Kazan State University for Architecture and Engineering

IN COLLABORATION WITH

University of East London

School of Architecture, Computing and Engineering

BSc (Hons) Construction & Industry Management
Programme Handbook

Academic Year 2018/19

CONTENTS   Page

APPENDICES

1. Introduction / /Welcome from the Principal

Dear Student,

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

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

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

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

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

Besides ensuring the consistently high academic standards of our programmes, our curriculum is innovative, flexible and rigorous, allowing students greater flexibility in planning and managing their study schedule, by combining both classroom taught mode and e-Learning. This enables students to incorporate some co-curricular activities into their schedule, in order

for them to enhance their physiological and social well-being, as well as to network with other fellow students.

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

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

Sincerely,

Prof. Rashit Nizamov
Rector

2. Introduction to the Programme

Programme duration and modes of study

The BSc (Hons) in Construction & Industry Management is a three year course and comprises twelve 30 credit core modules, four per year. It is a full time course studied on campus at KSUAE.

Programme aims and objectives

In recent years, the Volga region has developed intensively. To maintain this trend and the flow of economic investments a new approach to design and construction is required in the framework of contemporary trends. As a consequence of this growth the field of construction and industry management requires highly qualified specialists familiar with advanced European technologies. Graduates with the diploma of the European university will be more competitive in their careers. Fluency with English language and specific knowledge from the double degree programme graduates will be able to find job in international companies operating both in Russia and in Europe.

The knowledge exchange and cross-disciplinary research and discussions between ACE UEL and KSUAE staff are constructive and beneficial for both universities and regional economy of Russia.

For Russian education system the joint project UEL – KSUAE is innovative. In the beginning we chose a validation model (not franchise) where was used Russian curriculum as knowledge base, added extra skills development (professional training), generated learning outcomes (integrated curricula), made small extra teaching to give additional perspectives to students and finally created 'Dual Award'.

Implementation of "dual degree" programs contributes to the quality of educational services, competitiveness and ranking of the University on internal and external markets of educational services, increasing opportunities for international partnerships. At the same time, through the delegation of administration responsibilities and training of the Russian University, the cost remains at a low level.

Employers, developers in Tatarstan are interested in the specialists with competence in the field of construction and industry management. KSUAE is the only university in Tatarstan able to train such specialists, now in cooperation with UEL. Students interested in gaining additional knowledge and practical skills in this field from UK&RU specialists. Russian graduates are interested in getting of an international degree to enhance competitiveness in the global labor market. Student feedbacks and the External Examiner's reports help us to improve the programmes and modules that we offer.

The BSc Construction & Industry Management course will provide an honours degree programme of the highest quality in the management and development of the built environment within the context of construction business administration and analysis.

On this course, you will gain a thorough grounding in the use of business management techniques and how they apply to the purposes and processes within the construction industry. You will also gain knowledge of construction planning methods and processes, project finance and accounting, project planning, and the regulatory framework in which they operates. You will also get an appreciation of the need for efficient delivery of a project in terms of time, cost, and quality with specific emphasis on the following aims:

- To develop the intellectual and practical skills involved in managing the finances and costs of built environment projects, all within the context of changing social, economic, legal, technological, and political constraints and/or opportunities;

- To understand economic theory, including resource allocation models; valuation methods; financial management; planning; construction industry economics; and business management

- To recognise the linkages between finance and construction, including the work involved in both civil engineering and infrastructure, particularly with regard to effective production planning and the use / re-use of buildings or fixed assets and the impact of these on cost and value.

- To undertake measurement and cost evaluation: both quantitatively and qualitatively of land and built assets within the procurement process, and be able to understand the cost control mechanisms which operate during the development of a project

- To prepare students for professional management careers in the construction industry who are adaptable with appropriate professional and transferable skills, and are highly employable.

Programme learning outcomes

Knowledge

- Demonstrate an understanding of the core subject areas of construction and cost management (finance, management, business technology)
- Select and use effectively a range of appropriate means of communication including information technology to assist the construction process
- Understand the short and long-term needs of businesses and other types of construction organisation
- Demonstrate an awareness of construction cost management and building asset investment in its national and international contexts

Thinking skills

- Assess the financial and cost factors affecting construction & civil engineering development projects
- Contribute to the development of organisational strategies and processes within the construction industry
- Investigate and assess factors affecting potential developments and business investments within the built environment
- Apply the processes of critical analysis and reflection to research projects in construction cost management

Subject-Based Practical skills

- Apply management and cost principles and practice to the solution of construction management problems
- Apply software to the solution of problems in construction and cost management manage the process of property transactions and agreements
- Value and assess built assets on the basis of a variety of relevant factors
- Implement procurement and contract processes

Skills for life and work (general skills)

- Manage teams and develop good working relationships and professional practice.
- Analyse working relationships and interactions and evaluate their own strengths and weaknesses in a professional context.
- Apply a logical approach to problem solving
- Be self-aware and competent in self-management

PROGRAMME STRUCTURE

The three year course comprises twelve 30 credit core modules with no options. Most modules are specific to this course but there are some shared modules from the separate course BSc (Hons) Construction Economics due to the linked nature of construction economics and construction management.

The first year (level 4) modules enable you to understand the basics of the construction industry business including the human and physical resources need to be procured for a construction project. There is a strong emphasis on the underlying economics of business and the tools to monitor performance such as statistical analysis.

During the second year (level 5) you will develop your technical knowledge and understanding of the management of construction operations involved in the manufacturing processes and the internal organisational and financial issues within a design or contracting company. You also are exposed to the aspects of the commercial business environment studying stakeholder (client) requirements, promoting the business, and using various key performance indicators to improve performance. This involves the use of accounting skills which are deliver alongside the construction business aspects.

In the final year at Level 6 you have an opportunity to develop your professional financial skills involved in both new-build investments and managing existing estates and facilities.   You also undertake work that would be expected of any property based construction professional involved in investing property assets. The Final Year Individual Project module is the culmination of both your journey to be proficient in technical English language but also an opportunity for you to explore your chosen construction industry management specialism as part of your individual project.

It is a course requirement that this final Project module is assessed in English therefore you are provided with 4 hours English language tuition per week at levels 4 and 5. It is critical that you demonstrate your English abilities by passing the English test exam with a grade not less than level B2 (equivalent to IELTS 5.5) prior to starting the Final Project module.

PROGRAMME STRUCTURE DIAGRAM:

Level	Module Code	Module Title	Credits	Status
4	EV4101	Principles of Work and the Labour Market	30	Core
4	EV4102	Basis of Construction Economics	30	Core
4	EV4103	Statistics	30	Core
4	EV4104	Human Resources Management in Construction	30	Core
5	EV5101	Construction Industry Marketing	30	Core
5	EV5102	Accounting and Analysis for Construction	30	Core
5	EV5103	Organisational and Financial Management in the Construction Industry	30	Core
5	EV5104	Construction Planning and Organisation	30	Core

6	EV6101	Real Estate Economics and Property Valuation	30	Core
6	EV6102	Cost Estimating in Construction	30	Core
6	EV6103	Construction related Investment Analysis	30	Core
6	EV6104	Final Year Individual Project	30	Core

Programme specification

The programme specifications provide detailed information about our undergraduate BSc (Hons) Construction & Industry Management degree programme and it can be found from the following weblink: *http://www.uel.ac.uk/programmes* and *http://www.kgasu.ru/education/programma-dvoynykh-diplomov/* .

Induction to the BSc (Hons) Construction & Industry Management programme

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

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

The Induction Programme:

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

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

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

The induction programme takes place in two parts:

- Director's welcome & introduction
- Aims and objectives of the programmes
- Introduction to the Collaborative Partner (UEL)
- A tour of campus facilities
- Programme Induction and distribution of handbooks
- Introduction to KSUAE's online resources and library resources
- Explanation of style of learning / study at undergraduate and postgraduate level, access to teaching assistants.
- Registry Officer on attendance, and visa requirements, complaints, appeals, student representatives, plagiarism
- Examinations officer on examinations
- School manager on professional conduct whilst at KSUAE and respect for self and others
- Social activities introduction by events manager
- Explanation of the role of the personal academic tutors
- Registration and enrolment of students
- Distribution of time tables

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

Please note that KSUAE and UEL expect you to attend *all* scheduled classes and other activities, and that the teaching programme is structured in that expectation. We shall monitor your attendance and may de-register you from any modules where you have not been present for scheduled activities. The UEL policy on Attendance is summarised in Appendix C and can also be found at:

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

3. Key staff and contact details

All academic staff from UEL and KSUAE who teaches on the programmes has a wide range of practice, research and training experience, and come from a wide range of disciplines. Therefore, they are well placed to be able to help students to integrate their personal/experiential, practical and theoretical aspects of the programme.

