

# MArch Sustainable Architecture

Centre for Alternative Technology

# COURSE HANDBOOK 2023/24



University of  
East London

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Version History

Not applicable (Version1)

## ACCESSIBILITY NOTICE

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### DOCUMENT CONTROL

This document is updated annually and is available for students to download from the [CAT website](#).

The principal authors of this Student Handbook are Adrian Watson, Tim Coleridge and Carl Meddings, with editing by the Student Support Manager.

A **Glossary** in [Appendix E](#) explains terms and abbreviations used.

Please inform the Student Support team ([student.support@cat.org.uk](mailto:student.support@cat.org.uk)) if you are aware of any inaccuracies or changes that may be needed to this document.



## 1. INTRODUCTION / WELCOME FROM THE CEO

Thank you for choosing to study with the Graduate School of the Environment (GSE) at the Centre for Alternative Technology (CAT) and we would like to extend a warm welcome to you at the beginning of your studies with us. We hope you will find your time as a CAT student intellectually rewarding as well as professionally beneficial.

We're delighted and honored to be leading the work of an internationally renowned environmental charity. We 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 50 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,

*Paul Booth and Eileen Kinsman*

Co-Chief Executive Officers, CAT

## **1.1. THE RELATIONSHIP BETWEEN CAT, GSE AND UEL**

The MArch in Sustainable Architecture is one of a suite of courses that form the current collaborative partnership between CAT and University of East London (UEL), which also includes the integrated Masters Sustainability and Adaptation programmes, comprising of MSc Sustainability and Adaptation (SA); M.Res Sustainability and Adaptation (M.Res); MSc Green Building (GB) and MSc Sustainability in Energy Provision and Demand Management (SEPDM).

The Centre for Alternative Technology (CAT), Machynlleth, Powys is an environmental charity, and these programmes are owned and managed by CAT. The programme content and academic standards are monitored and controlled by UEL. Degrees, Diplomas, and Certificates are awarded by UEL.

These programmes follow the rules and regulations with respect to a UEL-validated programme offered by a third party, and a formal Memorandum of Co-operation (MoC) came into operation from March 2014 and was revised and extended in December 2018. Following the successful 2022 partnership review the MoC will be extended for a further 5 years.

## **1.2. CAT & GSE: AREAS OF EXPERIENCE / EXPERTISE**

The Centre for Alternative Technology (CAT), Machynlleth, Powys, is an environmental charity and visitor centre demonstrating practical solutions for sustainability. Since 1973 CAT's activities have covered all aspects of green living: environmental building, eco-sanitation, woodland management, renewable energy, energy efficiency and organic growing, however due to the evidence emerging about the urgency of environmental change, CAT is now changing focus and is striving to become a centre for teaching adaptation 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 binder as a building material. CAT has an array of installed renewables systems. These include photovoltaic displays; solar thermal; a micro-grid; demonstration off-grid systems and renewable grid-connected systems; several hydro-electric systems; a water-balanced funicular railway, an air-source heat pump; a community heat main; 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 as well as low-flush systems, an off-mains water supply, and an extensive organic garden that can be explored by visitors.

Day-to-day activities include:

- An educational visitor centre which is open 7 days a week, with 7 acres of interactive displays.
- A free information service, answering enquiries on aspects of sustainable living.
- A Graduate School, offering a range of postgraduate degrees in environmental architecture, renewable energy, green building, food, ecology and behaviour change.
- Residential and one-day courses for the public, as well as more specialised courses for builders, engineers, electricians, and plumbers.
- Provision of curriculum-based education to visiting schools, colleges and universities.
- Hosting of residential education trips for schools and colleges in the unique eco-cabins.

- Carrying out educational outreach work, including teacher training and school visits.
- Publishing books on key environmental issues and their solutions.
- Running a successful volunteer programme for those that want to gain hands-on experience.
- Having 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
- The ZCB project aims to provide councils, communities and other organisations with the knowledge, confidence and skills to transform complex economic, social and political systems and achieve net zero greenhouse gas emissions by 2040. It does this through a range of training courses, events, detailed research reports, innovation lab processes and a free online resource hub. We integrate our learning across these activities to continually enhance them and share the best available information with and between those we're working with. .
- 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 five post-graduate programmes, validated by UEL:

- M.Arch Sustainable Architecture (MArch).
- MSc Sustainability and Adaptation (SA).
- MSc Sustainability in Energy Provision and Demand Management (SEPDM).
- MSc Green Building (GB).
- M.Res Sustainability and Adaptation (MRes).

In addition, the following UEL validated programmes are in the process of teach-out and withdrawal and will not be accepting new entrants:

- MSc Sustainability and Adaptation in the Built Environment (SABE).
- MSc Sustainability and Adaptation Planning (SAP).

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

The centrepiece building that houses the teaching spaces used by the GSE is the Wales Institute for Sustainable Education (WISE), the main educational building at CAT, constructed

from low-embodied-energy materials (hemp-lime construction and rammed earth), and winner of a number of Sustainable Architecture prizes in 2011-12. Being built using low-impact and innovative methods and supplied with solar-heated hot water, the building incorporates many of the theoretical concepts of low impact sustainable buildings that are covered within the materials and energy parts of the programme and embodies the ethos of the course and of CAT as a whole.

Across the whole CAT site, students learn within a physical immersive manifestation of low impact building materials, ecosystem services, renewable energies and sustainable practice; facilitating greater understanding of the practicalities and complexities of practical sustainability.

## **2. INTRODUCTION TO THE COURSE**

Welcome to the M.Arch Sustainable Architecture (M.Arch) programme. You have joined a course that has been developed to respond to the pressing need to consider sustainability and sustainable development within the broad contexts of the architectural profession, the built environment industry, human societies and our relationship with the planet.

The programme draws from the expertise in environmental and climate responsive practice that exists at CAT and has been designed to provide you 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 society, to the climate emergency, the cultural and environmental context of sustainability and professional ethics. To achieve this aim, the programme encourages you to think beyond current modes of practice and disciplinary boundaries, question market-driven practice, and understand the constantly changing professional landscape. This programme will encourage and expect 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 to allow you to become professionally qualified as an architect in the United Kingdom. It provides a broad and intensive architectural training that will enable you to gain Architects Registration Board (ARB) Part 2 exemption. Students joining the course will, typically, have previously completed a course with ARB part 1 exemption. If you have joined with an undergraduate degree that does not carry an exemption from ARB's Part 1 examination, you will be required to successfully complete the ARB's Part 1 examination before you will be able to register as an architect in the UK. Registration as an architect in the UK requires exemption from Part 1, Part 2 and, subsequently, Part 3 of the ARB examinations.

