro economics as applied to construction

3. Identify communicative competency frameworks

4. Recognise national and international legal contexts for architecture and construction

Thinking skills

> 5. Demonstrate evidence of reflection on academic performance by
> implementing feedback given
> 6. Comprehend social and cultural debates relevant to the field

Subject-based practical skills

> 7. Work effectively and appropriately with others to reach a cogent argument or judgment appropriate to the subject matter studied
> 8. Demonstrate methodology for automated design of structural skeletons of buildings, design drawings in accordance with state standards
> 9. Demonstrate ability to work with the documents reflecting the historical chronology; systems and methods of formation of the major styles in art

Skills for life and work

> 10. Find, access, interpret and evaluate evidence
> 11. Express a range of ideas using relevant academic and technical report writing conventions
> 12. Reflect on and record their own learning, skills and development needs

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

Lectures

Workshops

Seminars

Tutorials

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated: **1-3, 6-8**
Examination 2 hour	25%	**1-12**
Technical Report 3000 words	25%	**1-12**
Portfolio 200 hours	50%	

Reading and resources for the module:

Core

Bardovski V.P., Rudakov O.V., Samorodova E.M., 2011. Economy, Moscow: Higher

education

Bazylev N.I., Bazyleva M.N.,2010. *Economic theory*. Moscow: modern School

Kholostova E.I., Prokhorova O.G., 2013, *Safety*. Moscow: Dashkov &K

Kravchenko A.I., Anurin V.F. 2011. *Sociology* . St. Petersburg. : Peter

Recommended

Aga Khan Award for Architecture, 1985. *Architecture in Continuity, Building in the Islamic World Today*, New York: Aperture.

Davidson, C. (ed.), *Legacies for the Future, Contemporary Architecture in Islamic Societies*. London: Thames and Hudson.

Design industrial buildings and structures; Textbook for students. 2005. Moscow: Architecture.

Golosov, V.N., 2007. *Engineering constructions: textbook*. Moscow: Architecture.

Hoaq, J.D., 1991. *Islamic Architecture (History of World Architecture Series)*. London: Electa/Rizzolli

Kashekova, I.E., 2009. *Fine arts: textbook for high schools*. Moscow: Akademicheskiy prospect.

Shershevskiy, I.A., 2014. *Architectural constructions. Textbook*. Moscow: Architecture.

Thompson, D.W., 1992. *On Growth and Form*. Cambridge: Cambridge University Press.

Unwin, S., 2009. *Analysing Architecture*. London: Taylor and Frances.

Verman, K., 2003. *History of arts of all times and peoples. 3 vol*. St. Petersburg: Poligon.

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 50 hours Workshops 25 hours Seminars 50 hours Tutorials 25 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 450 hours
Total hours (1 and 2):	600

Module Title: Fundamentals of urban planning, engineering design, equipment and landscaping	Module Code: AR5901 **Level**: 5 **Credit:** 60 **ECTS credit: 30**	Module Leader: Dr. I. A. Fakhrutdinova PhD
Pre-requisite:	**Pre-cursor:**	
Co-requisite:	**Excluded combinations :**	

Location of delivery: UEL/Other (please delete as appropriate)

If 'Other' please insert location here:

Kazan State University of Architecture and Engineering

Main aim(s) of the module:

To provide social context and aspects of background to aid future professional interaction and practice

Main topics of study:

Architectural Design

Physical Structures of Building Design and Technology

Research Skills

Visual Communications

Modern Engineering Construction

Urban and Regional Design

Engineering Systems and Equipment

Engineering of Landscape

Architectural and Construction Technology

Sociology in Architecture

Learning Outcomes for the module

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

Knowledge

1. Understand standards and regulatory requirements relevant to building design;

Thinking skills

2. Comprehend and assess the appropriate use of technology

3. Identify works of art; to conduct theoretical discussions; to take into account the knowledge of the history of fine arts in professional activities

Subject-based practical skills

4. Demonstrate methodology for automated design of structural skeletons of buildings, design drawings in accordance with state standards

5. Demonstrate ability to work with the documents reflecting the historical chronology; systems and methods of formation of the major styles in art

Skills for life and work (general skills)

