

M.Arch Sustainable Architecture

CENTRE FOR ALTERNATIVE TECHNOLOGY

COURSE HANDBOOK 2021/22

Collaborative edition



University of
East London

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WELCOME FROM THE CEO

The Graduate School of the Environment (GSE) at the Centre for Alternative Technology (CAT) would like to extend a very warm welcome to the programme and hope that you find your studies here to be of the highest value.

Thank you for choosing to study with CAT and I would like to extend a warm welcome to you at the beginning of your studies with us. I hope you will find your time as a CAT student intellectually rewarding as well as professionally beneficial.

I'm delighted and honoured to be leading the work of an internationally renowned environmental charity. I passionately believe that we can create a better world where we live in an environmentally sustainable way – for the benefit of people and planet.

CAT's unique role in demonstrating and teaching practical environmental solutions to a changing planet is more important than ever before. Our Zero Carbon Britain project has shown that society has the technology needed to rise to the challenge of climate change – but there is a big gap between the decarbonisation targets adopted by global leaders and the action needed to achieve this.

As the impacts of climate change and environmental degradation become ever harder to ignore, CAT's ability to promote holistic, practical and evidence-based solutions to the problem becomes ever more important. CAT and the GSE have a long tradition of teaching sustainability in an enriching and solutions-focused way.

For over 45 years people have taken their experience at CAT and used it to become 'change makers' in their workplaces, communities or personal lives. I hope you have a fulfilling time here at CAT and that your studies equip you with the skills, knowledge and insights to play your role in creating a sustainable society.

Have a great time and enjoy the experience.

Best wishes

Peter Tyldesley

Chief Executive Officer, CAT

THE RELATIONSHIP BETWEEN CAT, GSE AND UEL

The 2017 revalidation of the Professional Diploma in Architecture: AEES as an M.Arch in Sustainable Architecture builds on the existing collaborative partnership between Centre for Alternative Technology (CAT), and The University of East London (UEL), who also validate a suite of MSc Sustainability and Adaptation programmes offered by CAT. These programmes are owned and managed by CAT. The content of the programmes and academic standards are monitored and controlled by UEL.

These programmes follow all the rules with respect to a UEL-validated programme offered by a third party, and a formal Memorandum of Co-operation came into operation from M.Arch 2014 and was revised and extended in December 2018.

CAT & GSE: AREAS OF EXPERIENCE / EXPERTISE

The Centre for Alternative Technology (CAT), is an environmental charity and visitor centre demonstrating practical solutions for sustainability. CAT's activities have covered all aspects of green living: environmental building, eco-sanitation, woodland management, renewable energy, energy efficiency and organic growing for over 45 years. Due to the evidence emerging about the climate emergency, CAT has been changing focus over the past 10 years to become a centre for teaching adaptation and transformation by building on its past and embracing this new direction for the future.

The CAT site is a unique and valuable practical demonstration centre with a range of examples of sustainable solutions, such as the use of hemp and rammed earth as building materials. CAT has an array of installed renewables systems including photovoltaic displays, solar thermal, a micro-grid, demonstration off-grid systems, renewable grid-connected systems, heat pump technologies, hydro-electric systems, a water-balanced funicular railway, a display of working biomass heaters and boilers, and a range of small to medium sized wind turbines. CAT also has black water treatment via two reed bed systems, compost toilets, low-flush systems, an off-mains water supply, and an extensive organic garden providing vegetables to the restaurant when in season. Day-to-day activities include:

- An educational visitor centre - open 7 days a week with 7 acres of interactive displays.
- A free information service - answering enquiries on aspects of sustainable living.
- The Graduate School - offering a range of postgraduate degrees in environmental architecture, planning, adaptation, and renewable energy.
- Residential and short courses for the public, including more specialised courses for builders, engineers, electricians, and plumbers.
- Curriculum-based education for visiting schools, colleges and universities.
- Hosting residential education trips for schools and colleges in the unique eco-cabins.
- Undertaking educational outreach work, including teacher training and school visits.
- Publishing books on key environmental issues and their solutions.
- Running a successful volunteer programme for hands-on experience.
- A growing network of supporting members who receive CAT's quarterly magazine *Clean Slate* and an invitation to an annual conference.
- Access to a vegetarian restaurant and on-site eco-shop, including mail-order service.

CAT is also responsible for the following projects:

- Zero Carbon Britain – a series of research reports looking at a directional scenario for reducing the UK's greenhouse gas emissions to zero within 20 years.
- Coed Gwern – 15 acres of sustainably managed woodland, which is home to a range of courses, as well as being monitored and managed for biodiversity.

See CAT website - ***What We Do?***

The Graduate School of the Environment at CAT currently offers six post-graduate programmes, all of which are validated by UEL:

- M.Arch Sustainable Architecture (M.Arch);
- MSc Sustainability and Adaptation (SA);
- MSc Sustainability and Adaptation in the Built Environment (SABE);
- MSc Sustainability and Adaptation Planning (SAP);
- MSc Sustainability in Energy Provision and Demand Management (SEPDM);
- MSc Green Building (GB)

The GSE also offers MSc programmes in Sustainable Food and Natural Resources (SFNR); Sustainability and Ecology (SE) and Sustainability and Behaviour Change (SBC) which are validated by Liverpool John Moores University (LJMU).

Many of the teaching spaces used by the GSE are situated in the award-winning Wales Institute for Sustainable Education (WISE) building at CAT, which has transformed the teaching environment and student experience in many ways. The building's success has been credited through receipt of an RIBA Award in 2011, as well as the Dewi-Prys Thomas prize in 2012, which is given to the scheme having contributed most to improving the Welsh environment or our understanding of it over the period 2009 to 2012. In June 2011, CAT was awarded the Ashden Award for Training in Sustainable Technologies. The Ashden Awards are the world's leading green energy awards and CAT won for its achievement in training and inspiring people to work in green technologies.

In December 2015 our professor, Patrick Borer, was awarded an MBE for services to architecture. As Professor of Architecture with over 45 years of experience of designing sustainable buildings, including the award-winning WISE building at CAT, he was recognised for work which was ahead of its time and helped push the sustainable design agenda forward. Professor David Lea's contribution to architecture was acknowledged in 2015 with the publication of a monograph of his architectural work spanning fifty years.

1. INTRODUCTION TO THE COURSE

The M.Arch Sustainable Architecture (M.Arch) programme responds to the increasing need to consider sustainable development within the context of the architectural profession, the building industry and society.

The programme draws from the expertise in environmental and climate responsive practice that exists at CAT and provides students with an intense, immersive experience of sustainable, low-energy and low-carbon developments and lifestyles. The programme's ethos ascribes architects a responsibility towards society and the environment as well as their clients and the profession; and advocates for architects to work towards an architecture that is ambitious in terms of its contribution to the society, the climate emergency, and the cultural context of sustainability. To achieve this aim, the programme encourages students to think beyond current modes of practice and disciplinary boundaries, question market-driven practice, and understand the constantly changing professional landscape. This programme prepares students for a more questioning approach to architecture; underpinning our creative and innovative design activities with rigorous research and a solid understanding of sustainability, combined with hands-on design and building activities.

This programme is designed for students who want to become professionally qualified as an architect in the United Kingdom. It is designed to provide architectural training that will enable student to gain Architects' Registration Board (ARB) Part 2 exemption. To become eligible to register as an architect students will also require exemption from Part 1 and Part 3 of the ARB examinations.

1.1. KEY FEATURES OF THE M.ARCH SUSTAINABLE ARCHITECTURE PROGRAMME:

The Programme Leader is Dr Alison Pooley (alison.pooley@cat.org.uk)

The programme content and operation is validated by UEL. For the general regulations of the University as a whole visit: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

The key features of the M.Arch Sustainable Architecture programme are:

- A credits-based modular programme leading towards a higher degree;
- Options of full-time or part-time study;
- The option of discrete awards (post-graduate diploma and post-graduate certificate) for students who do not wish to, or are unable to, undertake the Masters programme and who do not wish to qualify as architects in the UK;
- A programme run by CAT, which has a long pedigree of active environmentalism, solutions development, information appraisal and practical experience of efficient, sustainably built, low-impact and innovative buildings;
- Block delivery on-site modules undertaken in the immersive study environment at CAT, allowing students to escape their day-to-day surroundings and consider issues, challenges and solutions afresh and in the company of peers having similar aspirations;

- Learning experiences are enriched and broadened by a diverse range of student backgrounds, facilitating a productive and highly topical discourse amongst student groups, with social and informal learning supportive of the formal learning activities.

For the Programme Specification visit: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

For further programme information visit: <https://www.cat.org.uk/courses-and-training/graduate-school/courses/>

1.2. PROGRAMME TITLES AND AWARDS OFFERED

Programme title

M.Arch Sustainable Architecture

Awards offered

M.Arch Sustainable Architecture (M.Arch SA*)

PGDip Sustainable Architecture (PGDip SA)

PGCert Sustainable Architecture (PGCert SA)

(*Carries exemption from the ARB Part 2 examination)

1.3. INTRODUCTION TO PROGRAMME CONTENT

The M.Arch Sustainable Architecture (M.Arch SA) programme provides students with the opportunity to gain the knowledge, understanding and skills required to comprehend and plan for adapting and developing the built environment to address the environmental challenges of today. The programme gives students the opportunity to develop the professional skills required of an architect as well as the confidence, aptitude and critical thinking to allow students to implement sustainability effectively into their work; enhancing their future employability as adaptation for environmental change becomes an ever more urgent priority.

The programme combines theoretical knowledge with practical and design experience, offering students the possibility to develop into rounded, self-reflective learners who can work and communicate with others with confidence and clarity.

The topics covered in the programme have been selected to cover those required by the Architects Registration Board's Part 2 general criteria for prescription and include: building and settlement design, brief development, the history and theory of architecture and the arts and its relation to sustainability, design for user needs and comfort, buildings technology, practical building skills, and professional practice.

1.4. PROGRAMME AIMS AND LEARNING OUTCOMES

What is this programme designed to achieve? This programme is designed to give you the opportunity to develop as a critical, rigorous thinker and self-reflective architectural practitioner with a clear philosophical position, knowledge and understanding of the challenges associated with the current environmental crises; and the specialist advanced skills and ability to develop

built environment solutions that not only mitigate climate change and environmental problems but also improve quality of life and human well-being.

What will you learn? This programme is designed to give students the opportunity to:

Gain knowledge of:

- the planning and designing of settlements that relate to human needs and scale and the environmental challenges of the future;
- the complex influences that technical, political, legal, social, cultural and non-cultural factors have on the demand, use, provision and supply of energy;
- the building industry, its changing nature and the role of the architect within it;
- the histories and theories of architecture and the related arts, technologies and human sciences and how these have influenced architectural design.

Gain understanding of:

- appropriate technological building solutions to create safe and comfortable buildings that impact minimally on the environment and positively impact on the health and well-being of occupants.
- of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
- the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation.

Develop the ability to:

- question and formulate evidence-based design briefs which address the socio-economic and environmental contexts;
- design creative and imaginative buildings and built environments that combine aesthetics, users' needs, environmental considerations and technical requirements;
- generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
- evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals clearly to specialist and non-specialist audiences;
- evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
- become a systematic, logical, rigorous, iterative and imaginative designer and thinker, able to make sound judgements
- become a self-reflective practitioner with the ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect;
- reflect critically on the causes, seriousness, and urgency of environmental and climatic change with respect to how these factors influence sustainability thinking and the adaption of the built environment and society;

- make informed decisions based upon an appraisal of available evidence, combined with practical experience and directed research, in order to develop the ability to synergise theory and practice knowledge into deep understanding;
- undertake an extended independent piece of original research and writing on a topic within the field of sustainability and the built environment.

Develop personal skills to:

- improve self-confidence, the ability to act on own initiative and adopt leadership roles in relation to sustainability and the built environment and to prepare for the rigours and demands of employment;
- analyse personal competences and interests with an increased awareness and the aim of developing a personal strategy for future professional development.

The content covered by the course is mapped against the ARB general criteria for prescription at Part 2 level (Table 1 below); and, in addition, students will be required to demonstrate the following advanced understanding and abilities as set out in the ARB document of prescription.

With regard to meeting the eleven General Criteria, the Part 2 will be awarded to students who have:

1. *ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;*
2. *ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals;*
3. *ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;*
4. *critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;*
5. *understanding of the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, and under legislation;*
6. *problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances; and*
7. *ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.*

Table 1: Mapping of ARB criteria against M.Arch Sustainable Architecture modules

Module names and abbreviations: Integrated Design Project 1 = IDP 1 Integrated Design Project 2 = IDP 2 Final Design Project = FDP Design and Build Project = DBP Technical Report = TR Architectural Analysis through Writing 1 = AAW1 Architectural Analysis through Writing 2 = AAW2 Dissertation = DISS Professional Studies = PS									
	IDP 1	IDP 2	FDP	DBP	TR	AAW1	AAW2	DISS	PS
ARB Learning Outcomes Examination Element:									
GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements. The graduate will have sufficient skills to:									
GC1.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief	X	X	X						
GC1.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project	X	X	X		X				
GC1.3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user	X	X	X						
GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences. The graduate will have knowledge of:									
GC2.1 the cultural, social, intellectual histories, theories and technologies that influence the design of buildings			X				X	X	
GC2.2 the influence of history and theory on the spatial, social, and technological aspects of architecture			X				X	X	
GC2.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach		X	X						
GC3 Knowledge of the fine arts as an influence on the quality of architectural design. The graduate will have knowledge of:									
GC3.1 how the theories, practices and technologies of the arts influence architectural design	X						X		
GC3.2 the creative application of the fine arts and their relevance and impact on architecture	X		X				X		
GC3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation			X						
GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process. The graduate will have knowledge of:									
GC4.1 theories of urban design and the planning of communities		X					X		
GC4.2 the influence of the design and development of cities, past and present on the contemporary built environment		X					X		
GC4.3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development		X							
GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale. The graduate will have an understanding of:									
GC5.1 the needs and aspirations of users	X	X	X						
GC5.2 the impact of buildings on the environment, and the precepts of sustainable design	X	X	X	X	X				
GC5.3 the way in which buildings fit into their local context		X	X						
GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. The graduate will have an understanding of:									
GC6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and society as a whole			X			X			X
GC6.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment				X					X
GC6.3 the potential impact of building projects on existing and proposed communities		X							X

GC7 Understanding of the methods of investigation and preparation of the brief for a design project The graduate will have an understanding of:									
GC7.1 the need to critically review precedents relevant to the function, organisation, and technological strategy of design projects	X	X	X						
GC7.2 the need to appraise and prepare building briefs of diverse scales and types to define client and user requirements, and their appropriateness to site and context	X	X	X						
GC7.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation		X	X						
GC8 Understanding of the structural design, constructional and engineering problems associated with building design The graduate will have an understanding of:									
GC8.1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design				X	X				
GC8.2 strategies for building construction, and ability to integrate knowledge of structural theories and construction techniques				X	X				
GC8.3 the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices				X	X				
GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate The graduate will have an adequate knowledge of:									
GC9.1 principles associated with designing optimum visual, thermal and acoustic environments	X				X				
GC9.2 systems for environmental comfort realised within relevant precepts of sustainable design	X				X				
GC9.3 strategies for building services and ability to integrate these in a design project	X				X				
GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations The graduate will have the skills to:									
GC10.1 critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and the impact of these on architectural design				X	X				X
GC10.2 understand the cost control mechanisms which operate during the development of a project				X	X				X
GC10.3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements					X				X
GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning The graduate will have an adequate knowledge of:									
GC11.1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation	X								X
GC11.2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures									X
GC11.3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry									X

1.5. PROGRAMME STRUCTURE

The structure for each award from the M.Arch Sustainable Architecture programme is presented in Table 2 below. Candidates may be awarded a Master of Architecture upon successful completion of 240 credits at Level 7. In order to gain a Postgraduate Diploma, candidates will need to obtain 120 credits and in order to gain a Postgraduate Certificate, candidates will need to obtain 60 credits at Level 7.

