



Kazan State University for Architecture and Engineering

IN COLLABORATION WITH



School of Architecture, Computing and Engineering

BSc (Hons) Civil Engineering Sciences

Programme Handbook

Academic Year 2018/19

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1. INTRODUCTION/WELCOME FROM THE PRICIPAL

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 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

Welcome to the BSc (Hons) Civil Engineering Sciences

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

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

The work of contemporary architects and city developers, engineers and technologists involved in various areas of design and civil engineering, development and production of new materials, structures and technologies in UK and Russia is closely related to the general trends of the socioeconomic development. More and more their projects are referred to as sustainable, green, environmentally, environmental and energy efficient. According to the action plan of European Community concerning energetic efficiency, European Union as well as UK must reduce of 20%.

Russia is developing its economics mainly due to coal, oil and gas production. However, in recent years it has a strong interest in alternative energy sources, green construction & intelligent buildings.

For the Republic of Tatarstan, a highly developed region in Russia, these issues are particularly relevant. The starting point for the development of sustainable architecture & construction in Tatarstan is referred to main projects on sustainable model of land development using innovative resource-saving technologies and the participation of foreign experts in the field of "sustainable" building - the project "Innopolis", "Smart City Kazan" and Kazan city itself with big amount of contemporary social construction projects.

Sustainable approach in architecture & construction and knowledge of UK standards requires the presence of professionals with multidisciplinary competencies and leading skills. This calls for an increasingly multilateral collaboration between UK and Russian universities, organizations and experts for the building of new competencies, skills and capabilities to respond and adapt to the negative impacts of urban structural changes. Universities are key actors in this process, they are rethinking their role and responsibilities, introducing entrepreneurial programs, stimulating student initiatives, commercializing research and creating university spin-offs.

As a research methodology are used two existing approaches: one approach is the active involvement in the architecture of all latest technological developments in energy efficiency, smart building management, use of advanced materials; second approach is for the use of three-dimensional architectural practices affecting the energy consumption and resource saving, as well as for maximizing the use of natural, not mechanical methods of engineering systems functioning.

As a research output - synergetic approaches will be developed linking these two approaches. The third approach will be applied in further MA programmes.

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 sustainable architecture&construction capable to carry out innovative developments in the field of comfortable indoor environment parameters, adjustable to the environment architectural and urban planning solutions to meet the requirements of green building, as well as to carry out expert activities in the development of design solutions, certification according to the UK construction standards. KSUAE is

the only university in Tatarstan able to train such specialists, now in cooperation with UEL. In Russian construction market the European and British companies are interested in employment of researchers working on the principles of sustainable architecture and knowing UK “green” building standards. Students interested in gaining additional knowledge and practical skills in the field of sustainable architecture&construction from UK&RU specialists. Russian graduates are interested in getting of and international degree to enhance competitiveness in the global labor market. Student feedback and the External Examiner's reports help us to improve the programmes and modules that we offer.

The KSUAE students study and attend lectures according their ordinary academic calendar of the main course at KSUAE. Despite the fact that he will be at the same time a student of UEL and that one of KSUAE there won't be any parallel daily lectures on the joint program, except a few additional online lectures a year from British professors in English. The lectures are interdisciplinary and all the program students are required to attend them.

The programme students take the double exam session (Russian and British), which officially runs one time in a year, in May. All sessions are taken in writing in Russian. Only the Final thesis is presented in English.

If student fails KSUAE assessment and is unable to progress under the stream of his degree, he/she will also be unable to continue with the UEL degree. Students who are unable to pass assessment required for the dual degree may be able to transfer to KSUAE's own degree programme, at the discretion of the institution.

● All students may find employment with municipal and national government bodies, specialist consultancies of various kinds and architecture&construction companies. Students might also take further studies, for example Masters level qualifications or undertake a PhD.

Programme duration and modes of study

The duration of the programme is 3 years.

The programme is delivered for full-time students.

According to the rules the KSUAE student has no the right to get the British degree before the KSUAE graduation. Therefore, full time students studying for 4 years at KSUAE can be registered on KSUAE-UEL programmes starting from their 2nd year of study, those students studying for 5 years at KSUAE and the part-time students can be registered on them from their 3rd year of study.

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

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

The context of the joint program KSUAE - UEL:

1. The content of the programs was developed on the basis of the British system (a modular system based on the competence approach) taking into account the traditions and accumulated scientific and technical experience of the Russian educational system and the specific developments of scientists and methodologists of KSUAE.
2. With the aim of mastering competencies in the area of the British quality assurance system of education, the staff of KSUAE organizes training courses, including professional courses of English language.
3. Assessment of knowledge and skills of students will be eligible by the British system of education (written exams for all modules, the external examination of all forms of control).
4. Education will be held on the basis of KSUAE. Obtaining the bachelor's degree UEL will be possible only in presence of certificate of English language (English test at KSUAE).