## 2.1 PROGRAMME TITLES AND AWARDS OFFERED

**Programme title** M.Arch Sustainable Architecture

Awards offered

Full Programme: M.Arch Sustainable Architecture (M.Arch SA) 240 credits  
(Carries exemption from the ARB Part 2 examination)

Exit awards: PGDip Sustainable Architecture (PGDip SA) 120 credits  
PGCert Sustainable Architecture (PGCert SA) 60 credits

## 2.2 KEY FEATURES OF THE PROGRAMME:

The Programme Leader is Dr Carl Meddings ([carl.meddings@cat.org.uk](mailto:carl.meddings@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 partial 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 a retreat from their day-to-day surroundings allowing and able to 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.

To see the UEL approved 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/>



## **2.3 INTRODUCTION TO PROGRAMME CONTENT**

The M.Arch Sustainable Architecture programme provides you 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 you the opportunity to develop the professional skills required of an architect as well as the confidence, aptitude and critical thinking to allow you to implement sustainability effectively into your work; enhancing your future employability as adaptation for environmental change becomes an ever more urgent priority.

The programme combines theoretical knowledge with practical and design experience, which is carefully designed to underpin your learning journey, and provide a robust platform for your personal development into a rounded, self-reflective learner, able to work and communicate with others with competence, 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, health and life safety, advanced building technologies, practical building skills, and professional practice.

## **2.4 PROGRAMME AIMS AND LEARNING OUTCOMES**

This course is designed to give you the opportunity to:

- gain a systematic understanding of knowledge, and a critical awareness of current architectural and environmental problems to develop new insights from study at the forefront of understanding of sustainable architecture;
- develop a comprehensive understanding of techniques to become a self-reflective architectural practitioner with a clear philosophical position, and the ability to develop built environment solutions that mitigate climate change and environmental problems whilst improving quality of life and human well-being;
- develop the confidence, aptitude and understanding to show originality in the application of knowledge, together with a good practical understanding of how established techniques of research and enquiry can be used to create and interpret knowledge central to architectural sustainability;
- develop into a rounded, self-reflective learner who is proficient to critically evaluate current research methods and interpretation of results and to propose new hypotheses and solutions to technical and environmental problems;
- demonstrate that you have covered the subject material necessary to gain the Part 2 qualifications as prescribed by the ARB at the appropriate learning level.

What you will learn:

Knowledge

1. the planning and designing of settlements that relate to human needs, human scale and environmental challenges;
2. the complex influences that technical, political, legal, social, cultural and non-cultural factors have on the demand, use, provision and supply of energy;
3. the building industry, its changing nature and the role of the architect within it;

4. the histories and theories of architecture and the related arts, technologies and human sciences and how these have influenced architectural design.

#### Thinking skills

1. appropriate technological building solutions to create safe and comfortable buildings that have minimal impacts on the environment and positive influences on the health and well-being of occupants.
2. how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
3. the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, in relation to relevant legislation;
4. systematic, logical, rigorous, iterative and imaginative designing and thinking and the ability to make sound judgements;
5. 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;
6. how to 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.

#### Subject-Based Practical skills

1. question and formulate evidence-based design briefs that address the socio-economic and environmental context;
2. design creative and imaginative buildings and built environments that combine aesthetics, user needs, environmental considerations and technical requirements;
3. 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;
4. 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;
5. evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
6. 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;
7. undertake an extended independent piece of original research and writing on a topic within the field of sustainability and the built environment.

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

1. 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;
2. analyse personal competences and interests with an increased awareness and th

## 2.5 PROGRAMME STRUCTURE

The modules that you will study on the M.Arch Sustainable Architecture programme are presented in the Table below.

**Table 1: Study Modules, in order of study**

Module Code	Module Title	Credits	Core
AR7400	Integrated Design Project 1 (IDP1)	30	Y
AR7410	Architectural Analysis Through Writing (AAW)	15	Y
AR7402	Professional Studies (PS)	15	Y
AR7403	Integrated Design Project 2 (IDP2)	30	Y
AR7411	Build (B)	30	Y
AR7412	Research Paper (RP)	30	Y
AR7407	Technical Research Report (TRR)	30	Y
AR7408	Final Design Project (FDP)	60	Y

The overall credit-rating of this course is 240 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website (see 2.2 above).

To gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

To gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7.

To obtain a Masters (and ARB part 2), you will need to obtain 240 credits at Level 7.

## 2.6 MAPPING

**Table 2: Course structure/modules against ARB criteria**

Module name/abbreviation/module code:	Module name/abbreviation/module code:							
Integrated Design Project 1 / IDP 1 / AR7400	Technical Research Report / TRR / AR7407							
Integrated Design Project 2 / IDP 2 / AR7403	Architectural Analysis through Writing / AAW / AR7410							
Final Design Project / FDP / AR7408	Research Paper / RP / AR7412							
Build / B / AR7411	Professional Studies / PS / AR7402							
	IDP 1 : AR7400	IDP 2 : AR7403	AAW : AR7410	B : AR7411	PS : AR7402	RP : AR7412	TRR : AR7407	FDP : AR7408
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
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						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						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					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	X						X

	IDP 1	IDP 2	AAW	B	PS	RP	TRR	FDP
<b>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:</b>								
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
<b>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:</b>								
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		X	X
GC6.3 the potential impact of building projects on existing and proposed communities	X	X			X	X		
<b>GC7 Understanding of the methods of investigation and preparation of the brief for a design project. The graduate will have an understanding of:</b>								
GC7.1 the need to critically review precedents relevant to the function, organisation, and technological strategy of design projects	X	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
<b>GC8 Understanding of the structural design, constructional and engineering problems associated with building design. The graduate will have an understanding of:</b>								
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	
<b>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:</b>								
GC9.1 principles associated with designing optimum visual, thermal and acoustic environments		X					X	X
GC9.2 systems for environmental comfort realised within relevant precepts of sustainable design		X					X	X
GC9.3 strategies for building services and ability to integrate these in a design project		X					X	X
<b>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:</b>								
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	X

	IDP 1	IDP 2	AAW	B	PS	RP	TRR	FDP
<b>GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</b> 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	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	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			

## 2.6 METHODS OF STUDY

The course delivery is structured around a blend of theoretical and applied learning, incorporating such aspects as studio teaching, design workshops, one-to-one and group tutorials, lecture presentations, written learning resources, numerical tasks, practical activities, small group seminars, student peer-to-peer presentations, group work tasks, and guidance from the academic team. The course will be focused on students gaining theoretical knowledge, understanding and the ability to critically evaluate the field of knowledge and apply that knowledge to the practice of an architect.