6. Select qualitative and/or quantitative techniques appropriate for research in a field of study.

7. Plan a research project appropriate to a field of study

8. Implement appropriate analytical techniques

9. Demonstrate critical thinking

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

11. 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

Seminars

Tutorials

Assessment methods which enable students to demonstrate the learning outcomes for the module:	**Weighting:**	**Learning Outcomes demonstrated:** **1-3, 5-9**
Examination 2 hour	25%	**1-11**
Technical Report 3000 words	25%	**1-11**
Portfolio 210 hours	50%	

Reading and resources for the module:

Core

Gelfond A.L.,2014 - *Architectural design of public buildings*. Moscow: Architecture-C

Polosin Ivan, Boris Novosel, Vladimir Huzin, Mary Zherlykina ,2012. *Engineering systems of buildings and structures.*Moscow: Academia

Sevostyanov A.V. 2013. *Foundations of Urban Development and planning of settlements.* Moscow: Academia

Bakutis V.E., Butyagin V.A., Luntz L.B.,2010,*Engineering improving city areas*. Moscow: Stroiizdat

Bell, V., Rand, P., 2006 *Materials for Architectural Design*. London: Laurence King Publishing

Recommended

Adam, R., 2012. *The Globalisation of Modern Architecture; The Impact of Politics, Economics and Social Change*. Cambridge: *Architects' Legal Handbook*. 2010. London: Elsevier.

Bauman, Z., 2007. *Liquid Times; Living in an Age of Uncertainty*. London: Polity Press.

Brookhouse, S., 2012. *Professional Studies in Architecture: A Primer*. London: RIBA Publishing.

Collins, H., 2010 *Employment law 2nd ed*. Oxford : Oxford University Press.

Dave Eva, D., Oswald, R. *Health and safety at work*. London.

Lockton, D., 2010. *Employment law* 7th ed. Basingstoke : Palgrave Macmillan.

Rowe, C., 2002. *Collage City*. New York: Cornell University Press.

Sargeant, M and Lewis D., 2008 *Employment law*. 4th ed.Harlow : Financial Times Prentice Hall

Yargin Z.N., Hachatryants K.K. 1990 - *Social foundations of architectural design.* Moscow: Stroiizdat

Litskevich VK, Makrinenko LI, Migalina IV et al (ed. N. Obolensky),2007. *Architectural Physics: A Textbook for universities.* Moscow: Architecture-C

Indicative learning and teaching time	**Activity**

(10 hrs per credit):	
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 100 hours Seminars 25 hours Tutorials 25 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 450 hours
Total hours (1 and 2):	600

Module Title: **Design, Technology and Social and Cultural Theory**	Module Code: AR5902 **Level**: 5 **Credit:** 60 **ECTS credit: 30**	Module Leader: Dr E. V. Denisenko PhD
Pre-requisite:		**Pre-cursor:**
Co-requisite:		**Excluded combinations :**
Location of delivery: UEL/Other (please delete as appropriate) **If 'Other' please insert location here:** Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
The aim of this module is to implement landscape and urbanism in professional implementation through design and practical application		
Main topics of study:		

Architectural Design

Technical Analysis and Construction

Economics, Engineering and Professional Studies

Structural Design and Analysis of Residential Building

Aesthetics in architecture and design

Social and Ecological Debates

Graphics and Digital Modeling

Acoustics

Environmental Systems and Engineering

Contemporary Theories of Architectural, Urban and Landscape Design

Professional reflection and development

Learning Outcomes for the module

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

Knowledge
1. Identify historic and contemporary developments in Architecture
2. Describe graphically monuments and constructions in world culture.
3. Recognize the main stages of development of architecture and urban planning in the context of the world

Thinking skills
4. Distinguish the positive experience in the world architectural and urban design
5. Identifies appropriate means for Professional and Social problem solving

Subject-based practical skills
6. Distinguish styles and movements and significant artists and monuments
7. Apply basics of spatial arts in the context of the world culture progress; in particular using digital experimentation.

Skills for Life and Work
8. Demonstrate Project management skills

9. Describe and evaluate personal, professionally relevant skills against a chosen career path.

10. Reflect on the requirements of the job market; construct an application and critically review the application process

11. Constructively critique professional practice in a chosen field, identifying relevant personal strengths and weaknesses in the form of a Personal Development Plan. Apply previous learning on team roles so as to illustrate understanding of team working in the workplace, recognizing and respecting differing perspectives.

