MSc Green Building

Centre for Alternative Technology

COURSE HANDBOOK 2023/24

University of East London

Version History

Not applicable (Version1)

ACCESSIBILITY NOTICE

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DOCUMENT CONTROL

This document is updated annually and is available for students to download from the CAT website.

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

A **Glossary** in Appendix E explains terms and abbreviations used.

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

1. INTRODUCTION / WELCOME FROM THE CEO

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

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

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

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

For 50 years people have taken their experience at CAT and used it to become 'change makers' in their workplaces, communities or personal lives. I hope you have a fulfilling time here at CAT and that your studies equip you with the skills, knowledge and insights to play your in role in creating a sustainable society.

Have a great time and enjoy the experience.

Best wishes,

Paul Booth and Eileen Kinsman

Co-Chief Executive Officers, CAT

1.1. THE RELATIONSHIP BETWEEN CAT, GSE AND UEL

The integrated Masters Sustainability and Adaptation programmes, comprising of MSc Sustainability and Adaptation (SA); M.Res Sustainability and Adaptation (M.Res); MSc Green Building (GB) and MSc Sustainability in Energy Provision and Demand Management (SEPDM) seek to build on the current collaborative partnership between CAT and University of East London (UEL).

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

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

1.2. CAT & GSE: AREAS OF EXPERIENCE / EXPERTISE

The Centre for Alternative Technology (CAT), Machynlleth, Powys, is an environmental charity and visitor centre demonstrating practical solutions for sustainability. Since 1973 CAT's activities have covered all aspects of green living: environmental building, eco-sanitation, woodland management, renewable energy, energy efficiency and organic growing, however due to the evidence emerging about the urgency of environmental change, CAT is now changing focus and is striving to become a centre for teaching adaptation transformation by building on its past and embracing this new direction for the future.

The CAT site is a unique and valuable practical demonstration centre with a range of examples of sustainable solutions such as the use of hemp and binder as a building material. CAT has an array of installed renewables systems. These include photovoltaic displays; solar thermal; a micro-grid; demonstration off-grid systems and renewable grid-connected systems; several hydro-electric systems; a water-balanced funicular railway, an air-source heat pump; a community heat main; a display of working biomass heaters and boilers, and a range of small to medium sized wind turbines. CAT also has black water treatment via two reed bed systems, compost toilets as well as low-flush systems, an off-mains water supply, and an extensive organic garden that can be explored by visitors.

Day-to-day activities include:

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

- Carrying out educational outreach work, including teacher training and school visits.

- Publishing books on key environmental issues and their solutions.

- Running a successful volunteer programme for those that want to gain hands-on experience.

- Having a growing network of supporting members who receive CAT's quarterly magazine *Clean Slate* and an invitation to an annual conference.

- Access to a vegetarian restaurant and on-site eco-shop, including mail-order service.

CAT is also responsible for the following projects:

- Zero Carbon Britain – a series of research reports looking at a directional scenario for reducing the UK's greenhouse gas emissions to zero within 20 years

- The ZCB project aims to provide councils, communities and other organisations with the knowledge, confidence and skills to transform complex economic, social and political systems and achieve net zero greenhouse gas emissions by 2040. It does this through a range of training courses, events, detailed research reports, innovation lab processes and a free online resource hub. We integrate our learning across these activities to continually enhance them and share the best available information with and between those we're working with. .

- Coed Gwern – 15 acres of sustainably managed woodland, which is home to a range of courses, as well as being monitored and managed for biodiversity.

See CAT website - *What We Do*

The Graduate School of the Environment at CAT currently offers five post-graduate programmes, validated by UEL:

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

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

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

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

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

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

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

2. INTRODUCTION TO THE COURSE

The integrated MSc Green Building (GB) programme concentrates on the skills and knowledge needs of built environment industries within the context of current and emerging environmental issues. It is based and run at the Centre for Alternative Technology and offers a unique combination of academic study with practical experience that will equip you with skills that are becoming increasingly important. Students attend the Centre to complete 'onsite / residential' modules, while 'distance-learning' module delivery is offered concurrently. Flexibility is offered for 'blended learning' options.

2.1. KEY FEATURES OF THE PROGRAMME:

The Programme Leader is Tim Coleridge (tim.coleridge@cat.org.uk)

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

The key features of the MSc Green Building programme are:

• A credit-based modular programme leading towards a higher degree;

• The option of discrete awards (post-graduate certificate and post-graduate diploma) for students who do not wish to, or are unable to, undertake the complete Masters programme;

• An integrated and flexible programme offering transfer arrangements to related specialist MSc programmes run by CAT;

• A programme run by CAT, which has a long pedigree of active environmentalism, development, appraisal and practical experience of efficient, low-impact and novel buildings and renewable energy systems;

• A range of exceptional external speakers who contribute to CAT's delivery of the programmes. These including leading thinkers in sustainability, renewable energy, and building technologies.

• A programme offering the flexibility of 'on-site block residential' and 'distance-learning' delivered concurrently, 'blended' learning options, and the opportunity to remain in employment whilst studying;

• A programme available by full-time or part-time study with flexibility of transfer offered between modes of study;

• Block delivery 'on-site / residential' modules undertaken in the immersive study environment at CAT, allowing students to escape their day-to-day surroundings and consider issues, challenges and solutions afresh and in the company of peers having similar aspirations;

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

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

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

2.2. PROGRAMME TITLES AND AWARDS OFFERED

Programme titles

MSc Green Building, leading to MSc GB

PGDip Green Building, leading to PGDip GB

PGCert Green Building, leading to PGCert GB

Awards offered

MSc Green Building (MSc GB)

PGDip Green Building (PGDip GB)

PGCert Green Building (PGCert GB)

2.3. INTRODUCTION TO PROGRAMME CONTENT

The MSc Green Building programme provides students with the knowledge and skills required to comprehend and plan for the challenge of effectively adapting to the current episode of environmental change. The programme gives students the opportunity to develop the confidence, aptitude and critical thinking to allow the student to implement the principles of green building effectively into their work; enhancing their future employability as adaptation for environmental change becomes an ever more urgent priority.