Table 2: Study Modules, in order of study

Module Code	Module Title	Credits	Core
AR7403	Integrated Design Project 2 (IDP 2)	30	Core
AR7401	Architectural Analysis through Writing 1 (AAW1)	15	Core
AR7402	Professional Studies	15	Core
AR7400	Integrated Design Project 1 (IDP 1)	30	Core
AR7404	Design and Build Project (D&B)	15	Core
AR7405	Architectural Analysis through Writing 2 (AAW2)	15	Core
AR7406	Dissertation	30	Core
AR7407	Technical Report (TR)	30	Core
AR7408	Final Design Project (FDP)	60	Core

1.6. SUMMARY OF MODIFICATIONS SINCE THE PREVIOUS ACADEMIC YEAR

None

Table 3: M.Arch: Full-time structure										
Month:	Module (credits and module code in brackets):									
YEAR 1:	Monthly visits to CAT									
	IDP2 (30) (AR7403)	AAW1 (15) (AR7401)	IDP1 (30) (AR7400)	D&B (15) (AR704)	AAW2 (15) (AR7405)	DISS (30) (AR7406)	PS (15) (AR7402)	FDP (60) (AR7408)	TR (30) (AR7407)	Study vacation
September										
October										
November										
December										
January										
February*										
M.Arch										
April										
May			materials							
June										
July				build week						
August**				**		**	**	**		**
September**						**	**	**		**
YEAR 2:	Monthly visits to CAT									
October										
November										
December										
January										
February										
M.Arch										
April										
May**										
June										
Graduation in July										

*Plus study-visit week (away from CAT)

**Not at CAT (i.e. with remote tutoring)

Module names and abbreviations:

Integrated Design Project 1 = IDP 1

Architectural Analysis through Writing 1 = AAW1

Integrated Design Project 2 = IDP 2

Architectural Analysis through Writing 2 = AAW2

Final Design Project = FDP

Dissertation = DISS

Design and Build Project = DBP

Professional Studies = PS

Technical Report = TR

Part-time students

Table 4: M.Arch: Part-time structure										
Month:	Module (credits code in brackets)									
YEAR 1:	Monthly visits to CAT									
	IDP2 (30) (AR7403)	AAW1 (15) (AR7401)	IDP1 (30) (AR7400)	D&B (15) (AR704)	AAW2 (15) (AR7405)	DISS (30) (AR7406)	PS (15) (AR7402)	FDP (60) (AR7408)	TR (30) (AR7407)	Study vacation
September										
October										
November										
December										
January										
February**		**	**							
M.Arch										
April										
May			materials							
June										
July				build week						
August**				**		**				**
September**						**				**
YEAR 2:	Bi-Monthly visits to CAT (each visit includes 1-2 days design charrette – either unmarked or as part of Prof Studies module)									
October										
November										
December										
January										
February*					*	*	*			
M.Arch										
April										
May										
June										
July**								**		**
August**								**		**

YEAR 3:	Monthly visits to CAT for FDP/TR presentations and tutorials									
	IDP2 (30) (AR7403)	AAW1 (15) (AR7401)	IDP1 (30) (AR7400)	D&B (15) (AR704)	AAW2 (15) (AR7405)	DISS (30) (AR7406)	PS (15) (AR7402)	FDP (60) (AR7408)	TR (30) (AR7407)	Study vacation
September**										**
October										
November										
December										
January										
February										
M.Arch										
April										
May**								**	**	
June										
Graduation in November										

*Plus study-visit week (away from CAT)

**Not at CAT (i.e. with remote tutoring)

Module names and abbreviations:

Integrated Design Project 1 = IDP 1

Architectural Analysis through Writing 1 = AAW1

Integrated Design Project 2 = IDP 2

Architectural Analysis through Writing 2 = AAW2

Final Design Project = FDP

Dissertation = DISS

Design and Build Project = DBP

Professional Studies = PS

Technical Report = TR

M.Arch (part-time variant): Study-Vacations 1 & 2

Study Vacation 1 (between Fourth Year & Fifth Year):

The M.Arch study-vacation 1 period, between mid-July and mid-October (13 weeks), is a crucial time in your M.Arch Sustainable Architecture degree. The operative words in the title are STUDY and VACATION; with the expectation being that you will devote an average of 13 hours per week to your CAT studies, as indicated below; and both continue to work, part-time, in practice (0.4 WTE) and take a 4 weeks vacation.

The M.Arch work that you are required to complete over the 13 weeks period is:

AR7404: Design & Build Project: Following on from BUILD week, in July, you will need to complete your Design & Implementation Report - all as detailed in the module guide. This Report is both an analysis of your own BUILD proposal (reflections, lessons learnt & “what would you do differently if you did it again; and why ?”) and of the actual BUILD project that you worked on; covering both Design and Build. This is a golden opportunity to reflect on your learning across the whole range of ‘design(s)’, from inception to completion. This report part of your Design & Build module constitutes approximately 9 credits-worth of the overall module total of 15 credits, or 90 hours-worth of work.

AR7406: Dissertation: Prepare a detailed proposal for your dissertation, for presentation to your peers and tutors in October, to include your research proposal, method(s) and your initial literature search. You will also be expected to have substantially completed the initial reading around your subject of choice. This Dissertation is a 30 credits piece of work, with this proposal element envisaged to constitute 3 credits (or 30 hours) worth of work

The work ‘package’: When you collect these pieces of work together you have a total of around 120 hours of work; or an average of 13 hours per week over the period (9 working weeks*) of your study-vacation. This should allow you to continue to work an average of 0.4 WTE in practice alongside your CAT studies during this study-vacation period; and also enjoy a 4 week vacation.

(*Allows for a 4 weeks vacation period)

Study Vacation 2 (between Fifth Year & Sixth Year):

The M.Arch study-vacation 2 period, between mid-June and mid-October (17 weeks), is another crucial time in your M.Arch Sustainable Architecture degree, with the expectation being that you will devote an average of 10 hours per week to your CAT studies, as indicated below; and both continue to work, part-time, in practice (0.6 WTE) and take a 5 week vacation that will be combined with visiting precedents for your Final Design Project.

The M.Arch work that you are required to complete over the 17 weeks is:

AR7408: Final Design Project (FDP): To prepare a substantive proposal for your Final Design Project, for presentation during the October module week. This work comprises 9 credits of your 60 credits FDP. Nominally this is equivalent to 90 hours work, but we know from past experience, that it can take a lot longer than 90 hours to both prepare a thorough FDP proposal and research (including visiting) appropriate precedents. To help you to

gauge this, we will make several examples of FDP proposals available for you to see, during the June module week.

Also, you will need to set out, in your FDP proposal, the technical challenges that you wish to explore and address. In short, you should prepare the ground for your (30 credits-value) Technical Report. (We estimate another 30 hours (or 3 credits-worth) of work for this.)

The work ‘package’: When you collect these pieces of work together you have a total of around 120 hours of work; or an average of 10 hours per week over the period (12 working weeks*) of your study-vacation. This should allow you to continue to work an average of 0.6 WTE in practice alongside your CAT studies during this study-vacation period; and also enjoy a 5 weeks’ vacation/visits to precedents period.

Tuition over the study-vacations:

Tuition support will remain available via Teams and/or e-mails during these study-vacations periods, as required.

1.7. METHODS OF STUDY

Delivery is in the form of 240 credits taught modules, including a 60-credits Final Design Project. All modules are overseen by a dedicated Module Leader and or the Programme Leader. All modules comprise on-site teaching and learning with distance-learning teaching delivered between module weeks in-residence at CAT, in accordance with the University’s policies and procedures relating to learning provision.

Block on-site residential attendances at CAT will consist of one five-to six-days attendance per calendar month, with students usually arriving on a Sunday. These in-house periods will be supported via distance-learning methods whilst students are away from CAT for the remainder of the modules periods.

Distance-Learning support between block on-site residential attendances will consist of private study supported by tutorials via Teams and occasional regional meetings where possible and dependent on location of the student.

Further details on residential and distance-learning delivery are provided later in this document.

1.8. TIME LIMITS FOR STUDENT STUDY

A student may not continue study, or be assessed or reassessed, on a module once three years have elapsed from first study on the module.

The time limit for completion of a programme is two years in full time mode, and three years in part time mode after first enrolment on the programme. These time limits should be extended to reflect any authorised breaks in study (maximum two years).

1.9. INTERMISSION

If owing to work, family or other personal or professional commitments, you find that you do not have sufficient time for your studies, you may apply to intermit. Intermission extends the time limits for study on the programme for the period of the intermission (unless prohibited by Professional and Statutory Regulatory Body requirements)

You may intermit from the programme with the agreement of the Programme Leader and/or UEL (as applicable). Before intermitting you must have completed at least one module from the programme, otherwise you will be withdrawn from the programme, and you cannot intermit from a term in which you have already attended a module.

In the first instance a student can request a break for up to one academic year only and the maximum intermission period allowed from first enrolling on a programme is two academic years. In exceptional circumstances more than one intermission may be granted.

During the intermitted period, no module study may be undertaken. However, all outstanding reassessment requirements from a module, where intermission is requested after all assessment has taken place should be undertaken, or else the module will automatically be regarded as not passed on reassessment (standard regulations on extenuation apply).

There will be no fee payable during intermission. However, if you do not return to the course after intermission, you will be charged any outstanding fees. During intermission normal student privileges are not available and you do not have access to library facilities or tutorials.

Please contact the Student Support team if you require further information about intermission. The intermission application form can be accessed via the [GSE Forms Hub](#).

1.10. INTERNATIONAL STUDENTS AND TIER 4 SPONSORSHIP LICENCE

Programme delivery of the M.Arch course requires that every module is attended on site. This means that, since CAT does not hold a Tier 4 sponsor licence from the UK Border Agency, applications to the M.Arch course are currently restricted to Home and EU students.

1.11. STUDENT REGISTRATION AND STUDY

You must be registered on a module in order to be assessed or reassessed on the module. Once you have passed (or been awarded a compensated pass) on a module you may not register, be assessed or reassessed on the module.

1.12. PROGRESSION FROM INTERMEDIATE AWARDS

If you are enrolled onto one of the intermediate awards, progression to study towards higher awards will be permissible if you express an interest before the completion of the award that you are enrolled on, and subject to additional fees as applicable at the time and entry and admissions requirement, including any requirements for students to have ARB Part 1 exemption as prescribed by the ARB (the Programme Leader can advise on this matter.)

If you have been awarded one of the intermediate awards, programme entry to study towards higher awards will be subject to entry and admissions requirements and the associated fees

as applicable at the time. In these cases, you will be able to apply for the recognition of credits achieved from the completed intermediate award in accordance with UEL's Accreditation of (Experiential) Learning (A(E)L) policy.

1.13. PROGRAMME CANCELLATION

The M.Arch SA programme will only commence subject to sufficient student enrolment:

The minimum number of students who need to be enrolled in order for the M.Arch SA programme to commence in any academic year is 20, and any divergence from this stipulation will be at CAT's discretion.

2. KEY STAFF, CONTACT DETAILS AND STAFF ROLES

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

2.1. SCHOOL MANAGEMENT STRUCTURE

The CAT Graduate School of the Environment is part of the CAT Charity Ltd. However, the mode of operation of the School including employment and remuneration practices follow that of UEL and will follow those recommended by the University and Colleges Employers Association (UCEA).

2.2. SCHOOL MANAGEMENT COMMITTEE:

CAT CEO: Peter Tyldesley

CAT Director of Finance: Paul Booth

Head of School: Dr Adrian Watson (adrian.watson@cat.org.uk)

Programme Leaders

- **Dr Alison Pooley** (alison.pooley@cat.org.uk) - M.Arch Sustainable Architecture
- **Tim Coleridge** (tim.coleridge@cat.org.uk) - MSc Green Building (GB), MSc Sustainable Energy Provision and Demand Management (SEPDM), MSc Sustainability and Adaptation (SA), MSc Sustainability and Adaptation in the Built Environment (SABE) and MSc Sustainability and Adaptation Planning (SAP)
- **Dr Jane Fisher** (jane.fisher@cat.org.uk) - MSc Sustainable Food and Natural Resources (SFNR) MSc Sustainability and Behaviour Change (SBC), and MSc Sustainability and Ecology (SE)

2.3. CAT/GSE STAFF CONTACTS

Head of School: Dr Adrian Watson (adrian.watson@cat.org.uk) Tel: 01654 704988

Programme Leader: Dr Alison Pooley (alison.pooley@cat.org.uk)

Senior Lecturer and Tutor: Gwyn Stacey (gwyn.stacey@cat.org.uk)

Professors: Pat Borer MBE (patborer@outlook.com)

Design Research Tutor: Zoe Quick (zoe.quick@cat.org.uk)

Design Studio Tutor: Elinor Gray-Williams (elinorgw@outlook.com)

Student Support Manager: Alice Read (alice.read@cat.org.uk) Tel: 01654 704985

Student Support Officers: (student.support@cat.org.uk)

Diana Gall	01654 704989	Jemma Pennington	01654 705974
Amy Grandvoinet	01654 705981		

Table 5: Supporting Academic Staff (from associated GSE MSc Programmes)

Table 5: Academic Staff	
Name	Email
Tim Coleridge (senior lecturer & Programme Leader for MSc SA, SABE, SAP and SEPDM)	tim.coleridge@cat.org.uk
Dr Frances Hill (senior lecturer and Programme Leader for MSc SEPDM)	frances.hill@cat.org.uk
Dr Jane Fisher (senior lecturer and Programme Leader for MSc SFNR, SBC and SE)	jane.fisher@cat.org.uk
Bryce Gilroy-Scott (lecturer)	bryce.scott@cat.org.uk
Louise Halestrap (senior lecturer)	louise.halestrap@cat.org.uk
Dr Ivor Davies (senior lecturer)	Ivor.davies@cat.org.uk
Dr Alan Owen (senior lecturer)	alan.owen@cat.org.uk
Dr Saskia Pagella (senior lecturer)	saskia.pagella@cat.org.uk
Dr Ruth Stevenson (senior lecturer)	ruth.stevenson@cat.org.uk
Rebecca Upton (senior lecturer)	rebecca.upton@cat.org.uk
Dr Scott Leatham (senior lecturer)	scott.leatham@cat.org.uk

2.4. MODULE LEADERS

Table 6: M.Arch Module Leaders

Module Code	Module Title	Module Leader/s
AR7403	Integrated design Project 2 (IDP 2)	Gwyn Stacey
AR7401	Architectural analysis through writing 1	Alison Pooley
AR7402	Professional studies	Gwyn Stacey
AR7400	Integrated design Project 1 (IDP 1)	Gwyn Stacey
AR7404	Design and build project	Gwyn Stacey
AR7405	Architectural analysis through writing 2	Alison Pooley
AR7406	Dissertation	Alison Pooley
AR7407	Technical Report for FDP	Gwyn Stacey
AR7408	Final Design Project (FDP)	Alison Pooley

2.5. CIRCUMSTANCES IN WHICH YOU MAY CONTACT 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. 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.