12. Identify graduate selection processes relevant to the chosen field and consider the process of applying for a job.

Teaching/ learning methods/strategies used to enable the achievement of learning

outcomes:

Lectures

Workshops

Seminars

Tutorials

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination 2 hours and 15 minutes	30%	**1-6, 11**
Group report 5000 words	40%	**1-12**
Individual report 3000 words	30%	**1-12**

Reading and resources for the module:

Core

Virginia McLeod. 2010.*Modern residential architecture in detail*. SPb:Piter

Yuri Borev, 2011. *Aesthetics.* Moscow:AST

Ponomarev V.A.2012 Architectural design. Moscow: Architecture.

Vern O. Knudsen, 2010 Architectural acoustics. Moscow: Architecture.

Recommended

Janks, C.H., 2006. *Outputs:* evolutionary tree of architecture development. Textbook for high schools. Moscow: Architecture.

Kuybysheva, V.V., *Architecture of Civil and Industrial Buildings; book for higher schools (15 vol.) Theory and History of Architecture, vol.1.* Research Institute, Moscow Engineering Institute.

Gulyanitskiy, N.F., 1984. *History of Architecture.* Moscow: Stroyizdat.

Savarenskaya T.F., 2006. *History of urban planning art. Slave and feudal periods. Textbook for high schools.* Moscow: Architecture.

Udler E.M., 2008.*Informatics and basics of IT technologies in architectural and artistic design.* Kazan: Design-kvartal.

Poleschuk N. *AutoCAD 2010.* St Petersburg: BKV.

Indicative	Activity

learning and teaching time (10 hrs per credit):	
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 50 hours Workshops 25 hours Seminars 50 hours Tutorials 25 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 450 hours
Total hours (1 and 2):	600

Module Title: Design and Advanced Environmental Contexts	Module Code: AR6901 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: Dr. E. I. Bashirova

Pre-requisite:	Pre-cursor:
Co-requisite:	Excluded combinations :

Location of delivery: Other (please delete as appropriate)

If 'Other' please insert location here:

Kazan State University of Architecture and Engineering

Main aim(s) of the module:

The aim of this module is to develop and apply understanding of environmental factors relevant to building as to develop a social and cultural discourse.

Main topics of study:

Ecological Architecture

Environmental Factors in architecture

Contemporary Debates of History and Theory of Architecture

Alternative Technologies

Social and Cultural Aspects of Architecture

Learning Outcomes for the module

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

Knowledge

1. Respond to architectural history and related spatial arts in the context of world culture development; regional, local architectural traditions, their origins and significance, problems of historical heritage conservation
2. Discuss relevant social and ecological aspects of architectural design

Thinking skills

3. Relate ideas, develop project proposals in a joint activity; gather information, apply the analysis
4. Identify positive experience in domestic and world design

Subject-based practical skills

5. Act with knowledge of the historical precedents in local and world culture
6. Summarize, analyze and critically evaluate architectural solutions of domestic and foreign design and construction practices

7. Demonstrate methods of processing and presentation of architectural and artistic design
8. Frame a research topic
9. Construct a literature review, drawing on multiple sources.

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

Lectures 50

Workshops 25

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Exam 2 hours and 15 minutes	50%	**1.2,6,7**
Report 3000 words	50%	**1-9**

Reading and resources for the module:

Core

Frampton K., 1990, *Modern architecture. A critical look at the history of development.* M:Stroyizdat

Ikonnikov, A.V., 2001. *Architecture of XX Century. Utopias and reality*. Moscow: T1.

Mikulina E.M., Blagovidova N.G., 2013, *Architectural Ecology: a textbook for high schools*. Moscow: Academy Orelskaya, O.V., 2006. *Contemporary foreign literature*. Moscow.

Ryabushin A.V., 2010. *Architects turn of the millennium*. - M .: Art of the XXI century.

Rybchinskiy B., 2014, *Urban Designer: Ideas and cities.* - M .: Strelka press.

Ryabushin A.V., 2007, *Zaha Hadid. Staring into the abyss*. - M .: Architecture - C.

Trubina E.G., 2013, *City in the theory: experiments thinking space.* - Moscow: New Literary Review.

Recommended

Feireiss, K. Feiress, L. 2008. *Architecture of Change*. Frankfurt: Gestalten.