As the future environmental situation and the effectiveness of solutions are laced with uncertainty, the programme further aims to enable students to learn how to integrate risk assessment into their decision-making processes and discern the influence that the urgency of climatic change has on them. The programme combines theoretical knowledge with

practical and research experience, offering students the possibility to develop into rounded self-reflective learners who can work with others and communicate to others with confidence and clarity.

The topics covered in the programme include: sustainable design of buildings, energy provision, energy flows in buildings, circularity applied to buildings, environmental responsive materials and resources, low-energy and advanced building techniques, logistics, transportation, environmental assessment, team working skills, sustainable renovation, transformational change, risk and vulnerability assessment, resilience building, adaptive capacity, sustainability thinking, acute resilience pathways for cities and communities, environmental politics and the prevailing social and economic systems.

2.4. PROGRAMME AIMS AND LEARNING OUTCOMES

What is this programme designed to achieve?

This programme is designed to give students the opportunity to:

•   Critically reflect upon the causes, seriousness, and urgency of the current episode of environmental and climatic change with respect to how these factors influence the nature of the built environment and the construction industry and the interaction of professional disciplines in a national and international environment.

•   Undertake an extended independent piece of research into sustainable construction management and/or building issues to produce an original design or research upon a topic of their choosing within the field of green building.

•   Develop self-confidence and an ability to act on their own initiative, to prepare them for the rigours and demands of employment or further postgraduate study in the sustainable construction or property industries.

•   Make informed decisions based upon an appraisal of appropriate ethical research methodologies, combined with practical experience, to develop a deep and holistic understanding of sustainable construction issues. Develop evaluation skills of complex issues to become systematic, iterative, imaginative and creative, in order that they can make sound judgements within the limits of uncertainty and incomplete data; and become a self-reflective practitioner who can realise their potential for self-development, and communicate opinions and conclusions clearly to specialist and non-specialist audiences.

What you will learn:

Knowledge
•   Demonstrate a holistic, systematic and sophisticated understanding of the concepts, issues, and theories that are central to Green Building. Green Building (also known as green construction, eco-friendly building or sustainable building) refers to both a structure and the application of processes that are environmentally responsible and resource-efficient throughout a building's life-cycle: from planning to design, construction, operation, maintenance, renovation, deconstruction and reuse. Green Building practice expands and complements classical building design concerns but has environment, comfort, energy/resource use, and passive heating and cooling at its core. More recently Green Building has incorporated adaptation measures for a changing climate.

• Present a sophisticated appreciation of the influence of the wider political, social, cultural and non-cultural perspectives can have on the perspective of the built environment and the role of environmental sustainability in building design;

• Demonstrate through reasoned argument the ability to integrate and rationalize the influences that the multiple environmental concerns facing humanity have on sustainability and green building design decision-making processes.

Thinking skills

• Through critical and ethical evaluation of relevant methodologies, analyses and conclusions develop and sustain arguments in a variety of written formats, formulating appropriate questions and utilising primary and secondary evidence;

• Synthesise a clear understanding of the various legal, institutional and ethical considerations and developments associated with sustainable green building practice;

• Critically analyse the effective sustainable management of the construction process and the environmental, economic and social impacts within a global context.

Subject-Based Practical skills

• Position with clarity, relevance and insight, a variety of environmentally sensitive construction approaches within a wider conceptual and methodological framework drawn from appropriate literature and best industry practice;

• Analyse, evaluate, draw conclusions from and critically reflect upon primary and secondary literature and evidence, including academic writings, advertising materials, arts and visual representations, various legal documentation, regulations and guidelines associated with the sustainable construction industry;

• Utilise the principles of green building design and practice, including choice of materials, energy provision and use, and building techniques to deliver low/zero carbon and construction.

Skills for life and work (general skills)

• Demonstrate an ability to study independently and effectively; and to be able to present and convey complex technical information to other professionals and the public;

• Demonstrate advanced numeracy and quantitative skills;

• Gather and use evidence and data, using IT and computer skills where necessary, to find, retrieve, organise and exchange new information;

• Demonstrate leadership and performance management (including time management) skills including those within a multidisciplinary context;

• Design, investigate, and present an extended and independently-conceived piece of research.

2.5.   **PROGRAMME STRUCTURE**

The structure for each award from the MSc Green Building programme is presented below:

Master of Science in Green Building (MSc. GB)

Candidates may be awarded a Master of Science in Green Building (GB) upon successful completion of 180 credits at Level 7, consisting of: the consisting of: the two core introductory modules (EV7132 and EV7137, each 15 credits); three further core modules (15 credits each); three optional modules (each 15 credits) from those offered below; and the core Design Dissertation (60 credits).

Table 2.5: Core and Optional Modules

Module start	Module Code	Module Title	Credits	Status	DL (Y/N)
Sept 23	**EV7132**	**Introduction to Sustainability and Adaptation**	**15**	**Core**	**Y**
Nov 23	**EV7137**	**Sustainability and Adaptation Concepts in Practice**	**15**	**Core**	**Y**
Oct 23	EV7128	Energy Flows in Buildings	15	**Recommended***	Y
Dec 23	EV7105	Cities and Communities	15	Optional	Y
Dec 23	EV7134	Low and Zero-carbon Buildings	15	**Recommended***	Y
Feb 24	EV7131	Introduction to Politics and Economics of the Environment	15	Optional	Y
Feb 24	EV7122	Circular Building	15	**Recommended***	Y
Mar 24	EV7108	Energy Provision	15	Optional	Y
Mar 24	EV7127	Ecosystems and Ecosystem Services	15	Optional	Y
May 24	**EV7125**	**Applied Research Design**	**15**	**Core**	**Y**
Jun 24	**EV7110**	**Sustainable Materials in the Built Environment**	**15**	**Core**	**Y**
Sept 24/ Jan 25	**EV7101**	**Dissertation**	**60**	**Core**	**Y**
Recommended* modules: Refer to section 2.7 'ADDITIONAL DETAIL ABOUT THE PROGRAMME MODULE STRUCTURE' below for further information on the recommended modules required to achieve the GB award.					