2.6. UEL LINK PERSON AND COLLABORATIVE ADMINISTRATOR

The **UEL Link Tutors** are Dr Luana Parisi (L.Parisi2@uel.ac.uk) & Teresa Serrano (T.Serrano@uel.ac.uk)

The UEL Link Person is appointed to manage the relationship between the Programme Leader at the Graduate School of the Environment (GSE) and UEL. The UEL Link Person will normally be invited to attend Academic Council Meetings at CAT on a quarterly basis, providing an opportunity for CAT students' representatives to meet with the Link Person.

The **UEL Collaborative Academic Partnerships Account Manager** is Daniel Boatswain (D.Boatswain@uel.ac.uk)

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

UEL Student Hubs

UEL Student Hubs offer you the full range of services, including helpdesk services, a dedicated telephone service and webmail facility. These are delivered by fully trained Student Support staff, able to help you quickly and effectively with any general questions and provide you with support and guidance for all non-academic based queries. The UEL Student Hubs can be contacted as follows:

By phone: 0208 223 4444

By email: thehub@uel.ac.uk

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



- [Link to the Student Handbook page for When to Contact UEL Directly](#)

3. COURSE OPERATION AND STUDENT REGISTRATION

3.1. ENTRY REQUIREMENTS AND ADMISSIONS

The GSE's 'Learning and Teaching Strategy' – published on the GSE web site accessible from the [Quality Assurance](#) page, states that the GSE aims to "*provide clear information about the admission procedures, entry requirements, time-line of application, decision and appeals*" for each programme of study. CAT aims to offer promotional materials that attract and inform prospective students, providing a fair and accurate reflection of CAT, the learning opportunities and learning experience offered.

The M.Arch SA programme is academically rigorous, requiring of its applicants critical thinking, and experience in the academic study of architecture. Applications are welcomed from graduates with a completed ARB Part 1 exempt architecture degree. Applicants will be required to submit or present a portfolio of work from their completed degree and work experience.

Downloadable and hardcopy information on the programmes content, fees and funding, admissions requirements and timelines for application, decisions and appeals (including CAT's 'Equal Opportunities Policy Statement' and 'Complaints Procedures') are available from the Useful Documents section of the GSE website (<https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>) and the **MSc course pages**: <https://www.cat.org.uk/courses-and-training/graduate-school/>

Student enrolment will be administered in accordance with UEL's 'Admissions, Applications, Enrolment and Module Registration Processes' and 'Procedures for the Administration of Collaborative Programmes'. Further information for International Student applicants may be available from UEL's International Student Advice service: <https://www.uel.ac.uk/international/student-advice>

UEL's policies and procedures for recruitment, selection and admissions are published in the form of their Manual of General Regulations, specifically Part 2 'Admission of students', supported by supplementary documents including UEL's 'Equality and Diversity Policy'. The University's academic regulations are available at: Academic Framework Regulations (see Manual of General Regulations, Part 3b): <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

3.2. TECHNICAL REQUIREMENTS

To participate in the programme you will need:

- Regular access to a PC or Mac capable of running standard MS Office 365 software (or equivalent) for producing word-processed documents, spread sheets and presentations and a CAD software package for producing 2D and 3D architectural drawings. The computer must be capable of running the required plug-ins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF Viewer, Apple QuickTime, Java). A PC, or emulation software on a Mac, may be necessary to use technical and scientific software that is available only on the PC operating system.

- Reliable internet access; at least a 56K modem connection, but broadband is highly recommended. For each module undertaken, you will be expected to spend approximately 6-12 hours online per week, Skype tutorials, accessing resources, following web-links provided in lecture notes, using online library services, researching on the internet, and emailing academic or support staff;
- The latest version of your chosen Internet browser;
- Valid email and Skype addresses, and reliable access. Access to a webcam (for Skype) and printer is recommended.

** All CAT students will be provided with a CAT email address that we will use for all communications with you.*

3.3. KEY PROGRAMME OPERATION INFORMATION, POLICIES AND PROCEDURES

- The **awards** available from this programme and **methods** and **modes** of study available are described earlier within Section 2 of this Student Handbook.
- The **programme structure, core and optional modules** available on this programme are described earlier within Section 2 of this Student Handbook.
- The programme has **one start date per academic year: September**.
- **Module arrangements** and the **local teaching and learning strategies** are described below and later within Section 11 of this Student Handbook.
- The arrangements for **Personal Tutors and Student Learning Support** are described later within Section 15 of this Handbook.
- Arrangements for the **submission, assessment, moderation** and **feedback** of coursework are described later within Section 11 of this Handbook.

The remainder of this section lists a number of documents and policies that you may wish to refer to. ***Please contact the Student Support team if you need any assistance with finding our policies and forms.***

Policies and Procedures

All students should be aware of the following key documents. Unless otherwise stated, these documents are available from the Useful Documents section of the GSE website:
<https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

Collaborative Entitlements Letter - this document outlines services and facilities provided by UEL, on and off campus, which students studying this programme are entitled to access. The '**Collaborative Student Entitlements 2020-21**' letter is included within [Appendix C](#) of this Handbook.

CAT Student Charter - CAT follows a 'Student Charter', based on UEL's procedures, which covers both CAT's expectations of students and the delivery of courses and the responsibilities of staff when interacting with students.

CAT Academic Integrity Policy - This document defines the local administration of the UEL policy and procedures relating to academic conduct for students studying this programme. The Academic Misconduct policy is introduced within Section 10 of this Handbook along with guidance for the avoidance of plagiarism.

CAT Student Disciplinary Regulations and Procedures - CAT's 'Student disciplinary regulations and procedures', based on UEL's procedures, cover students' rights and responsibilities, the student 'code of conduct', expectations of behaviour, definitions and principles of misconduct and jurisdiction, investigation and appeals procedures, penalties, monitoring and reporting, including templates for an 'Incident Report Form' and 'Witness statement' form.

CAT Fees Terms and Conditions - The fees structure, timings and operation for students studying this programme are described within the current GSE MSc Fees Terms and Conditions, accessible from: <https://www.cat.org.uk/courses-and-training/graduate-school/funding/>

The following policies, procedures and forms are also in operation:

- Complaints Policy and Procedures;
- Equal Opportunities Policy Statement;
- GSE Student Support and Welfare Services;
- Health and Safety Policy;
- Policy and Procedure for the Booking of Speakers and Events;
- Policy and Code of Practice on Freedom of Speech;
- Safeguarding Policy and Procedures;
- Student Admission Policy and Procedures;
- Student Progression Rules;
- Appeals against Assessment Board Decisions Policy;
- Extenuating Circumstances Policy and Procedures;
- Student Withdrawal Policy.

The following forms can be accessed and submitted electronically by via the [GSE Forms Hub](#).

- Extenuating Circumstances Application Form
- Programme Transfer / Withdrawal Form
- Sudden and Severe Change of Circumstances Application Form
- Intermission Application Form

Quality and Strategy Information

The following CAT quality and strategy documentation is available, and unless otherwise stated can be found on the CAT/GSE website: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/quality-assurance/>

- GSE Research Ethics Committee – Terms of reference and membership;
- Teaching and Learning Strategy;
- Teaching and Learning Enhancement Strategy;
- Teaching and Learning Enhancement Strategy Implementation Plan.
- Quality Assurance Manual (available through Moodle, Quality Management folder)

3.4. PROGRAMME ADMINISTRATION

Student Support Officers at the Graduate School of the Environment, CAT, are the primary point of contact for all programme administration local arrangements, including:

- Programme registration with UEL;
- Registration on modules;
- Change of contact details;
- Applying to change mode of study, e.g. from full-time to part-time or vice versa;
- Matters affecting study progress including extenuation and intermission.

3.5. ARRANGEMENTS FOR STUDENT REGISTRATION ON MODULES

All tuition throughout the degree must be paid for in advance, usually monthly. If you have applied for the Student Loan, we will need to see a copy of the confirmation of your entitlement. Upon receipt of this entitlement confirmation, the Student Finance Officer (student.finance@cat.org.uk) will provide you with a personalised explanation of how your funding will be allocated towards your future module fees and what (if anything) will be remaining for you to pay.

If you wish to stay at CAT then food and accommodation associated with attending on-site residential modules at CAT will be charged in addition to the module fee. Refer to the Current Fees Terms and Conditions for payment dates.

Module registration will be administered in accordance with UEL's Collaborations Handbook and 'Procedures for the Administration of Collaborative Programmes'.

3.6. STUDENT INDUCTION

Student induction and learner support for all students joining the programme will be provided in line with UEL's 'Academic Framework: Modular Regulations for Distance Learning Programmes', which will include an induction period at commencement of the programme, provision of introductory training materials and support to allow you to familiarise yourself with the e-learning environment, gain access to arrangements to allow you to practice use of Virtual Learning Environment (VLE) facilities, identification of key administrative and academic support contacts including the assignment to a personal tutor, amongst other provisions.

Induction activities typically include a tour of the CAT site as well as a general induction to the programme structure and operation, study skills and library facilities available. These provide an opportunity for you to meet your peer group and to familiarise yourself with some of the

background information, become familiar with staff on the programme and to complete any outstanding enrolment administration.

Details about student induction activities will be circulated separately, by email, and may be subject to change at short notice.

3.7. ALL MODULES OPERATION

The University of East London's (UEL) Moodle VLE, which is accessible over the Internet, will be the primary platform for delivery of learning resources for on-site residential modules and distance-learning modules. The VLE will include the Module Guide, lecture notes, lecture presentations, and additional study resources amongst other documents.

A '**Module Guide**' will routinely summarize the core module information, including:

- Introduction & Welcome to the Module;
- List of lecture presentations and other learning resources for the module;
- Module timetables;
- Overall Aims & Learning Outcomes for the module; referring you to requirements shown in the Student Handbook and Module Specifications;
- Coursework requirements and associated assessment criteria, guidelines and submission deadlines; referring you to requirements shown in the Student Handbook and Module Specifications;
- Reading lists and recommended resources;
- Introduction to the academic and administrative team, including key contact details, as well as providing short biographies for visiting lecturers;
- Explaining how you can give your feedback on the module and notes regarding the response to previous module feedback.

The 'Module Guide' will be made available on the VLE, Moodle, approximately one week before the start of the module. GSE Student Support Officers, the Module Leader or your personal tutor can be contacted throughout the module period for support as applicable. Coursework submission deadlines will be 8 weeks from the start of the module unless otherwise notified.

3.8. ON-SITE BLOCK RESIDENTIAL MODULES OPERATION

On-site modules at CAT typically mean that if you are staying on the CAT site that you will arrive on Sunday evening for supper and depart on Saturday after lunch. You will also have the opportunity to engage in dialogue with peers and staff through distance-learning methods when away from CAT. A typical detailed module timetable is shown below in Table 7 clarifying your activities, work to be submitted and your actions required before, during and after the a typical attendance for a module. Module specific details will be clarified within Module Guides.

Table 7: Typical Onsite Block Residential Timetable:

MARCH		Teaching week:			Month-day		year
	year	09:30	11:30	14:00	16:30	19:00	
Sunday	4th				Arrive CAT 5pm - 6pm	Evening digital lecture	
	year						
Monday	4th	Integrated Design reviews	Integrated Design reviews	Integrated Design reviews	Integrated Design reviews	Precedents student presentations	
	year						
Tuesday	5th				Arrive CAT 5pm - 6pm		
	year						
Wednesday	4th	Integrated Design Workshop introduction	Integrated Design Workshop	Integrated Design Workshop	Integrated Design Workshop	Professional studies :	
	year						
Thursday	5th	Final Design Project reviews	Final Design Project reviews	Final Design Project reviews	Final Design Project reviews	Final Design Project reviews	
	year						
Friday	4th	Integrated Design Workshop presentations	Integrated Design Workshop presentations	Lecture	Lecture	The Architecture Lecture	
	year						
Saturday	5th	Building design specialist tutorials	Building design specialist tutorials	Building design specialist tutorials	Building design specialist tutorials	The Architecture Lecture	
	year						
Sunday	4th	Technical / writing workshop/ seminar / lecture	Technical / writing workshop/ seminar / lecture	Technical / writing workshop/ seminar / lecture	Technical / writing workshop/ seminar / lecture	Technology workshop	
	year						
Monday	5th	Building design specialist tutorials / writing seminar	Building design specialist tutorials / writing seminar	Building design specialist tutorials / writing seminar	Building design specialist tutorials / writing seminar	Technology workshop	
	year						
Tuesday	4th	Integrated Design Studio time and 1:1 tutorials	Integrated Design Studio time and 1:1 tutorials	Integrated Design Studio time and 1:1 tutorials	Integrated Design Studio time and 1:1 tutorials	Social	
	year						
Wednesday	5th	Final Design Project Studio time and 1:1 tutorials	Final Design Project Studio time and 1:1 tutorials	Final Design Project Studio time and 1:1 tutorials	Final Design Project Studio time and 1:1 tutorials	Social	
	year						
Thursday	4th	Lecture	Feed-back meeting YEAR 4	Students depart			
	year						
Friday	5th	Final Design Project Studio time and 1:1 tutorials	Feed-back meeting YEAR 5	Students depart			
	year						

3.9. DISTANCE-LEARNING SUPPORT

Distance-learning (DL) used for the programme is to provide support between the on-site teaching weeks. Distance learning uses an interactive web site or Virtual Learning Environment, which is Moodle in this case alongside Microsoft Teams. You will submit most coursework through Moodle while Microsoft Teams contains online lectures and presentations, amongst other tools and resources. Teams will be the primary platform for delivering teaching of any distance-learning modules, which is accessible over the Internet.

Distance-learning supporting materials will consist, broadly, of reading written lectures, recorded lectures and papers, one-to-one or group tutorials online (e.g. Skype) or by phone by prior arrangement; and the associated coursework assignments. Off-site regional meetings with students are organised between some residential weeks, as required by the module assignments. Typical support off-site is structured as follows and will vary based on the modules that students are currently attending.

Table 8 – Typical detailed support for students and activities during weeks away from CAT

Teaching week	Student support and activities staff
On-site week September Year 1	See typical timetable Table 7
Off-site week 1	<ul style="list-style-type: none"> Reading related to Design Project and research summaries uploaded to MOODLE for peer-to-peer exchange of learning Precedent research for Design Project uploaded to MOODLE for peer-to-peer exchange of learning

	<ul style="list-style-type: none"> • Draft essay submission for formative feedback from academic staff
Off-site week 2	<ul style="list-style-type: none"> • Year group meeting and one-to-one tutorials related to Design Project
Off-site week 3	<ul style="list-style-type: none"> • Outline for Technology submission associated with Design Project for academic staff feedback and sharing of exemplars on MOODLE
On-site week October Year 1	See typical timetable above.
Off-site week 1	<ul style="list-style-type: none"> • Draft submission of Design report for formative feedback from academic staff
Off-site week 2	<ul style="list-style-type: none"> • Year group meeting and one-to-one tutorials related to Design Project
Off-site week 3	<ul style="list-style-type: none"> • Technology draft section of submission for formative feedback from academic staff and uploaded to MOODLE for peer-to-peer exchange of learning
On-site week November Year 1	See typical timetable Table 7

3.10. STUDENT REGISTRATION

The CAT Student Support Office will send you your student ID card as soon as it becomes available. Student status may enable a variety of discounts, but in particular, students are offered a discount by the CAT shop, whether shopping onsite or online. For any discount offers that require confirmation of status (e.g. rail card, council tax) the Student Support Office should be approached.