Steele, J. 2005. *Ecological Architecture*. London: Thames and Hudson

Indicative learning and teaching time (10 hrs per	Activity

credit):	
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 50 hours Workshops 25 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 225 hours
Total hours (1 and 2):	300

Module Title: **Design Advanced Technological and Professional Studies**	**Module Code:** AR6902 **Level**: 6 **Credit:** 30 **ECTS credit:** 15	**Module Leader**: Dr A.N. Novikova
Pre-requisite:		**Pre-cursor:**
Co-requisite:		**Excluded combinations :**

Location of delivery: Other

If 'Other' please insert location here:

Kazan State University of Architecture and Engineering

<div align="center">

Main aim(s) of the module:

</div>

This module aims to prepare you for architectural practice in particular legal, technical, and professional regulations as well as a high level of presentation skills required.

<div align="center">

Main topics of study:

</div>

Architectural Design Modern design systems

Presentation of work

Basis for the organization of the architectural office		
Law and Professional Practice		

Learning Outcomes for the module

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

Knowledge

1. Discuss specialised architectural considerations with respect to appropriate Technical and Environmental considerations
2. Identify architectural technologies
3. Know the stages of the design and documentation of the project

Thinking skills

4. Identify and utilize appropriate means for applied problem solving

Subject-based practical skills

5. Construct Digital Models and Documents Appropriate to Project
6. Be able to develop and carry out a presentation of the project and respond to questions
7. Identify and apply appropriate research methodologies
8. Gather relevant information and data for the research

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

Lectures

Workshops

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Final Examination 2 hours	50%	**1-5**
Coursework 3000 words	50%	**1-8**

Reading and resources for the module:

Core

Udler E.M., 2008,*Informatics and basics of IT technologies in architectural and artistic design*. Kazan: Design-kvartal.

Dug L., 2011. *PowerPoint 2010*. St Petersburg: Williams.

Locke, D. 2013, *Fundamentals of Project Management*. Moscow

Kapterev, A.. Kirov, 2012. *Skill presentation. How to create presentations that can change the world*. Moscow: Mann, Ivanov and Ferber, Exmo.

Federal Law 169-FZ "On Architectural Activity in the Russian Federation"

Recommended

Wevill. J. 2013. *Law in Practice; The RIBA Legal Handbook*. London: RIBA

Chappell, D. 2010. *The Architect in Practice*. London: Wiley Blackwell

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 50 Workshops 25
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 225
Total hours (1 and 2):	300

Module Title: **Advanced Technical Problems faced in Practice**	**Module Code: AR6903** **Level**: 6 **Credit:** 30 **ECTS credit:15**	**Module Leader**: Dr. E. Bashirova
Pre-requisite:		**Pre-cursor:**
Co-requisite:		**Excluded combinations :**

Location of delivery: UEL/Other (please delete as appropriate)

If 'Other' please insert location here: Kazan State University of Architecture and Engineering

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Main aim(s) of the module:

This module aims to prepare you for the high level of technical problems faced in architectural practice.

Main topics of study:

Architectural Design

Environment Systems in Architecture

Contemporary architectural Construction

Resource- saving Technologies in Architecture

Professional Studies

Architectural culture

Management, Regulations, Law in Architectural Practice

Learning Outcomes for the module

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

Knowledge

1. Identify and implement appropriate rules, regulations, requirements of the architectural environmental design
2. Discuss basic rules to design architectural structures of stone, concrete, metal, wood and plastics
3. Define resource-saving technologies in architecture and urban design relevant to new and heritage buildings

Thinking skills

4. Distinguish problems and defend solutions to architectural environmental problems
5. Interpret ideas, study and develop project proposals in a joint activity

Subject-based practical skills

6. Work with architectural design technology to meet the requirements of historical precedents in local and world culture
7. Operate architectural design technology to meet the requirements of environment factors;

8. Construct methodology for automated design of structural skeletons of buildings, design drawings in accordance with state standards; design principles of architectural constructions and their different types and materials
9. Deliver a presentation on a chosen research topic
10. Critically reflect on data produced

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

Workshops

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Portfolio 200 hours	100%	**1-8**

Reading and resources for the module:

Core

Virginia McLeod. 2010.*Modern residential architecture in detail*. SPb:Piter

Ponomarev V.A.2012 Architectural design. Moscow: Architecture.

Lisician M. B ., Paszkowski V.L ., Petunina Z.V., 2014. *Architectural design of residential buildings. Textbook.* Moscow: Architecture-C

Peter Noyfert, Ludwig Neff, 2014*. Design and construction. House, apartment, garden*. Moscow: Architecture-CKazbek-Kaziev Z.A. 2010. *Architectural design.* Moscow: Architecture-C

Recommended

Aidarov, S.S., 1978. *Architectural heritage of Kazan*. Kazan: TKI.