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module that can be selected from a range of modules available on the programme. However, at least two of the three modules marked Recommended* must be taken – see 2.7 below.

2.6. SUMMARY OF MODIFICATIONS SINCE THE PREVIOUS ACADEMIC YEAR

The Green Building programme underwent a full programme review in January 2022 as part of the five-year cycle of reviews between CAT and UEL. This review has allowed for a general refreshment of modules to address current practice in Green Building. The two 15-credit introductory core modules EV7132 and EV7137 have been created to replace an earlier 30-credit introductory module to allow for improvements in teaching and learning on the new more focussed introductory modules as well as enhance progression and transfer options. A new core 15-credit 'Applied Research Design' module has also been introduced in response to student feedback and evaluation in recognition that over recent years many existing MSc students have struggled with the demands of becoming "research ready" in time for their dissertation study.

Module Code: EV7131

Module Title: Introduction to Politics and Economics of the Environment

Minor modification: changing the assessment design from the single component 'Transformational Strategy' to the single component 'Essay'.

Rationale: While keeping the single assessment of 3,000 words, we wish to add flexibility in the scope of the assessment by changing the comparatively constrained assessment title to one that allows module leaders freedom to expand into current topics. This will give the students more latitude and will facilitate reaction to important current events. An example of this might be the outcomes of COP 27 in Egypt.

An additional benefit of the change is that it separates more distinctly the assessment for this module from the Adaptation Report assessment for the core November module EV7137 'Sustainability and Adaptation: Concepts in Practice' - providing greater diversity in assessment design across the programmes.

2.7. ADDITIONAL DETAIL ABOUT THE PROGRAMME MODULE STRUCTURE

Introductory modules: the MSc GB programme will commence in September with all students undertaking a linked pair of 15-credit core modules, both untaken within the first term of study: EV7132 'Introduction to Sustainability and Adaptation' starting in September, followed by EV7137 'Sustainability and Adaptation Concepts in Practice' that typically starts in November. These modules aim to establish the overarching concepts and theoretical

grounding needed for the programme, build scientific literacy and core academic skills, and introduce the specialist 'themes' of their programme.

Subject specific taught modules: Additionally, students are required to study six further 15-credit taught modules, comprising:

- **Tier 1 core taught modules:** two 15-credit core modules focused on sustainable materials (EV7110) and applied research design (EV7125).

- **Tier 2 <u>Recommended</u>* modules required to achieve the GB award:** at least two 15-credit <u>optional</u>* modules from three offered that focus on energy flows in buildings (EV7128), low- and zero-carbon buildings (EV7134) and circular building (EV7122).

- **Tier 3 Optional modules (free choice): two** optional 15-credit modules from those available on the programme – refer to the table above (which may include EV7128, EV7122 or EV7134)

Dissertation: The 60-credit core EV7101 Dissertation module, undertaken after completion of 120-credits of taught modules, completes the Masters programme (MSc GB). Students may present a conventional written dissertation for this module, or an alternative, design focused portfolio approach that allows presentation in a non-standard format and assessment of research artefacts.

The overall credit-rating of this programme is 180 credits. If for some reason students are unable to achieve this credit they may be entitled to an intermediate award, the level of the award will depend on the amount of credit accumulated:

PG Dip.: Students studying the Postgraduate Diploma in Green Building (PG Dip. GB) will need to complete 120 credits, comprising, the core introductory modules EV7132 and EV7137, plus six further 15-credit taught modules, comprising:

- **Tier 1 core taught modules:** two 15-credit core modules focused on sustainable materials (EV7110) and applied research design (EV7125).

- **Tier 2 <u>Optional</u>* modules required to achieve the GB award:** at least two 15-credit optional modules from three offered that focus on energy flows in buildings (EV7128), low- and zero-carbon buildings (EV7134) and circular building (EV7122).

- **Tier 3 Optional modules (free choice):** two optional 15-credit modules from those available on the programme – refer to the table above (which may include EV7122, EV7128, or EV7134).

PG Cert.: Students studying the Postgraduate Certificate in Green Building (PG Cert. GB) will need to complete 60 credits, comprising, EV7110, EV7132 and EV7137 (each 15 credits) and one of EV7122, EV7128, or EV7134 (each 15 credits) – refer to the table above.

PG Associate Cert.: Students achieving the core introductory modules EV7132 and EV7137 will be eligible for a 'Postgraduate Associate Certificate SA' award.

Guidance regarding modules EV7128 'Energy Flows in Buildings' and EV7134 'Low and Zero-carbon Buildings': students who do not have prior credited or experiential learning in building physics are advised to undertake module EV7128 as a pre-cursor to module EV7134.

2.8. MODES OF STUDY

The programmes are offered in both full and part time modes of study:

Period of Study Full-time: MSc programmes (180 credits) operate for 17-months, comprising 12-months taught modules and the 5-month dissertation module.

Period of Study Part-time: For the MSc programmes the normal expected progression will be to complete the programme in 33-months, comprising 2-years taught modules and the 9-month part-time route through the dissertation module. Alternatively, part-time students can complete the programme in 29-months, comprising 2-years taught modules and the full-time 5-month dissertation route.

All students commence the programme by undertaking the 'core' module in September and November of the same year. Additionally:

Full-time students will be expected to complete a further six taught modules from the options available within the same academic year.