This project improves the quality of the teaching staff and students of the university, and will enhance the university level in overall European Higher Education Area.

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

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

Objectives of the Programme

1. To provide the distinctive educational base that will produce graduates who are practical, articulate, numerate, literate, imaginative, versatile, confident and inquisitive.
2. To train and educate graduates with Further Learning to take responsibility for innovation, technology transfer and change.
3. To research emerging technologies and, where appropriate, promote advanced designs and design methods.
4. To develop creativity in engineering principles.
5. To control projects involving advanced technology which require the management of both risk and large capital budgets.
6. To develop an understanding of the construction industry, its role in wealth creation, the social and political context within which engineering is practised.
7. To shape the physical and social environment and its diverse contribution to the quality of life and social justice.
8. To develop professional judgement and understand responsibility for the direction of important tasks including the profitable management of industrial and commercial enterprises and the supervision and management

BSc (Hons) Civil Engineering Sciences Learning outcomes:

Knowledge

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

Thinking skills

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

Subject-Based Practical skills

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

Skills for life and work (general skills)

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

PROGRAMME STRUCTURE DIAGRAM:

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

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

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

A minimum of 120 credits at level 4 or higher

A minimum of 120 credits at level 5 or higher

A minimum of 120 credits at level 6 or higher

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

A minimum of 120 credits at level 4 or higher

A minimum of 120 credits at level 5 or higher

A minimum of 60 credits at level 6 or higher

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

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

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

120 credits at level 4 or higher.

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

a minimum of 30 credits at level one or higher.

Design of the Programme

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

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

Programme specification

The programme specifications provide detailed information about our undergraduate BSc (Hons) Civil Engineering Sciences programmes.

3. KEY STAFF AND CONTACT DETAILS

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

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

Address: Zelenaya St., 1
420043 Kazan, RUSSIA
E-mail: interksaba@mail.ru
Website: <https://www.kgasu.ru/education/programma-dvoynykh-diplomov/>

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

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

Academic Staff

Module Leader	E-mail
Dr. D.G. Shireeva	shireeva@kgasu.ru
Dr. S.V. Stepanov	seregins2@yandex.ru
Dr. F.R. Shakirzyanov	faritbox@mail.ru
Dr. A.S. Petrov	ruarty@mail.ru
Dr. R.G. Safiullin	safiullin_rinat@mail.ru
Dr. I.V. Koroleva	koroleva@ksaba.ru
Dr. O.V. Radaykin	olegxxii@mail.ru
Dr. R. Mukhametrakhimov	muhametrahimov@mail.ru
Dr. L.R. Gimranov	leenur@mail.ru

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

Personal Development Tutors

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

These responsibilities will be carried out through the following activities:

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

Module Leaders

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

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

B. UNIVERSITY OF EAST LONDON

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

Link tutor at UEL is Solomon Alexis - a.s.alexis@uel.ac.uk

Nominated administrator at UEL is Tracy Razaghzadeh – t.razaghzadeh@uel.ac.uk

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

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

4. PROGRAMME OPERATION AND STUDENT REGISTRATION

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

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

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

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

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

Induction to the programme

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

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

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

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

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

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

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

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

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

Admissions, Enrolment, Registration Arrangements

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

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

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

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

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

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

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

Expectations

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

We will do our best to provide you with the best possible opportunity both to acquire specialist knowledge about the subject of Civil Engineering Sciences, its methodology, theory and applications,

and to develop more general skills that will help you in your future life and career. We will also provide help and support for your learning.

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

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

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

In particular we expect you to:

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

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

Recording of lectures and other teaching sessions

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

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

On completion of your degree you will be sent a transcript showing all the modules you have passed and the marks awarded, plus your final degree classification. You should keep this in a safe place, as you may need it when applying for jobs or further programmes. You will also receive a UEL degree certificate. Replacements for lost transcripts or degree certificates are issued by the Department of Student Administration, **not** by the School of Architecture Computing and Engineering. A charge will be made for replacement copies.

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

Keeping in touch

Keep us informed about what you are doing:

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

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

5. TEACHING, LEARNING AND ASSESSMENT

Teaching and Learning

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

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

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

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

Whatever the form of teaching, you are expected to:

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

Coursework deadlines

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

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

Some modules offer more opportunities to complete pieces of coursework than the minimum required. If you miss one deadline, you may be able to complete a further piece of work. For other modules, there is

no such flexibility. Your module leader will be able to tell you about further opportunities if these are applicable for a particular module.

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

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

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

Handing in coursework

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

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

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

Feedback on work

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

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

Assessment

All 30 credit modules, for the Award of Undergraduate Diploma, are individually assessed by written assignments, e.g. exams, courseworks, technical reports, portfolio, etc. The modules for the award of BA, is by a final project of 6000 words and presentation.