Aidoroval-Volkova, G.N., 1997. *Architectural culture of the Middle Volga region XVI-XIX centuries. Model of development of types' structure*. Kazan.

Berge, B., 2009. *Ecology of Building Materials*. London: Architectural Press.

Dobritsina, I.A., 2004. *From postmodernism to non-linear architecture. Architecture in context of modern philosophy and science*. Moscow: Progress-Tradition.

Golovso V.N., 2007. *Engineering constructions: textbook*. M: Architecture-C.

Guidance onthe design ofconcrete structures rigidly reinforced, 1978. Moscow: Stroyizdat.

Ikonnikov, A.V., 2004. *Utopia's thinking and architecture*. Moscow: Architecture-C.

Janks, C.H., 2007. *New paradigm in architecture*. Project international 5.

Kancheli, V.N., 2003. *Building spatial constructions: textbook*.-Moscow: ACV.

MVRDV, KM3: 2005. *Excursions on capacities*. Barcelona: Actar.

Orlovskiy, B. Y., Serbinovich, P.P., 1978. *Architecture of civil and industrial buildings: public buildings*. Moscow: High school.

Shubenkov M.V., 2006. *Structural patterns of architectural formation: textbook*. Moscow: Architecture-C.

Green Issue, *Domus*, 2008.

Tetior, A.N., 2008. *Architectural-engineering ecology. Series: higher professional education*, Moscow: Academy.

Tetior, A.N., 2008. Architectural-engineering ecology. Series: higher professional education, Moscow: Academy.

Ostroumov, S.VP., 1978. *Kazan. Essays on the city history and its architecture*. Kazan.

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 50 hours Workshops 25 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 225 hours
Total hours (1 and 2):	300

Module Title: Final Dissertation and Design Project	Module Code: AR6904 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: Dr. A. O. Akatyeva PhD
Pre-requisite:		Pre-cursor:
Co-requisite:		Excluded combinations :

Location of delivery: Other

If 'Other' please insert location here:

Kazan State University of Architecture and Engineering

<div align="center">

Main aim(s) of the module:

</div>

To develop student skills as independent learners and technical researchers

<div align="center">

Main topics of study:

</div>

The main aim of the dissertation is to allow the student to develop a specialized subject of their own choice.

Learning Outcomes for the module

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

Knowledge

1. Demonstrate technical knowledge relevant to subject of choice
2. Understand research processes
3. Select appropriate information relevant to real world situations

Thinking skills

4. Comprehend planning problems
5. Prioritise different tasks
6. Convert a complex brief into an architectural design

Subject-based practical skills

7. Demonstrate the ability to: frame a research topic; construct a literature review, identify and apply appropriate research methodologies
8. Construct and implement a research timetable
9. Critically reflect on the data and ethical considerations of the chosen research topic

Skills for life and work (general skills)

10. Critically reflect upon their own personal and professional skills, experience and

aspirations and construct a position statement and a career development action plan within their Personal Development Plan

11. Critically evaluate the requirements of Professional Practice and its relation to Research in the Built Environment
12. Research and apply appropriate verbal and non verbal communication skills to meet employer expectations.
13. Construct and implement a realistic research timetable
14. Critically reflect and then act on the ethical considerations and broader research integrity of their chosen research topic.

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

Supervision

Workshops

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Dissertation+ Portfolio (text+illustrations) 6000 words	70 (35+35) %	**1-14**
Oral Presentation with PP (or video) 15 minutes	30 %	**1-14**

Reading and resources for the module:

Core

Bauer M., 2010, Green Building. Guidebook for Sustainable Architecture. Berlin: Heidelberg

Farrelly, L. 2008, Basics Architecture: Representational Techniques. Lausanne : Ava Publishers Swetham, D., Swetham R., 2010. *Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work*. Oxford: Sprin Hill.

Kazbek-Kaziev Z.A. 2010. *Architectural design.* Moscow: Architecture-CLisician M. B.

Paszkowski V.L ., Petunina Z.V., 2014. *Architectural design of residential buildings. Textbook.* Moscow: Architecture-C

Novikov N., Akatyeva A., 2012, Architects' Professional Language and Communication Tools. Kazan: TIGP 6

Noyfert, P. Neff, L. 2014*. Design and construction. House, apartment, garden*. Moscow: Architecture.