It is essential that you activate your CAT email address and log into Microsoft Teams prior to attending any lectures.

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

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

4. EQUALITY AND DIVERSITY

CAT GSE is committed to developing, maintaining and supporting a policy of equal opportunities in regard to staff and students. It aims to create the conditions in which staff and students are treated equitably regardless of age, race, colour, nationality, ethnic origin, creed, disability, staff category, sexual orientation, gender, marital or parental status, political belief or social or economic class.

CAT GSE will seek to develop programmes and procedures which comply with current and future legislation, ensure that its values and purposes are maintained and enhanced by emphasising equality of opportunity while also sustaining and accepting diversity.

CAT GSE operates an Equality and Diversity Policy in line with UEL. UEL's Equality and Diversity Strategy can be found using the link provided below.



- [Link to the UEL Equality and Diversity Strategy](#)

5. COURSE MANAGEMENT

5.1. COURSE MANAGEMENT STRUCTURE

The Graduate School of the Environment (GSE) is part of the CAT Charity Ltd; however, the mode of operation of the School including employment and remuneration practices follow that of UEL and will follow those recommended by the University and Colleges Employers Association (UCEA).

5.2. REVIEW & ENHANCEMENT PROCESS (REP) REPORT

The Programme Leader compiles the annual Collaborative Annual Monitoring (CAM) report, which reviews all aspects of the programme, for quality assurance purposes. Refer to UEL's Quality Manual, Part 7: <https://www.uel.ac.uk/Discover/Governance/Quality-Assurance>

5.3. ACADEMIC COUNCIL

CAT's Academic Council typically meets four times per year, reporting to the Chief Executive, with members including the Chief Executive, senior managers, Course Leaders and Students' Representatives.

The Academic Council's responsibilities include: general issues relating to the research, scholarship, teaching and courses in the GSE; advising the University of East London (UEL) on specific matters; CAT/GSE specific policies and procedures; curriculum content; academic standards; receipt of an annual report on each programme, including external examiners' reports and Programme Leaders' responses; receiving minutes of Programme Committee meetings and taking action where appropriate; the learning and teaching strategy, the enhancement of student learning opportunities and dissemination of good practice; and the expulsion of students for academic reasons. The Academic Council also considers the development of all the academic activities of the GSE and the resources needed to support them, and advises the Chief Executive on these matters.

The Academic Council's terms of reference, including membership, attendance and meeting dates, are available via the CAT website [**https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/**](https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/)

5.4. THE COURSE COMMITTEE

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

The M.Arch SA Course Committee typically meets three-four times per year, reporting to the Academic Council, with membership including the Head of School, Programme Leader, senior academics and Student Reps. Within its programme area, the Committee's responsibilities include: advising Academic Council on the development of the academic activities of the programme area and the resources necessary to support them; implementing and ensuring Academic Council policy and procedures; advising the Registrar (Head of School) on admissions; discussing and developing the programme curriculum; receiving minutes of the Staff-Student Liaison Committee meetings and taking action where appropriate; receiving anonymised student feedback and action plans resulting from same; advising the Programme Leader on GSE staff-development requirements; and overseeing an annual review of the Programme.

The Programme Committee's current terms of reference and membership, are available via the CAT website at: [**https://www.cat.org.uk/courses-and-training/graduate-school/studying/quality-assurance/**](https://www.cat.org.uk/courses-and-training/graduate-school/studying/quality-assurance/)

Programme Committee meeting minutes and associated documentation will be made available to enrolled students via the UEL Virtual Learning Environment (VLE), Moodle, in the 'Quality Management' section.

5.5. STAFF/STUDENT LIAISON COMMITTEE

The M.Arch SA Staff/Student Liaison Committee (SSLC) reports to the Programme Committee, typically meeting three times per year, made up of student representatives and members of academic staff. Student feedback meetings are run regularly, with the SSLC structure seeking to formalise and build on this. The SSLC provides a link between staff and students, enabling discussion on matters to do with teaching and learning that don't fit the stricter remit of the Programme Committees. The SSLC deals with concerns at a local level and feeds into other committees as appropriate. SSLC provides a formal channel of communication between students and the GSE and is an essential part of that communication. The SSLC should be consulted about any major changes to course structure or content. The SSLC must not consider matters relating to named members of staff or students, nor are they the place for students to air any personal grievances.

Staff-Student Liaison Committee meeting minutes and associated documentation will be made available to enrolled students via the UEL Virtual Learning Environment (VLE), Moodle, in the section called 'Quality Management'.

5.6. STUDENT FEEDBACK

The School takes Student Feedback very seriously, and there are a number of systems in place to facilitate recording of feedback from our students and communication of how feedback has been used to enhance programme delivery:

1. **End of Teaching Week Surveys:** on-line feedback forms are accessible through the Moodle VLE or [GSE Forms Hub](#). These can be completed anonymously and you can score your level of satisfaction with, and provide written comments on, the module's academic activities and administration;
2. **Feedback Meeting:** There will be a feedback meeting held between students and key staff during each residential module onsite at CAT, which gives an opportunity for wider feedback on the module. Three times per year these meetings are run as SSLC meetings following a broader agenda, inviting programme wide discussion and feedback;
3. **Programme Representatives:** M.Arch SA Programme Reps represent students in Academic Council, Programme Committee and SSLC meetings amongst other official duties, acting as an on-going conduit for student feedback on programme-wide matters. This initiative aims to be a valuable forum for engagement and communication between staff and students of the M.Arch SA programme. Current reps can be contacted through the Student Support Officers. It is intended that reps will act for a year at a time. If you are interested in acting as a Programme Rep please contact the Student Support Officers.
4. **End-of-year Survey:** The programme team and Programme Reps typically distribute a survey in July to seek feedback on the student experience over the academic year;
5. **Destinations Survey:** the programme team will contact all students approximately six months after completion of their award to complete a GSE Leavers survey, which asks those who have recently completed higher education courses about their current activity, which may be working, studying, looking for work or other activities.

Please do give feedback using the methods described above. Your comments are very valuable and we do take them into serious consideration in the development of the programmes.

Refer also to the UEL Students' Union (UELSU) programme 'Reps Handbook': <http://www.uelunion.org/representation/reps/>

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



- [The Committee's terms of reference](#)

6. ATTENDANCE AND ENGAGEMENT

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 a lecture; 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 classes or other required activities for any reason you must inform the Student Support Officer as soon as practicable, and in any case within seven working days.

Be advised: If you are absent without an independently verifiable cause from classes or other required activities on three consecutive occasions and/or your attendance falls below 75% at any time, you will be de-registered from the module to which the classes or other required activities apply. You will have a right of appeal to a panel comprising two members of School staff and one student. If you are de-registered from two modules in one term, you may be withdrawn from the programme.

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. If you do not attend regularly or do not keep us informed of occasional non-attendance you will find that your tutor will contact you to discuss the matter with you. It is important that you take this communication seriously and make contact immediately.

We are so firmly convinced of the importance of attendance that we regard persistent non-attendance as a statement by you that you are not interested in being a student. In some circumstances GSE may take steps to withdraw a student who fails to satisfactorily engage with their studies or fails to abide by university regulations (involuntary withdrawal). Please see the [GSE Withdrawal Policy](#) for further information.

7. KEY DATES

Dates of M.Arch residential teaching weeks at CAT are shown in the table below. Please note that these may be subject to change, should the changing Covid-19 situation necessitate this. If the CAT site is forced to close every effort will be made to adhere to the timetable below if possible.

Table 9: 2021/21 Teaching Weeks (all dates are inclusive)

MArch Teaching Weeks 2021/22

Month	Module details	Inclusive dates
September 2021	Year 5 only	13 September – 18 September (Study Visit)
September 2021	Year 4 only	19 September – 25 September
October 2021	Year 4 & Year 5	17 October – 23 October
November 2021	Year 4 & Year 5	14 November – 20 November
December 2021	Year 4 & Year 5	12 December – 18 December
January 2022	Year 4 & Year 5	16 January – 22 January
February 2022	Year 4 & Year 5	13 February – 19 February
February 2022	Year 4 only	20 February – 24 February (Study Visit)
March 2022	Year 4 & Year 5	20 March – 26 March
April 2022	Year 4 & Year 5	17 April – 23 April
May 2022	Year 4 only	8 May – 14 May
June 2022	Year 4 & Year 5	5 June – 11 June
July 2022	Year 4 only	3 July – 9 July

8. MODULE SPECIFICATIONS

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

Specifications for each module are available from the GSE web site:

<https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

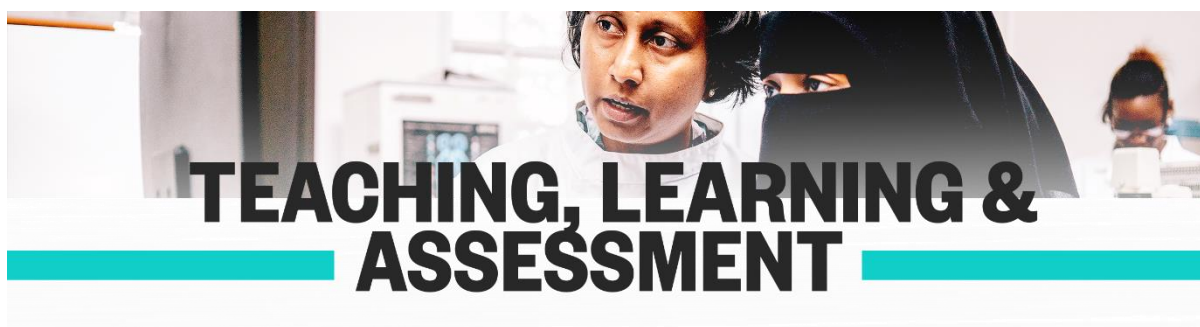
These specifications are the definitive record of the programme at module level. Assessment methods described within these Module Specifications are correct at the time of release. Details of any modifications approved later in the academic year will be communicated through notices on Moodle.

9. AWARD CERTIFICATES

Award certificates: UEL issues transcripts of results to students, and award certificates to successful students on programmes. Degree certificates are awarded by UEL, and students will have the opportunity to attend an award ceremony at CAT.



[Link to the University's academic regulations](#)



LEARNING TYPES

The M.Arch SA programme will be delivered encompassing the following types of learning:

Theoretical and applied learning: The programme delivery will be structured around a blend of theoretical and applied learning with studio learning at the core, where students have the opportunity to learn by doing and apply theoretical knowledge to the development of design projects within a context that simulates architectural practice. The blend of theoretical and applied learning includes written and visual learning resources, lectures of theoretical, historical and technical aspects, practical workshops, small group seminars and discussion forums, group work tasks, and tutorials, with guidance from the academic team. The programme will be focused on giving you sufficient theoretical knowledge, thinking skills, and subject-based practical skills to critically evaluate the relative importance of particular aspects of the topic.

Immersive and blended learning: Taught modules will be delivered through the immersive learning environment of the residential modules at CAT, through the distance-learning VLE platform, and self-directed study. These mutually supportive modes of delivery create a rich experience of blended learning.

Practical, interdisciplinary learning: Practical activities, design tasks, build projects and experimental tasks, and applied and interdisciplinary working will highlight the connections between themes and foster deep-learning.

Assessment: Coursework assignments will be designed to test that learning aims & outcomes have been achieved. They will comprise a variety of design tasks, written assignments and presentations, technical reports, presentations, poster presentations, formative and peer-to-peer feedback. [Further details of assessment are provided later in this section].

Visiting Lecturers: The programme benefits from lectures by leading academics, professionals and experts from the building industry and energy, sustainability and related industries, who offer cutting-edge perspectives on current architectural design, policy, practice and research. Visiting lecturers provide electronic learning resources in support of their on-site teaching activities, which are typically utilised as DL teaching resources and for contingency planning. Visiting lecturers are supported by the CAT administrative team, M.Arch SA Programme Leader and relevant Module Leader(s), and receive clear briefing for the scope and depth of their teaching activities. The Module Leader is responsible for ensuring that the work of visiting lecturers is coordinated effectively with overall module delivery to ensure all module outcomes are achieved. After delivery, visiting lecturers are provided with any relevant student feedback and 'peer enhancement' feedback from the Module Leader to provide

constructive appraisal of their contribution to programme delivery and to identify where improvements might be made for return teaching events.

9.1. THE STUDY ENVIRONMENT

The programme design and delivery methods result in the on-site and distance learning tasks being mutually supportive and produces a mix of students that brings additional richness to the learning experience. The immersive study environment at CAT will allow students to escape the day-to-day surroundings and consider issues, challenges, and solutions afresh. This promotes interaction and networking between the students, staff and visiting lecturers, and learning from the diverse range of academic and professional experiences. Studying in an environment that implements many of the aspects being studied can be inspiring. In these ways a rich and highly topical discourse is facilitated, with the social and informal learning mutually supportive of the formal learning activities.

9.2. PROVISION OF LEARNING RESOURCES AND SUPPORT FOR STUDENTS

The programme team will provide access to taught content for each module through Moodle. In order to ensure that you have a copy of key documents for the first module, programme material may additionally be provided to you via other electronic means or in printed form if you do not have access to the online resources at that stage.

You will be supported throughout your studies by having regular access to the tutors and other members of the academic team, one-to-one (in person at on-site modules, by email, over the telephone, or by Microsoft Teams), in groups (at on-site module, or Teams seminars), and with the module cohort (e.g. Teams discussion boards).

Further access to tutors and lecturers will also be available in seminar sessions and research methods sessions, as well as during practical workshop sessions. In the module descriptors, the term 'tuition' should be understood as incorporating the delivery of the module content as well as the support provided by the tutors, whether through telephone, Teams, email, or other means. The scope and timing of learning support provision will be clearly communicated to you at the outset of the programme. This system combines the flexibility demanded by the lives of many students with close tuition and student support.

In the periods between on-site module weeks, students will be supported through distance learning methods at defined access times to tutors and administrative support through Microsoft Teams, Zoom, e-mail, Dropbox, or telephone. At specific times during the programme regional tutorial meetings will be organised with academic staff to support students with their design assignments.

9.3. TEACHING AND SUPPORT METHODS OVERVIEW

The programme delivery is structured around a blend of theoretical and applied learning, incorporating such aspects as lecture presentations, seminar discussion groups, written learning resources, practical activities, group work tasks, learning by doing applied to the development of design projects, student presentations to the academic team and peers, studio working including peer-to-peer learning, one-to-one and group tutorials, and formal and informal guidance from the academic team.

Coursework assignments are designed to test that the learning aims and outcomes of each module have been achieved through a predominance of design projects, technology reports and designs, written essays, critiques or reports, presented in written and drawn format and orally. The main teaching methods employed on the programme are:

- Lectures – live lecture presentations, written lecture resources and audio or video methods (subject to resources and Moodle);
- Seminars – on-site;
- Group and individual tutorials – on-site, via Teams or Zoom and at regional meeting places between module weeks;
- Studio learning – learning by doing in a studio environment which enables peer-to-peer learning
- Practicals – demonstrations and practical workshops on-site, including computer practicals;
- Project site visits and consultation with individuals relevant to the project;
- Field study-visits to places of architectural merit and relevance to sustainability;
- Group and individual presentations on-site, which comprise summative or formative coursework assignments.