- All assignments are marked anonymously and are subject to second marking. The presentation cannot be assessed anonymously. All assignments are moderated by the External Examiner. We believe that our process provides a high standard of internal monitoring and fulfils UEL requirements. Our External Examiner commented in his final report that 'Given that all assessments are subject to second marking, there is an exceptionally high degree of internal scrutiny and moderation taking place.'
- Assessment boards are held each year at the end of the second semester at UEL, chaired by UEL staff. Confirmed marks are recorded by the Administrator at UEL. Programme Committees are held once a semester at the KSUAE.
- Extenuating circumstances are considered by KSUAE Services teaching staff but are dealt with in line with UEL extenuating circumstance policy.
- There have been a considerable number of policy changes in relation to assessment that have occurred over the past few years, KSUAE staff have always worked well in implementing these as soon as practicable.

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

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

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

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

Marking

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

CLASSIFICATION CRITERIA

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

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

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

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

UPPER SECOND CLASS (60-69%)

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

LOWER SECOND CLASS (50-59%)

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

THIRD CLASS (40-49%)

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

- little or no critical discussion attempted;
- does not answer the question directly or appropriately;
- misses key points of information;
- contains important inaccuracies;
- very sparse coverage of material;
- assertions not supported by evidence;
- poorly structured.

FAILURE (0%-39%)

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

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

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

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

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

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

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

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

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

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

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

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

Policy on Assessment and Feedback

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

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

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

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

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

Academic Integrity

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

While the University is responsible for making information and advice on plagiarism and collusion widely available to students, it is your responsibility to follow that advice and to develop good academic practice. More details can be found at <http://www.uel.ac.uk/ape/academic/goodpractice/>

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

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

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

Research Integrity

The University of East London conducts high quality, innovative research and is guided by the principles and standards outlined in The Concordat to Support Research Integrity, 2012; the University's Code of Practice for Research; 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, fetuses 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

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

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

Module Specification		
Module Title: Surveying and Geology	Module Code: EV4121 Level: 4 Credit: 30 ECTS credit: 15	Module Leader: Prof. I. Mirsayapov add. tutor Dr. S. Stepanov
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
The main aims of this module are to provide students with an understanding of the principles of surveying. To familiarise them with surveying instruments and to develop an awareness of surveying techniques. To be able to identify different rock types		
Main topics of study:		
<ul style="list-style-type: none"> • Principles of surveying: • Levelling: Level instruments: Automatic levels; Testing Levels, Levelling Observations; Height Datums. • Angular measurements: Horizontal and Vertical Angles, Observing and Reducing Angles. • Control surveys: traversing • Introduce students to soil and rock properties 		
Learning outcomes for the module:		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> 1. Understand methods of surveying techniques and processes, maps, and plan construction. 2. Understand methodology of location surveys and control measurements. 3. Understand the role of geology in construction, the kinds of rock, and their properties. 4. Understand structural properties and possible changes due to geological terrain. 		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> 5. Interpret geological data 6. Scrutinize and use survey data. 		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> 7. Use modern surveying equipment. 8. Apply surveying practice to carry out angular, linear and circular measurements, surveying works, control measurements and location surveys. 9. Distinguish and define different rock types. 10. Produce borehole and trial pit logs. 		
<u>Skills for life and work (general skills)</u>		
<ol style="list-style-type: none"> 11. Develop problem-solving skills. 12. Understand the requirements to become a chartered engineer and of continual professional development. 13. Gather knowledge and apply problem solving techniques across a range of civil engineering disciplines. 		

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

Module Specification

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

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

Learning outcomes for the module:

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

Knowledge

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

Thinking skills

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

Subject-based practical skills

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

Skills for life and work (general skills)

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

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

Lectures
Laboratory classes

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

Reading and resources for the module:

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

Core

Mikulsky V.G. (2004) *Construction and building materials*. Moscow, ASV Publisher, 536 p.

Recommended

Rakhimova N.R. (2013) *Natural stone construction materials*. Kazan: KSUAE

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

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 48 hours Laboratory classes 48 hours

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

Module Specification

Module Title: Architectural and Engineering drawing	Module Code: EV4124 Level: 4 Credit: 30 ECTS credit: 15	Module Leader: Dr D. Shireeva
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
The aim of this module is to provide a knowledge and understanding to enable the student to produce technical drawings		
Main topics of study:		
<ul style="list-style-type: none"> • The production of hand drawn technical drawings • Engineering graphics and drawing layouts using first angle projection. • Understanding the three dimensional form from two dimensional drawings 		
Learning outcomes for the module:		