Marjanovic, I., 2003, The Portfolio. An Architectural Students Handbook. Oxford : Architectural Press.

Ponomarev V.A.2012 Architectural design. Moscow: Architecture.

Talen E., 2013, Charter of the New Urbanism. McGraw-Hill Professional Publishing

Watson G.B., Bentley I. 2007. *Identity by design*. Architectural Press: Routledge

Recommended

Borden, I., Ruedi, K., 2000. *Dissertation; An Architectural Students' Handbook*, London: Architectural Press.

Bandyopadhyay, S., Lomholt, J., Temple, N., Tobe, R., 2009. *The Humanities in Architectural Design*, London: Routledge.

Pearces, P. 1980. *Structures in Nature as a Strategy for Design*, London: MIT Press.

Gordon, J.E., 1991. *Structures or, Why Things Don't Fall Down*. London, Penguin.

Gordon, J.E., 2006. *The New Structure of Strong Materials*. Princeton: Princeton University Press.

Hertzberger, H., 2005. *Lessons for Students in Architect, vols 1 and 2*. London: 010 Publisher.

Leach, N., ed. 1997. *Rethinking Architecture; A Reader in Cultural Theory*. London: Routledge.

Lynch, K., 1960. *The Image of the City*. Cambridge MA, MIT Press.

Salvadori, M., 2002. *Why Buildings Stand Up, The Strength of Architecture*. London: W. Norton and Co.

Till, J., 2009. *Architecture Depends*. London: Routledge.

Vesely, D., 2004. *Architecture in the age of divided representation : the question of creativity in the shadow of production* Cambridge, MA : MIT Press.

McLeod. V. 2010.*Modern residential architecture in detail*. SPb:Piter

Bentley I., 2013, *Responsive environment. A manual for designers*. London: Architectural Press.

Oldenburg R., 1999, *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*

Architectural Design, Vol. 79-2, 2009, *Closing the Gap Information Models in Contemporary Practice*

Indicative learning and teaching time (10 hrs per	Activity

credit):	
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 25 hours Formative feedback 25 hours Workshops 50 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

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.

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.

Students can make a vital contribution to the development of the programme by becoming Student Programme Representatives.

Programme Representatives

Students are elected to represent each 'year' of the programme. These Programme Representatives meet with Programme Leaders and other teaching staff at least twice a year to give feedback and comments and may raise specific issues at any time. While Programme Representatives are a channel for airing grievances we also see them as partners in the process of programme development. As such they make suggestions for improvements, may undertake some project work and participate in a number of activities (e.g. helping out with open days etc). It is the responsibility of the Programme Representative to:

- Identify students' issues and needs.
- Raise these at Programme Committee meetings.
- Report back to other students the results of the Programme Committee meetings.
- Liaise with other Programme Representatives from different programmes and different years.

Student Feedback

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 Programme Representative who sit on the relevant programme management and liaison committee (POC).
- 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 our Moodle Site.
- You will also be asked to complete a more general questionnaires when you have completed your module / programme as appropriate.

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/*.

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 in 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 your CV and job or postgraduate programme applications. The Programme Leaders will see students to give advice and guidance, and 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 emailing and making an appointment as the best way to communicate with both staff and other students is via e-mail in the first instance. There may be cases of special urgency, in which case every effort will be made for someone to see you immediately. Please note that Academic staff teach on several different undergraduate and postgraduate programmes and have

administrative and professional duties as well as being required to undertake research activities. In order to meet these varied 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 your 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.
- Ask only those lecturers or tutors who know you and are familiar with your work to write you a reference. You can also ask your Academic 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.
- Once you have secured your job keep your referee informed with what you are doing after you have left KSUAE.

Academic Learning Centre

The Academic Learning Centre is a unique, friendly, student-centred service that provides an intellectually stimulating approach to developmental instruction and academic assistance for students who need extra help with their studies, at no extra cost. The Academic Learning Centre offers assistance to you by mentoring you on a variety of multifaceted learning tasks, including improving your academic writing and study skills, understanding research projects and research procedures, providing one-on-one paper consultations, advice on academic integrity and 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 Counselling Centre

The KSUAE Counselling Centre provides a professional and confidential counselling 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

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) in Architectural Science 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 AR6904 Final Dissertation and Design Project 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 during your Level 5 studies to

ensure that you can cope with the demands of the AR6904 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.

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, and it strongly encourages you 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.

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.