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

Address: Zelenaya St., 1

420043 Kazan, RUSSIA

E-mail: **interksaba@mail.ru**

Website: **https://www.kgasu.ru/education/programma-dvoynykh-diplomov/**

The programme Leader for your course is Dr. Lilia Faizullina and her contact details are *lilechkin@mail.ru* . She is also the first year Personal Development Tutor.

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

Contact details for the various **module staff** are shown in the Table below:

Module Code	Module Title	Module Leader	Contact Details
EV4101	Principles of Work and the Labour Market	Nizamova A.Sh.	*adilya_kazan@mail.ru*
EV4102	Basis of Construction Economics	Muharramova E.R.	*emrra@yandex.ru*
EV4103	Statistics	Kharisova G.M.	*rida@mail.ru*
EV4104	Human Resources Management in Construction	Sayfulina F.M.	*dkmff@mail.ru*
EV5101	Construction Industry Marketing	Pavlov V.P.	*dodon47@mail.ru*
EV5102	Accounting and Analysis for Construction	Evstafyeva A.Kh.	*evalsu@yandex.ru*
EV5103	Organisational and Financial Management in the Construction Industry	Shaghiakhmetova E.I.	*elvirale@mail.ru*
EV5104	Construction Planning and Organisation	Medyanik Y.B.	*julia-707@mail.ru*
EV6101	Real Estate Economics and Property Valuation	Faizullina L.I.	*lilechkin@mail.ru*
EV6102	Cost Estimating in Construction	Nizamova A.Sh.	*adilya_kazan@mail.ru*
EV6103	Construction Related Investment Analysis	Faizullina L.I.	*lilechkin@mail.ru*
EV6104	Final Year Individual Project	Faizullina L.I.	*lilechkin@mail.ru*

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

Circumstances in which the student can access UEL directly:

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

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

Solomon Alexis - *a.s.alexis@uel.ac.uk*

And the nominated administrator at UEL is:

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

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

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*.

4. Programme Operation and Student Registration

Admissions, Enrolment, Registration Arrangements

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

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

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

Once you have enrolled with UEL, please check your UEL email regularly (at least weekly) for important messages regarding the programme. For your first access to all UEL computer systems your password is the letter 'u' followed by your seven digit student number that will be emailed to you. Your password is your date of birth dd-mm-yy. You should access all of the systems as soon as possible and change your passwords.

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

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

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

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

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

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

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

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

- On the UEL home page *www.uel.ac.uk* select UEL Direct log on
- Enter your user name and password when prompted
- Select Moodle from the menu bar

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

Expectations

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

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

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

In return, we expect you, as adult learners, to take responsibility for your own learning and progress. At KSUAE, we offer opportunities to learn and develop – you are the one who must

do the work. We expect you to fully engage in your degree course at UEL and work to the best standard you can achieve in your academic studies.

In particular we expect you to:

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

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

5. Teaching, Learning and Assessment

Teaching and Learning

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

Knowledge is developed through:

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

Thinking skills are developed through:

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

Practical skills are developed through:

- IT activities with feedback
- Research skills-based activities with feedback
- Seminar preparation and presentations
- Applying technical regulations to given scenarios
- Application to real life and simulated case studies
- Language conversation workshops

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

- The demands of the study medium
- Planning activities with feedback
- Project and team work
- Using specialist ICT and software

Delivery of the modules is by formal lectures supplemented by tutorials, seminars, workshops, laboratory exercises, site visits and practical sessions. The 30-credit modules run over the whole year with the coursework and practical assessments carried out between November and June depending on the module.

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

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

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

Most academic staff will have no objection to you recording lectures and we request that you ask permission from the academic member of staff before recording their lecture. Such recordings must, however, be for your own private use only. Lending or selling them to anyone else, or placing the recording on a web site, or any other form of reproduction is an infringement of copyright and will be considered to have contravened the disciplinary regulations of our University.

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

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

Assessment

To reflect the varying objectives and content of the modules, a variety of forms of assessment are used. This includes a variety of coursework such as essays and practical reports, timed essays, written and multiple-choice exams, and group exercises. The balance between coursework and examination in all levels will vary, though there will be an increasing emphasis on formal examination.

Each module will give you details of the assessment for that module, and indicate the criteria by which your work will be judged. In general, you will find that more is expected of you as you

move through the programme. The Module Specification in Section 6 of this Handbook provides detailed information of the weighting and type of each module assessment.

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

Assessment courseworks all have deadline submission dates and must be adhered to by all students. Further details of hand in dates will be provided by your module tutor in their Module Guide or on KSUAE / UEL's Moodle page. Work which is submitted after the due date (or such extended date as agreed) but within 24 hours of original submission time will receive a 5% penalty. Any work received after 24 hours of the due date will receive zero marks but may be applicable for an Extenuation application.   If an 'unpredictable' or 'unpreventable' event does affect your ability to meet a coursework deadline, then you should apply for extenuating circumstances. For further information please visit: *www.uel.ac.uk/qa/extenuation.htm*

In order to pass a module you must achieve an aggregate of 40% based on all the module component assessments. If you fail a component (i.e. achieve less than 30%) or the aggregate mark for the module is less than 40% you can undertake to resit the failed components during the following summer resit period.   If you pass the resit component (and also achieve an aggregate mark of 40% for the module) the mark is then capped at 40% and that is then reflected in your final module mark as you progress to the next level. If you do not pass a module on reassessment you are only entitled to repeat the module where agreed by the Progression Board. They may agree that you can retake one module (up to 30 credits) or an entire level of study on the programme. Where the latter is agreed, you are required to retake all modules from that level and none of the previous marks on the module(s) will be carried forward, fortunately none of the subsequent component marks will be capped.

Assessment at Level 4 is largely diagnostic and although you must achieve an overall pass this does not contribute towards your final degree classification. It is designed to help you to develop the necessary knowledge and skills to succeed in later stages of the programme.

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

Final Classification Grade

In order to gain an <u>honours</u> degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level 4 or higher
- A minimum of 120 credits at level 5 or higher
- A minimum of 120 credits at level 6 or higher

In order to gain an <u>ordinary degree</u> you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level 4 or higher
- A minimum of 120 credits at level 5 or higher
- A minimum of 60 credits at level 6 or higher

In order to gain a <u>Diploma of Higher Education</u> you will need to obtain at least 240 credits including a minimum of 120 credits at level 4 or higher and 120 credits at level 5 or higher. In order to gain a <u>Certificate of Higher Education</u> you will need to obtain 120 credits at level 4 or higher, but a minimum of 20 credits at level 4 or higher will enable to achieve an Associate Certificate of Higher Education.

Degree Classification

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

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

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

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

0% - 39%	Not passed

These awards are considered as part of UEL's normal academic administration processes which include a summer Progression Board followed by an Award Board every year. For further information you are referred to Academic Framework Regulations: ***http://www.uel.ac.uk/wwwmedia/internal/qa/policies/Academic-Framework---Assessment-Regulations-Section-3-updated-June-2014.doc***

Policy on Assessment and Feedback

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

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

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

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

Academic Integrity

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

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

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

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

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

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

The University of East London conducts high quality, innovative research and is guided by the principles and standards outlined in The Concordat to Support Research Integrity, 2012; the University's Code of Practice for Research; Code of Practice for Research Ethics and Procedures for the Investigation of Misconduct in Research, for staff and students. The Concordat seeks to provide a national framework for good research governance and its conduct, and applies to all fields of research supporting a research environment that is underpinned by ethical values.

The University adheres to its responsibility to support and promote the highest standards of rigour and integrity and embed a culture of honesty, transparency, care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld. Students should consult the University's Code of Practice for Research and Code of Practice for Research Ethics, and as such, be familiar with the University's policies and procedures for research integrity and ethics and agree to abide by the regulations: *https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/Ethics.aspx*

Research Ethics

Research involving human participants, human material, including human tissue, embryos, foetuses and bodily fluids, from living or deceased participants, human data, personal,

sensitive or otherwise, or non-human animal should comply with all legal and ethical requirements and other applicable guidelines. The University has established various Research Ethics Committees at University, School and College level to ensure appropriate ethical review of research projects involving human participation, human material or personal data. A proposed research study may require ethical approval from the main University Research Ethics Committee (UREC), one of the School Research Ethics Committees (SRECs), one of the College Research Ethics Boards (CREBs) or where applicable, Collaborative Partner Research Ethics Committees (CRECs). UREC reviews ethics applications from staff, MPhil, PhD, Post and Professional Doctorates and Masters by Research students. Please note, that Professional Doctorates from the School of Psychology are reviewed by the School of Psychology SREC. SRECs, CREBs and CRECs consider applications for ethical approval from taught Masters and undergraduate students.