Part-time students are required to gain a minimum of 45 credits within their first year of study and after completing EV7132 and EV7137 will normally be expected to complete a further two 15 credit modules from the options available in their first academic year, and the remaining taught modules from the options available in their second academic year. Part-time students are permitted to complete a maximum of 75 credits within their first year of study, with the remaining 45 credits of taught modules completed in the second year.

GSE staff can help distance-learning students to decide on and plan for an amount of study that suits them.

Typical MSc award dates: There are three possible scenarios: full-time routes 1 and 2, and the part-time route. The Dissertation Module will follow the taught modules for students aiming for the MSc award as follows:

- If you follow dissertation module 'Route 1' full-time, starting in September, submit your dissertation in January, pass assessment for this module and fulfil all other award eligibility criteria, you can typically expect to receive your award in June of the same academic year;
- If you follow dissertation module 'Route 2' full-time, starting in February and submit your dissertation in June, pass assessment for this module and fulfil all other award eligibility criteria, you can typically expect to receive your award in October of the same calendar year.
- If you follow the dissertation module part-time route, starting in September and submit your dissertation in May, pass assessment for this module and fulfil all other

award eligibility criteria, you can typically expect to receive your award in October of the same calendar year.

Changing mode: It is possible to move from full-time to part-time study (and sometimes vice-versa) to accommodate any external factors such as financial constraints or domestic commitments. Many GSE students have made use of this flexibility, which may influence the overall duration of the study period.

Minimum duration of programme: One year full-time and one five-month dissertation term.

Maximum duration of programme: Two years part-time and one nine-month dissertation term.

2.9. METHODS OF STUDY

The following methods of study are available on this programme:

- Block on-site residential modules at CAT
- Distance-Learning
- Blended

Delivery is in the form of 15 credit taught modules, with a 60-credit dissertation research module, each overseen by a dedicated Module Leader. All typical 15-credit taught modules will last at least eight weeks, comprising 'block on-site residential' and 'distance-learning' teaching delivered concurrently within this period, in accordance with the University's policies and procedures relating to learning provision.

Block on-site residential modules at CAT will consist of one five to six-day module per month, with students usually arriving on a Monday (September – July). You will be supported via distance-learning methods whilst away from CAT for the remainder of the module period. A Dissertation Research Methods Workshop will be delivered twice per year, typically in October and May.

Distance-Learning modules will consist of contact teaching, learning activities and private study over the set period of the module, which is typically eight weeks, with contact teaching sessions predominantly timetabled within the third and fourth week. Distance-learning modules can be undertaken only when delivered, and are only delivered concurrently with associated on-site modules (as applicable).

2.10. TIME LIMITS FOR STUDENT STUDY

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

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

2.11. **INTERMISSION**

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

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

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

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

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

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

2.12. **INTERNATIONAL STUDENTS AND (EX-TIER 4) SPONSORSHIP LICENCE**

Programme delivery through on-site attendance, distance-learning and blended learning methods will attract Home, and International students. The full flexibility of these delivery modes offered within the programme will be open to all students. International students' ability to attend the residential sessions at CAT is limited by CAT not holding an overseas student (ex-Tier 4) sponsor licence from the UK Border Agency. However overseas students can visit CAT for short periods of study up to 6 months through the standard visitor visa scheme (https://www.gov.uk/standard-visitor/visit-to-study) subject to a student's eligibility for a standard visa.

2.13. **STUDENT REGISTRATION AND STUDY**

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

2.14. **PROGRESSION FROM INTERMEDIATE AWARDS**

If you are enrolled onto one of the intermediate awards, progression to study towards higher awards will be permissible if you express an interest before the completion of the award that

you are enrolled on. This is , and subject to the entry and admissions requirements and additional fees as applicable at the time.

If you have been awarded one of the intermediate awards, programme entry to study towards higher awards will be subject to entry and admissions requirements and the associated fees as applicable at the time. In these cases, you will be able to apply for the recognition of credit achieved from the completed intermediate award in accordance with UEL's Accreditation of Certificated Learning (ACL) policy.

2.15. TRANSFER OPTIONS TO RELATED PROGRAMMES

The MSc Green Building (GB) programme is integrated with the MSc Sustainability and Adaptation (SA). Transfer between these programmes will be permissible upon discussion with the Programme Leader and subject to entry and admissions requirements and the associated fees as applicable at the time.

The MSc GB also shares some modules with the MSc Sustainability in Energy Provision and Demand Management (SEPDM) programme - validated by UEL, and the MSc in Sustainable Food and Natural Resources (SFNR) programme, MSc Sustainability and Ecology (SE) and the MSc Sustainability and Behaviour Change (SBC) - validated by LJMU. Transfer between these programmes may be permissible subject to entry and admissions requirements, such as via the Accreditation of Prior Credited Learning (ACL) process, and the associated fees as applicable at the time.

Depending on the modules that you have studied, not all of them may be core or options on the course that you are transferring to; therefore, there may be additional modules that you will have to complete that are specific in order to achieve the requirements for course completion.

3. KEY STAFF, CONTACT DETAILS AND STAFF ROLES

3.1. SCHOOL MANAGEMENT STRUCTURE

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

3.2. SCHOOL MANAGEMENT COMMITTEE:

CAT co-CEO: Paul Booth and Eileen Kinsman

CAT Director of Finance: Paul Booth

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

Programme Leaders

- **Tim Coleridge** (*tim.coleridge@cat.org.uk*) - MSc Green Building (GB), MSc Sustainability and Adaptation (SA), MSc Sustainability and Adaptation in the Built

Environment (SABE), MSc Sustainability and Adaptation Planning (SAP). <mark>& MRes Sustainability and Adaptation?</mark>

- **Dr Jane Fisher** (*jane.fisher@cat.org.uk*) - MSc Sustainable Food and Natural Resources (SFNR) MSc Sustainability and Behaviour Change (SBC), and MSc Sustainability and Ecology (SE).