These offer a variety of learning experiences to suit different learning styles, from large groups in the lectures to small groups teaching in the seminars, practicals and presentations, and a focus on one-to-one tutorials. The learning experience for all students, will be enhanced through distance learning methods, including Teams tutorials and Moodle resources. Educational methods comprise formal teaching through lecturing, peer reviews during the presentations, and experiential learning in the practicals. The benefit of having such a variety of methods is that it appeals to a wide array of students' abilities and needs. The one-to-one and small group teaching is particularly appealing to both students and staff, and is prevalent in all but lectures and seminars, which perform different functions.

The programme has been designed to put you at the forefront of the educational experience. To accommodate this, and to assist in the management of the programme, you will be allocated a personal tutor, typically the Year Chair, usually for the duration of each academic year. Assessment for the programme will be a combination of formative and summative methods.

Lectures: Lectures form part of the teaching activities for 4th and 5th Years students and tend to last 1-2 hrs, with between 3-8 lectures being provided per on-site week. Associated sets of slides, notes, or audio or video recordings (subject to resource and Moodle) will be made available on Microsoft Teams. A mixture of in-house and visiting lecturers has historically provided these. Visiting lecturers will play an important part of the teaching on M.Arch SA, bringing in valuable expertise from other academic institutions and professional practice. The management of visiting lecturers and contingency planning are covered earlier within this section.

Structured seminars: Structured seminars have been developed and run by staff (both in-house and visitors) with specialist knowledge of the subject areas. This has allowed students to engage with lecturers in more informal contexts, apply knowledge gained from the module

lectures to workshop activities, discuss and explore more widely around and deeply into subjects that are of particular interest to them. These sessions have been very successful on many accounts and the intention is to continue to deliver and develop these further in M.Arch SA.

Studio learning and tutorials: Studio learning and group and one-to-one tutorials form the backbone to architectural education that relies on learning by doing as a fundamental technique in architectural education. Studio time, running in parallel with one-to-one tutorials, will also enable peer-to-peer learning.

Practicals: Practical workshops, demonstrations and projects form a key element of the programme. They include design and build activities on the CAT site and community projects and week-long practicals focusing on the applied use of certain materials. Such opportunities will also take a more holistic look at sustainable buildings and will consider legislative, financial or wider environmental contexts.

Project site visits: Project site visits enable students to situate their design projects in a realistic context making the learning experience more relevant to the students' future practice.

Field study visits: visits to architecture of merit and sustainable developments provide students with a first-hand experience of architecture that enables an in-depth analysis of the architecture, the spatial quality and other architectural elements that cannot be understood by desktop research methods.

Personal Tutors and Student Learning Support: A clear structure of Student Learning Support is in place for all on-site residential and distance-learning students. This structure explains the pastoral and academic support provided on the programme; including defining the role of the personal tutor, and following this, when you might need to contact a Module Leader, members of their module delivery team, or the Student Support Officers for various aspects of support. The framework provides a high level of directed support to enable all our students to progress becoming independent learners and researchers at Masters level.

9.4. ACCESSIBILITY OF TEACHING AND LEARNING

Applications from potential students with learning differences or additional needs are welcomed.

Most on-site teaching and accommodation is provided in the WISE building, which is fully accessible and includes some adapted accommodation; there is also an infrared hearing support system in the main lecture theatre. It should be noted that some renewable energy technologies are installed in remote and rugged locations; however, all students should be able to partake in most experimental tasks and at least parts of tours on and off site, but this would need to be assessed on an individual basis.

Applicants and current students are encouraged to disclose any learning differences, disabilities, difficulties or occupational health requirements in order that discussions can be held as to whether specific needs can be accommodated by reasonable adjustments.

CAT's Student Support and Welfare Services guide is available from the Student Policies and Procedures section of our website: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>.

Teaching delivery and assessment design will be made with reference to UEL's *Equality and Diversity Policy*: <https://www.uel.ac.uk/about/about-uel/professional-services/hr/equality-and-diversity>

9.5. ASSESSMENT GENERAL

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

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

Every component of assessment that contributes to an award, at all levels, is subject to internal and external moderation. This ensures the maintenance of standards both internally and in comparison with similar programmes delivered at other higher education institutions.

The External Examiners for the MArch SA programme are: **John Brennan** of Edinburgh University & **Professor Richard Parnaby**, formerly of UWE, Bristol.

The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process and is available at:

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

There are two forms of coursework assessment for the programme:

Summative Assessment

Summative coursework aims to ensure that the learning outcomes have been met and takes several forms to give a range of different written, numerical, graphical, technical, reflective and oral presentation exercises. Detailed mark sheets and marking criteria are provided within Module Guides. Grade descriptions are used as indicators of performance.

Work is handed in, marked and the marks recorded. Coursework for summative assessment must be submitted electronically to the hand-in schedule, and failure to comply with this requirement and complete associated paper work will mean the work is not accepted and a mark of zero will be recorded.

Formative Assessment

Work is done singly or in a group, discussion and feedback take place and constructive criticism is made. There are no marks associated with this assessment. One of the central

aims of the M.Arch SA programme is to enable you to progress and refine your intellectual skills and abilities in a progressive learning environment that will enable you to give and receive constructive criticism. You will be given opportunities for formative assessment on design and written work throughout the M.Arch SA.

Designing Assessment Tasks: Assessment task development is the primary responsibility of the Module Leaders in consultation with the Programme Leader, and module assessments are designed in accordance with UEL's Assessment and Feedback Policy. The assessment task literature is produced primarily by the Module Leader and then developed and finally approved by the M.Arch SA staff group. This is an iterative exercise to ensure a consistent learning experience for you and for assessment tasks literature to be shared across the programme. All assessment tasks are regularly reviewed, and feedback from external examiners is used to moderate and improve the task over time. In keeping with the enhancing role of electronic submission through Turnitin, the M.Arch SA will utilise this method of e-submission for all suitable assessment tasks.

Assessment and Moderation: The M.Arch SA takes guidance from and effectively follows the processes for the responsibilities and procedures for the marking of assessments from the UEL Assessment and Feedback Policy and moderation is carried out in keeping with the UEL preferred sampling or moderation method as outlined in Appendix 2, Section 1.1 of the same document. All the module marking and moderation conducted for M.Arch SA will follow these procedures to ensure that high standards of assessment and self-regulation are maintained.

Feedback: Feedback is central to learning and is provided to develop your knowledge, understanding and skills and to help promote learning and facilitate improvement. You will receive feedback on M.Arch SA assessments based on UEL's Assessment & Feedback Policy, modified to suit the particular circumstances of GSE's delivery of the M.Arch SA programme; including the use of formative and summative assessments. Feedback is given for you to use to help your continual improvement, so please read feedback and use it constructively when preparing your next piece of work.

Use of Moodle/Teams: Moodle is the primary delivery medium for all written learning resources and e-submissions. Whether on-site or remotely, you will be able to gain access to all module content via the Microsoft Teams and Moodle system.

Assessment Delivery Methods: All assignments will be required to be submitted in electronic version (e.g. in Microsoft Word or PDF format, etc.) whether or not they will also be presented orally, backed up with power-point or hardcopy presentations.

All written and drawn assignments will be required to be submitted in electronic version to the Turnitin submission links within the associated module folder in Moodle. An 'assignment cover sheet' – which will be available from the relevant Moodle folder, must be included as the first page of each submission. **Please note that the Turnitin submission links generally have a maximum file upload size limit of 100Mb and can only accept one file per student**

Presentations: Students will be required to deliver presentations of their design work and other assignments, in person at CAT.

[Further details of assessment and submission requirements are provided to students through Module Guides.]

9.6. COURSEWORK SUBMISSION, FILING DETAILS & ASSESSMENT RECORDS

You will be issued with relevant coursework requirements at the beginning of each module; full details will be explained within the Module Guide and are detailed in the module specification. Coursework components are summarised within Table 10 Academic Year Assessment Overview 2021/2022. **Guidance for the submission of coursework via Turnitin, including submission and resubmission deadlines, is available in the 'Assignments' section of each module on Moodle.**

Turnitin submission links will be provided, along with a **cover sheet** template, for each assignment. **Please always add the assignment cover sheet as the first page of each submission and follow the file naming convention, including your student number but not your name.** Do not put your name anywhere on your coursework assignments.

In the event of problems occurring with Turnitin before or at the time of submission, reasonable adjustments will be made for submission of coursework only in accordance with UEL's assessment and feedback policy.

File formats: Turnitin provides technical guidance on acceptable file formats. Please submit coursework assignments to Turnitin in **MS Office or PDF formats only**. CAT cannot support other file formats, such as Apple Mac 'Pages', 'Numbers' or 'Keynote' or Open Office formats. All students have the opportunity to upload their 'final drafts' to Turnitin and view them onscreen before the deadline. Problems can occur when some file formats, e.g. PDF, are uploaded to the Turnitin / Grademark system, e.g. formatting problems or missing images. So, we recommend that you check the appearance and completeness of your submission online in the Turnitin viewer after uploading.

Filing & Records: As part of CAT's arrangements with UEL we are required to provide up-to-date information for them. This is done in compliance with GDPR regulations and is covered by CATs privacy policy, a copy of which is available at: <https://www.cat.org.uk/privacy-notice/>

We are required to keep copies of all your work together with a record of any marks awarded. These records may be in the form of printed hard copies at CAT/GSE or electronic copies stored on CAT / GSE equipment, UEL's VLE Moodle, Turnitin / Grademark and/or other electronic platform depending on the nature of the record, administrative, quality assurance or other processes and procedures. This enables you to have a record of your assignments and progress on the programme. It also enables the External Examiner to verify the standards that you have achieved and that these are being maintained at a suitable level.

9.7. LATE SUBMISSION OF COURSEWORK

Submitted work must be RECEIVED in the first Turnitin submission 'tab' within the submission link designated for the specific assignment, before or on the deadline date and time as stated in the Module Guide. We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines is expected in employment, however work can be submitted **up to 7 days after the submission date** and be marked as normal, but the marks awarded will be subject to the penalties and policies summarised below:

(1) Submission up to 24 hours after the deadline. UEL has permitted students to be able to submit their coursework up to 24 hours after the published deadline, and a second Turnitin submission 'tab' is available for this. Coursework which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a **fixed penalty of 5%** of the total marks available (as opposed to marks obtained).

Applications for Extenuating Circumstances (EC) will not be considered for submissions made in this period. ***Please note that if you submit twice, once before the deadline and once during the 24 hour late period, then the second submission will be marked and 5% deducted.***

Further information is available in the Assessment & Feedback Policy at:

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

(2) Submission up to 7 days late for Extenuating Circumstances: A third Turnitin submission 'tab' is available – the deadline for this will be the set time 7 days after the submission deadline. Submissions to this 'tab' will only be considered if accompanied by an application for Extenuating Circumstances (EC) and two outcomes are possible:

- i) If the student's claim for extenuation is **approved**, the work would be accredited the full mark through due process;
- ii) If the student's claim for extenuation is **rejected**, the work will be considered a late submission, with penalties applied in line with the policy for non-submissions.

For further details refer to **the GSE Extenuating Circumstances policy and guidance notes**, available from: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

Further details of this are also available in UEL's *Assessment and Feedback Policy* and *Manual of General Regulations*, Part 3 'Academic Regulations', available at: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Manual-of-general-regulations>

9.8. NON-SUBMISSION AND EXTENUATING CIRCUMSTANCES

If you fail to hand in work by a published deadline it will be recorded as a zero mark.

If you cannot hand in work due to extenuating circumstances then a CAT 'Extenuating Circumstances' form must be completed and submitted at the appropriate hand-in time in lieu of the work concerned (Refer to 'Section 18 – Extenuation' for further details).

Any work not submitted or failed at the 'first submission' opportunity can be repeated and reassessed but must be completed and submitted by the published re-submission date. The marks for these component/s and/or the module will be capped at 50% in line with UEL's assessment policy, unless extenuating circumstances are granted. **If you have failed a module at the first submission opportunity you will be automatically registered for reassessment.**

Students resubmitting for their second opportunity are expected to revise, repair and enhance their assignment, responding to the feedback provided on their first submission, to aim to bring their assignment above the standard necessary to pass. Students are not required to choose a different topic / question / task at second opportunity. **If the work submitted for reassessment does not reach the module's pass criteria, or is not submitted, the work will be recorded as a fail. If you do not achieve the module's pass criteria at resubmission, you will fail the module for a second time.**

If the module is failed at the second opportunity, you can choose to re-take the module for a third opportunity (Refer to section 11.14 'Procedure in the case of not passing a module on reassessment'). In this instance, you must pay to repeat the whole module. You will be required to choose a new topic / question / task in line with the assessment criteria and guidelines for the module at the time it is repeated. Your marks for the repeated module will be capped at 50% in line with UEL's assessment policy. If the module is 'optional', you may choose to pay to undertake an alternative 'optional' module not previously attempted, the marks from which will not be capped.

Moderation: In accordance with UEL's Assessment & Feedback Policy, at least 10% or 10 individual pieces (whichever is the greater) of submitted work for each summatively assessed task representing a range of performances attained by students on the module will be moderated and reviewed by the External Examiner in order to ensure the maintenance of standards across universities. Feedback comments are given on each component of coursework.

Provisional marks: Marks awarded are provisional and are subject to confirmation by the relevant UEL Subject Area Board that typically meet in January, June, August and October. **It is your responsibility to check online on UEL Direct that the correct marks are present. This can be done after the associated Subject Area and Award Board and you will be given a period of 10 working days to check your marks after they have been released.**

UEL Marks Transcript: In all cases where the module result confirmed by UEL's Board is not a pass, including *inter alia* a coursework component fail, a module fail, an academic breach or non-submission, these will remain recorded as such on your marks transcript on UEL Direct. CAT/GSE has no provision to amend or remove confirmed module results from your official marks record.

9.9. ACADEMIC YEAR ASSESSMENT OVERVIEW (2021/22)

The table below gives a summary of summatively assessed coursework for each module (refer to Module Guides and Module Specifications for more detailed requirements). The assignments are designed and structured to work in a coordinated manner. The modules are ordered so that students are working on four design projects consecutively, with Architectural Analysis through Writing modules, and the Technology and Professional Studies modules relating to the design modules.

Table 10: M.Arch SA Academic Year Assessment Overview 2021/22

The submission & resubmission dates below are approximations only – please refer to Module Guides for exact dates

M.Arch Academic Year Assessment Overview: 2021/22

Start	Module Details	Credits	Coursework	% of Module	1st Sub	Re-sub
Sep-21	AR7401 Architectural Analysis Through Writing 1	15	1.1 Blog	30	Oct 21	July 2022
			1.3 Manifesto	20	Mar 22	
			1.2 Essay	50	Feb 22	
Sep-21	AR7402 Professional Studies	15	Portfolio	40	Apr 2023	July 2023
			Notebook	40		
			Presentation	20		
Sep-21	AR7403 Integrated Design Project 2	30	Design Research Report	30	Nov 21	Mar 2022
			Tech Report	20	Jan 22	
			Design Proposal	50	Dec 21	
Jan-22	AR7400 Integrated Design Project 1	30	Environmental Strategy	40	March 22	July 2022
			Design Portfolio	60	April 22	
Apr-22	AR7404 Design & Build Project	15	Design Report	100	Jul 22	Sep 2022
Apr-22	AR7405 Architectural Analysis Through Writing 2	15	Journal & Letter	40	Jun 22	July 2023
			Reflective Essay	60	Apr 2023	
Mar-22	AR7406 Dissertation	30	Dissertation	100	Oct 2022	Mar 2022
Oct-22	AR7407 Technical Report for FDP	30	Tech Report	100	May 2023	Sept 2023
Jul-22	AR7408 Final Design Project Design Portfolio	60	Portfolio	100	Jun 2023	Sept 2023

9.10. POSTGRADUATE ASSESSMENT AND AWARDS

Details of overall assessment criteria are included below. Coursework assessment descriptions, marksheets and guidelines are available within module guides. This is done to ensure transparency for you in how you are going to be assessed during the progress of the programme and to ensure that the learning outcomes are achieved.