Research involving human participation, human material or personal or sensitive data, where necessary, will require formal approval from UREC, SREC, CREB or CREC before the research commences. Students should submit research projects involving human participants, human material, personal or sensitive data or non-human animal for ethical review, to one of the University's Research Ethics Committees listed above, and abide by the outcome of the review. The application for ethical approval should be submitted alongside copies of any supporting documentation which will be given to the participants, including a Participant Information Sheet, Consent Form, interview schedule, indicative topic guide, self-completion survey or questionnaire, debrief letter, and recruitment poster, where appropriate.

The Research Ethics Committees ensure that appropriate procedures for obtaining informed consent are observed, having particular regard to the needs and capacity of the subjects involved. The dignity, rights, safety and well-being of participants must be the primary consideration in any research study. Appropriate care must be taken when research projects involve vulnerable groups, such as elderly people, children, people with mental ill-health, and covert studies or other forms of research which do not involve full disclosure of the research to participants. The University's Research Ethics Committees also ensure that research projects of this nature have been submitted for approval to all applicable external bodies; ethical, regulatory or otherwise.

https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/Ethics.aspx

Students who wish to conduct research in the NHS or Health and Social Care must apply to the NHS for ethical approval through the Integrated Research Application System (IRAS). The online application for ethical approval will be reviewed by a NHS or Social Care Research

Ethics Committee. Students who are conducting research with only NHS staff or only using NHS premises are required to apply to the relevant University Research Ethics Committee; UREC, SREC, CREB or CREC and the Health Research Authority (HRA) for ethical approval. Students should seek guidance from their supervisor to ensure that ethical approval is sought from the appropriate body.

Students conducting studies under the auspices of any of the UK Departments of Health and/or the HRA are required to submit copies of their NHS, Social Care or HRA ethics approval letter, Local Information pack, IRAS application form and a PDF of the IRAS document checklist to the UREC Committee. UREC will grant consent for the study and issue a combined approval and sponsorship letter, for the research, on behalf of the University. The University acts as a sponsor for NHS or Social Care approved research projects, and students should conduct their studies in accordance with the conditions specified in the NHS, Social Care or HRA ethics approval letter.

http://www.hra.nhs.uk/research-community/hra-approval-the-new-process-for-the-nhs-in-england

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

The University complies with all applicable Data Protection laws and students should consult the University's Data Management policies: *https://uelac.sharepoint.com/ITServices/Pages/Our-Policies.aspx*

While preparatory activity is permitted, no formal contact with potential participants, recruitment of human participants or data collection for the research study may commence until ethical approval from UREC, SREC, CREB, CREC, or a NHS or Social Care Research Ethics Committee is confirmed. Students must conduct the research project in accordance with the University's policies and the conditions of ethical approval specified in the ethics

approval letter, throughout the length of the study. Amendments to an approved research study must be submitted to the relevant Research Ethics Committee for review, and ethical approval obtained before any changes to the project may be implemented. Please be aware, ethical approval for research projects cannot be granted retrospectively. Research conducted with human participants or human material, without ethical approval from the appropriate Research Ethics Committee, is considered misconduct in research and as such, students may be subject to formal investigation, which can result in the termination of the research project and misconduct proceedings.

https://uelac.sharepoint.com/ResearchInnovationandEnterprise/Pages/Ethics.aspx

Risk Assessment

The University has a duty of care to its researchers and a responsibility to safeguard the welfare of research participants. Risk management should be considered at the same time as planning a research project. A comprehensive risk assessment helps to identify and evaluate potential hazards associated with the research project. Students in consultation with their supervisors should put control measures in place to minimise the likelihood of an event occurring that will cause harm. A risk assessment must be completed for research taking place within and outside of the University, fieldwork and research conducted overseas, before the project commences. If students consider that human participants in their, or others' research, are subject to unreasonable risk or harm, they must report the concerns to their supervisor and, where necessary, to the appropriate regulatory authority. Similarly, concerns relating to the improper and/or unlicensed use or storage of human material or non-human animal, or the improper use or storage of personal or sensitive data, should also be reported.

Further guidance on risk assessments can be found in the University's Health & Safety Handbook: *https://uelac.sharepoint.com/HealthandSafetyUnit/Pages/H%26S-Handbook.aspx*

6. Module Specifications

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

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

Module Specification

Module Title: Principles of Work and the Labour Market	Module Code: EV4101 Level: 4 Credit: 30 ECTS credit: 15	Module Leader: Nizamova A. Sh.
Pre-requisite:		Pre-cursor:
Co-requisite:		Excluded combinations:
Location of delivery: other Kazan State University of Architecture and Engineering.		

Main aim(s) of the module:
To understand the basics of labour supply and demand in constructing, and know the different organisational systems used in the built environment and construction related companies. Also to develop professional judgement in understanding the responsibility for the direction of labour.

Main topics of study:
- The content and objectives of the organisation of labour   - Human resources and labour efficiency.   - Organisation and maintenance jobs.   - Conditions in the workplace.   - Scientific organisation of work of employees   - Standards for the valuation of labour   - Production and labour processes and their study   - Methodological basis for the setting of norms of labour costs of certain categories of workers.   - Apportioning of labour within the production processes   - Fundamentals of wage designation and current trends in wages

- The tariff system.

Learning Outcomes for the module

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

Knowledge

1. Describe the basic theory of the organisation of work within the Construction Industry;
2. Explain the rational design of work processes and their evaluation;
3. Compare the organisation & legal requirements of remuneration for employees within various construction related organisations;
4. Describe the domestic and foreign experience in the field of organisation, regulation and wages.

Thinking Skills

5. Examine the systems and state of a given organisation and its compliance with technical regulations
6. Analyse advanced forms of organisation taking into account the complex technical, economic, psychological and social factors to determine their effectiveness;

Subject-based practical skills

7. Demonstrate evidence of reflection on academic performance by implementing feedback given. (Learning Skill)
8. Demonstrate a range of spoken and written Russian using academic writing conventions and styles as specific to the subject discipline. (Learning skill)

Skills for life and work (general skills)

9. Contribute effectively and constructively as part of a team in order to achieve an overall goal or series of goals

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hrs 15 mins)	50%	1, 3-6
Coursework (3000 words)	50%	2, 7-9

Reading and resources for the module:

Core: Pashuto, V.P. (2012) The organisation, regulation and salaries in the enterprise. Moscow: KNORUS. Recommended: Sklyarevskaya, V.A. (2012) The organisation, regulation and salaries in the enterprise: textbook. Moscow: Dashkov & Co. Lyasnikov, N.V. (2012) Economics and sociology of work: Proc. Manual. Moscow: KNORUS.	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity - lectures/seminars and tutorials Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading/ on-line activities and group work Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title:	Module Code: EV4102	Module Leader:
Basis of Construction Economics	**Level: 4** **Credit: 30** **ECTS credit: 15**	**Muharramova E.R.**

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

Location of delivery: other Kazan State University of Architecture and Engineering.

Main aim(s) of the module: The main aim of the module is to enable the student to become familiar with the basic economic concepts and disciplines that relate to the operation of construction organisations and construction operations.

Main topics of study: • Methods of business organisation. • Fixed assets and current assets. • Input costs. • Profits. • Distribution of an enterprise's profits. • Labour force. • Introduction in planning on enterprise.

Learning Outcomes for the module At the end of this module, students will be able to: Knowledge 1. Explain the content and structure of production resources; 2. Distinguish the different types the finance sourcing and their classification; 3. Recognise specific economic terminology in reference to construction processes; Thinking skills 4. Summarize information on relevant legislative acts and changes to legislation; 5. Summarize the analysis on enterprise's resources maximisation; 6. Evaluate real economic situations which demands independent calculation based to allow appropriate decisions to be made;

Subject-based practical skills

7. Undertake the application of resource efficiency estimation procedures to the operation of construction and refurbishment companies;
8. Demonstrate appropriate academic integrity, avoiding plagiarism and/or collusion and/or other forms of academic misconduct, by use of citation and reference as appropriate for the degree subject, using your own academic voice. (Learning Skill)

Skills for life and work (general skills)

9. Use measurement and presentation techniques, including graphical forms.

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (3 hours)	67%	1-6
Coursework (2000 words)	33%	7-9

Reading and resources for the module:

Core:

Muharramova, E.R. and Fayzullin, I.E.and Kharisova, G.M. and Ivanova, R.M (2009) Economics of construction enterprise. Kazan: KSUAE

Recommended:

Gimadieva, L.Sh. (2013) Economics of Civil Engineering [electronic resource]: a tutorial. - Kazan: KSUAE

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor	Activity - lectures/seminars/tutorials and IT /workshops

interaction, some of which may be online:	Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading and on-line activities Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title:	Module Code: EV4103	Module Leader:
Statistics	**Level: 4**	**Kharisova G.M.**
	Credit: 30	
	ECTS credit: 15	

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

Location of delivery: other Kazan State University of Architecture and Engineering.

Main aim(s) of the module:

The main aim of this module is to develop students' skills in analysing statistical data with reference to construction business operations.