- **Dr Frances Hill** (*frances.hill@cat.org.uk*) - MSc Sustainable Energy Provision and Demand Management (SEPDM).

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

- **Dr Rebecca Kent** (Rebecca.kent@cat.org.uk) **-** - MSc Sustainable Food and Natural Resources (SFNR) MSc Sustainability and Behaviour Change (SBC), and MSc Sustainability and Ecology (SE).

3.3. CAT/GSE STAFF CONTACTS

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

Programme Leader: Tim Coleridge (*tim.coleridge@cat.org.uk*)

Student Support Manager: Jemma Barratt (jemma.barratt@cat.org.uk)

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

Jacob Calland

Diana Gall

Helen Hayes

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

3.4. ACADEMIC STAFF

Name	Email
Dr Tom Barker (senior lecturer)	*tom.barker@cat.org.uk*
Tim Coleridge (Senior lecturer & Programme Leader for MSc SA, SABE, SAP and GB)	*tim.coleridge@cat.org.uk*
Dr Cathy Cole (senior lecturer)	*cathy.cole@cat.org.uk*
Dr Ivor Davies (senior lecturer)	*Ivor.davies@cat.org.uk*
Dr Jane Fisher (Senior lecturer and co-Programme Leader for MSc SFNR, SBC and SE)	*jane.fisher@cat.org.uk*
Bryce Gilroy-Scott (senior lecturer)	*bryce.scott@cat.org.uk*
Louise Halestrap (senior lecturer)	*louise.halestrap@cat.org.uk*
Dr Frances Hill (Senior lecturer and Programme Leader for MSc SEPDM)	*frances.hill@cat.org.uk*
Dr Rebecca Kent (senior lecturer and co-Programme Leader for MSc SFNR, SBC and SE)	*rebecca.kent@cat.org.uk*
Dr John Leah (senior lecturer)	*john.leah@cat.org.uk*
Dr Scott Leatham (senior lecturer)	*scott.leatham@cat.org.uk*
Dr Alan Owen (senior lecturer)	*alan.owen@cat.org.uk*
Dr Saskia Pagella (senior lecturer)	*saskia.pagella@cat.org.uk*
Anna Poston (senior lecturer)	*anna.poston@cat.org.uk*
Dr Sam Saville (senior lecturer)	*sam.saville@cat.org.uk*
Dr Ruth Stevenson (senior lecturer)	*ruth.stevenson@cat.org.uk*
Rebecca Upton (senior lecturer)	*rebecca.upton@cat.org.uk*

3.5. MODULE LEADERS

Table 3.4: Module Leaders

Module Start	Module Code	Module Title	Module Leader/s
Sept 23	EV7132	Introduction to Sustainability and Adaptation	Tim Coleridge
Nov 23	EV7137	Sustainability and Adaptation Concepts in Practice	Ruth Stevenson
Oct 23	EV7128	Energy Flows in Buildings	Anna Poston
Dec 23	EV7105	Cities and Communities	Sam Saville
Dec 23	EV7134	Low and Zero-carbon Buildings	Tim Coleridge
Feb 24	EV7131	Introduction to Politics and Economics of the Environment	Sam Saville
Feb 24	EV7122	Circular Building	Ivor Davies
Mar 24	EV7108	Energy Provision	Bryce Gilroy-Scott
Mar 24	EV7127	Ecosystems and Ecosystem Services	Jane Fisher
May 24	EV7125	Applied Research Design	Rebecca Kent
Jun 24	EV7110	Sustainable Materials in the Built Environment	Tim Coleridge

3.6. CIRCUMSTANCES IN WHICH YOU MAY CONTACT UEL DIRECTLY

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

3.7.   **UEL LINK PERSON AND COLLABORATIVE ADMINISTRATOR**

The **UEL Link Tutor** is Teresa Serrano (T.Serrano@uel.ac.uk)

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

The **UEL Collaborative Academic Partnerships Account Manager** is Thomas Scott

(Thomas.scott@uel.ac.uk)

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

UEL Student Hubs

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

By phone: 0208 223 4444

By email: *thehub@uel.ac.uk*

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

4. COURSE OPERATION AND STUDENT REGISTRATION

> It is essential that you log in to UEL direct and enrol with UEL using the UEL student number that you have be given at the earliest opportunity.
>
> Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. The Centre for Alternative Technology will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at https://www.uel.ac.uk/students (click on 'new students')
>
> For general enquiries concerning enrolment, you must contact your local Student Support/ Office: student.support@cat.org.uk for guidance in the first instance and then if you are advised to contact UEL, please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@uel.ac.uk.

5. EQUALITY AND DIVERSITY

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

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

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

MORE INFORMATION

- Link to the UEL Equality and Diversity Strategy
- Student Protection Plan

6. COURSE MANAGEMENT

6.1. PROGRAMME MANAGEMENT STRUCTURE

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

6.2. COLLABORATIVE ANNUAL MONITORING (CAM) REPORT

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

6.3. COURSE COMMITTEES

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

6.4. ACADEMIC COUNCIL

CAT's Academic Council typically meets four times per year, reporting to the Chief Executive, with members including the Chief Executive, Head of School, Programme Leaders, Student Support Manager, UEL Link Tutor and Students Representatives.