Learning is delivered through a combination of formal and informal methods. Teaching and learning strategies include:

Design studio – tutor guided and supported time developing individual designs with peer-to-peer learning opportunities.

Lectures live lecture presentations (with recordings available to review), written lecture resources and audio/video-cast methods.

Seminars on-site face-to-face and through online methods (Teams).

Tutorials on-site face-to-face (group and individual) and through online methods (Teams, Zoom).

Practicals demonstrations, practical workshops, collaborative ateliers, group work.

Presentations live individual or group presentations on-site, individual or group presentations by online methods (through Teams), which can include summative or formative coursework feedback

Teams (supported by Moodle) will be the primary platform for delivering teaching for the periods between the on-site module teaching weeks and for providing materials for self-led

learning. Such materials include written and recorded lectures and notes, tutor hand-outs, handbooks, bibliographies, data, additional reading and extracts.

Each module is accompanied by a channel on Teams and a space on Moodle. In addition, the module tutor and support staff will use these facilities to address any common academic issues and will use Teams to contact students where necessary. It is essential therefore that students have easy and regular access to the Internet and reliable email. Each student is provided with both a CAT and UEL email address.

Whilst much coursework will be individual, enabling students to set their own schedule, for some modules students will be expected to work on a collaboratively with other students from architecture or allied courses.

All students have access to the UEL electronic database and will be entitled to membership of the SCONUL scheme (providing access to other university libraries).

Knowledge is developed through:

- Guided reading
- Lectures, tutorials, and other knowledge-based activities, with feedback
- Practical work activities
- Online discussions and activities

Thinking skills are developed through

- Reflective activities with feedback
- Tutorials
- Online discussions and activities

Practical skills are developed through

- IT activities with feedback
- Practical demonstrations and construction of buildings or parts of buildings
- Research skills-based activities with feedback

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

- Written, drawn and presented work
- Planning activities with feedback
- Project work

### **Study Mode: Full time and Partial part-time**

The course has a unique mode of study that requires attendance at CAT for one week each month between September and July in each of the 2 years of study. The intervening weeks include remote tuition online. To align with part 2 programmes elsewhere the first year of study is referred to as 4<sup>th</sup> Year and the second year of study is referred to as 5<sup>th</sup> Year. It is possible in the second year of study to adjust to a partial part-time mode, spreading the second year of study over two years. The tables below show the typical modes of attendance for the full time and partial part-time routes. Adjusted submission requirements for the partial part-time mode will be given in the module guides.

**Table 3: Study Mode: Full time**

Full-time study mode									
YEAR 1: (4 <sup>th</sup> year)	Monthly visits to CAT								
Month:	IDP1 (30)	AAW (15)	IDP2 (30)	BUILD (30)	RP (30)	PS (15)	FDP (60)	TR (30)	Interim study
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
July									
August <sup>2</sup>									
YEAR 2:	Monthly visits to CAT								
Sept <sup>1</sup>									
October									
November									
December									
January									
February									
March									
April									
May <sup>2</sup>									
June									

1 Study-visit week (away from CAT)

2 Not on site at CAT

**Module names / abbreviations / module code:**

Integrated Design Project 1 / IDP 1 / AR7400	Research Paper / RP / AR7412
Architectural Analysis through Writing / AAW / AR7410	Professional Studies / PS / AR7402
Integrated Design Project 2 / IDP 2 / AR7403	Final Design Project / FDP / AR7408
Build / DBP / AR7411	Technical Report / TR / AR7407



**Table 4: Study Mode: Partial part-time**

Partial Part-time study									
YEAR 1: (4 <sup>th</sup> year)	Monthly visits to CAT								
Month:	IDP1 (30)	AAW (15)	IDP2 (30)	BUILD (30)	RP (30)	PS (15)	FDP (60)	TR (30)	Interim Study
September									
October									
November									
December									
January									
February									
M.Arch									
April									
May									
June				materials					
July				build					
August <sup>2</sup>									
YEAR 2: (Year 5.1)	Monthly visits to CAT								
September <sup>1</sup>									
October									
November									
December									
January									
February									
March <sup>2</sup>									
April									
May <sup>2</sup>									
June									
July <sup>2</sup>									
August <sup>2</sup>									
YEAR 3: (year 5.2)	Monthly visits to CAT								
September									
October									
November									
December									
January									
February									
M.Arch									
April									
May									
June									

1 Study-visit week (away from CAT)

2 Not at CAT

## **2.7 SUMMARY OF MODIFICATIONS SINCE THE PREVIOUS ACADEMIC YEAR**

The MArch programme underwent a full programme review in January 2022 as part of the five-year cycle of reviews between CAT and UEL. This review ensures that the course content aligns with current requirements for prescription through the Architects Registration Board and anticipates changes in professional recognition that will focus on core competencies of ethical practice, health and life safety and, of course, climate change and sustainability. The course in its current format has a very strong emphasis on the acquisition of skills relating to architectural technologies, materials, detailing and applied practical construction skills, through hands on building projects.

## **2.8 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 partial 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).

## **2.9 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 enrolment 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](#).

## **2.10 INTERNATIONAL STUDENTS AND TIER 4 SPONSORSHIP LICENCE**

Programme delivery of the MArch 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 MArch course are currently restricted to Home and EU students.

## **2.11 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.

## **2.12 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 entry and admissions requirements and additional fees as applicable at the time.

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 credit achieved from the completed intermediate award in accordance with UEL's Accreditation of Certificated Learning (ACL) policy.

## **2.13 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 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.

# **3. KEY STAFF, CONTACT DETAILS AND STAFF ROLES**

## **3.1 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).

## **3.2 SCHOOL MANAGEMENT COMMITTEE:**

**CAT CEO:** Paul Booth and Eileen Kinsman

**CAT Director of Finance:** Paul Booth

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

**Programme Leaders**

- **Dr Carl Meddings** ([carl.meddings@cat.org.uk](mailto:carl.meddings@cat.org.uk)) - MArch Sustainable Architecture

- **Tim Coleridge** ([tim.coleridge@cat.org.uk](mailto: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), MSc Sustainability and Adaptation Planning (SAP), MRes Sustainability and Adaptation.
- **Dr Jane Fisher** ([jane.fisher@cat.org.uk](mailto:jane.fisher@cat.org.uk)) - MSc Sustainable Food and Natural Resources (SFNR) MSc Sustainability and Behaviour Change (SBC), and MSc Sustainability and Ecology (SE).
- **Dr Frances Hill** ([frances.hill@cat.org.uk](mailto:frances.hill@cat.org.uk)) - MSc Sustainable Energy Provision and Demand Management (SEPDM).