Main topics of study:

- The organisation and presentation of data
- The averaging of data
- The time series - analysis of trend
- Index numbers
- Dispersion
- Decision criteria
- Sampling theory
- Regression and correlation
- Statistical sources
- Elementary statistics

Learning outcomes for the module

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

Knowledge

1. Apply main concepts relating to variable-based mass socio-economical processes and events;
2. Apply common methods of statistical data analysis,
3. Identify, access, and collate evidence from different sources, including textbooks and articles. (learning skill)
4. Discuss the organisation methods used in statistical surveys.

Thinking skills

5. Produce statistical information categorising and analysing
6. Develop, compute and interpret various statistical indicators for evaluating the socio-economic situation,
7. Forecasting and model economic and social processes at various levels of management,

Subject-based practical skills

8. Calculate indicators used for financial activities analysis;
9. Evaluate and interpret underlying concepts and principles within the context of their chosen studies including, where appropriate, handling numerical or other data. (learning skill)

Skills for life and work (general skills)

10. Demonstrate appropriate use of technology to facilitate studies e.g. use of information resources, production of coursework, communication with tutors and peers. (learning skill)

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. Learning will also be supplemented with small group work undertaking a variety IT laboratory sessions, again with the opportunity for one-to-one feedback at their workstation.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2hrs 15 mins)	50%	4-7
Coursework (3000 words)	50%	1-3, 8-10

Reading and resources for the module:

Core:

Ivanova, Ju.N.(2003) Economic statistics. Moscow: INFA – M

Recommended:

Efimova, M.R. and Ganchnko, O.I. and Petrova, E.V. (2003) Statistics general theory practicum. Moscow: Finance and Statistics Nazarova, M.G. (2008) Statistics: Workbook. Moscow: KNORUS	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity - lectures/seminars/tutorials & maths workshops Lectures 48 hours Tutorials 24 hours Labouratory classes 24 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation and background reading Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title:	Module Code: EV4104	Module Leader:
Human Resources Management in Construction	Level: 4 Credit: 30 ECTS credit: 15	Sayfullina F.M.

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

Location of delivery: other Kazan State University of Architecture and Engineering.

Main aim(s) of the module:

The main aim of this module is to provide the student with the knowledge of human resources management principles and processes in construction and to be aware of the creative methods used to improve staff performance and efficiency

Main topics of study:

- Strategic management & planning of organisational personnel
- Recruitment, selection and induction of staff, the release of staff
- Development of the organisation's staff skills & qualifications
- Evaluation and management of a business career staff
- Basis for the organisation of the personnel
- Assessment of the economic and social efficiency of projects to improve the system and technology personnel management
- Personnel management during reorganisation and change.
- Audit of human resources
- Motivation employment of staff
- Promote employment of staff

Learning Outcomes for the module

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

Knowledge

1. Describe the basic concepts of human resource & personnel management;
2. Describe the functions of human resource & personnel management;
3. Explain the different forms organisations can take and the key people and management decisions impacting on their effective operation;
4. Discuss the different systems of personnel management found in construction related organisations;

Thinking skills

5. Identify problems in the analysis of situations and evaluate the impact on the organisation.
6. Analyse management situations related to human resources deficiencies and explore acceptable solutions / strategies;
7. Discuss effective decision making within personnel management strategies, particularly during re-structuring operations.

Subject-based practical skills

8. Demonstrate the logical use of search technology, selection and recruitment processes;
9. Work effectively and appropriately with others to reach a cogent argument or judgement appropriate to the subject matter studied. (learning skill)
10. Analyse the methodologies for evaluation of staff performance;

Skills for life and work (general skills)

11. Discuss team working in the construction workplace, recognising and respecting differing perspectives and cultures.

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hrs 15 mins)	50%	1-4
Coursework (2400 words)	40%	5-8
Group Presentation (10 minutes)	10%	9-11

Reading and resources for the module:

Core:

Minchenkova, O.V. (2011) Human resource management organisations: the textbook. Moscow: KNORUS.

Recommended:

Tebekin, A.V. (2009) Human Resource Management: the textbook. Moscow: KNORUS.	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity - lectures/seminars/tutorials/workshops and on-line activities Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading/ on-line activities and group work Private study 204 hours
Total hours (1 and 2):	300 hours

Module Title: **Construction Industry Marketing**	Module Code: EV5101 **Level: 5** **Credit: 30** **ECTS credit: 15**	**Module Leader:** **Pavlov V.P.**
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: other Kazan State University of Architecture and Engineering.		

<table>
<tr><td colspan="3" align="center">Main aim(s) of the module:</td></tr>
</table>

This module aims to outline the basic principles of marketing and how it operates within the business environment with particular reference to the development and expansion of the construction industry.

<table>
<tr><td align="center">Main topics of study:</td></tr>
</table>

- Organisational structures of marketing management
- Types and methods of marketing research
- Defining market capacity
- Demand analysis & marketing planning
- Market segmentation
- Marketing environment factors
- Strategy formation
- Market product placement
- Competitiveness evaluation
- Product & pricing polices
- Advertising processes methods and techniques

Learning Outcomes for the module

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

Knowledge

1. Apply methods of marketing research with reference to the Construction Industry
2. Select market segmentation characteristics;
3. Select advertising tools for the built environment product or service.

Thinking skills

4. Analyse the market environment with reference to the Construction Industry
5. Evaluate results of enterprise product policy;
6. Evaluate results of enterprise pricing policy;
7. Evaluate market product placement;
8. Evaluate enterprise competitiveness;
9. Calculate the amount of allocations on advertising;

Subject-based practical skills

10. Write a marketing complex on contract grade;
11. Plan a market research program on contract grade.

Skills for life and work (general skills)

12. Discuss the features of team working in the workplace, recognising and respecting differing perspectives and cultures. (professional skill)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (3 hours)	67%	1-9
Coursework (2000 words)	33%	10-12

Reading and resources for the module:

Core:

Bagiev, G.L. and Moiseeva, N.K. and Cherenkov, V.I. (2008) International marketing. Sankt-Petersburg: Piter.

Recommended:

Paramonova, T.N. (2008) Marketing. Moscow: KNORUS.

Indicative learning and teaching time (10 hrs per	Activity

credit):	
1. Student/tutor interaction, some of which may be online:	Activity : lectures/seminars and tutorials Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title: Accounting and Analysis for Construction	Module Code: EV5102 Level: 5 Credit: 30 ECTS credit: 15	Module Leader: Evstafyeva A.Kh.
Pre-requisite:		Pre-cursor:
Co-requisite:		Excluded combinations:
Location of delivery: other Kazan State University of Architecture and Engineering.		

Main aim(s) of the module:

The main aim of this module is to develop students' skills in accounting and financial analysis with reference to construction & industry management

Main topics of study:

- Nature, objectives, content and regulatory accounting and economic analysis
- Subject and method of accounting. Balance sheet, the system of accounts and double entry, framework for the analysis of balance
- Accounting and analysis of cash
- Accounting for settlements, analysis of liabilities
- Accounting and analysis of long-term investments and financial investments, fixed assets and intangible assets, production and promotion costs, and budget funding.
- Accounting and analysis of financial results from operations, other income and expenses
- Recording and analysis of capital and reserves
- Financial statements

Learning outcomes for the module:

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

Knowledge

1. Discuss the basic criteria of formation in accounting information required for business management, accounting of assets, liabilities and equity, income and expenses;
2. Examine the key principles of internal reporting and its relationship to accounting (financial) statements;
3. Explain the basic methods of analysis of the functioning of commercial organisations and how their financial performance is measured;

Thinking skills

4. Examine, verify and process original accounting information;
5. Apply information about the activities of businesses accounts and prepare

correspondence to reflect the business operations;
6. Discuss the financial condition of a given company according to its accounting financial statements;

Subject-based practical skills

7. Use skills of analysis and classification of expenses, according to specified accounting criteria, to control the financial results of an organisation;
8. Apply methods of cost accounting to the calculation of the cost of products, works and services;
9. Undertake independent economic calculations.
10. Compare and contrast own skills, behaviours, attitudes and competences with those prized by graduate employers, and propose personal actions to bring these closer together. (professional skill)

Skills for life and work (general skills)

11. Demonstrate financial and environmental cost awareness.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hrs and 15 mins)	50%	1 - 5
Coursework (3000 words)	50%	6 - 11

Reading and resources for the module:

Core:

Petrov, A.M. and Basalaeva. E.V. and Melnikova, E.A. (2012) Accounting and Analysis: Manual. – Moscow: INFRA-M, 2012.

Recommended:

Chernenko, A.F. and Chernenko, N.U. and Basharina, A.V. (2012) Accounting and Analysis for Management Bachelors: study guide. Rostov-na-Donu: Fenix.