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

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

6.5. THE PROGRAMME COMMITTEE

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

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

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

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

6.6. STAFF/STUDENT LIAISON COMMITTEE

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

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

6.7. STUDENT FEEDBACK

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

1. End of Module Surveys: There will be an on-line feedback survey released for each module (Onsite or DL respectively) – typically accessible through the Moodle VLE or GSE Forms Hub, that can be completed anonymously, in which you can score your level of satisfaction with and provide written comments on the module's academic activities and administration;

2. Feedback Meeting: There will be a feedback meeting held between students and key staff during each residential module onsite at CAT, which gives an opportunity for wider feedback on the module. Three times per year these meetings are run as SSLC meetings following a broader agenda, inviting programme wide discussion and feedback;

3. Programme Representatives: The 'Programme Reps' represent MSc students in Academic Council, Programme Committee and SSLC meetings, amongst other official duties, acting as an on-going conduit for student feedback on programme-wide matters. This initiative aims to be a valuable forum for engagement and communication between staff and students of the MSc programmes. Current Reps can be contacted through the Student Support Officers. It is intended that Reps will act for a year at a time. CAT offer Reps an 'incentive' as a gesture of thanks for providing this valued service – if you are interested in acting as a Programme Rep please contact the Student Support Officers;

4. End-of-year Survey: The programme team typically distribute a survey in July to seek feedback on the student experience over the academic year;

5. Destinations Survey: the programme team will contact all students approximately six months after completion of their award to complete a GSE Leavers survey, which asks those who have recently completed higher education courses about their current activity, which may be working, studying, looking for work or other activities.

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

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

6.8.   ATTENDANCE AND ENGAGEMENT

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

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

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

If you cannot attend classes or other required activities for any reason you must inform the Student Support Officer as soon as practicable, and in any case within seven working days.

Be advised: Engagement with teaching and learning activities is essential for success on modules. If you are absent without an independently verifiable cause from classes or other required activities including online activities on Teams on three consecutive occasions and/or your attendance falls below 75% at any time, CAT reserves the right to de-register you from the module to which the classes or other required activities apply. When you are onsite CAT will monitor your attendance, and if studying online CAT will use the monitoring tools built into Microsoft Teams to assess your engagement. You will have a right of appeal to a panel comprising two members of School staff and one student. If you are de-registered from two modules in one term, you may be withdrawn from the programme.

If you attend regularly you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build up in your classes support you in your achievements. If you do not attend regularly or do not keep us informed of occasional non-attendance you will find that your tutor will contact you to discuss the matter with you. It is important that you take this communication seriously and make contact immediately.

We are so firmly convinced of the importance of attendance that we regard persistent non-attendance as a statement by you that you are not interested in being a student. You will

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

KEY DATES

On-site Residential Teaching Modules at CAT: Dates of residential teaching modules at CAT (**2022/23 Module Dates)** are available from the CAT website: *https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/*

The UEL Academic calendar is available at *https://www.uel.ac.uk/student-life/key-dates*

MODULE SPECIFICATIONS

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

Specifications for each module are available from the GSE web site: *https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/*

AWARD CERTIFICATES

Award certificates UEL issues transcripts of results to students, and award certificates to successful students on programmes. Degree certificates are awarded by UEL and then sent to CAT for distribution to students. You must ensure that your contact details are up to date with Student Support in order for your certificate to be posted out to the correct address. Students will have the opportunity to attend an award ceremony at CAT.

NON-ACADEMIC MISCONDUCT

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

MORE INFORMATION

- Link to the University's **academic regulations**

TEACHING, LEARNING & ASSESSMENT
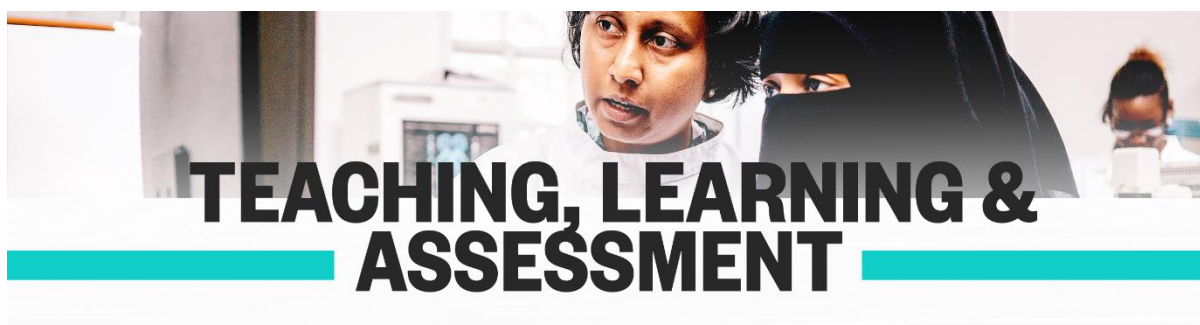
7. ARRANGEMENTS FOR TEACHING, LEARNING & ASSESSMENT

7.1. LEARNING TYPES

The MSc GB programme will be delivered encompassing the following types of learning:

Theoretical and applied learning: The programme delivery will be structured around a blend of theoretical and applied learning, incorporating written and visual learning resources, lectures of theoretical, historical and technical aspects, practical workshops, small group seminars and discussion forums, group work tasks, and tutorials, with guidance from the academic team. The programme will be focused on giving you sufficient theoretical knowledge, thinking skills, and subject-based practical skills to critically evaluate the relative importance of particular aspects of the topic.

Immersive and blended learning: Taught modules will be delivered through the immersive learning environment of the residential modules at CAT, through an enhanced distance-learning VLE platform, Microsoft Teams, and self-directed study. Flexibility of module choices, covering theoretical, practical and applied learning will be available to meet the needs of different learning styles. These mutually supportive modes of delivery create a rich experience of blended learning.

Practical, interdisciplinary learning: Practical workshops, group seminars, case study analyses, group-work and experimental tasks, and applied and interdisciplinary working will highlight the connections between themes, engendering a holistic understanding and deep questioning of the topic. The programme will attempt to facilitate creation of a community of graduates with cross-disciplinary experience.