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 striving to eliminate:

- Negative attitudes to disability
- Managing disclosure concerns appropriately
- 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

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.

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 Related to the BSc (Hons) Architecture

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) Architecture will have use of the following research centres:

- Centre of works design development
- Architectural and engineering research centre
- Geographically displayed technopark "Builder"
- Centerofindustrialsafetyevaluation
- Educational research center of work safety in construction
- Architectural and engineering academic laboratory of social and special research
- Centre of new IT technologies in architecture and engineering

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

- Construction technology, organization and mechanization laboratory
- Production safety and law laboratory
- Construction materials laboratory
- Building design 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** select UEL Direct 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, including associate professor of architecture V.V.Egereva Library, the library B.I.Barysheva, MD Library Nadyrshina. 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"

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
- The Economist (in English)
- Architecture, Building and Russia
- Safety in industry
- Concrete and reinforced concrete
- BLS Bulletin of construction equipment
- Accounting in Building Organizations
- Proceedings of the universities: Construction
- The World Economy and Internet. Relations
- Laws of the Russian Federation
- Architects Journal

- Construction Newspaper
- Building Materials
- Structural Mechanics and calculation of structures
- Building materials, equipment, technologies of XXI century
- Construction: new technologies, new equipment
- Building Technologies
- Details
- Civil Engineering Journal
- Architectural Design

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 Kazan State University in Architecture & Engineering (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:

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 proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

Appointment of external examiners

The standard of this programme is monitored by at least one external examiner external to UEL, appointed by UEL. External examiners have two primary responsibilities:

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

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

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

Review and Enhancement Process

This annual review includes the evaluation of and the development of an action plan based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via programme committee and module evaluation questionnaires.

Periodic reviews of the partnership and programme

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

Award certificates

The award certificate for this programme, which is the degree of BSc (Hons) Architectural Science, will be issued by the University of East London but you will receive their degrees at the official graduation ceremony which will be held at the KSUAE campus.

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 color, 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, color, 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 underlying 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 behavior 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.

UEL's own Equality and Diversity Policy is also fully applicable to this programme. Please see ***http://www.uel.ac.uk/hrservices/EqualityDiversity_Policy.htm*** for details.

All students have rights and responsibilities that are laid down in the Collaborative Student Charter. See ***http://www.uel.ac.uk/qa/collaboration.htm.***

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).

An appeal may only be made on the following grounds:

(a)   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.

(b)   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.

Appeals **will not be accepted** on the grounds of disagreement with the academic judgement of an assessment board. These remain the exclusive prerogative of the Assessment Board.

Any student who wishes to appeal against the decision of an Assessment Board must:

Notify the Institutional Compliance Office (***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*

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

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 (see Part 7 of the Manual of General Regulations);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (see Part 9 of the Manual of General Regulations);
- appeals against the decisions of the Extenuation Panel (see Part 6 of the Manual of General Regulations);
- complaints against the Students' Union (see the Complaints Procedure in the Students' Union constitution);
- appeals against decisions taken under disciplinary proceedings (see Part 12 of the Manual of General Regulations);

- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);
- complaints about the behaviour of other students (see Part 12 of the Manual of General Regulations this Manual);
- appeals against the decisions of Academic Misconduct Panels (see Part 8 of the Manual of General Regulations)
- appeals against the decisions of Attendance Appeal Panels (see the University's Attendance Policy).

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).

Complaints must normally be lodged within set time limits (please see Complaints Procedure for further details). 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*

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 that there are exceptional circumstances that justify your not submitting an assessment on time, then you should notify KSUAE 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.

APPENDIX A Academic Calendar 2015/16

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

http://www.kgasu.ru/ucheba/dap/5653/

RUSSIAN ONLINE LIBRARY

http://www.kgasu.ru/lib/8345/

Academic Appeals

http://www.uel.ac.uk/qa/studentsarea/appeals

Academic Integrity Policy

http://www.uel.ac.uk/qa/policies/policies/academic

Assessment and Feedback Policy

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

Attendance and Engagement Policy

http://www.uel.ac.uk/students/myuellinks/mystudies/attendance

Careers and Employability

http://www2.uel.ac.uk/eet

Complaints procedure

http://www.uel.ac.uk/qa/studentsarea/studentcomplains/

Counselling

http://www.uel.ac.uk/students/health/howwehelp/counselling

Disability support

http://www.uel.ac.uk/students/disability/current

Equality and Diversity Strategy

http://www.uel.ac.uk/qa/policies/policies (for all general policies)