Engineering equipment of industrial and civil buildings	Level: 5 Credit: 30 ECTS credit: 15	Dr R.G. Safiullin	
Pre-requisite:		Pre-cursor:	
Co-requisite:		Excluded combinations:	
Location of delivery: Kazan State University for Architecture and Engineering			
<p style="text-align: center;">Main aim(s) of the module:</p> The main aim of the module is to provide the student with knowledge relating to engineering equipment of building in particular heating, ventilation, heat and gas supply, water supply and sanitation.			
<p style="text-align: center;">Main topics of study:</p> <ul style="list-style-type: none"> • Heat, humidity and air modes of the building • Heating systems in buildings • Hydraulics and heat transfer • Ventilation systems • Air-conditioning systems • Heat supply of industrial and civil buildings • Gas supply of industrial and civil buildings • Water supply of settlements and buildings • Sewerage systems • Sanitary equipment in a building 			
<p>Learning Outcomes for the module</p> <p>At the end of this module, students will be able to:</p> <p><u>Knowledge</u></p> <ol style="list-style-type: none"> 1. Master the most important concepts about heating and cooling loads of a building and its dynamic behaviour; 2. Have a clear understanding of the operation of HVAC systems; apply these concepts to HVAC system design. 3. Understand water consumption and waste water discharge for a building. 4. Determine the arrangement and installation of sanitary equipment in a building. <p><u>Thinking skills</u></p> <ol style="list-style-type: none"> 5. Determine the size and layout of a HVAC installation. 6. Evaluate the layout of the water supply in a building. 7. Present the layout of water, drainage and heating systems on individual drawings. <p><u>Subject-based practical skills</u></p> <ol style="list-style-type: none"> 8. Apply the concepts of psychrometrics and thermodynamics to heating and cooling analysis. 9. Use basic concepts from heat transfer to determine heat gained or lost from a building 10. Design air-handling and water supplying systems using concepts from fluid dynamics. 11. Apply good engineering practice to meet the requirements for air quality control and comfort conditions <p><u>Skills for life and work (general skills)</u></p> <ol style="list-style-type: none"> 12. Appreciate the need for Engineering equipment and services within a building. 13. Apply previous learning on team roles so as to illustrate understanding of team working in the workplace, recognising and respecting differing perspectives. 14. Communicate concepts in geotechnical engineering effectively to a specialist civil engineering audience. 15. Gather knowledge and apply problem solving techniques across a range of civil engineering disciplines. 			
<p>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</p> Lectures Tutorials Laboratory classes			
Assessment methods which enable students to demonstrate the learning outcomes for the module: Examination (3 hours) Coursework (2500 words)		Weighting: 50% 50%	Learning Outcomes demonstrated: 1–5 6-15
<p>Reading and resources for the module: These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</p> <p>Core</p>			

Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
The main aim of this module is to provide the students with knowledge relating to building construction and building technology.		
Main topics of study:		
<ul style="list-style-type: none"> • Basic information about the technological processes in construction. • Excavation, ground preparation and ground works • Foundation types and construction • The technology of masonry • Technology of monolithic concrete and reinforced concrete. • Technology concreting in winter conditions. technology of concrete work in hot climates • The mounting technology of building structures. • Production of roofing work. • Decoration works. • The introduction to health and safety on site. 		
Learning Outcomes for the module		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> 1. Be aware of the different foundations types and the construction techniques to form them. 2. Demonstrate an understanding of the process of constructing reinforced concrete. 3. Demonstrate an understanding of the process of masonry construction. 4. Demonstrate an understanding of the process of steel erection. 5. Demonstrate an understanding of various forms of roof construction. 		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> 6. Demonstrate an understanding of the order of the various construction processes 7. Calculate the quantity of materials required for a each process 		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> 8. Calculate the quantity of materials required for a process. 9. Determine the order in which works should be undertaken 		
<u>Skills for life and work (general skills)</u>		
<ol style="list-style-type: none"> 10. Be aware of health and safety when on working site 11. Implement health and safety requirements and be able to carry out risk assessment. 12. Reflect on selected action to elucidate chosen approach with information gathered 13. Present analysis and design documents so that they can be checked by other engineers. 14. Evaluate results from software analyses; interpret and communicate findings and recommendations 15. Communicate in various formats 		
Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:		
Lectures Tutorials		
Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (3hours) Coursework (2500 words)	60% 40%	1 – 6 7 – 15
Reading and resources for the module:		
These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format		
Core		
<ol style="list-style-type: none"> 1. Telichenko V.I., Lapidus A.A, Terentyev O.M., (2002) <i>Technological processes in civil engineering parts 1 & 2.</i> Moscow: Higher school. 		