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor	Activity - lectures/seminars/tutorials and workshops

interaction, some of which may be online:	Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work and coursework preparation Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title:	Module Code: EV5103	Module Leader:
Organisational and Financial Management in the Construction Industry	**Level: 5** **Credit: 30** **ECTS credit: 15**	**Shaghiakhmetova E.I.**

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

Location of delivery: other Kazan State University of Architecture and Engineering.

Main aim(s) of the module:

This module aims to develop management skills used within construction enterprises and organisations; involving change management, enabling innovation and knowledge transfer.

Main topics of study:

- Organisational & management structures in modern construction enterprises.
- Development & managerial decisions based on the analysis of financial data.
- The management of capital assets and credit in a construction enterprise.
- Credit control management and cash flow management.
- The concept of the entrepreneurial mission statement.
- Defining the ranking of an enterprise on the basis of its financial performance.
- Using the MAH in order to undertake supply chain decisions.
- Matrix analysis based on the matrix of BCG, McKinsey, Shell, I. Ansoff, etc.

Learning Outcomes for the module

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

Knowledge

1. Assess the financial risks within a construction enterprise involving operating and financial leverage.
2. Synthesize the formation of strategic development plans for construction enterprises.

Thinking skills

3. Analyse the internal and external environment factors affecting a construction enterprise and evaluating the impact of these on the enterprise.
4. Analyse an organisational structure and develop proposals for its improvement.

Subject-based practical skills

5. Produce action plans to deal with commercial risks based on SWOT- analysis.
6. Evaluate the relative competitive position of a construction enterprise on the basis of the financial statement.
7. Compare and contrast own skills, behaviours, attitudes and competences with those prized by graduate employers, and propose personal actions to bring these closer together (professional skill)
8. Produce a set of recommendations to improve the strategic management of a construction enterprise.
9. Select contractors, subcontractors and suppliers utilizing analytical processes such as pair-wise comparisons and analytical hierarchy factors.
10. Identify graduate selection processes relevant to the chosen field and consider the process of applying for a job. (professional skill)

Skills for life and work (general skills)

11. Arrange, manage and plan different tasks within a design team to formulate effective analysis and design solutions to structural elements.

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. Within this module there is also group work involving inter-disciplinary tasks and activities with architecture/civil engineering students.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hrs and 15 mins)	50 %	1-7,10
Coursework (3000 words)	50 %	8-9, 11

Reading and resources for the module:

Core:

Zagidullina, G.M. and Shagiakhmetova, E.I. (2013) Strategic management: Tutorial. Kazan: KSUAE.

Recommended:

Isaev, R.A. (2010) The basis of management: textbook. Moscow: Dashkov & Co.

Kondrashkina, E.A. (2012) Financial management. Textbook for bachelors. Moscow: Dashkov & Co.

Indicative	Activity

learning and teaching time (10 hrs per credit):	
1. Student/tutor interaction, some of which may be online:	Activity -. lectures/tutorials and workshops Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading , group work and coursework preparation Private study 204 hours
Total hours (1 and 2):	300

Module Specification

Module Title: **Construction Planning and Organisation**	**Module Code: EV5104** **Level: 5** **Credit: 30** **ECTS credit: 15**	**Module Leader:** **Medyanik Y.V.**
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: other Kazan State University of Architecture and Engineering.		
Main aim(s) of the module: The aim of this module is to examine the management of the production process for both simple construction projects and also more complex civil engineering works It will consider construction methods, planning tools / techniques to mobilise the construction activities and supply chain; the selection of construction methods that best suit the project and the management plant, materials and workforce; and examine how the project is monitored to insure the client's requirements are met, and how the finished project is brought to a managed and successful close.		

Main topics of study:

- Technical documentation for modelling a construction project
- Methods of organizing the production of construction projects
- Scheduling and planning methods used in construction
- Organisation of pre-construction works e.g. design and survey works
- The design of site construction layouts
- Principles of straight line organisation of urban construction
- Preparation of construction industry
- Resource procurement and monitoring with the construction production process

Learning outcomes for the module:

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

Knowledge

1. Compare and classify organisational and technological methods for undertaking construction works
2. Discuss the requirements for technical documentation needed for the design and the organisation of construction works
3. Formulate solutions to problems involved in the preparation of construction works

Thinking skills

4. Plan the need for construction materials and technical resources
5. Organize the preparation of project and organisational and technical documentation

Subject-based practical skills

6. Produce and optimize network models for simple construction works
7. Design the construction site layouts for the construction of buildings and structures
8. Model and calculate construction resource flows using matrices
9. Evaluate the quality of site-based organisational management
10. Produce network models for more complex construction operations involving consolidated multi-disciplinary schedules as part of the construction management process
11. Create a schedule of the project and manipulate it to predict the effect of imposed restrictions, such as lack of time or resources
12. Calculate and optimize resource needs over time for a given project

Skills for life and work (general skills)

13. Identify the relevant limits and parameters pertaining to a problem(s) and appropriate knowledge and technique(s) necessary to produce a solution(s)

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. Within this module there is also group work involving inter-disciplinary tasks and activities with

architecture/civil engineering students.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (1 hr 30 mins)	33%	1,2,6,7
Coursework (4000 words)	67%	3,4,5, 8 - 13

Reading and resources for the module:

Core

Dickman, L.G. (2012) Organisation of construction industry: a textbook for engineering universities. Moscow: ACB.

Recommended:

Grabovoy, P.G. (2011) The organisation, planning and management of building production: Textbook. Lipetsk: Inform.

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity - lectures/seminars/tutorials/workshops/studio work and discussions Lectures 48 Tutorials 48
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading and coursework preparation Private study 204
Total hours (1 and 2):	300

Module Specification

Module Title:	Module Code: EV6101	Module Leader:
Real Estate Economics and	**Level: 6**	**Faizullina L.I.**

Property Valuation	Credit: 30	
	ECTS credit: 15	
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	

Location of delivery: other Kazan State University of Architecture and Engineering.

Main aim(s) of the module:

The module aims to provide an understanding of the complex factors involved in property and land investment within a local and national context. It explores the application of economic principles and specialist knowledge to various models of property ownership and its role in wealth creation and social / political change. It also examines the management issues in developing a portfolio of built assets and facilities.

Main topics of study:

- Nature and characteristics of the real estate market;
- Property management system
- State regulation of the real estate market
- Real estate property assessment process
- Organisational, managerial and legal aspects of property valuation
- Risk management in property investment
- Determination and control of non-controlling ownership interests of enterprises.

Learning outcomes for the module:

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

Knowledge

1. Explain the economic implications of land use regulation for property markets;
2. Explain the theory of investment strategy, portfolio selection and performance measurement;
3. Describe the main economic concepts and models relating to the economics of property and land;

Thinking Skills

4. Discuss the economic principles underlying property markets;
5. Evaluate the legal and regulatory framework used at federal and regional levels that govern the development of the real estate market;
6. Compare and contrast the basic classification of real estate, real estate market organisation and its features ;

Subject-based practical skills

7. Evaluate the influence of economic conditions and public policy on the property sector;
8. Explain the principal determinants of the demand for, the supply of, and the location of commercial, industrial and residential property;
9. Analyse the occupation and use of and investment in real estate assets using economic models;
10. Discuss metrics of market efficiency and indicate their applicability in real estate markets;

Skills for life and work (general skills)

11. Appraise the investment potential of a given property in the field;
12. Critically appraise, relevant literature on the topics of applying investment strategy, portfolio selection, pricing and performance measurement models all with respect to the real estate market.

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. There will also be site visits and guest lecturers.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (3 hours)	67%	1-10
Coursework (2000 words)	33%	11-12

Reading and resources for the module:

Core

Esipov, V.E. and Makhovikova, G.A. and Terekhov, V.V. (2006) Business Valuation : tutorial. St. Petersburg: Peter

Recommended:

Ivanova, E.N. (2008) Real Estate Valuation. Moscow: KNORUS.

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor	Activity - lectures/seminars/tutorials/workshops & guest lectures

interaction, some of which may be online:	Lectures 48 hours Tutorials 48 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading and coursework preparation Private study 204 hours
Total hours (1 and 2):	300

Module Specification

Module Title: **Cost Estimating in Construction**	Module Code: EV6102 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: **Nizamova A.Sh.**
Pre-requisite:		Pre-cursor:
Co-requisite:		Excluded combinations:
Location of delivery: other Kazan State University of Architecture and Engineering.		

Main aim(s) of the module:

The aim of the module is to equip the student with practical skills in cost estimating and value management within the context of construction works.