## CAT/GSE STAFF CONTACTS

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

**Programme Leader:** Dr Carl Meddings ([carl.meddings@cat.org.uk](mailto:carl.meddings@cat.org.uk))

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

**Professors:** Pat Borer MBE ([pat.borer@cat.org.uk](mailto:pat.borer@cat.org.uk))

**Design and Research Tutor:** Zoe Quick ([zoe.quick@cat.org.uk](mailto:zoe.quick@cat.org.uk))

**Design Studio Tutor:** Elinor Gray-Williams ([elinor.gray.williams@cat.org.uk](mailto:elinor.gray.williams@cat.org.uk))

**Student Support Manager:** Jemma Barratt ([jemma.barratt@cat.org.uk](mailto:jemma.barratt@cat.org.uk))

**Student Support Officers:** ([student.support@cat.org.uk](mailto:student.support@cat.org.uk))

Jacob Calland, Diana Gall, Helen Hayes

*(Note: The Student Support Office is normally staffed Monday – Friday 10am - 4pm, either onsite or remotely by email – [student.support@cat.org.uk](mailto:student.support@cat.org.uk))*

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

Name	Email
Tim Coleridge (Senior Lecturer & Programme Leader for MSc SA, SABE, SAP, GB and SEPDM)	<a href="mailto:tim.coleridge@cat.org.uk">tim.coleridge@cat.org.uk</a>
Dr Cathy Cole (Senior Lecturer)	<a href="mailto:cathy.cole@cat.org.uk">cathy.cole@cat.org.uk</a>
Dr Ivor Davies (Senior Lecturer)	<a href="mailto:ivor.davies@cat.org.uk">ivor.davies@cat.org.uk</a>
Dr Jane Fisher (Senior Lecturer and Programme Leader for MSc SBC and SE)	<a href="mailto:jane.fisher@cat.org.uk">jane.fisher@cat.org.uk</a>
Bryce Gilroy-Scott (Senior Lecturer)	<a href="mailto:bryce.scott@cat.org.uk">bryce.scott@cat.org.uk</a>
Louise Halestrap (Senior Lecturer)	<a href="mailto:louise.halestrap@cat.org.uk">louise.halestrap@cat.org.uk</a>
Alexandra Hamer (Senior Lecturer)	<a href="mailto:alexandra.hamer@cat.org.uk">alexandra.hamer@cat.org.uk</a>
Dr Frances Hill (Senior Lecturer and Programme Leader for MSc SEPDM)	<a href="mailto:frances.hill@cat.org.uk">frances.hill@cat.org.uk</a>

Dr Rebecca Kent (senior Lecturer and Programme Leader for MSc SFNR) <u>and Ethics Coordinator</u>	<b><i>rebecca.kent@cat.org.uk</i></b>
Dr Alan Owen (Senior Lecturer)	<b><i>alan.owen@cat.org.uk</i></b>
Anna Poston (Senior Lecturer)	<b><i>anna.poston@cat.org.uk</i></b>
Dr Sam Saville (Senior Lecturer)	<b><i>Sam.saville@cat.org.uk</i></b>
<u>Dr Katharine Steentjes</u> (Senior Lecturer)	<b><i>katharine.steentjes@cat.org.uk</i></b>
Dr Ruth Stevenson (Senior Lecturer)	<b><i>ruth.stevenson@cat.org.uk</i></b>
Dr Rebecca Upton (Senior Lecturer)	<b><i>rebecca.upton@cat.org.uk</i></b>
Emily Westwell (Lecturer)	<b><i>emily.westwell@cat.org.uk</i></b>

### 3.4. MODULE LEADERS

**Table 6: Module Leaders**

<b>Module Code</b>	<b>Module Title</b>	<b>Module Leader/s</b>
AR7400	Integrated Design Project 1 (IDP1)	Gwyn Stacey
AR7410	Architectural Analysis Through Writing (AAW)	Gwyn Stacey
AR7402	Professional Studies (PS)	Carl Meddings
AR7403	Integrated Design Project 2 (IDP2)	Gwyn Stacey
AR7411	Build (B)	Gwyn Stacey
AR7412	Research Paper (RP)	Carl Meddings
AR7407	Technical Research Report (TRR)	Gwyn Stacey
AR7408	Final Design Project (FDP)	Carl Meddings

### 3.5. 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.

### 3.6. UEL LINK PERSON AND COLLABORATIVE ADMINISTRATOR

The **UEL Link Tutor** is Teresa Serrano ([T.Serrano@uel.ac.uk](mailto: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 to meet with the Link Person.

The **UEL Collaborative Academic Partnerships Account Manager** is Thomas Scott ([Thomas.scott@uel.ac.uk](mailto:Thomas.scott@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](mailto:apo@uel.ac.uk)

### **UEL Student Hubs**

UEL Student Hubs offer you a 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](mailto: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](#)

## 4. COURSE OPERATION AND STUDENT REGISTRATION

### 4.1. 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>

### 4.2. 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 address, and reliable access. Access to a webcam (for online meetings), and a printer is recommended.

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

#### 4.3. 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)

## **4.4. 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.

## **4.5. 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](mailto: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'.

## **4.6. 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.

#### **4.7. 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.

## 4.8. 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 typical attendance for a module. Module specific details will be clarified within Module Guides.