Extenuating Procedures

http://www.uel.ac.uk/qa/studentsarea/extenuation

Library and Learning Services

http://www.uel.ac.uk/lls/index.htm

Manual of General Regulations

http://www.uel.ac.uk/qa/policies/manual

Peer Mentoring – students supporting students at UEL

http://www.uel.ac.uk/lls/study/peermentoring/

Referencing guidelines

http://www.uel.ac.uk/lls/support/harvard

Skills Curriculum *http://www.uel.ac.uk/qa/policies/skills*

Skills Portal *www.uel.ac.uk/skills*

Skillzone *http://www.uel.ac.uk/skillzone*

Student Charter *www.uel.ac.uk/studentcharter*

Student Life *http://www.uel.ac.uk/students/index.htm*

Suitability Procedures *http://www.uel.ac.uk/qa/policies/manual/*

Write it Right *www.uel.ac.uk/writeitright*

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

UNIVERSITY OF EAST LONDON

TITLE: PROGRAMME COMMITTEE (COLLABORATIVE)

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 progress on REP action plans at each meeting.

- Reviewing the relevant documentation and other evidence prepared for Academic and collaborative Institutional Review and other external review processes.

- Reviewing proposals for modification of the 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/Servicing Officer (ex-officio)
- Programme staff making a significant teaching contribution to the programme
- Learning Support Services representative
- Technician representative (for laboratory based programmes)
- Dean of School/department or equivalent (ex officio)
- UEL Dean of School/Associate Dean 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 and Plagiarism

ACADEMIC MISCONDUCT

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

Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:
The presentation of another person's work as one's own with or without obtaining permission to use it.

The inclusion within one's own work of material (written, visual or oral), originally produced by another person, without suitable acknowledgment.

The submission, as if it were one's own work, of anything which has been offered to you for your use, but which is actually not your own work.

The inclusion within one's work of concepts paraphrased from elsewhere without citing your source.

The inclusion in submitted work of sections of text, whether from electronic or hard copy sources, without appropriate acknowledgement of the source.

The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.

Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.

(h) Being party to any arrangement whereby the work of one candidate is represented as that of another.

The submission, as your own work, of any work that has been purchased, or otherwise obtained from others, whether this is from other students, online services, "cheat sites", or other agents or sources that sell or provide assignments.

Practices such as 'cutting and pasting' segments of text into your work, without citing the source of each.

For work not intended to be submitted as a collaborative assignment: producing work with one or more other students, using study practices that mean the submitted work is nearly identical, overall or in part, to that of other students

Offering an inducement to staff and/or other persons connected with assessment.

Examinations
For examinations, academic misconduct means:

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

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.

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

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

Copying the work of another candidate.

Disruptive behaviour during examination or assessment.

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

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

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

Where academic misconduct is suspected, the matter will be dealt with under the Procedure to be followed in the event of a suspected case of academic misconduct, Part 8, paragraph 4 of the Manual of General Regulations (available for view at *www.uel.ac.uk/qa*). If it is determined that academic misconduct has taken place, a range of penalties may be prescribed which includes expulsion from the programme.

PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS

1.   Definition of Plagiarism

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

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

The following note is attached:

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

2.   Plagiarism in Greater Detail

Work that students submit for assessment will inevitably build upon ideas that they have read about or have learnt about in lectures. That is perfectly acceptable, provided that sources are appropriately acknowledged. It should be noted, however,

that the wholesale reproduction of the ideas and words of others, however well referenced, is likely to lead to failure at assessment (see section 6 below)

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

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

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

Collusion

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

subsequently plagiarised by a "friend", an act of friendship might lead to a charge of collusion.

4.   When to Reference

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

You need to provide a reference:

when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;

when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;

when you copy the exact words or a unique phrase from somewhere;

when you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;

when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.) As a test of this, material is probably common knowledge if

-       you find the same information undocumented in other sources;

-       it is information you expect your readers to be familiar with;

the information could be easily found in general reference sources.

5.   How to Reference

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

Pears, R. and Shields, G (2008) *Cite Them Right.* Newcastle: Pear Tree Press

Cite Them Right is available on line and hard copies can be found in our libraries and bookshops

6.   Plagiarism, or Unacceptable Academic Practice?

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

- use your own words;
- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing.
- Work that does not meet those criteria will fail.

APPENDIX F   Health and Safety

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:

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.