Final Design Project: To begin the FDP students must have successfully completed the following modules:

- **Integrated Design Projects 1 & 2 (AR7400 & AR7403)**
- **Architectural analysis through writing 1 (AR7401)**

In exceptional circumstances the M.Arch SA Programme Leader may decide to allow a student to progress without having successfully completed these listed modules.

The completed Final Design Project must be handed in at the designated time and will only be accepted if all coursework has been completed and passed. Refer to the FDP module specification Module Guide for details of the assessment procedure for the FDP.

Postgraduate Certificate:

In order to be eligible for the award of a Postgraduate Certificate you must pass 60 credits.

Postgraduate Diploma:

In order to be eligible for the award of a Postgraduate Diploma you must pass 120 credits.

M.Arch SA:

In order to be eligible for the award of the M.Arch you must pass 240 credits.

9.11. AWARDS GENERAL

This section should be read in conjunction with UEL's Manual of General Regulations: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

Award Boards

Award Board follows soon after, and ratifies the decisions made by, the Subject Area Board. Award Boards are responsible for:

- conferring final awards;
- awarding credit to students on Modules passed by compensation;
- confirming eligibility for awards on the basis of accumulated credit;
- ensuring any award-specific requirements have been met;
- formally implementing the decisions of the Extenuation Panel;

- noting credits achieved on the basis of accredited learning;
- noting breaches of regulations.

Typically, the Award Board for Term 1 meets in February, the Award Board for Term 2 meets in June and the Award Board for Term 3 meets in October and takes place a few days after the Subject Area Board. The Award Board will consist of:

- Head of School (ACE) or senior nominee (Chair);
- Programme Leaders for all programmes under consideration (The UEL Link Tutor may attend in their place).

Compensation: All modules on this programme are non-compensable. Students must pass all modules taken, and pass all parts thereof, in order to satisfy the Architects' Registration Board (ARB) that all of its General Criteria (GCs) listed in the modules for the Prescription of Qualifications and the Prescribed Examination at Part 2 level have been met.

Conferment of award for completion of a programme: The Award Board will confer an award on a student for completion of a programme at the first occasion on which the student is eligible for the award. Where a student has withdrawn from, or is being discontinued on, a programme and has not transferred to another UEL programme, the Award Board will confer the highest award for which the student is eligible.

Classification of M.Arch SA award: Where a student is eligible for a M.Arch SA award, the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Aegrotat and Posthumous Awards: These may be conferred in accordance with the Manual of General Regulations.

Award Name: In order to qualify for a named award the student must have been enrolled on the programme and satisfied the programme specifications associated with that named award.

Discontinuation of a student on a programme: A student cannot continue on a course if the student has not achieved a pass in the reassessment of a repeated module for the course.

Subject Area Boards

The following outlines the procedure the University operates for all programmes. The M.Arch SA programme is run and administered by CAT but the academic standards, which include

assessment, and associated processes must conform to those of the University. This is in order to maintain standards and is common to all UK universities. The assessment process in the University consists of a Subject Area Board (which meets at UEL and CAT and considers the marks for all completed modules on this programme) and an Award Board held at UEL which reviews and formally records the final results gained by students.

This M.Arch SA is one of many across several Schools. Teaching activity in these Schools is segregated into a number of Fields, which contain a number of teaching programmes of which this is one. The following process appears complicated but is designed to give students the assurance that the correct processes are adhered to.

Subject Area Boards are responsible for:

- assuring the appropriate standards for modules;
- considering the performance of students on modules;
- confirming the marks achieved by students on modules;
- awarding credit for the achievement of students on modules;
- awarding credit for certificated and experiential learning;
- noting breaches of regulations.

The Subject Area Board considers all and only modules within the Subject Area (which in this case means the work done on this Programme). Subject Area Boards meet immediately prior to the Award Boards. Typically, the Subject Area Board for Term 1 meets in January, the Subject Area Board for Term 2 meets in June and the Subject Area Board for Term 3 meets in September. The Subject Area Board meets at UEL or CAT and will consist of:

- Programme Leaders;
- Staff teaching on the Programme;
- UEL Collaborative Programmes Officer;
- UEL Link Person (ACE Field Leader);
- External Examiners.

If held at CAT the results will need to be conferred at a UEL Subject Area Board before they go to the award board.

Module Assessment

In calculating the mark for a module, the final mark is calculated as a percentage with all decimal points rounded up to the nearest whole number.

In order to pass a module, a student must achieve an aggregate mark of 50 % and pass each component (e.g. essay, report, presentation, etc.) with a minimum component mark of 50%. (N.B. Architects Registration Board (Professional Body) requirement.)

Reassessment in a Module not passed

Where a student does not achieve an aggregate of 50%, or does not achieve the threshold mark of 50% in all components, the student is reassessed in the module at the next reassessment point in all and only those components achieving a mark of less than 50%. Component marks of 50% or over are carried forward to reassessment. In determining whether a student has passed a module on reassessment, the calculation is based on the highest component marks achieved, whether in assessment or reassessment.

In order to pass a module on reassessment a student must both achieve an aggregate mark of 50% and achieve the component threshold mark of 50%. If the module is passed, the student will receive a mark capped at the minimum pass level of 50% unless all components of assessment have had extenuation accepted at the first attempt. The actual mark achieved will be recorded on the student transcript.

Procedure in the case of not passing a module on reassessment

A student who does not pass a module on reassessment is entitled to repeat the module once only and has to pay the full cost of this. Refer to the GSE Fees Terms and Conditions for more information on repeated module payments.

A repeated module must be undertaken after re-registration. Marks achieved previously in the module are ignored for the purposes of assessment of the repeated module (i.e. no marks are carried forward from the previous registration).

A repeated module (3rd attempt) is assessed at the end of the module in the normal way and (if necessary) reassessed at the subsequent reassessment point (4th and final attempt). If passed, a repeated module is capped at 50% (3rd or 4th attempt). The result of a module passed on a second registration is capped at a maximum of 50% unless extenuation has been granted for all components of assessment at all previous attempts however the actual mark achieved will be recorded on the student transcript.

9.12. ASSESSMENT AND FEEDBACK FURTHER INFORMATION AND RESOURCES

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

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

Every component of assessment that contributes to an award, at all levels, is subject to internal and External Examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar courses delivered at other higher education institutions. The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process and is available at: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy>

Module Guides: Refer to Module Guides for further details of assessment criteria, marksheets and guidelines.

Academic Appeals: Information regarding the policy, procedures and guidance for academic appeals are provided within [Appendix A](#) of this Student Handbook.

Complaints: Information regarding the policy, procedures and guidance for complaints are provided within [Appendix B](#) of this Student Handbook.

Extenuating Circumstances: Information regarding the policy, procedures and guidance for extenuating circumstances are provided within [Section 18](#) of this Student Handbook.

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

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

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

Academic Integrity Policy: As a student you will be taught how to write correctly referenced essays using UEL's standard Harvard referencing system from Cite Them Right. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system. You will be advised of these by your School.

The electronic version of Cite Them Right: The Essential Referencing Guide (11th edition), can be accessed whilst on or off campus via the link below and will teach you all you need to know about Harvard referencing, plagiarism and collusion. The book can only be read online and no part of it can be printed nor downloaded. Further information is available in [Section 12](#) and the weblinks below:

Cite Them Right:

<http://www.citethemrightonline.com/>

Click Login

Search for University of East London and select from the list of institutions

Click Log In at University of East London

Enter your UEL email address and password

This will give you full access to the resource

Harvard referencing:

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Harvard-Referencing-.aspx>

Academic Integrity:

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

Academic Misconduct and Plagiarism: Information regarding the Academic Misconduct and Plagiarism policy, together with guidance for referencing and the avoidance of plagiarism is provided within [Appendix D](#).

External Examiner: The External Examiner(s) for the MArch SA programme will be appointed by UEL. External examination(s) will be conducted in line with UEL's assessment policy. Current External Examiners can be viewed on UEL's web-site:

<https://www.uel.ac.uk/Discover/External-Examiner-System>

9.13. WORD COUNT POLICY

What does the word count mean? Written assignments have a maximum allowed length, e.g. 3,000 words for a Report, as stated within the Module Specification and defined by detailed coursework criteria within the Module Guide for each module.

Why is there a word count? It is an important skill to write to a defined word limit, in academic and professional contexts. The reason for this is to support you in learning to gather your thoughts and express them concisely. Many workplaces, and similar settings, require this competence.

What is included? The word count includes all your core narrative and reasoning, including introduction and conclusion. It also includes:

- Subtitles (but not the main title);
- In-text citations;
- Calculations included in main text;
- Direct quotations from another's work, in quotation marks.

What isn't included? The word count DOES NOT include:

- Cover sheet
- Title page
- Table of Contents
- Abstract (unless otherwise noted);
- Captions and other text on or in figures, tables or boxes;
- Calculations included in text boxes;
- Headers and Footnotes (which are discouraged anyway);
- References (as normally required in a list in cite-them-right format at the end of the assignment);
- Appendices.

Any material, narrative or reasoning, in any of these will **not**, therefore directly attract marks (Although, clearly, they may add to the clarity, and without them, the work might be significantly

the poorer). Important material in any of these (e.g. calculations) should therefore be interpreted clearly within the core narrative in order to gain marks for the relevance.

What are the penalties? The penalties for exceeding the word limit are threefold:

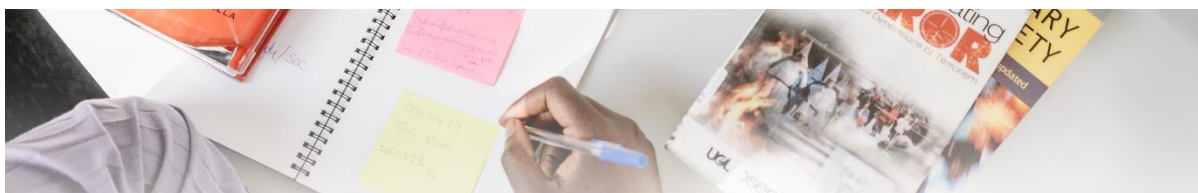
- Any work past the word count will not be marked, so you will lose the opportunity to gain crucial marks for this part;
- You are quite likely to lose further marks for structure – as your structure may become less focused – less appropriate to the task (which was to produce an essay etc. of that length);
- You miss out on the learning outcome – which was to learn to write succinctly.

The penalty for being below the lower limit – not writing enough – is, of course, that you may not have included enough material / critical analysis to warrant the marks available.

How can I manage this? If Microsoft 'Word', or other word processing package, is used, this can help significantly. Styles can be defined and applied for an abstract, captions, references etc., and separate styles for the 'body text' that counts in the word count. Inserting figures, tables or boxed text as 'images' (e.g. pdfs, jpeg) can also help manage your word count as the text within them will be excluded by word count tools (but, please note, the contents will NOT be marked as part of the narrative).



- [Link to the Student Handbook page on Assessment and Feedback](#)
- [Link to Student Policies](#)



REFERENCING

As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system.



- [Link to the Student Handbook page on *Cite Them Right*](#)



ACADEMIC MISCONDUCT & PLAGIARISM

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



- [Link to the Student Handbook page on Academic Misconduct and Plagiarism](#)



RESEARCH INTEGRITY

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



- [Link to the Student Handbook page on Research for On Campus programmes](#)
- [Link to the Research Integrity and Ethics Document page](#)



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



Student Support Services at CAT

Personal Tutors and Student Learning Support: As introduced earlier in this document, the programme has been designed to put students at the forefront of the educational experience. To accommodate this, and to assist in the management of the programme, you will be allocated a personal tutor who ideally you will remain with for the duration of the programme.

A clear structure of Student Learning Support is in place for you whether you are an 'on-site residential' or a 'distance-learning' student. This structure explains the pastoral and academic support provided on the programme; including defining the role of the personal tutor, and following this, when you might need to contact a Module Leader, members of their module delivery team, or the Student Support Officers for various aspects of support. The framework provides a high level of directed support to enable all our students to progress to becoming independent learners and researchers at Masters level.

The Personal Tutor's scope and remit are based on UEL's 'Revised Approach to Personal Tutoring'. The role of the Personal Tutor within the local Teaching, Learning and Assessment Strategy is described above within Section 11. The nature of the programme operation enables contact with staff to occur on a regular basis if required. This provides close and immediate support together with help and advice as required.

Equality and Diversity Policy: Applications from potential students with learning differences or additional needs are welcomed. Assessment of applications will be made with reference to UEL's 'Equality and Diversity Strategy'. Applicants are encouraged to disclose any learning differences, disabilities, difficulties or health issues in order that discussions can be held as to whether specific needs can be accommodated by reasonable adjustments.

CAT's Equality and Diversity Policy statement can be found on the CAT website:
<https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

This statement is in line with UEL's Equality and Diversity Strategy:
<https://www.uel.ac.uk/about/about-uel/professional-services/hr>.

CAT site: The CAT site complies with all Health and Safety requirements and all students have appropriate insurance on site. CAT is pledged to operate a clean, safe and appropriately equipped learning environment. The CAT restaurant offers a variety of hot and cold vegetarian food and drinks.

Safeguarding: In GSE we aim to support and take care of one another. GSE is predominantly an adult environment but is nevertheless committed to safeguarding children and vulnerable adults as set out in the Safeguarding Vulnerable Groups Act (SVGA 2006) as amended by the Protection of Freedoms Act (PFA 2012). Protecting vulnerable groups of students' is part of our wider safeguarding duties, and is similar in nature to protecting students from other harms (e.g. alcohol or substance misuse, gangs, neglect, abuse and sexual exploitation, domestic violence, forced marriages and female genital mutilation).

We also have a duty under the Counter-Terrorism and Security Act 2015 to 'have due regard to the need to prevent people from being drawn into terrorism'. This is particularly relevant to vulnerable groups of students if they are exposed to extremist views, radicalisation or ideological grooming.

PREVENT: GSE staff have all undertaken PREVENT training, and students are invited to do so too, by following: <https://www.foundationonline.org.uk/>. Any students with concerns about people being drawn into terrorism should approach Adrian Watson (PREVENT coordinator and Head of School) or any lecturer.

Chaplaincy: The GSE Chaplain provides confidential support to students of any faith or none. This is currently Frances Hill (frances.hill@cat.org.uk).

Safe use of computers: It is helpful to remember that using IT has consequences in both the virtual and physical world. The use of IT facilities is governed by IT-specific laws and regulations (such as these), but it is also subject to general laws and regulations that apply in the United Kingdom.

Domestic Law: The conduct of all staff, students, visitors and users of IT systems is subject to legislation even legislation that does not appear related to IT such as the laws on fraud, theft and harassment.