**Table 7: Typical Onsite Block Residential Timetable:**

M.Arch Timetable		Teaching week: June-22			Date: 5-11 June			
	DAY	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	DATE	5-Jun	6-Jun	7-Jun	8-Jun	9-Jun	10-Jun	11-Jun
8:00		BREAKFAST 08:00 - 09:00						
9:00	4TH YEAR		Meet the Build Tutors + Build Group Discussions JH + RJ + DB + GS SB	Timber Bridge Building Practical + Milling Remaining Site Timber Coed Gwern	House for Harlech Charette Brief** GS SB + GR	09:00 - 09:45 Airtightness Talk (SB) 09:45 - Airtightness Testing + Sorting timber from stores Rotation**	Dissertation Pecha Kucha CM SB	09:30 Start Water & Sanitation Walk**
	5TH YEAR		Prepare and pin-up presentations, location of boards, check you have everything	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	09.30 Whole Year meeting with External Examiners* DU	FDP individual meetings with external examiner* BT, WW, DU Studio Time (JW)**	Dismantle your FDP display & Assemble ATEC Exhibition
10:30		COFFEE 10:30 - 11:00						
11:00	4TH YEAR		Build Group Discussions JH + RJ + DB + GS SB + River Joining Online	Timber Bridge Building Practical + Milling Remaining Site Timber Coed Gwern	House for Harlech Charette Brief + Milling Remaining Site Timber** GS SB + GR	Airtightness Testing + Sorting timber from stores Rotation** GS + RH(PYC) Self Build + Pole Barn	Dissertation Pecha Kucha CM SB	11:30 Start Feedback & Year Meeting
	5TH YEAR		Final prep for an after lunch start	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP individual meetings with external examiner* BT, WW, DU Studio Time (JW)**	FDP individual meetings with external examiner* BT, WW, DU Studio Time (JW)**	Dismantle your FDP display & Assemble ATEC Exhibition
12:30		LUNCH 12:30 - 13:30						
13:30	4TH YEAR		Studio on Build Projects JH Circulating Groups SB	IDP1 School Proposal Exhibitions at Ysgol Llanfyllin + Milling remaining Site Timber Leave CAT 13:00	House for Harlech Charette Brief + Milling Remaining Site Timber** GS SB + GR	From Studio to Site Workshop GS + PB SB	Studio on Build Projects	
	5TH YEAR	Arrive	FDP final Presentations* AP + CM + EGW BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP individual meetings with external examiner* BT, WW, DU Studio Time (JW)**	Preparing for Degree Show* Studio Time (JW)**	
15:30		TEA 15:30 - 16:00						
16:00	4TH YEAR		Studio on Build Projects SB & GR	IDP1 School Proposal Exhibitions at Ysgol Llanfyllin + Milling remaining Site Timber Leave Ysgol Llanfyllin 17:00	17:00 House for Harlech Charette Exhibition** GS + A Another? SB + GR	From Studio to Site Workshop GS + PB SB	Final Show Celebration	
	5TH YEAR	Prepare and pin-up presentations, location of boards, check you have everything	FDP final Presentations* AP + CM + EGW BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP final Presentations* AP + CM + EGW + PB BT, WW, JW, DU	FDP individual meetings with external examiner* BT, WW, DU Studio Time (JW)**	17:30 Arrival 17:30 Welcome & Official Opening - Degree Show	
17:30		DINNER 17:30 - 19:00						
19:00	4TH YEAR	Year Meeting + Workshop: Planning your Build GS ST	Techie Time: Thermal Bridging	Architecture lecture: Derris O'Sullivan - Ethical Builders & Ethical Professionalism ST	Load testing the Hempcrete Vault	Studio on Build Projects	18:00 - 19:00 - Touring Work 19:00 - Dinner 20:00 - Entertainment (Worldwide Welshman)	
	5TH YEAR	Prepare and pin-up presentations, location of boards, check you have everything	Night Off			Night Off GS Meeting YBO Build Group		

## 4.9. 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. Zoom or Teams) or by phone by prior arrangement; and the associated coursework assignments. Off-site regional meetings with students are occasionally 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**

(Note: This is for example only, subject to confirmation/variation)

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

#### 4.10. 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](mailto:apo@uel.ac.uk).

## 5. 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](#)
- [Student Protection Plan](#)

## 6. COURSE MANAGEMENT

### 6.1. 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).

### 6.2. 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>

### 6.3. 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/)

### 6.4. 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.



## 6.5. 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'.

## 6.6. 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/rebs/>



## 7. 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. You will therefore find that if you do not attend for at least two years (without intermitting), you will be withdrawn from the programme.

## 8. 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: 2023/24 Teaching Weeks (all dates are inclusive)**

Start date	Attendance Requirements
04 September 2023 (Study Visit)	Year 5 only
18 September 2023	Year 4 only
16 October 2023	Year 4 & Year 5
13 November 2023	Year 4 & Year 5
11 December 2023	Year 4 & Year 5
15 January 2024	Year 4 & Year 5
12 February 2024	Year 4 & Year 5
11 March 2024	Year 4 & Year 5
15 April 2024	Year 4 & Year 5
20 May 2024	Year 4 & Year 5
17 June 2024	Year 4 & Year 5
15 July 2024	Year 4 only

## 9. 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/>

## 10. AWARD CERTIFICATES

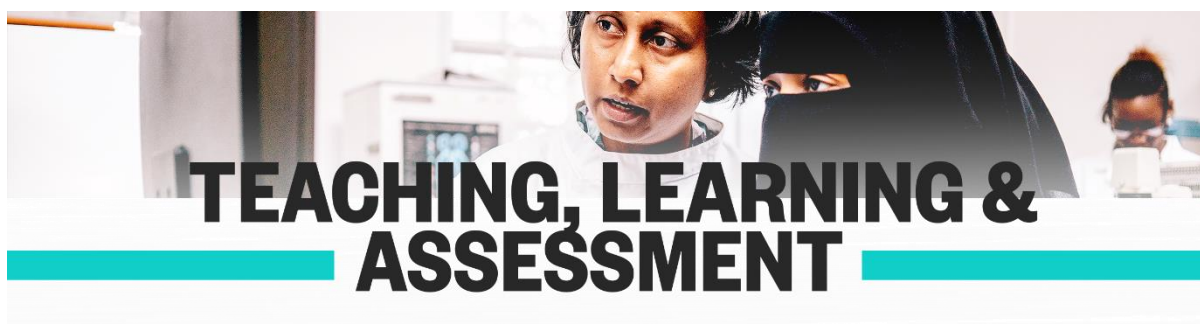
**Award certificates** UEL issues transcripts of results to students, and award certificates to successful students on programmes. Degree certificates are awarded by UEL and then sent to CAT for distribution to students. Students will have the opportunity to attend an award ceremony at CAT.

## 11. NON-ACADEMIC MISCONDUCT

Non-academic matters of student discipline will be governed by the policies, regulations, and procedures of the partner institution. The exception to this is where non-academic disciplinary issues arise on University of East London premises. Under these circumstances, UEL disciplinary and misconduct policies will apply. [You can see these policies by clicking on this link.](#)



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



## 12. ARRANGEMENTS FOR TEACHING, LEARNING & ASSESSMENT

### 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 the 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.

## 12.1. 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.

## **12.2. 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.

## **12.3. 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;
- Seminars – on-site and online;
- Group and individual tutorials – on-site, and via Teams or Zoom and occasionally 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;
- Collaborative ateliers – small group collaborative design/written exercises in support of ongoing coursework
- 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 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 3-5 lectures being provided per on-site week. Associated sets of visual presentations, notes, or audio or video recordings will be made available on TEAMS. A mixture of in-house and visiting lecturers have 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.