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

Visiting Lecturers: The programme benefits from lectures by leading academics, professionals and experts from the built environment and related industries, who offer cutting-edge perspectives on current policy, practice and research. Visiting lecturers provide electronic learning resources in support of their on-site teaching activities, which are typically utilised as distance-learning teaching resources and for contingency planning. Visiting lecturers are supported by the CAT administrative team, Programme Leader and relevant Module Leader, and receive clear briefing for the scope and depth of their teaching activities.

The Module Leader is responsible for ensuring that the work of visiting lecturers is coordinated effectively with overall module delivery to ensure all module outcomes are achieved. After delivery, visiting lecturers are provided with any relevant student feedback and 'peer enhancement' feedback from the Module Leader to provide constructive appraisal of their contribution to programme delivery and to identify where improvements might be made for return teaching events.

7.2. THE STUDY ENVIRONMENT

The programme design and delivery methods result in the on-site and distance-learning events being mutually supportive, and produces a mix of students that brings additional richness to the learning experience. The immersive study environment at CAT will allow you to escape your day-to-day surroundings and consider issues, challenges and solutions afresh. This promotes interaction and networking between the students, staff and visiting lecturers, and learning from the diverse range of academic and professional experiences.

Studying in an environment that implements many of the aspects being studied can be inspiring. If you are studying by distance-learning you will benefit from exposure to some of the teaching activities and learning resources generated from the on-site delivery. You will also have the opportunity to engage in dialogue with peers and staff through distance-learning methods when away from CAT. The on-site and distance-learning experiences are enriched and broadened through the overlap of such a diverse range of teachers and students. In these ways a rich and highly topical discourse is facilitated amongst you and your on-site and DL peers, with the social and informal learning mutually supportive of the formal learning activities.

7.3. PROVISION OF LEARNING RESOURCES AND SUPPORT FOR STUDENTS

The programme team aims to provide access to taught content for each module through the University's VLE, Moodle and Microsoft Teams. Information on how we use these platforms will be sent separately via the information document 'GSE Information & Guidelines' Modules on MS Teams should be available approximately one week before the start date of every module so that you can download the content, print it if required, and conduct preparatory study. In order to ensure that you have a copy of key documents for the first module, programme material may additionally be provided to you via other electronic means if you do not have access to the online resources at that stage. Ensure that you check your module's Moodle page and 'Team' regularly whilst studying a module.

You will be supported throughout your studies by having regular access to the tutors and other members of the academic team, one-to-one (in person at on-site modules, by email, over the telephone, or by MS Teams), in groups (at on-site module, or VLE seminars), and with the module cohort (e.g. VLE discussion boards). Further access to tutors and lecturers will also be available in seminar sessions and research methods sessions, as well as during practical workshop sessions. In the module descriptors, the term 'tuition' should be understood as incorporating the delivery of the module content as well as the support provided by the tutors, whether through the VLE/Intranet, telephone, email, or other means. The scope and timing of learning support provision will be clearly communicated to you at the outset of the programme. This system combines the flexibility demanded by the lives of many students with close tuition and student support.

In the periods between on-site block residential weeks, you will be supported through distance-learning methods at defined access times to tutors and administrative support through VOIP, e-mail, MS Teams or telephone.

7.4. DISTANCE LEARNING AND VLE:

Microsoft Teams will be the primary platform for delivering teaching of the distance-learning modules. Use of MS Teams will ensure that you are made to feel part of the UEL/GSE community whilst studying by distance-learning. It will also facilitate accessibility to a full range of teaching resources and materials, which will include written lecture notes, tutor hand-outs, handbooks, bibliographies, primary sources, additional reading, e-journal articles and extracts. The programme team will aim for all scheduled teaching sessions to be available by vidcast or podcast – *although this won't be possible in some circumstances*. Vidcasts (via MS Teams/Sharepoint) will also make tutors known to you, and will allow you to feel like the integral part of the programme that you are. You will also be encouraged to participate in discussion forums. The School also actively encourages your involvement in its research seminars and conferences, in terms of attendance, help in organising them and in delivering a paper on the research for your dissertation.

When studying by distance-learning you will be exposed to some aspects of the 'on-site' teaching experience and the CAT site through electronic learning resources such as copies of the lecture presentations delivered on-site, audio or video recordings and images. Most teaching resources will be shared between the 'attendance' and 'distance-learning' modules, to the mutual benefit of both.

7.5. TEACHING AND SUPPORT METHODS OVERVIEW

The programme delivery is structured around a blend of theoretical and applied learning, incorporating such aspects as lecture presentations, written learning resources, practical activities, small group seminars, student peer-to-peer presentations, on-line discussion forums, group work tasks, tutorials and guidance from the academic team. Coursework assignments are designed to test that the learning aims and outcomes of each module have been achieved through a predominance of written essays, critiques or reports, supported by presentations, poster presentations and other coursework assignments. The primary aim of the programme is for you to develop and apply sound academic practice in use of the theoretical knowledge, thinking skills, and subject-based practical skills gained during your studies for the critical analysis of broad and focused environmental issues. The following table summarises the main teaching methods employed on the programme:

Table 5.5: Summary of Teaching Methods		
Teaching method	**Description**	**Class size**
Lectures	Live lecture presentations, written lecture resources and audio or video methods (subject to resources and IT/Teams/Sharepoint)	12-150

Seminar	On-site and through DL methods (MS Teams)	3-30
Tutorial	On-site and through DL methods (Teams, telephone)	Mostly individual
Practicals	Demonstrations and practical workshops on-site, including computer practicals and self-directed exercises through DL methods.	Onsite: 6-15
Presentations	Live individual or group presentations on-site, and individual or group presentations submitted by DL methods (Moodle), which comprise summative or formative coursework assignments	Typically, 5-10 for individual, 20-100 for groups.
Other methods	Quizzes, blog articles and similar exercises	Various

These teaching methods offer a variety of learning experiences to suit different learning styles, from large groups in the lectures to small groups teaching in the seminars, practicals and presentations, and individual tuition in tutorials. The learning experience for all students, whether on-site or DL will be enhanced through distance-learning methods as described. Educational methods comprise formal teaching through lecturing, peer reviews during the presentations, and experiential learning in the practicals. The benefit of having such a variety of methods is that it appeals to a wide array of student abilities and needs, which is a necessity for a flexible access programme. The small group teaching is particularly appealing to both students and staff, and is prevalent in all but lectures and tutorials, which provide a different function.