Module Specification

Module Title: Design in Steel and Timber	Module Code: EV6121 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: Dr. L. Gimranov
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
Outline parameters, uses and limitations of designing in timber.		
Main topics of study:		
<u>Design in Timber</u> <ul style="list-style-type: none"> • Types of timber • Physical and structural characteristics of timber for use as a construction material. • Design and detailing to relevant standards and norms • Limitations of timber as a structural material <u>Design in Steel</u> <ul style="list-style-type: none"> • Behaviour and performance under load. • Uses in construction. • Design and detailing to relevant standards and norms. • Issues in steel construction. • Timber and Steel • Use of computer software in design of steel and timber structures • Use of CAD packages for production of drawings 		
Learning outcomes for the module:		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> 1. Display a comprehensive knowledge of the capabilities and limitations of wood and steel as construction materials. 2. Compare designs to the relevant SNIP code (construction standards and rules) 		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> 3. Calculate loads and stresses for given design situations 4. Design simple structures in timber and steel. 5. Integrate ideas in order to devise design solutions. 6. Critically appraise design solutions 		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> 7. Create computer software generated solutions for particular designs. Generate design calculations and drawings 		
<u>Skills for Life and Work</u>		
<ol style="list-style-type: none"> 8. Ability to carry out supervision of installation of metal or wood structures during construction of buildings and structures. 		
<u>Research skills</u>		
<ol style="list-style-type: none"> 9. Evaluate aspects of the research process relevant to a chosen field of study 10. Select techniques appropriate for research in a field of study. 11. Select and implement appropriate analytical techniques. 		
Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:		
Lectures Tutorials Practicals		
Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Examination (2 hours and 15 minutes) Design coursework (3500 words)	70% 30%	1-2, 8 3-7, 9-11
Reading and resources for the module:		
These must be up to date and presented in correct Harvard format unless a Professional Body specifically		

requires a different format

Core

Kalugin, A.V. (2003) *Timber structures*. Moscow: ACB

Kudishin, U.I., Belenya, E. I., Ignatieva, V.S and others (2007). *Metal structures. 9th edn*. Moscow: Publishing Center "ACADEMY"

Code of rules (2011) *SP 64.13330.2011 Timber structures*. Moscow: Ministry of Regional Development of the Russian Federation

Code of rules (2011) *SP 16.13330.2011 Steel structures*

Moscow: Ministry of Regional Development of the Russian Federation

Software : : *AutoCad, SCAD, LIRA, STARK_ES*

Recommended

EN 1993-1-1 Eurocode 3: Design of steel structures - Part 1-1: General rules and rules for buildings

EN 1995-1-1 :2004+A 1 Eurocode 5: Design of timber structures - Part 1-1: General - Common rules and rules for buildings

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): 48 hours lectures 32 hours workshops 16 hours practical
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): 204 hours private study
Total hours (1 and 2):	300

Module Specification

Module Title: Design in Reinforced Concrete and Masonry	Module Code: EV6122 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: Dr. O. Radaykin
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
Understand design in concrete and masonry. The development of the students analytical and design skills in design in reinforced concrete and masonry.		
Main topics of study:		
<ul style="list-style-type: none"> • The essence of the concrete, the area of its application. Short historical data on the use of concrete, reinforced concrete and masonry structures. Determination of the course «Design in Reinforced Concrete and Masonry» its goals and objectives, communicate with other disciplines. Scope monolithic, precast, precast reinforced concrete, steel fiber concrete, their advantages and disadvantages. The essence of masonry and reinforced masonry structures, on-domain of their application, advantages and disadvantages. • Material properties of concrete and masonry structures. • Strength calculation and design of reinforced concrete flexural elements. • Strength calculation and design of eccentrically compressed and stretched concrete elements. • Calculation of reinforced concrete structures to II-nd group limit state. • Calculation of reinforced concrete elements on the local effect of load. • Stress state of stone and mortar with central compression masonry. Stage of the stress-strain state of the masonry. Deformation of masonry: elastic, short-term, long-term loading. • Calculation of unreinforced masonry load bearing capacity at the central and eccentric compression. • Calculation of masonry with a cross (mesh) and the longitudinal reinforcement on the bearing capacity at the central and eccentric compression. Calculation of unreinforced masonry load bearing capacity at the central and eccentric compression. • Calculation of masonry: the determination of the crack opening and deformation (in the II-nd group limit states) under eccentric compression; when working on the bias (in the plane of the wall) wall fillings frame buildings; self-supporting wall connected to the frame; other elements of buildings and structures, in which the formation of cracks is not allowed. • Bases for design of statically indeterminate reinforced concrete structures based on redistribution of stresses due to 		

inelastic deformation. The concept of plastic hinge and limit equilibrium method. Alignment of the bending moments. Economic efficiency of the design, taking into account the redistribution of effort.

- Prefabricated beams of the ceiling. Solid ribbed slab with a slab supported on a path. Bases of calculation and design.
- Design and layout of the scheme framed single-story industrial buildings; providing the spatial rigidity of the system ties, assigning each species. Payment schemes. Static calculation of the transverse plane of the frame on the undeformed scheme
- Plate covers one-storey industrial buildings and their classification; advantages and disadvantages of certain types of plates. Truss girder coatings; classification, advantages and disadvantages of certain types of beams; identify unprofitable calculated cross-sections are of variable height.
- Reinforced concrete truss coatings; classification, advantages and disadvantages of certain types of farms. For information about the calculation of truss farms. Calculation and design of the intermediate nodes and the reference farms.
- Engineering or special facilities; definition of classification; specificity calculation.