**Structured seminars and specialist consultations:** 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 the subjects in more informal contexts, apply knowledge gained from the module lectures to workshop and design activities, discuss and explore more widely around and deeply into subjects that are of particular interest to them and discuss individual design ideas through accompanying tutorials.

**Studio learning and tutorials:** Studio learning and group and one-to-one tutorials form the backbone to architectural education, which relies on learning by doing as a fundamental pedagogic technique. Studio time, running in parallel with one-to-one tutorials and collaborative atelier exercises 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.

## 12.4. 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>



## 12.5. ASSESSMENT GENERAL

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

- Actively promote and celebrate 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: **Jon Greenfield** of Greenfield Architecture & **Professor Rachel Sara**, of Birmingham City University.

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 (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.]*

## 12.6. 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 2023/24. **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.

## 12.7. 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>

## 12.8. 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 20 – 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 12.11 '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.

## **12.9. ACADEMIC YEAR ASSESSMENT OVERVIEW (2023/24)**

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 and Research Paper modules, and the Technology and Professional Studies modules running alongside the design modules.

**Table 10: M.Arch SA Academic Year 20223/2023 Assessment Overview**

*The submission & resubmission dates below may vary – please refer to Module Guides for exact dates*

Year Group	Module Name	Taught	Coursework	% of Module Grade	1st Sub	1st Sub Board	Re-sub	Resub Board
4.0	Integrated Design Project 1	Sep 23 - Jan 24	Design Portfolio	100%	08-Jan-24	Jun-24	04-Jul-24	Oct-24
4.0	Architectural Analysis through Writing	Oct 23 - May 24	<u>Reflective Writing</u>	30%	02-May-24	Jun-24	04-Jul-24	Oct-24
			<u>Essay</u>	70%	23-Nov-23	Jan-24	07-Mar-24	Jun-24
4.0	Integrated Design Project 2	Dec 23 - April 24	Environmental Strategy	40%	07-Mar-24	Jun-24	25-Jul-24	Oct-24
			Design Portfolio	60%	11-Apr-24	Jun-24	25-Jul-24	Oct-24
4.0	Build	Mar 24 - Jul 24	<u>Design and Implementation Portfolio</u>	100%	29-Aug-24	Oct-24	30-Nov-24	Jan-25
5.0	Dissertation	Apr 23 - Nov 24	<u>Dissertation</u>	100%	09-Nov-23	Jan-24	07-Mar-24	Jun-24
5.1	Dissertation	Apr 23 - Jun 24	<u>Dissertation</u>	100%	06-Jun-24	Oct-24	07-Nov-24	Jan-25
5.1	Build	Mar 23 - Jul 23	<u>Design and Implementation Portfolio</u>	100%	07-Dec-23	Jan-24	20-Jun-24	Oct-24
5.0 & 5.1	Professional Studies	Sep 22 - Mar 24	<u>Professional Studies Portfolio</u>	100%	21-Mar-24	Jun-24	04-Jul-24	Oct-24
5.0	Research Paper	Apr 23 - Nov 23	<u>Research Paper</u>	100%	09-Nov-23	Jan-24	07-Mar-24	Jun-24
5.1	Research Paper	Apr 23 - Jun 24	<u>Research Paper</u>	100%	06-Jun-24	Oct-24	07-Nov-24	Jan-25
5.0	Architectural Analysis through Writing2	Sep 23-Dec 23	<u>Self-Reflective Essay</u>	60%	08-Feb-24	Jun-24	04-Jul-24	Oct-24
			<u>Journal &amp; Letter</u>	40%	submitted cohort 21/22			
5.0 & 5.2	Technical Research Report	Oct 23 - May 24	<u>Technical Research Report</u>	100%	02-May-24	Oct-24	07-Nov-24	Jan-25
5.0 & 5.2	Final Design Project	Jul 23 - Jun 24	Final Design Portfolio	100%	13-Jun-24	Oct-24	07-Nov-24	Jan-25
<u>7 Day Ext Allowed</u>								

**Table 11: M.Arch SA Components of Assessment 2023/24**

Module Code	Module Name	Weighting	Components of Assessment	End Product Description
AR7400	Integrated design project (IDP) 1	30 Credits	Design Portfolio (100%)	Design portfolio to include technical research and presentation 5000 word equivalent
AR7410	Architectural Analysis through Writing (AAW)	15 Credits	Reflective Writing (30%)  Essay (70%)	Illustrated reflective writing 1000 word equivalent  Cultural Context Essay 2000 word
AR7402	Professional Studies	15 Credits	Professional Studies portfolio (100%)	3000 word equivalent
AR7403	Integrated design project 2 (IDP) 2	30 Credits	Environmental Strategy (40%)  Design Portfolio (60%)	2000 word equivalent  4000 word equivalent
AR7411	Build (B)	30 Credits	Design and Implementation Portfolio (100%)	Design and implementation portfolio, 5000 word equivalent
AR7412	Research Project (RP)	30 Credits	Research paper (100%)	5000 word
AR7407	Technical Research Report (TRR)	30 Credits	Technical Research Report (100%)	Technical report aligned with strategy for Final Design Project, 5000 word equivalent
AR7408	Final Design Project (FDP)	60 Credits	Final Design Portfolio (100%)	12000 word equivalent

## 12.10. 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.

### **12.11. 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:

**Table 12: Grading bands**

<b>70% - 100%</b>	<b>Distinction</b>
<b>60% - 69%</b>	<b>Merit</b>
<b>50% - 59%</b>	<b>Pass</b>
<b>0% - 49%</b>	<b>Not passed</b>

**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.

## **12.12. 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\*\*\*](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.

**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>**

## 12.13. 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).

## 12.14. GENERAL ASSESSMENT CRITERIA

All coursework assignments are assessed in relation to the grading bands outlined in **Table 12**, above. Final marks obtained for each assignment are expressed as a percentage following the scientific convention for rounding decimal points to the nearest whole number. The final aggregate mark obtained for each module is expressed as a percentage with all decimal points rounded up to the nearest whole number.

**General grading descriptors for Master's work:** All written coursework assignments are assessed in relation to the following general grading descriptors for Master's work:

**80-100.** An accomplished piece of work with no grammatical or other errors. Shows exceptional insight and originality in the use of evidence, which might be from the literature or experiment. Where appropriate, it makes connections between experimental evidence and the literature. Contains material of publishable quality in a peer-reviewed journal. Worthy of retaining for reference.