Main topics of study:

- Features of cost estimating in construction, construction products and services
- The legal and regulatory framework governing cost-breakdown methods in construction
- Methods and practices of construction valuation
- Contract price setting for construction products and services
- Contractual relations in the construction industry
- Use of software in construction cost estimating
- Modern market-based approaches to pricing products and services
- Methods of rate estimation within construction in relation to labour and materials resource consumption

Learning outcomes for the module:

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

Knowledge

1. Explain the pricing basics and pricing policy of enterprises and organisations;
2. Apply industry- specific regulatory documents in the formation of a cost estimated as applied to a real economic situation;
3. Discuss the issues affecting contractual relationships in construction and the main types of contracts used to procure construction works.

Thinking skills

4. Explain the contract documents used to make management decisions in the field of contractual relations in the construction industry.
5. Analyse design estimates and documentation for construction projects;
6. Assess design and space-planning decisions based on cost;
7. Evaluate information technology to compile estimation documentation;

Subject-based practical skills

8. Appraise given costs for building and construction work;
9. Evaluate the cost effectiveness of a given construction project
10. Apply various analytical tools and diagnostics to assess the effectiveness of management and production decisions;

Skills for life and work (general skills)

11. Demonstrate an awareness of cost and its relationship to quality of work and the time it takes for work to be done.

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

Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. Learning will also be supplemented with small group work undertaking a variety IT laboratory sessions, again with the opportunity for one-to-one feedback at their workstation.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination1 (3 hrs)	67%	1,3-6, 9, 10
Coursework (2000 words)	33%	2,7,8,11

Reading and resources for the module:

Core:

Gimadieva L.S. and Biryuleva, D.K. (2011) Economics of industries. Tutorial Recommended. Kazan: KSUAE

Recommended:

Gimadieva, L.S., Biryuleva, D.K., Tomaeva, E.S., Biktimirova, L.F., Kharisova, G.M. and Kharisova, R.R. (2011) Pricing and budgeting in the construction. Kazan: KSUAE.

Savitskaya, G.V. (2011) Analysis of the business enterprise. Moscow: INFRA

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity -. lectures/seminars/tutorials/workshops/studio work Lectures 48 hours Tutorials 24 hours Laboratory classes 24 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading and coursework preparation Private study 204 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title: **Construction Related Investment Analysis**	Module Code: **EV6103** **Level: 6** **Credit: 30** **ECTS credit: 15**	Module Leader: **L.I.Faizullina**
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: other Kazan State University of Architecture and Engineering.		

Main aim(s) of the module:

This module involves examining investment analysis for a variety of built environment scenarios and understanding how effective investment decisions are made. It explores the management processes used to control projects which often involve advanced technology with high risk factors and large capital budgets.

Main topics of study:

- Investment and life-cycle project management.
- Investment analysis as the key phase of project management.
- Complex issues in investment analysis.
- Investment strategy and market efficiency, e.g. market research tools and techniques.
- Forecasting income and property value.
- Financial leverage and Investment analysis. The cost of borrowed money and Income tax considerations.
- Measures of investment performance. Traditional measures of investment worth, eg. discounted cash-flow analysis.
- Risk management: traditional and contemporary risk-adjustment methods..
- Challenges facing project management in construction works.

Learning outcomes for the module:

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

Knowledge

1. Evaluate investment analysis steps and techniques;
2. Apply investment decision-making approaches to real economic situation;

Thinking skills

3. Deduce and present a professional opinion based on facts & information collected from different investment based sources / scenarios;
4. Evaluate risk assessment metrics and general/specific risk factors in a given investment

situation;

5. Evaluate investment decisions in terms of generating corporate wealth;
6. Justify investment projects for their effectiveness and investment potential;
7. Appraise information from international Internet sources, such as Reuters, finance.yahoo.com, Financial times etc.;
8. Explain the process for forecasting income and value from property.

Subject-based practical skills

9. Undertake group activities exploring the decision making process in a construction related investment analysis scenario

Skills for life and work (general skills)

10. Identify the relevant limits and parameters pertaining to a problem(s) and appropriate knowledge and technique(s) necessary to produce a solution(s)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
Students will have a parallel and structured lecture programme with linked small group tutorials allowing for tests and exercises with opportunities for ample formative feedback. Learning will also be supplemented with small group work undertaking a variety IT laboratory sessions, again with the opportunity for one-to-one feedback at their workstation.

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hrs 15 mins)	50%	1, 3-5
Coursework (3000 words)	50%	2, 6-10

Reading and resources for the module:
Core
Teplova, T.V. (2012) Investments: coursebook. Moscow: Urait.
Recommended:
Borovskih, O.N. (2014) Methodical instructions for practical exercises on the subject "Investment Analysis" for students training direction 080206.62 "Management" profile "Industrial Management" [electronic resource]. Kazan: KSUAE.

Indicative learning and	Activity

teaching time (10 hrs per credit):	
1. Student/tutor interaction, some of which may be online:	Activity -. lectures/seminars/tutorials and workshops Lectures 48 hours Tutorials 24 hours Laboratory classes 24 hours
2. Student learning time:	Activity - seminar reading and preparation/assignment preparation/ background reading/ on-line IT workshops and coursework preparation. Private study 204
Total hours (1 and 2):	300

<p style="text-align: center;">**Module Specification**</p>

Module Title: **Final Year Individual Project**	Module Code: : **EV6104** Level: 6 Credit: 30 ECTS credit: 15	Module Leader: **L.I.Faizullina** Additional tutors - all staff acting as supervisors / advisors
Pre-requisite: All modules		Pre-cursor:
Co-requisite:		Excluded combinations:
Location of delivery: other Kazan State University of Architecture and Engineering.		

<table>
<tr><td colspan="3" align="center">Main aim(s) of the module:</td></tr>
</table>

This module develops student's skills of independent academic research, review, analysis, argument and self-expression in a field of study. Students will explore their critical knowledge and understanding of research and develop their personal skills when managing a moderately large project. This module will enable students to integrate skills of analysis, judgment and communication in order to present results both orally and in the form of a structured scientific or philosophical thesis.

<p style="text-align: center;">**Main topics of study:**</p>

- Proposal development & presentation
- Research methods and data sources
- The scientific method of research
- Citation & referencing techniques
- An area of research study which must be derived from each student's own study
- Presentation and communication skills

Learning outcomes for the module:

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

Knowledge

1. Identify and apply appropriate research methodologies. (research skill)
2. Make value judgements in defining issues and in undertaking analysis

Thinking skills

3. Critically reflect on data produced. (research skill)
4. Critically reflect and then act on the ethical considerations and broader research integrity

<p style="text-align: center;">21</p>

of their chosen research topic. (research skill)

Subject-based practical skills

5. Frame a research topic (research skill)
6. Gather relevant information and data for the research. (research skill)
7. Construct a literature review, drawing on multiple sources. (research skill)

Skills for life and work (general skills)

8. Construct and implement a realistic research timetable. (research skill)
9. Present an appropriately structured report
10. Deliver a presentation on a chosen research topic. (research skill)

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

Individual supervision, supplemented by full group teaching in research methodology, presentation, interview and survey technique, literature searching, etc.

Students are encouraged to develop transferable skills, particularly in information retrieval and analysis, time planning and scheduling, and report presentation and production

---

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Individual Project		
Single summative Project comprising the following assessed tasks:		
• Initial Project Proposal (250 words)	5%	5
• Dissertation Report (8000 words, plus supporting documentation and appendices)	85%	1-4, 6-9
• Formal Presentation of process / findings & questions (10 minutes)	10%	10

Reading and resources for the module:

Core

Swetham, D. and Swetham, R. (2000) Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class. New York: Constable & Robinson

Recommended:

Romanova, A.I., Dobroserdova, E.A. Akhmetzyanov, H.R.(2015) Preparation and execution of graduation qualification papers (bachelor work) [electronic resource]: Guidelines for bachelors of

Institute of Economics and Management in Construction. . Kazan: KSUAE	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity - lectures/seminars/tutorials and workshops Supervision / progress meetings 96 hours
2. Student learning time:	Activity - seminar reading and preparation/ background reading/ on-line activities/group work/portfolio and diary: Private study and investigation 204 hours
Total hours (1 and 2):	300

7. PROGRAMME MANAGEMENT

The course is delivered by a team of experienced lecturers and practitioners who meet regularly to discuss progress and student issues. Certain lecturers are Module Leaders who are responsible for the delivery, teaching and quality of their module. Their specific responsibilities include:

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

Once every term the Programme Organising Committee (POC) comprising lecturers, support service personnel such as the Librarian, and elected student representatives under the chairmanship of the Programme Leader meet to raise issues affecting the student body on the course. Programme Committees provide a formal structure for student participation and feedback on their programme of study. Programme committees provide a forum in which students can express their views about the management of the programme, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken. The Committee's terms of reference is provided at ***https://uelac.sharepoint.com/LearningandTeaching/Pages/students-area.aspx***

The purpose of the Committee is:

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

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

Programme Representatives

Students are elected to represent each 'year' of the programme. These Programme Representatives meet with Programme Leaders and other teaching staff at least twice a year to give feedback and comments and may raise specific issues at any time. While Programme Representatives are a channel for airing grievances we also see them as partners in the process of

programme development. As such they make suggestions for improvements, may undertake some project work and participate in a number of activities (e.g. helping out with open days etc). It is the responsibility of the Programme Representative to:

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

Student Feedback

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

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

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

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

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

8. STUDENT SUPPORT

Throughout their studies, KSUAE students are supported with special services, programmes and activities. Through these support services, students can improve their academic performance and enrich their learning experience, and ensure excellent prospects of employment and professional establishment. The University Student Services offer a variety of services including Counselling,

Academic Support, and Careers advice. Tutors can tell you how to contact these services and information about them is available at the KSUAE Registry.