Learning outcomes for the module:

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

Knowledge

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

Thinking skills

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

Subject-based practical skills

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

Skills for life and work (general skills)

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

Research skills

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

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

Lectures
Tutorials

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

Examination (3 hours)
Design coursework (3500 words)

Weighting:

70%
30%

Learning Outcomes demonstrated:

1-3,13
2-13

Reading and resources for the module:

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

Core

Baikow, V.I., Sigalov E. E. (2009) *Reinforced concrete structures. General course*. 9th edn. Moscow: Bastet
Bondarenko, V.M. (2002) *Reinforced concrete and masonry structures*. 2th edn. Moscow: High school
Sokolov B.S, Nikitin G.P, Sedov A.N (2010) *Design of concrete and masonry structures*. Textbook. Moscow: ASV

Software : *AutoCad, SCAD, LIRA, STARK_ES*

Recommended

Code of rules (2003) *SP 52.101.2003 Concrete and reinforced concrete structures without pre-stressing*. Moscow: NIIZhB

Indicative learning	Activity
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and teaching time (10 hrs per credit):	
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Lectures 52 hours Workshops 30 hours Tutorials 12 hours
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): Private study 206 hours
Total hours (1 and 2):	300 hours

Module Specification

Module Title: Bases and foundations of buildings	Module Code: EV6123 Level: 6 Credit: 30 ECTS credit: 15	Module Leader: Dr. I. Koroleva
Pre-requisite:	Pre-cursor:	
Co-requisite:	Excluded combinations:	
Location of delivery: Kazan State University of Architecture and Engineering		
Main aim(s) of the module:		
Understand design in basis and foundation. The development of the students analytical and design skills in basis and foundation design.		
Main topics of study:		
The required Analysis and Design techniques, in basis and foundation, to current standards and norms of <ul style="list-style-type: none"> • General principles of design bases and foundations • Shallow foundations. Types and design shallow foundations. • Calculation of shallow foundations • Calculation of the base shallow foundations for groups I and II limit states. • Pile foundations. Classification of piles and pile foundations. • Calculation of bearing capacity of piles under the action of vertical and horizontal loads. • Calculation and design of pile foundations. • Calculation of pile foundation grills strength. • Engineering methods to transform the building properties of soil base • Deep foundations. • Reconstruction and repair of foundations • Strengthening the foundation soils 		
Learning outcomes for the module:		
At the end of this module, students will be able to:		
<u>Knowledge</u>		
<ol style="list-style-type: none"> 1. Have a comprehensive knowledge of the Geotechnical analytical requirements allied to advanced building forms 2. Compare designs to the requirements of the relevant SNIP code (construction standards and rules) 		
<u>Thinking skills</u>		
<ol style="list-style-type: none"> 3. Calculate loads and stresses for given design situations 4. Geotechnical analysis and design for advanced building forms. 5. Relate ideas and concepts in order to explore design solutions. 6. Critically appraise manual and computer software design solutions 		
<u>Subject-based practical skills</u>		
<ol style="list-style-type: none"> 7. Generate design calculations and drawings 8. Create computer software generated solutions for particular designs. 		
<u>Skills for life and work (general skills)</u>		

<p>9. Relate designs to Health and Safety aspects 10. Work autonomously within general design requirements</p> <p><u>Research skills</u></p> <p>11. Evaluate aspects of the research process relevant to a chosen field of study 12. Select techniques appropriate for research in a field of study. 13. Select and implement appropriate Geotechnical analytical techniques.</p>		
<p>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</p> <p>Lectures Tutorials</p>		
<p>Assessment methods which enable students to demonstrate the learning outcomes for the module:</p> <p>Examination (2 hours) Design coursework (3400 words)</p>	<p>Weighting:</p> <p>70% 30%</p>	<p>Learning Outcomes demonstrated:</p> <p>1, 3, 4, 13 2-13</p>
<p>Reading and resources for the module: These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format</p> <p>Core</p> <ol style="list-style-type: none"> 1. Mangushev RA et al. Modern pile technology. Textbook. Publisher ASV, Moscow, 2009 -304s. 2. Krutov VI Shallow foundations. Textbook. Publisher ASV, Moscow, 2009 -231s. 3. Simagin VG Foundations. Design and installation. Textbook. Publisher ASV, Moscow, 2008 -496s. 4. Pilyagin AB Design bases and foundations of buildings and structures. Publisher ASV, MA-2011-311c. 5. Mangushev RA, Charlov VD, Sakharov II Foundations, Publisher ASV, M., 2010 -388 p. 6. Ukhov SB, Semenov VV, Znamenskii VV, Ter-Martirosyan ZG, Chernyshev SN Soil mechanics and foundation. - M.: Publisher ASV, 2007.-527s. 7. Berlinov MV Foundations. St. Petersburg - Moscow - Red gift with 2011 -318. <p>Software : : <i>AutoCad, SCAD, LIRA</i></p> <p>Recommended</p> <p>Code of rules (2011) <i>SP 22.13330.2011 Foundations of buildings and structures. Updated version SNIP 2.02.01-83</i> *. Moscow: Ministry of Regional Development of the Russian Federation Code of rules (2011) <i>SP 24.13330.2011 Pile foundations. Updated version SNIP 2.02.03-85</i> *. Moscow: Ministry of Regional Development of the Russian Federation</p>		
<p>Indicative learning and teaching time (10 hrs per credit):</p>	<p>Activity</p>	
<p>1. Student/tutor interaction, some of which may be online:</p>	<p>Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc):</p> <p>Lectures 48 hours Tutorials 32 hours</p>	
<p>2. Student learning time:</p>	<p>Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc):</p> <p>Private study 220</p>	
<p>Total hours (1 and 2):</p>	<p>300</p>	