**70-79.** An original or insightful answer that draws on the student's own observations combined with a critical treatment of the literature. The work demonstrates clear understanding of the subject and current theoretical debates. Contains material that is potentially of publishable quality in a scientific journal paper, and is worthy of retaining for reference.

**60-69.** A well organised, clearly expressed and direct response to the topic, showing broad evidence of reading and good analytical skills. A competent answer that shows a thorough understanding of arguments and evidence and sets them in context. It makes efficient use of relevant reading and examples, where appropriate. The work does not display the outstanding ability, critical acuity or originality that characterises distinction-level answers.

**50-59.** A coherent, adequately structured and expressed response to the topic, showing evidence of adequate critique and sound argument, but little originality or critical insight. A competent yet pedestrian treatment of ideas and concepts from lectures or set reading, but little evidence of deeper understanding and independent critical appraisal. The work is descriptive, lacking the depth of critical analysis that characterizes merit-level answers.

**40-49.** Fails to meet the criteria and requirements of the assignment. The work shows some understanding of the topic and of the broader subject area but includes little evidence of real understanding or detailed knowledge. Contains mistakes, misunderstandings or irrelevant material. Poor organisation and an uncritical approach that is not well expressed.

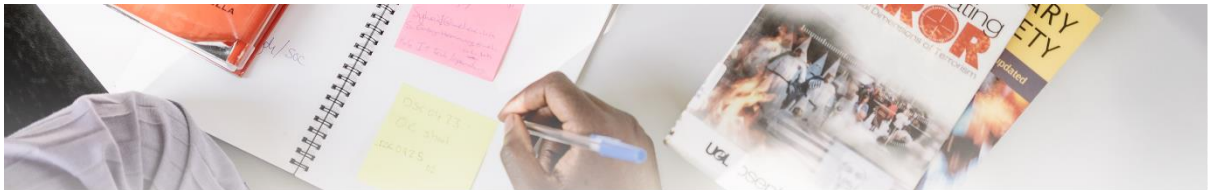
**0-39.** Substantially fails to meet the criteria and requirements of the assignment. At best, not a direct response to the question or topic, but shows some understanding of the general field, or conveys some understanding and argument. At worst, nothing of relevance in answer to the question or topic. Likely to be muddled or incomplete, and inadequately expressed.

**General grading descriptors for the Dissertation module:** A different set of general grading descriptors to that above are used within the assessment of the Dissertation module to take into account the student's treatment of data generated from their primary research – refer to the Dissertation Module Guide for further details.





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



## REFERENCING

### 13. 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.

Please refer to the CAT GSE document below for advice on Referencing. You will need to login with your CAT student email account to access this document.

[Citing and Referencing for GSE Programmes July 2023.pdf](#)



## 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.

## 14. Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:

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

### 14.1. PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS

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

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

#### Definition of Plagiarism



Our University defines plagiarism and other academic misconduct in Part 8 of the UEL Manual of General Regulations (to which all students are referred upon joining UEL). The submission of material (written, visual or oral), originally produced by another person or persons or oneself, without due acknowledgement\*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an)other(s) or oneself, without acknowledgement or reference\*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such misconduct is typically described as plagiarism and collusion.)

The following note is attached:

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

### **Plagiarism in greater detail**

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

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

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

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

### **Collusion**

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



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



## 15. 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 Research Integrity and Ethics Document page](#)



## 16. Placement Arrangements

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



## 17. 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](mailto: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.

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



## 17.2 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 (or otherwise agreed) 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 support the presence of 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. Students with significant mental health issues are advised to seek support from their GP or another medical practitioner where appropriate.

## 23.3. 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>

## 23.4. 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](http://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)

## **17.5. 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>

## **17.6. 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/>

## **17.7. 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.

## **17.8. 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 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>





## 18. LIBRARY AND RESOURCES

Appendix\_D 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](mailto:apo@uel.ac.uk)), who will be happy to advise you further.

### 18.1. 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 organisation' 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.

A useful place for information about the UEL Library, Archives and Learning Services Intranet. You can get to this from the 'Current Students: Library Login link on the UEL website: <https://www.uel.ac.uk/student-life/library> (login required). Also the Library's YouTube channel has lots of videos to get you started: UEL Library, Archives and Learning Services - YouTube

**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](mailto: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.

## 18.2. UEL DIRECT

### How to log in to UEL Direct:

1. Log on to <https://www.uel.ac.uk/students>
2. Click on 'ENTER UEL DIRECT' Log in;
3. Enter your user name... the letter u in front of your student number (e.g. u1234567);
4. Enter your network password (your initial password is your date of birth in the format dd-mm-yy i.e. enter 29-feb-80 if your date of birth is 29 February 1980; the hyphens are important);
5. Go to your "To do list"
6. In your In tray, under "Action", click on "Please sign-up with UEL" (returning students click on "Please confirm details")
7. Follow the on-screen instructions
8. Remember to log out after completing the Sign-up/Confirm details task. (On-screen instructions exist.)

### To view your results on UEL Direct:

Log on to <https://www.uel.ac.uk/students>

1. Click on 'ENTER UEL DIRECT' Log in;
2. Log-in as described above;
3. Go to 'My record' and 'Module results'

If you have problems accessing UEL Direct, including password reset, please contact the UEL IT Services helpdesk via:

Telephone 0208 223 2468

Email [servicedesk@uel.ac.uk](mailto:servicedesk@uel.ac.uk)

Website <https://www.uel.ac.uk/discover/professional-services/it-services>

## 18.3. 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), SAP, SBEM, THERM, 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 wastewater 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/staffs for and angle measuring equipment;
- A range of specialist simulation and design software;
- A selection of textbooks 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.



## **19. 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 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.

### **19.1. QUALITY ASSURANCE AGENCY REVIEWS**

The Quality Assurance Agency for Higher Education (QAA) is an independent charity that works to benefit students and higher education providers, and is one of the world's experts in quality assurance. Their main work is to review Higher Education, against the expectations of the UK Quality Code (<https://www.qaa.ac.uk/quality-code>) and provide advice and guidance for governments, regulatory agencies and higher education institutions globally to benefit UK higher education and its international reputation. The Quality Code is a key reference point for UK higher education, and enables education providers to understand what is expected of them in the interest of the public and students.