<u>Academic and programme support resources</u>

Each student

- Given a personal tutor (Coordinator at KSUAE) who provides academic support.
- Provided with a work based tutor with whom they have regular meetings.
- Tutorial support Offered from subject module leaders through timetable assignment support.
- Attend labs at profile enterprises throughout all academic years, to discuss and reflect upon their development as architects and civil engineers and construction managers

Student support is appreciated and acknowledged consistently in the student End-of-Module Evaluation Questionnaires and verbal feedback. Tutors are felt to be available, helpful and supportive.

It is necessary to note that student feedback system in written and in verbal form is new for Russian education system. Annually during Programme Committees meetings students express their verbal feedbacks that are reflected in REP reports.

Academic and Development Support

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

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

Access to Your Tutors

Students wishing to consult staff on any matter should do so by emailing and making an appointment as the best way to communicate with both staff and other students is via e-mail in the first instance. There may be cases of special urgency, in which case every effort will be made for someone to see you immediately. Please note that Academic staff teach on several different undergraduate and postgraduate programmes and have administrative and professional duties as well as being required to undertake research activities. In order to meet these varied commitments, they are unlikely to be available outside the teaching terms except by special arrangement.

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

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

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

Personal / Development Academic Tutor

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

Careers and Employability Centre

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

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

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

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

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

Requesting References

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

- Always ask a lecturer or tutor if it is all right to nominate him or her as a referee on your application form BEFORE you make and send off the application, or give their name at interview.
- Ask only those lecturers or tutors who have know you and are familiar with your work to write you a reference. You can also ask your Academic Development Tutor to act as a referee.
- To assist your referee to write a helpful reference, you should prepare a professional standard Curriculum Vitae (CV) and give a copy to him/her at the time you make your request.
- Once you have secured your job keep your referee informed with what you are doing after you have left KSUAE.

Academic Learning Centre

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

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

Student Counselling Centre

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

- Academic difficulties
- Personal relationships
- Homesickness
- Traumatic experiences

English Language Department

It is widely recognized that English is as an essential qualification in a global market place. All KSUAE students that are attending the BSc in Construction & Industry Management delivered in collaboration with the University of East London are required to attend English language classes at levels 4 and 5. It is a course requirement that the final Individual Project module is assessed in English therefore and it is critical that you demonstrate your knowledge by passing the English test exam with a grade not less than level B2 during Level during your Level 5 studies to ensure that you can cope with the demands of the final year project module delivery and assessment.

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

Conferences, Training Seminars, Workshops

KSUAE organizes various training seminars, scientific conferences and workshops for our students for each subject of study throughout the academic year, and it strongly encourages you to actively

participate in such events. KSUAE infrastructures [lecture theatre and audiovisual equipment] offer the ideal environment for such events and many famous and well-known scientists and distinguished professionals have participated as lecturers and invited speakers.

Students with Disabilities

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

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

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

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

KSUAE is committed to:

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

KSUAE is striving to eliminate:

- Negative attitudes to disability
- Managing disclosure concerns appropriately
- Inaccessible buildings and campus
- Poor signage and difficulties with navigation
- Feelings of isolation
- Non-implementation of identified adjustments

- Lack of understanding of disability issues
- Insufficient information on available support systems

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

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

Further support for students with disabilities may be available from UEL. See ***http://www.uel.ac.uk/disability/index.htm*** for details.

Refer to Appendix E: Student Entitlements, for support available at UEL.

9. RESOURCES

The University offers a wide range of undergraduate, graduate, post-graduate and professional training programmes focused on Civil Engineering, Architecture, Transport and Infrastructure, Economics and Management in Construction and IT systems in Architecture and Civil engineering. It employs almost 550 qualified academic and support staff and has more than 7000 full time and part-time students.

It has a vast built estate in various campuses located in or close to Kazan. This includes three student accommodation hostels, various science laboratories, a scientific library containing over 583 000 books, a preventative health clinic and refectory. The university also boast a summer camp where a number of practical surveying and civil engineering field courses are held. The University is subdivided into four separate institutes:

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

Physical Resources Related to the BSc (Hons) Construction & Industry Management

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

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

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

- Construction technology, organization and mechanization laboratory
- Production safety and law laboratory
- Construction materials laboratory
- Building design laboratory

ICT and On-line Resources

Software & Hardware

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

Athens Account

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

'Moodle' a Virtual Learning Environment (VLE)

In collaboration with UEL and KSUAE you will have access to **'**Moodle' a Virtual Learning Environment (VLE) containing an intranet area of the web specific to your programme. You will find

you have access to information through your programme pages such as course resources, timetables, past exam papers, electronic sign up sheets and an electronic copy of this handbook. Each module on your programme will also be available and Moodle will be used as a teaching tool. You will be able to access lecture notes, course resources and module guides etc.

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

- On the UEL home page *www.uel.ac.uk* select UEL Direct log on
- Enter your user name and password when prompted
- Select MOODLE from the menu bar

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

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

KUSAE Library Resources

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

The library provides coverage in the following areas. Literature: science, educational processes, construction and architecture, art, social science Periodicals as well as journals are provided... The works of scientists of the university are fully represented. In the library's collection includes personal book collections of the former employees of the University. It houses all the civil engineering, construction industry management books, journal stock, videos and electronic resources. Particular electronic catalogues used by this course are include:

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

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

10. Information about Quality and Standards

Assuring the quality and standards of the award

You are enrolled on a programme of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Kazan State University in Architecture & Engineering (KSUAE) and both institutions work together to ensure the quality and standards of the programme on which you are registered. The final responsibility for all quality assurance, validation and standards' matters rests with UEL.

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

Approval of the programme and institution at which you are studying

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

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

Appointment of external examiners

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

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

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

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

Review and Enhancement Process

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

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

Periodic reviews of the partnership and programme

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

Award certificates

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

Equality and Diversity

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

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

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

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

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

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

11.   ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment Board may appeal in accordance with the procedure for *Appeals against Assessment Board decisions* (Manual of General Regulations, Part 7 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 section 4 of Part 7 of the Manual of General Regulations.

Students are strongly advised to make every reasonable effort to resolve their appeal informally, through meeting with the member of staff most directly concerned with the matter, such as the Programme or Module Leader, before proceeding to submission of a formal Academic Appeal. At open conciliation stage the appeal should be raised as soon as possible and normally **no more than 10 working days** after the publication of relevant assessment results via UEL Direct.

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

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

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

12. 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 KSUAE 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*).

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

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

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

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of KSUAE staff most directly concerned with the matter, such as the Programme 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 KSUAE complaints policy, please email the Institutional Compliance Office at **complaints@uel.ac.uk**

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

13. Extenuation

Extensions to Deadlines and Extenuating Circumstances
IMPORTANT – THE REGULATIONS FOR UEL PROGRAMMES ARE STRICTER THAN FOR OTHER COURSES OFFERED AT KSUAE
General Information about extenuation can be found at
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures

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

BSc (Hons) Architectural science program will be subject to equivalent procedures, with the process being administered by, and the panel being held within the KSUAE.

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

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

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

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

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

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

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

If granted by the panel, **Extenuation can**

(i) Allow students to hand in coursework up to 7 days late.

or

(ii) Allow students to proceed to their next attempt uncapped.

Extenuation doesn't

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

The basic principle is that extenuation should put you in the same position that you would have

been in had you not missed the exam or handed in the assessment late – it does not confer any

advantages.

UEL decided that its procedures would be

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

The extenuation procedures are intended to be used rarely by students not as a matter of course.

The procedures govern circumstances which

- Impair the performance of a student in assessment or reassessment
- Prevent a student from attending for assessment or reassessment
- Prevent a student from submitting assessed or reassessed work by the scheduled date

Such circumstances would normally be

- Unforeseeable - in that the student could have no prior knowledge of the event concerned
- Unpreventable - in that the student could do nothing reasonably in their power to prevent such an event
- Expected to have a serious impact

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

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

Examples of circumstances which would *not* normally be regarded as extenuating circumstances

are:

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

The judgement as to whether extenuation is granted is made by a panel of senior persons in the organisation who make this judgement on the basis of the evidence the student provides (not on their knowledge of the student) – where possible the identity of the student is not made available to the panel. The judgement is made on the basis that the circumstances could reasonably be thought to be the sort of circumstances which would impair the performance of the student etc. The actual performance of the student is not considered and is not available to the panel.