Module Specification

<p>Module Title:</p> <p>Final Year Integrated Project</p>	<p>Module Code: : EV6124</p> <p>Level: 6</p> <p>Credit: 30</p> <p>ECTS credit: 15</p>	<p>Module Leader: Dr R. Mukhametrakhimov Additional tutors - all staff acting as supervisors / advisors</p>
<p>Pre-requisite: All second year modules</p>		<p>Pre-cursor:</p>
<p>Co-requisite:</p>		<p>Excluded combinations:</p>

Location of delivery: Kazan State University of Architecture and Engineering

Main aim(s) of the module:

The aim of this module is for each student to undertake an individual integrated design project.

Main topics of study:

1. Foundation selection and design
2. Structural analysis and design
3. Architectural considerations
4. Building services requirements
5. Construction management aspects
6. Drawings
7. Project documentation
8. Costing
9. Environmental / Ecological statement
10. Health and Safety
11. Use of computer software in analysis, design and detailing
12. Report production

Learning outcomes for the module:

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

Knowledge

1. Evaluate the technical, engineering, architectural and economic context of projects.
2. Development of architectural and constructive decisions in the field of research.
3. Evaluation of engineering and geological conditions, calculation and design of foundations.
4. Development of technology for the construction of buildings and construction organization.
5. Determination of the costing of construction.
6. Development of requirements for work safety and environmental protection.

Thinking skills

7. Research and define the design constraints in arriving at a solution to the problem
8. Critically evaluate possible design solutions against a range of criteria to ensure fitness for purpose, and an understanding of the end user's needs.
9. Critically appraise the design outcomes including cost estimates.

Subject-based practical skills

10. Apply engineering and architectural principles and standards to analyse construction related projects and have the ability to work with a degree of technical uncertainty
11. Apply quantitative methods and relevant software packages in order to relate ideas and concepts to evaluate relevant design solutions

Skills for life and work (general skills)

12. Gather knowledge and apply problem solving techniques across a range of disciplines
13. Work autonomously to identify the best solution within the given and perceived project constraints

Research skills

14. Identify and apply appropriate research methodologies.
15. Deliver a presentation on a chosen research topic.
16. Critically reflect on data produced.

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

Student centred integrated design project which would entail the following
Supervision / progress meetings
Tutorials

Assessment methods which enable students to demonstrate the learning outcomes for the module:	Weighting:	Learning Outcomes demonstrated:
Final dissertation (9000 words)	80%	1-16
Presentation	20%	1-16

Reading and resources for the module:

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

Core

Swetham, D., and Swetham R Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work Sprin Hill, Oxon

Recommended Directory with requirements to final qualifying work. Kazan: KSUAE.	
Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction, some of which may be online:	Activity (e.g. lectures/seminars/tutorials/workshops/studio work/moderated online discussions, online chat etc): Supervision / progress meetings 24 hours Tutorials 76 hours
2. Student learning time:	Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary, studio work etc): Private study and investigation 200 hours
Total hours (1 and 2):	300

7. PROGRAMME MANAGEMENT

Programme Team and Committee

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

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

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

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

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

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

Undergraduate Programme Leader in BSc (Hons) Civil Engineering

Rustem Mukhametrakhimov muhametrahimov@mail.ru

Associate professor

Department of technology, organization and mechanization in construction

Module Leaders of the course:

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

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

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

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

The benefits of being a representative are:

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

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

Quality Assurance

Background

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

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

The role that students can play in quality assurance:

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

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

- You will also be asked to complete a more general questionnaire when you have completed your programme.

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

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

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

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

8. STUDENT SUPPORT

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

Academic and Development Support

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

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

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

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

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. However, in 4 years of our joint programme some its elements were implemented in all 5 programmes. Annually during Programme Committees meetings students express their verbal feedbacks that are reflected in REP reports.