The QAA conducted a Gateway Quality Review of CAT in March 2022. The main purpose of the review was to investigate the higher education provision and to make judgments as to whether or not academic standards and quality meet UK expectations. The review expressed confidence that 'academic standards are reliable, meet UK requirements, and are reasonably comparable' - the highest judgement available through the review process. <https://www.qaa.ac.uk/news-events/news/positive-judgement-for-centre-for-alternative-technology-after-qaa-review>

**The independent QAA review team formed the following judgments about the higher education provision offered at the Centre for Alternative Technology:**



- There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable
  - There can be confidence that the quality of the student academic experience meets baseline regulatory requirements

The full report can be downloaded from the QAA web site via:

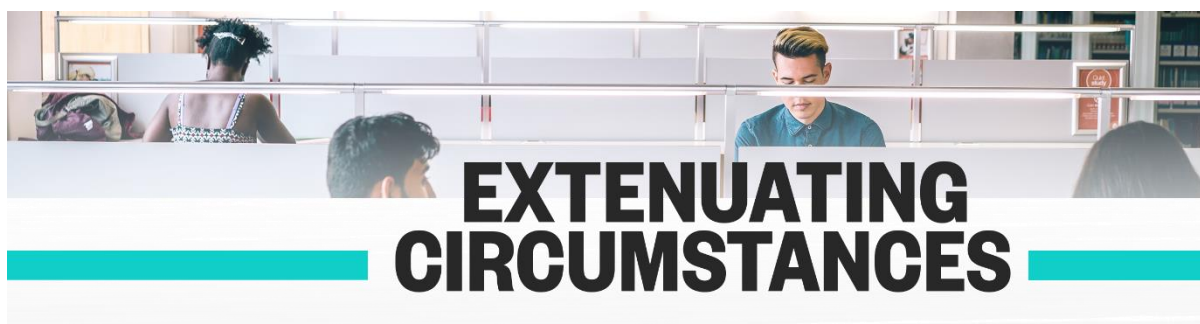
**<https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Centre-for-Alternative-Technology>**

The QAA website gives more information about QAA ([www.qaa.ac.uk](http://www.qaa.ac.uk)) and explains the method for Gateway Quality Review (Wales) (<https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/gateway-quality-review-wales#:~:text=The%20Gateway%20Quality%20Review%20is,the%20protection%20of%20academic%20standards> ).

CAT's Annual Quality Report including action plan is available in the 'Quality Management' folder on Moodle.



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



## 20. Extenuating Circumstances are circumstances which:

**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.

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/>.

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.

### **26.1. 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](#).

### **26.2. 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>

### **26.3. COURSEWORK EXTENSIONS**

Where illness or other verifiable cause will prevent a student from completing an assessment, consideration will be given to allowing an extension upon receipt of a completed application form and appropriate supporting evidence.

Applications for automatic coursework extensions should be made by no later than 72 hours before a published deadline. Applications received within 72 hours of the deadline may still be considered, however applications submitted after the submission deadline has passed cannot be considered unless there are special mitigating circumstances that prevented the student from applying.

In one academic year, a student normally has three opportunities to request an automatic assessment extension for a piece of course work (one per term). This applies equally to both full or part time modes of study.

Term 1 Modules operating from September to January inc.

Term 2 Modules operating from February to Apr inc

Term 3 Modules operating from May to July inc,

Any student wishing to engage with an automatic extension or extenuation can only do so by submitting an application. The link to the online form for extension and extenuation requests can be found within these guidelines. A copy of the extension request can also be found in Appendix A

An automatic extension will extend an assessment deadline up to a maximum of 7 calendar days. No further extension to that assessment deadline will be permitted. Work submitted after the 7 calendar days deadline will receive a zero grade and fail



More information and student guidance notes can be found within the CAT Extension Policy and CAT Extenuating Circumstances Policy within the Student Area of the CAT GSE Website: <https://cat.org.uk/courses-and-training/graduate-school/studying/students/>



CAT GSE Policies and Procedures can be found in the [Current Student area of the CAT Website](#) (click here). This includes:

- [Student Charter](#)
- [Student Admission Policy and Procedure](#)
- [Complaints Policy and Procedures](#)
- [Student Disciplinary Regulations and Procedures](#)
- [Equal Opportunities Policy Statement](#)
- [GSE Student Support and Welfare Services](#)
- [GSE Academic Integrity Policy and Procedures](#)
- [CAT - PREVENT Policy for Speakers and Events](#)
- [CAT Designated Event Process](#)
- [CAT - PREVENT Policy for Freedom of Speech](#)
- [CAT Extension Policy and Application Form](#)
- [CAT Extenuating Circumstances Policy and Procedures \(UEL\)](#)
- [Student Progression Rules](#)
- [Student Withdrawal Policy](#)
- [Student protection plan](#)

Application forms for the following can be found in the [GSE Form Hub \(click here\)](#):

- [Extenuating Circumstances Application Form](#)
- [Sudden & Severe Change of Circumstances Application Form](#)
- [Intermission Application Form](#)
- [Programme Transfer Application Form](#)
- [Programme Withdrawal Form](#)
- [RDP Submission Deferral Form](#)

UEL Services can be found using the following links:

- [IT Support](#)
- [Library Archives and Learning Services](#)
- [Manual of General Regulations](#)

## APPENDIX A: ACADEMIC APPEALS

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

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

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at

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

To help you decide whether your query would be an Appeal or Complaint, please refer to <https://bit.ly/3tWo2ky>

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

## APPENDIX B: COMPLAINTS

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

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

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

Students wishing to submit a complaint must, in the first instance, follow the complaints policy of which aligns to the Office of the Independent Adjudicator's good practice framework (<https://www.oiahe.org.uk/media/96361/oia-good-practice-framework.pdf> ). The [Enter Partner Name Here](#) complaints policy is available at: [insert link to collaborative partner complaints policy]

[Enter Partner Name Here](#) will administer all stages of its complaints policy and, upon exhaustion of this policy, will issue a formal letter to the complainant notifying them that its complaints policy has been exhausted. If the complainant is still not satisfied with the outcome they will be entitled to request that the University of East London undertake a review of their complaint.

The University of East London will conduct a review of the complaint in accordance with Stage 3 of its own Complaints Procedure. The University of East London Complaints Procedure is available at: <https://bit.ly/3NEcvyl>



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

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of [Enter Partner Name Here](#) staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

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

If you would like to request that the University of East London undertake a review, following the exhaustion of the [Enter Partner Name Here](#) complaints policy, please email the Complaints and Appeals Office at [complaints@uel.ac.uk](mailto:complaints@uel.ac.uk)

## APPENDIX C: 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
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

[END]