Examples of relevant legislation include:

- ***Obscene Publications Act 1959*** and ***1964***
- ***Protection of Children Act 1978***
- ***Police and Criminal Evidence Act 1984***
- ***Copyright, Designs and Patents Act 1988***
- ***Criminal Justice and Immigration Act 2008***

- ***Computer Misuse Act 1990***
- ***Human Rights Act 1998***
- ***Data Protection Act 2018***
- ***Regulation of Investigatory Powers Act 2000***
- ***Prevention of Terrorism Act 2005 & Terrorism Act 2006***
- ***Police and Justice Act 2006***
- ***Freedom of Information Act 2000 & Freedom of Information (Scotland) Act 2002***
- ***Equality Act 2010***
- ***Privacy and Electronic Communications (EC Directive) Regulations 2003 (as amended)***
- ***Defamation Act 1996 and 2013***

So, for example, you may not:

- Create or transmit, or cause the transmission, of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material;
- Create or transmit material with the intent to cause annoyance, inconvenience or needless anxiety;
- Create or transmit material with the intent to defraud;
- Create or transmit defamatory material;
- Create or transmit material such that this infringes the copyright of another person or organisation;
- Create or transmit unsolicited bulk or marketing material to users of networked facilities or services, save where that material is embedded within, or is otherwise part of, a service to which the user or their user organisation has chosen to subscribe;
- Deliberately access, or attempt to access networked facilities or services without the appropriate level of authorisation.

There is a comprehensive section of overviews concerning the law and how this relates to IT use available at: <https://www.jisc.ac.uk/>

Law outside the UK

If you are using services that are hosted in a different part of the world, you may also be subject to the laws of the relevant country. It can be difficult to know where any particular service is hosted from, and what the applicable laws are in that locality. In general, you should apply common sense and adhere to domestic laws and the regulations of the service you are using.

PERSONAL DEVELOPMENT PLANNING

All staff on the programme recognise the importance of personal development planning (PDP), the principles of which are embedded in many professions in the form of Continuing Professional Development (CPD). Coursework for the programme builds into a

comprehensive record of your written work as well as tutorial exchanges, group work, Presentation feedback and practical work. The process of personal tutoring ensures that these records are maintained, and tutorials allow an opportunity for you to reflect on your coursework with your personal tutor.

You will be offered the opportunity to take part in twice yearly Personal Development Planning tutorials. These will be offered in January or February, following the receipt of marks from the introductory core modules, and again in June or July. The focus of the PDP will be on reflecting on your progress, use of extra-curricular activities as well as academic learning, career or work experience planning and the gaining of transferable skills. Tutorial support, especially through the PDP, will encourage you to consider the application of your learning in the future, and the design and development of your independent research project, the dissertation (if undertaking the MSc).

A formal tutorials programme has been established to ensure that core skills are discussed in groups (a tutor and several tutees), and exercises completed by students with the aim of improving competency and highlighting needs for further support or direction for individual students. Support is also available from personal tutors and SSOs at any time.

When you graduate, you will be encouraged to complete a destination survey questionnaire; this enables the staff team to advise current students on their future career path options. Former students are also encouraged to attend alumni events or perhaps to present during modules. You will also be asked to let us know what jobs you've been involved in since completing the programme. Further information on career development may be available from UEL's Centre for Student Success (CfSS): <https://www.uel.ac.uk/student-life/centre-for-student-success>

Resources, procedures and systems to support student development and achievement are determined, managed and evaluated with reference to the QAA's Quality Code, 'Chapter B4 – Enabling Student Development and Achievement':

http://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b4_-enabling-student-development-and-achievement.pdf?sfvrsn=100f781_8

DISABILITIES AND SPECIFIC LEARNING DIFFERENCES

CAT aims to be proactive in supporting students with additional needs. Developed in line with the Equality Act (2010), CAT's Student Support and Welfare Services guide may be found on the GSE website <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

If you have a certificate relating to learning differences this should be sent/copied to Student Support at the earliest opportunity. The school will prepare a specific learning differences (SpLD) cover sheet for any student with certified additional teaching and learning support requirements that will explain to assessors – in anonymised format, the adjustments that should be taken into account within the assessment of coursework. **The SpLD cover sheet should then be included in any submission for which it should be taken into account - in the case of two or more assignments for a module, the certificate should be included with each one.**

Deaf and Hearing Impaired Students If you are deaf or have a hearing impairment we can arrange note-takers if funded by DSA, and the Sheppard Lecture Theatre in WISE has an infrared hearing support system. Please enquire at the CAT office for details.

Students with mental health difficulties If you have, or have had, a mental health difficulty that you think might affect your studies, we encourage you to inform us, which can be done confidentially.

THE DISABLED STUDENTS' ALLOWANCE (DSA)

The Disabled Students' Allowance (DSA) is available to postgraduate students. The DSA is a non means-tested grant that students with disabilities can apply for, and for most students with disabilities and/or dyslexia this will be their main source of support, whether that be technological or human.

The DSA is funded by central government and administered by local education authorities, and is designed to provide a 'level playing field' and as such should not be used to provide you with equipment that will give you an unfair advantage over other students on the programme. For further information see: <https://www.gov.uk/browse/education/student-finance>

FURTHER ADVICE

Disability Rights UK promotes opportunities for young people and adults with any kind of disability in post-16 education, training and employment across the UK. Skill provides individual support to disabled people, their families/enablers or people working with disabled people by offering an information service by phone, minicom or letter, publishing books, booklets and information leaflets. They can also offer advice about financial matters, such as Social Security benefits. **Contact Skill Information Service Tel: 0800 328 5050 or on the web at <http://www.disabilityrightsuk.org>**

Further information on the DSAs is available from the DfES refer to their website: <https://www.gov.uk/disabled-students-allowances-dsas>

Advice and support about discrimination and human rights is available from the **Equality and Human Rights Commission**: <https://www.equalityhumanrights.com>

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact the Equality Advisory and Support Service (EASS).

Please note: EASS is completely independent of the Commission.

Phone: 0808 800 0082, or Textphone: 0808 800 0084

Website: www.equalityadvisoryservice.com

Post: FREEPOST Equality Advisory Support Service FPN4431

Opening hours: 09:00 to 20:00 Monday to Friday & 10:00 to 14:00 Saturday (closed on Sundays and Bank Holidays)

ENGLISH LANGUAGE SUPPORT

The Graduate School of the Environment (GSE) is unable to offer English language support. Further information for International Students may be available from the 'International' section of UEL's website: <https://www.uel.ac.uk/International>

PROGRAMME REPRESENTATIVES – SUPPORT AND TRAINING

Programme Reps can access a range of training provided by UELSU, refer to: <http://www.uelunion.org/representation/rep/repstraining/>

INFORMATION ON LOCAL ACCOMMODATION FACILITIES

Most students studying on-site choose to stay on-site at CAT. However, information on local accommodation facilities is available on request.

CAREERS ADVICE

While CAT does not have the capacity to offer specific careers advice, tutors will be able to offer some guidance, and students are encouraged to consult fellow students and alumni, many of whom come and teach on modules. Additionally, external lecturers come from a range of possible employment directions, and some offer further engagement in this direction. As per [Appendix C](#), as a collaborative student you are entitled to access the Centre for Student Success (CfSS) once you have received your UEL Access Card. Please find more information on the resources available on the CfSS website: <https://www.uel.ac.uk/centre-for-student-success>



[Appendix C](#) outlines the UEL services you are entitled to access as a student on one of UEL's collaborative programmes at the Centre for Alternative Technology. If you have any questions about any of the services you are entitled to at UEL, please contact the team at the Academic and Employers Partnership Office (APO) at UEL (apo@uel.ac.uk), who will be happy to **ADVISE YOU FURTHER.**

LIBRARY / RESOURCES / EQUIPMENT LOAN

UEL Library & Learning Service Via the UEL Library, you can access e-resources away from UEL. Once you have enrolled, they will automatically set up an account for you - check your UEL webmail account for your username and password. More information on how this can help with your studies can be found within the 'Library' area of UEL's Intranet. Library services include: access to borrow books from UEL's campus libraries; access to e-books online from e-book provider databases such as 'EBL', 'ProQuest' etc.; access to borrow e-books through electronic download for up to 7 days at a time.

Accessing UEL Library and Learning Services online

- 1) Go to the library website <https://www.uel.ac.uk/Discover/Library> and click the Intranet link and sign into the intranet.
- 2) The Intranet username will be in the following format: **[U1234567@uel.ac.uk](#)**. The Intranet password is the same as your IT password.
- 3) Then go to the Library area of the Intranet within the Services area: from there you can see the Library Search link and the Database A - Z link

How to access databases

From the A - Z Database link choose your database and click the sign in off/on campus link. There should be a 'find organization' field where you can search for the University of East London and a 'choose how to sign in' option from which you will need to select the University of East London. Sign in at the University of East London option and you can then sign into the database with your Intranet username and password.

Find resources with Library search: You can use **[UEL's Library Search](#)** to find what you need. Type a topic or keyword into the search box to see what is available, then filter the search using the options on the left-hand side of the screen.

Ask a librarian for help: If you need advice or help with your research, use the 'Ask A Librarian' chat service. Whether you need to know how to access a resource, or want to find out when the Library is open, 'Ask A Librarian' can help you to find the answer – refer to the directions below to access the 'Library' area of UEL's Intranet.

Get subject-specific guidance: Each of UEL's Schools has its own subject librarian, who can offer advice and guidance in your research. This dedicated subject team can help you to find the best resources, analyse the quality of information and provide referencing advice. Subject support pages provide a useful introduction to key information sources in the field, including relevant databases. You may also find it useful to look at the Subject Support pages for other disciplines, for instance to see which databases they recommend. Contact details for the ACE Subject Librarian are provided below.

The ACE Subject Librarian can also be contacted directly if required:

Nick Balmforth - ACE Subject Librarian

Library and Learning Services

University of East London

University Way, London, E16 2RD

Email: n.j.balmforth@uel.ac.uk

Telephone: 020 8223 7444

Inter-library loans service: If we don't own a book or article you need for your research you could order it as an inter-library loan. Have a look at the [inter-library loans](#) page for more about the service and how to place requests – refer to the directions below to access the 'Library' area of UEL's Intranet.

SCONUL: UEL is part of the SCONUL Access scheme, which allows students and staff members resident in any part of the UK to visit other SCONUL libraries. You can find out more about the scheme by visiting the **SCONUL website**:
<http://www.sconul.ac.uk/sconul-access>

Research tools: We provide access to some excellent research tools, including: Scopus citation analysis; Referencing resources; Endnote software; and the ROAR Institutional repository.

EQUIPMENT AND TEACHING RESOURCES AT CAT

The section below summarises equipment and other teaching resources (e.g. physical, software and data/information) available at CAT at the time of validation. This list is for information only. It is not comprehensive and should not be interpreted as representative of resources that will be available in future programme delivery.

CAT has a range of habitats onsite including deciduous and mixed woodlands, a small amount of heathland, freshwaters, reedbed sewage system and organic vegetable gardens which provide sites for academic study.

CAT has a wide range of resources that are presently utilised on the programme:

- Efficient, innovative buildings utilising low embodied energy and natural materials: A range of low energy consumption buildings using low-impact building techniques, including the award-winning WISE building;
- Research facilities in the 'building physics lab' – including tests cells and a modest-sized climate chamber;
- IT hardware and software licences, including specialist programmes such as 'Integrated Environmental Solutions' (IES), Design Builder, Passivhaus Planning

Package (PHPP), DesignPH, SAP, SBEM, WUFI, TSol, PVSol etc. – arranged to suit occasional teaching activities;

- ‘Heliodon’ and ‘artificial sky’ – which can be used to model daylighting in building models;
- CAT’s own off-mains water supply and reed bed waste water treatment systems;
- Large outdoor areas – some covered, and workshop space with tools and equipment – where many practical demonstrations and workshops take place, including building materials workshops;
- Extensive public displays covering a wide range of energy and sustainability issues.

CAT has one of the largest ranges of installed renewable systems anywhere. These presently include:

- Photovoltaics: 20kWp building integrated arrays, 1.6kWp example domestic array, an installer training facility, numerous smaller on and off-grid systems and examples of a range of different module and inverter technologies and PV water pumping. A module performance flash tester;
- Solar thermal: A large-scale evacuated-tube system for WISE, and several domestic-scale examples of various different collector and system types. An experimental and teaching facility;
- Off-grid, grid-connected and micro-grid systems: Example battery banks and other off-grid equipment, grid-linked systems and a novel hybrid system.;
- Biomass heating systems: A HETAS certified installer training facility including pellet and log batch boilers, associated equipment and teaching aids. Other biomass boilers, stoves and a district heating system;
- Hydroelectricity: A Turgo turbine as well as teaching systems and displays including examples of other turbine types and ram pumps;
- Heat pumps: Air and water source heat pumps, and some examples used for experiments;
- Wind Power: A range of small to medium wind turbines and examples of larger-scale community owned wind turbines in the immediate locality.

Visits are made to other and larger scale installations in the region. Recent examples of these have included: larger-scale biomass installations and research organisations, wind farms, Passive House standard buildings.

Experimental Equipment and Resources: A range of experimental equipment and resources is used on the programme. Present examples include:

- Data-loggers and equipment or sensors which measure electrical current voltage and energy, temperature, irradiance, wind speed, wind direction, flow meters, sound level meters;
- A range of PV modules;
- Solar site selection equipment;
- Equipment for commissioning and testing solar thermal and other hydraulic systems;
- A thermal imaging camera;
- Moisture meters, ovens and scales;

- Dumpy levels and staffs for measuring heights and distance and angle measuring equipment;
- A range of specialist simulation and design software;
- A selection of text books and industry magazines;
- Electrical components, batteries and power supplies;
- Workshop space and tools.

Other resources at CAT that are of interest but which are not usually used on the programme presently include: a 'mock roof' which can be used to train professionals to safely install solar thermal and photovoltaic systems; extensive organic gardens.

Wales Institute for Sustainable Education (WISE): The Wales Institute for Sustainable Education (WISE) houses a 200-seat lecture theatre, 3 classrooms (including a small library and computer facilities), 3 seminar rooms, a laboratory, offices for administrative staff and 24 en-suite bedrooms with twin occupancy. These new facilities have transformed the physical learning environment in which the programme is primarily run and delivered, providing a variety of comfortable, enjoyable, professional environments, well equipped with ICT for a range of academic activities. Further, the building itself, having put into practice so many of the theoretical concepts of low-impact sustainable building that are covered within the programme, now acts as a didactic tool embodying the ethos of the programme and of CAT as a whole. This has in turn inspired and facilitated new teaching activities and environments, including:

- Students experiencing and learning within a physical manifestation of the low-impact building materials covered within the programme, facilitating greater understanding of the practicalities and complexities of these materials in use within the built environment;
- Acoustic experimentation and testing within spaces such as the lecture theatre, foyer and restaurant extension;
- Social research, through Post Occupancy Evaluation, of WISE building occupant's experiences of working within an exemplar building;
- Opportunities for presentations and teaching materials to be displayed and used electronically on plasma screens within each of the large seminar and classroom spaces. This allows greater collaboration and interaction within group work sessions, and far better provision for students and staff to present electronically.