Access to Your Tutors

Students wishing to consult staff on any matter should do so by appointment only. There may be cases of special urgency, in which case every effort will be made for someone to see you immediately. Special

urgency in this context does not mean, for example, asking the lecturer for a reference because you only have the afternoon left to complete your essay. It means a real emergency.

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

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

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

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

Personal / Development Academic Tutor

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

Careers and Employability Centre

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

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

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

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

- Make realistic decisions about your next steps.
- Explore comprehensive information about occupations, employers, postgraduate training and vacancies.
- Understand and assess the available opportunities.
- Assess your own potential.

- Choose wisely from all the options open to you.
- Make and implement an agreed plan of action.

Requesting References

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

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

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

Academic Learning Centre

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

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

Student Counseling Centre

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

- Academic difficulties
- Personal relationships
- Homesickness
- Traumatic experiences

Research Centre

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

Conferences, Training Seminars, Workshops

KSUAE organizes various training seminars, scientific conferences and workshops for our students for each subject of study throughout the academic year, while it strongly encourages students to actively participate in such events. KSUAE infrastructures [lecture theatre and audiovisual equipment] offer the ideal environment for such events and many famous and well-known scientists and distinguished professionals have participated as lecturers and invited speakers.

Professional Practice

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

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

Students with Disabilities

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

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

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

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

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

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

Procedures

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

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

KSUAE also recognizes the diverse, dynamic and often hidden nature of disability and that perception of disability can vary. Disabled members of KSUAE community may not consider themselves to be disabled or may not consider their disability to be of relevance to their work, studies or their use of KSUAE's services and facilities. Disabled staff and students may also have concerns about the impact of disclosure for their employment and educational opportunities.

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

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

KSUAE is committed to:

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

KSUAE is trying to eliminate:

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

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

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

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

English Language Department

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

Student Union

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

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

9. RESOURCES

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

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

Physical Resources

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

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

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

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

ICT and On-line Resources

Software & Hardware

Students have access to 720 networked PCs which run a variety of generic and specialist software for private study, technical and practical work. This includes general purpose software such as Microsoft Office including Visio, Project and Publisher as well as the Adobe suite of graphical software such as Photoshop. Specialist Autodesk software packages are also available via certain licensed networked including AutoCAD Civils and AutoCAD 3D Max. The financial / costing packages Altinvest and Grandmeta 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 Moodle log on
- Enter your user name and password when prompted
- Select MOODLE from the menu bar

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

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

KSUAE Library Resources

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

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

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

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

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

The structure of scientific and technical libraries is as follows

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

Electronic Catalogs exist for:

- Books since 1992
- Articles since 1997
- General textbooks
- Electronic Library resources
- Periodicals
- The list of periodicals issued
- Electronic versions of newspapers and magazines

Particular electronic catalogs include:

- Electronic-Library System IBOOKS

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

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

10. INFORMATION ABOUT QUALITY AND STANDARDS

Assuring the quality and standards of the award

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

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

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

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

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

2. Appointment of external examiners

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

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

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

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

4. Review and Enhancement Process

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

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

5. Periodic reviews of the partnership and programme

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

6. Award certificates

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

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

7. Equality and Diversity

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

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

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

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

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

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

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

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

11. ACADEMIC APPEALS

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

UEL

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

Library and Learning Services

[**https://www.uel.ac.uk/lis/**](https://www.uel.ac.uk/lis/)

Manual of General Regulations

[**https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/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**](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**](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 acknowledgment of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.
- (g) Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.
- (h) Being party to any arrangement whereby the work of one candidate is represented as that of another.
- (i) The submission, as your own work, of any work that has been purchased, or otherwise obtained from others, whether this is from other students, online services, "cheat sites", or other agents or sources that sell or provide assignments.
- (j) Practices such as 'cutting and pasting' segments of text into your work, without citing the source of each.
- (k) For work not intended to be submitted as a collaborative assignment: producing work with one or more other students, using study practices that mean the submitted work is nearly identical, overall or in part, to that of other students.
- (l) Offering an inducement to staff and/or other persons connected with assessment.

Examinations

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. Plagiarism in Greater Detail

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

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

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

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

3. Collusion

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

that work is subsequently plagiarised by a “friend”, an act of friendship might lead to a charge of collusion.

4. **When to Reference**

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

You need to provide a reference:

- when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;
- when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;
- when you copy the exact words or a unique phrase from somewhere;
- when you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

- when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;
- when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.) As a test of this, material is probably common knowledge if
 - you find the same information undocumented in other sources;
 - it is information you expect your readers to be familiar with;
 - the information could be easily found in general reference sources.

5. **How to Reference**

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

Pears, R. and Shields, G (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.

**APPENDIX E
COLLABORATIVE STUDENT ENTITLEMENTS AT UEL**



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/lrs/>.

Student Support

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

As a collaborative student you are entitled to access 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 not 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 are not entitled to UELSU support 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.)

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.