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

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

APPENDIX A Academic Calendar 2018/19

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

Date	Week	Activity
25-Feb-19	20	TEACHING
04-Mar-19	21	TEACHING
11-Mar-19	22	TEACHING
18-Mar-19	23	TEACHING
25-Mar-19	24	TEACHING
01-Apr-19	25	TEACHING
08-Apr-19	26	TEACHING
15-Apr-19	27	TEACHING
22-Apr-19	28	TEACHING
29-Apr-19	29	TEACHING
06-May-19	30	TEACHING
13-May-19	31	ASSESSMENT
20-May-19	32	ASSESSMENT
27-May-19		MARKING
		Pre-board, Board, Feedbacks
		STUDENT VACATION
08-Jul-19		RESITS
15-Jul-19		RESITS
22-Jul -19		MARKING
29-Jul-19		Pre-Board, Board
12-Aug-19		FEEDBACK

APPENDIX B List of useful web pages

KSUAE

http://www.kgasu.ru/education/programma-dvoynykh-diplomov/

ONLINE LIBRARY

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

<u>**UEL**</u>

Academic Appeals

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

Academic Integrity Policy

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

Accreditation of Experiential Learning

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

(Manual of General Regulations – Part 2 – Admission of Students)

Assessment and Feedback Policy

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

Civic Engagement

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

Complaints procedure

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

Equality and Diversity Policy

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

(click on 'other policies')

Extenuating Procedures

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

Library and Learning Services

https://www.uel.ac.uk/lls/

Manual of General Regulations

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

Referencing guidelines

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

Suitability Procedures   *https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations*

(Manual of General Regulations – Part 13 – Suitability Procedure)

APPENDIX C: STUDENT ATTENDANCE POLICY – GUIDANCE FOR STUDENTS

The Importance of Attendance

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

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

Recording attendance

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

If you cannot attend

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

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

If you attend regularly

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

APPENDIX D

ACADEMIC MISCONDUCT

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

Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:

(a) The presentation of another person's work as one's own with or without obtaining permission to use it.
(b) The inclusion within one's own work of material (written, visual or oral), originally produced by another person, without suitable acknowledgment.
(c) The submission, as if it were one's own work, of anything which has been offered to you for your use, but which is actually not your own work.
(d) The inclusion within one's work of concepts paraphrased from elsewhere without citing your source.
(e) The inclusion in submitted work of sections of text, whether from electronic or hard copy sources, without appropriate acknowledgement of the source.
(f) The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.
(g) Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.
(h) Being party to any arrangement whereby the work of one candidate is represented as that of another.

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

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

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

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

<u>Examinations</u>

For examinations, academic misconduct means:

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

(b) Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made within the examination room.

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

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

(e) Copying the work of another candidate.

(f) Disruptive behaviour during examination or assessment.

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

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

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

Where academic misconduct is suspected, the matter will be dealt with under the *Procedure to be followed in the event of a suspected case of academic misconduct, Part 8, paragraph 4 (or, for postgraduate research students, Appendix I)* of the Manual of General Regulations (available for view at

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

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

PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS

1.   Definition of Plagiarism

Our University defines plagiarism and other academic misconduct in Part 8 of the UEL Manual of General Regulations (to which all students are referred upon joining UEL)

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

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

2.   <u>Plagiarism in Greater Detail</u>

Work that students submit for assessment will inevitably build upon ideas that they have read about or have learnt about in lectures. That is perfectly acceptable, provided that sources are appropriately acknowledged. It should be noted, however, that the wholesale reproduction of the ideas and words of others, however well referenced, is likely to lead to failure at assessment (see section 6 below)

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

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

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

3.   <u>Collusion</u>

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

4.   <u>When to Reference</u>

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

You need to provide a reference:

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

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

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

- when you reprint any diagrams, illustrations, or photographs.

You do not <u>need</u> to reference:

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

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

    - you find the same information undocumented in other sources;

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

    - the information could be easily found in general reference sources.

5.   How to Reference

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

Pears, R. and Shields, G (2013) *Cite Them Right.* Newcastle: Pear Tree Press
Cite Them Right is available on line and hard copies can be found in our libraries and bookshops.

6.   Plagiarism, or Unacceptable Academic Practice?

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

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

UEL University of
East London

STUDENT ENTITLEMENT LETTER 2018-19

This document outlines the University of East London services you are entitled to access as a student on one of our collaborative programmes at **Kazan State University of Architecture and Engineering.**

If you have any questions about any of the services you are entitled to at UEL, please contact the team at the Academic Partnership Office (APO) at UEL (*apo@uel.ac.uk*), who will be happy to advise you further.

UEL ID Card
If you so wish, you can be issued a UEL Student ID Card which would be given to you by your home institution. Please contact the relevant support services at your institution to let them know if you wish to receive a UEL ID card. This ID Card will give you access to all appropriate UEL facilities in London, UK. Please note that the standard UEL fee for replacement ID cards apply in case your card goes missing or gets broken.   If you experience any difficulty in accessing the relevant UEL facilities, in person or online, please contact the Academic and Employer Partnership Office (*apo@uel.ac.uk*) for assistance.

Library and Learning Resources
You are entitled to access UEL Library and Learning Resources (subject to licence allowances) once you have received your UEL ID card.   For more information on the UEL Library and Learning Resources, please see their website *http://www.uel.ac.uk/lls/*.

Student Support
Student support will be offered to you by your home institution – UEL is unable to offer student support services to students studying at our collaborative partner institutions.   As a collaborative student you are entitled to access online resources of the Centre for Student Success (CfSS) once you have received your UEL ID number. Please find more information on the resources available on the CfSS website: *https://uelac.sharepoint.com/Centreforstudentsuccess/Pages/default.aspx*

This includes:
- Academic tutoring in maths and English skills

- Career support and development

- Employment opportunities

Student Records and Status Letters

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

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

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

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

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

Sports Facilities

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

Student Union (UELSU)

As a student at one of our collaborative partner institutions, you are <u>not</u> a member of the University of East London Student Union, and will not be able to access their services. However, you can become a member of your home institution's Student Union where available.

Degree Certificate and Diploma Supplement

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

Complaints and Appeals

All collaborative students have access to the UEL appeals procedure.

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

Stage 3: Review of UEL's Complaints Procedure
(*https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations*), which shall be administered by UEL.

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

Collaborative students <u>are not entitled to UELSU support</u> in the appeals or complaints procedures.

Graduation Ceremony

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

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

Alumni

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

Collaborative students are entitled to an alumni discount on postgraduate programmes at UEL. Further information can be found on the UEL website: *https://www.uel.ac.uk/postgraduate/fees-and-funding/uk-eu-2018-entry/scholarships-and-bursaries/alumni-discount-2018*

Additional costs

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

- Additional transcript (£10.00)

  Students receive their first transcript free of charge with they receive their award certificate. Any copies over and above this first issue will be charged at £10.00 per document.

- Award Letter (£10.00)

An official document which shows course details, start and end date, field of study and final award information. This document comes signed and sealed.

- Certified copy of certificate (£10.00)

A certified (signed and stamped) copy of original award certificate.

- Replacement Award Certificate (£35.00)

A replacement certificate if the original has been lost or damaged.

- Replacement ID card (£12.00)

A replacement ID card if the original has been lost or damaged.

- Third Party Accreditation Letter (£15.00)

Copy transcript to be sent directly to a third party credential evaluation service (e.g. World Education Services, ICAS Canada etc.)

APPENDIX F

HEALTH AND SAFETY

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

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

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

Statement of intent

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

KSUAE:

• Manages its activities in such a way so as to ensure that the health, safety and welfare of all employees, students, and any other persons on its premises are not put at risk.

• Provides and maintains systems of work that are safe and without risk to health.

• Provides the necessary information, instruction and supervision to ensure the health and safety of all employees, students and any other persons on KSUAE premises.

• Provides and maintains a working environment that is safe, without risks to health and is adequate with regard to facilities and arrangements for the welfare at work of all employees.

• Seeks specialist advice on health and safety matters as and when necessary.

• Invites staff to identify significant hazards and the relevant risk assessment is subsequently made.

KSUAE aims to:

• Remain a responsible and caring College, providing a safe and healthy working environment.

• Generate an individual and collective commitment to protect our students, staff and visitors.

• Maintain staff that accept and act upon their health and safety responsibilities.

• Have a healthy and productive workforce while taking all reasonable steps to promote health and well being at work.

• Promote a positive attitude to health, safety and wellbeing at KSUAE amongst all staff and students

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

On-going development and Health & Safety

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

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

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

First Aid Kit

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

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