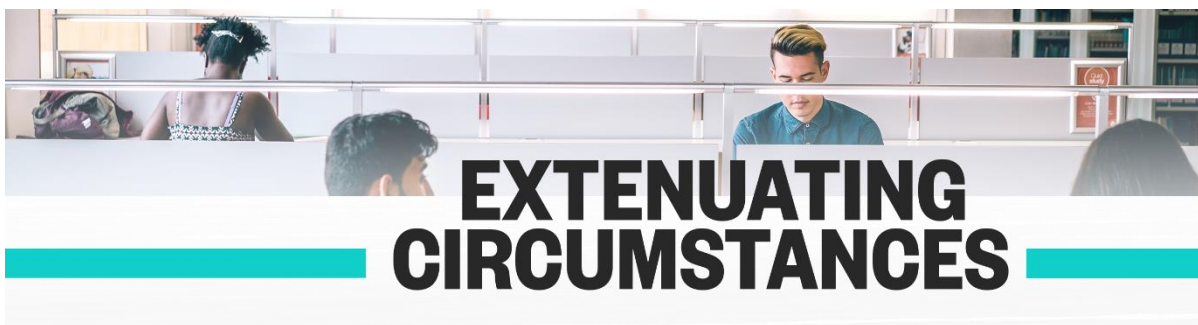
QUALITY AND STANDARDS

You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as The Centre for Alternative Technology and both institutions work together to ensure the quality and standards of the course on which you are registered.

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



- [Link to the Student Handbook page on *Quality and Standards*](#)



Extenuating Circumstances are circumstances which:

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

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

This course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, The Centre for Alternative Technology.

The University of East London has agreed, through Academic Board, procedures governing extenuation for students concerning the assessment process. General Information about extenuation can be found at: <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures>

The Graduate School of the Environment (GSE) at The Centre for Alternative Technology (CAT) will be subject to equivalent procedures, with the process being administered by, and the panel being held within, the Graduate School of the Environment (GSE) at CAT. **CAT's 'Extenuating Circumstances Policy and Procedures'** will be made available via the CAT website: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>.

What are extenuating circumstances?

Extenuating Circumstances are circumstances which

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

Such circumstances rarely occur and would normally be

- **unforeseeable** - in that you could have no prior knowledge of the event concerned, and
- **unpreventable** - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a **serious** impact on performance

You are expected to make reasonable plans to take into account commonly occurring circumstances (such as transport or computer problems) even those which, on occasion, may have been unforeseeable and unpreventable. The extenuation procedures are intended to be used rarely by students not as a matter of course.

Examples of circumstances which would normally be regarded as serious are:

- *A serious personal illness* (which is not a permanent medical condition – this is governed by disability procedures)
- *The death of a close relative immediately prior to the date of assessment*

Examples of circumstances which would not normally be regarded as extenuating circumstances are:

- Failure of computer equipment / USB stick
- Transport problems, traffic jams, train delays
- Misreading the exam timetables / assessment dates
- Minor illnesses

The judgment as to whether extenuation is granted is made by a panel of senior persons in the organisation, on the basis of evidence the student provides (not on their knowledge of the student). The judgment is made on the basis that the circumstances could reasonably impair the performance of the student, and the actual performance of the student is not considered and is not available to the panel.

Extenuation can

- (i) Allow students to hand in coursework up to 7 days late, **or**
- (ii) Allow students to proceed to their next attempt uncapped.

Extenuation doesn't

- (i) Give students more attempts to pass a module
- (ii) Reschedule exams
- (iii) Uncap a capped module
- (iv) Give students a higher mark.
- (v) Allow students to hand in work over 7 days late.

The basic principle is that extenuation should put you in the same position that you would have been in had you not missed an exam or handed in an assessment late – it does not confer any advantages. UEL decided that its procedures would be:

- Evidentially based;
- Handled centrally by a panel of senior staff (not devolved to various parts of the organisation);
- Retain student anonymity where possible.

It is the responsibility of the student to notify the panel, with independent evidential documentary support, of their claim for extenuation.

SUBMISSION OF CLAIMS FOR EXTENUATING CIRCUMSTANCES

Procedures for the submission of claims for Extenuating Circumstances are explained within CAT's '**Extenuating Circumstances Policy and Procedures**' – which are available via the CAT website <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>

Please contact the Student Support team if you require further information about extenuation. An electronic version of the extenuating circumstances application form can be accessed via the [GSE Forms Hub](#).

NOTIFICATION OF OUTCOMES

The Student Support team will notify applicants of the outcome of their application for extenuation as soon as possible after the decision of the Extenuation Panel is known. Please note that the decisions of CAT's Extenuation Panel are not formally approved until after the appropriate UEL Board. It may take up to several weeks for the decision of the Panel to be available, and applicants are strongly advised to work towards completion / re-submission of their assignment/s, to the best of their ability, in the interim.

Procedures for consideration of Extenuating Circumstances applications and notification of outcomes for the assessed tasks (examinations or coursework) are explained within CAT's 'Extenuating Circumstances Policy and Procedures.

More information and student guidance notes can be found at:

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



- [Link to the Student Handbook page on Extenuation](#)



- [Academic Appeals](#)
- [Academic Integrity](#)
- [Academic Tutoring](#)
- [Accreditation of Experiential Learning](#)
- [Assessment and Feedback Policy](#) (click on other policies)
- [Centre for Student Success](#)
- [Complaints procedure](#)
- **Counselling:** See the student support and welfare services document at <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>
- **Disability support:** See the student support and welfare services document at <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>
- **Engagement & Attendance Policy:** See the Student Progression Rules at <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>
- [Equality and Diversity Strategy](#) (click on other policies)
- [Extenuation Procedures](#)
- **IT Support: UEL Services:** <https://www.uel.ac.uk/study/students> or email student.support@cat.org.uk
- **Library Resources** <https://www.uel.ac.uk/student-life/library>
- [Manual of General Regulations](#)
- [Mentoring](#)
- [Referencing guidelines](#)
- [Student Protection Plan](#)
- [Suitability Procedure](#) (Manual of General Regulations – Part 13 – Suitability Procedure)

APPENDIX A: ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment/Progression Board may appeal in accordance with the procedure for Appeals against Assessment Board decisions (Manual of General Regulations: Part 7 Appeals Against Assessment Board Decisions).

Disagreement with the academic judgement of a Board of Examiners' decision cannot, in itself constitute a reason to Appeal. Academic judgement is a judgement that is made about a matter where only the opinion of an academic expert will suffice. For example, a judgement about assessment or degree classification or a judgement about a decision where a student is required to repeat or take further assessment will usually be academic judgement, and a student cannot appeal simply because they believe they ought to have received a higher grade or mark. For further information on the scope of this procedure, please refer to Part 7 of the Manual of General Regulations.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals>

To help you decide whether your query would be an Appeal or Complaint, please refer to <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>

If you would like to lodge a formal appeal or have any queries, please email the Institutional Compliance Office at appeals@uel.ac.uk

APPENDIX B: COMPLAINTS

If you feel that you have not received the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint. Complaints should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students

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

- appeals against the decisions of Assessment Boards (**Manual of General Regulations : Part 7 Appeals Against Assessment Board Decisions**);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (**Manual of General Regulations: Part 9 Research Degrees**);
- appeals against the decisions of the Extenuation Panel (**Manual of General Regulations: Part 6 Extenuating Circumstances**);
- complaints against the Students' Union (see the **Complaints Procedure** in the **Students' Union constitution**);
- appeals against decisions taken under disciplinary proceedings (**Manual of General Regulations: Part 12**);
- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);
- complaints about the behaviour of other students (see **Part 12 of the Manual of General Regulations this Manual**);
- appeals against the decisions of Academic Misconduct Panels (see **Part 8 of the Manual of General Regulations**)
- appeals against the decisions of Attendance Appeal Panels (see the **University's Attendance Policy**).

Students wishing to submit a complaint must, in the first instance, follow the complaints policy of which aligns to the Office of the Independent Adjudicator's good practice framework (<https://www.oiahe.org.uk/media/96361/oia-good-practice-framework.pdf>). The Centre for Alternative Technology complaints policy is available at: <https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/>.

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

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

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

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

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

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

APPENDIX C: COLLABORATIVE STUDENT ENTITLEMENTS AT UEL



University of
East London

COLLABORATIVE STUDENT ENTITLEMENTS 2020–21

This document outlines the University of East London services you are entitled to access as a student on one of our collaborative programmes at **Centre for Alternative Technology**. If you have any questions about any of the services you are entitled to at UEL, please contact the team at the Academic Partnerships Office (AP) at UEL (apo@uel.ac.uk), who will be happy to advise you further.

Student Access Cards

If you so wish, you can be issued a UEL Student Access Card which would be given to you by your home institution. Please contact the relevant support services at your institution to let them know if you wish to receive a UEL Student Access Card. This Access Card will give you access to all appropriate UEL facilities in London, UK. Please note that the standard UEL fee for replacement Access cards apply in case your card goes missing or gets broken.

Please note that if you apply for an “18+ Oystercard” in London, you should apply under the institution name where your studies take place, i.e. your home institution, not UEL.

If you experience any difficulty in accessing the relevant UEL facilities, in person or online, please contact the Academic Partnerships Office (apo@uel.ac.uk) for assistance.

Library, Archives and Learning Resources

You are entitled to access UEL Library, Archives and Learning Resources (subject to licence allowances) once you have received your UEL Access Card.

For more information on the UEL Library, Archives and Learning Resources, please see their website <http://www.uel.ac.uk/lrs/>.

Student Support

Student support will be offered to you by your home institution – UEL is unable to offer student support services to students studying at our collaborative partner institutions.

As a collaborative student you are entitled to access the Centre for Student Success (CfSS) once you have received your UEL Access Card. Please find more information on the resources available on the CfSS website:

<https://uelac.sharepoint.com/Centreforstudentsuccess/Pages/default.aspx>

This includes:

- Academic tutoring in maths and English skills
- Career support and development
- Employment opportunities

Student Records and Status Letters

You will be registered on the UEL student record system as a student studying at one of our collaborative partners at the start of your studies.

If you so require, the Academic Partnerships Office will also be able to provide you with the following letters:

- an award confirmation letter (once your award is available on the student record system)
- a collaborative student status letter

If you require confirmation on professional body accreditation of your course, please contact the Academic Partnerships Office to clarify whether they will be able to issue such confirmation for your course.

The University of East London is unable provide you with any other letters – please contact your home institution for those.

Sports Facilities

You will have access to our £21 million sports facility, the Sports Dock, for a reduced price which is considerably cheaper than the prices available to the general public. There are three levels of membership available. For more information on the membership, please contact tel. 020 8223 6888 or e-mail enquiries@sportsdock.co.uk. Please see the Sports Dock website for more information on their facilities <http://www.sportsdock.co.uk/>.

University of East London Students' Union (UELSU)

As a student at one of our collaborative partner institutions, you are not a member of the University of East London Students' Union and **will not** be able to access their services or support in the appeals, complaints, academic misconduct, extenuation and disciplinary procedures. However, you can become a member of your home institution's Students' Union where available.

You are also eligible to apply for a TOTUM (previously NUS Extra) card by selecting University of East London Students' Union from the dropdown list when signing up.

Degree Certificate and Diploma Supplement

Your home institution will receive your degree certificate and a diploma supplement from UEL within 12 weeks from the confirmation of the award. Your home institution will then deliver the degree certificate and diploma supplement to you.

Complaints and Appeals

All collaborative students have access to the UEL appeals procedure.

Partner institutions are responsible for operating their own Complaints Procedure. Upon exhaustion of the partner institutions Complaints Procedure, students will be entitled to access Stage 3: Review of UEL's Complaints Procedure

(<https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>), which shall be administered by UEL.

Students applying to Stage 3: Review of UEL's Complaints Procedure, must provide evidence that they have exhausted the partner institutions Complaints Procedure. Where UEL receives an application to Stage 3: Review of its Complaints Procedure and the student is unable to provide evidence that they have exhausted the partner institutions Complaints Procedure, the complaint shall be referred back to the partner institution.

Graduation Ceremony

Your home institution may hold its own graduation ceremony at which UEL will be represented where possible.

You will also be invited to a UEL Graduation Ceremony. Please see our website for more information the graduation ceremony: <http://www.uel.ac.uk/graduation/>.

Alumni

As a UEL graduate, you will have full access to our alumni services after you have been awarded your degree. For more information, please see the UEL Alumni Network website <http://www.uel.ac.uk/alumni/>.

Collaborative students are entitled to an alumni discount on postgraduate programmes at UEL, further information is available here: <https://www.uel.ac.uk/postgraduate/fees-and-funding/uk-eu-postgraduate/scholarships-and-bursaries/alumni-discount>

Additional costs

Students will be expected to pay additional costs for any of the following items:

- Additional transcript (£15.00)
Students receive their first transcript free of charge with they receive their award certificate. Any copies over and above this first issue will be charged as above per document.
- Award Letter (£10.00)
An official document, which shows course details, start and end date, field of study and final award information. This document comes signed and sealed.
- Certified copy of a certificate (UK £10.00)
A certified (signed and stamped) copy of original award certificate.
- Replacement Award Certificate (UK £40.00)
A replacement certificate if the original has been lost or damaged.
- A replacement Access card (£15.00)
A replacement Access card if the original has been lost or damaged.

APPENDIX D: HEALTH AND SAFETY

COVID-19

Information about the approach CAT is taking to managing the safety of students and staff during the Covid-19 pandemic is available on our website [HERE](#). The page includes a Frequently Asked Questions; please contact the Student Support team if you have any questions that are not included in the FAQ's.

General Statement of Policy

CAT recognises that it has a duty to protect and promote the health, safety and wellbeing of its employees and of visitors to its premises and others who may be affected by the conduct of the Charity's business. Our policy is to:

- (a) Provide and maintain healthy and safe working environments and working practices for its employees.
- (b) Ensure that its activities are conducted on safe premises.
- (c) Ensure the safety and wellbeing of all visitors, students, course participants and residents during their stay.
- (d) Identify hazards and assess, reduce and control risks.
- (e) Develop safe systems and ensure adequate supervision is provided where necessary.
- (f) Provide appropriate information, training and resources to enable employees and registered volunteers to carry out their duties in a manner that prevents harm to themselves or others.
- (g) Encourage employee involvement and personal commitment to achieving the health and safety objectives of the policy.
- (h) Establish a culture of communication to disseminate and exchange information on health and safety policy, performance, current best practice and responsibilities.
- (i) Investigate all accidents at work and cases of work-related ill health and implement appropriate remedial action with the aim of preventing recurrence.
- (j) Record and analyse safety and health statistics.
- (k) Monitor the performance and effectiveness of the policy through regular programmes of relevant audits and review.
- (l) Ensure activities and procedures are conducted in accordance with all legal obligations.

Overall responsibility for the management of Health & Safety lies with the Trustees. The responsible person is the CAT Health and Safety Officer, John Challen (john.challen@cat.org.uk).

The full version of CAT's **Health and Safety Policy** is available on request from the Student Support team (student.support@cat.org.uk)

APPENDIX E: GLOSSARY

CAT	Centre for Alternative Technology
DL	Distance Learning
GB	Green Building
GSE	Graduate School of the Environment
Moodle	Virtual (online) Learning Environment used by UEL and GSE
Panopto	Video recordings of onsite lectures with embedded slides and thumbnails for navigating (accessed from right of Moodle screen for each module)
PGCert	Post Graduate Certificate
PGDip	Post Graduate Diploma
RDP	Dissertation Research Design Proposal
SA	Sustainability and Adaptation
SABE	Sustainability and Adaptation in the Built Environment
SAP	Sustainability and Adaptation Planning
SEPDM	Sustainability in Energy Provision and Demand Management
SSO	Student Support Officer
UEL	University of East London
VLE	Virtual (online) Learning Environment (e.g. Moodle)
WISE	Welsh Institute for Sustainable Education