The programme has been designed to put you at the forefront of the educational experience. To accommodate this, and to assist in the management of the programme, you will be allocated a personal tutor, usually for the duration of the programme. This is particularly useful for those students who have been out of education for some time and whose confidence needs a boost. Assessment for the programme will be a combination of formative and summative methods, as described later.

Lectures: Lectures continue to be the largest element of formal teaching activities for both on-site and distance-learning modules, with 7 to 11 lectures of 1-2 hrs delivered in each typical 15-credit on-site module, with 7 to 11 associated sets of slides, notes, or audio or video recordings made available on MS Teams. A mixture of in-house and visiting lecturers has historically provided these. Visiting lecturers will play an important part of the teaching on the programme, bringing in valuable expertise from other academic institutions and professional practice. The management of visiting lecturers and contingency planning are covered earlier within this section.

Structured seminars: Structured seminars have been developed and run by staff (both in-house and visitors) with specialist knowledge of the subject areas. This has allowed students

to engage with lecturers in more informal contexts, apply knowledge gained from the module lectures to workshop activities, discuss and explore more widely around and deeply into subjects that are of particular interest to them. These sessions have proved very successful on many criteria and the intention is to continue to deliver and develop these further in the future delivery of the programme.

Study Skills seminars: These have been increased in recent years to focus on preparing students well for the coursework assignments from the associated module. These have received very good feedback from students and the intention is to include these regularly in future delivery.

Practicals: Self-directed practical exercises will typically be incorporated into the delivery of specialist 'theme' distance-learning modules, involving interaction on MS Teams and peer formative assessment. Instructions and guidance will be provided through MS Teams, with additional support from the Module Leader and tutors. If you are studying by distance-learning you will do this type of exercise within the region and context where you are based. The self-directed practical exercise could take various forms, e.g. an environmental audit of the home or workplace, an environmental ethics survey, assessment of sustainable construction techniques, or materials, u-value calculations, and use of solar hot water prediction software.

The application of theoretical knowledge gained earlier in the module or programme to hands-on, experiential, practical activities is invaluable, helping to address the needs of different learning styles, and different levels of prior knowledge.

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

DISSERTATION AND APPLIED RESEARCH DESIGN CORE MODULES OVERVIEW

The following sub-section provides an overview of the delivery of the EV7101 Dissertation module, and the EV7125 Applied Research Design Core Module which supports the preparation for your dissertation. Refer to the EV7101 Dissertation Module Specification (available from CAT's website), the EV7101 Dissertation Module Guide (available through Moodle), the EV7125 Applied Research Design Module Specification (available from CAT's website) and the EV7125 Applied Research Design Module Guide (available through Moodle) for further detailed information.

In order to provide you with the best possible starting point for your dissertation research the delivery of the EV7125 Applied Research Design Core Module puts an emphasis on 'research design', which simply refers to the research topic and questions, and how you aim to study these questions in terms of the research methods selected. The research methods are mainly concerned with collection and analysis of data. The research design is the initial 'plan' for the

research. Examples of subject relevant research design and methods will also be considered throughout the course modules.

The Research Design Proposal (RDP) that you will complete will describe your research question and approach, and will constitute a formal coursework submission for the Applied Research Design Module. It will include *inter alia* a brief theoretical background to the topic and discussion of the importance of the question, the hypothesis or questions to be answered, the proposed data collection and analysis methods, and a discussion of probable limitations, logistics, and barriers.

The RDP will need to be submitted two to three months before the supervised dissertation research period as part of the EV7125 Applied Research Design Core Module. Students cannot start dissertation supervision without having submitted a research design proposal and been given approval of its acceptance.

Assessment for the EV7101 Dissertation module will be a written Dissertation (18,000 words max.)

The Dissertation is the culmination of your MSc and should be a major piece of academic writing developed from independent research. You will be allocated a tutor to support your research, but the research and final submission will be a structured report on your academic research work. The Dissertation is worth 60 credits, a third of your final degree mark, constituting an opportunity to explore a topic in much greater breadth and depth than is possible earlier in the course – it cannot therefore be assumed that performance achieved during the taught modules will have a direct relationship to the potential level of achievement in the Dissertation module.

The Dissertation provides you with the opportunity to show that you have gained the necessary skills and knowledge to organise and conduct a research project and to set this within the wider context of the subjects under study in the MSc. It should demonstrate that you are skilled in identifying an area suitable for research; assessing the relevant secondary data and literature; setting out a research methodology and devising appropriate methods; analysing the primary data and/or secondary data; assessing the data in relation to the literature in that field; drawing conclusions; and if appropriate making relevant recommendations and / or suggestions for further research.

Alternative format 'Design Dissertation Portfolio' (18,000 words or equivalent max.)

The MSc GB EV7101 Dissertation module allows for an alternative format for submission and assessment, as a Design Dissertation 'portfolio', which is seen as a means of supplementing the traditional dissertation format so as to enable a wider range of relevant skills and characteristics to be presented, aiding inclusivity within the module's assessment. There are also potential benefits in terms of how the process of building a portfolio can further improve learners' abilities, especially for employment and life-long learning.

The Design dissertation by portfolio differs from a more general portfolio in that it needs to be integrated to describe a body of work answering a research question. A portfolio at Masters-level must therefore be more than just a collection of pieces of work. There needs to be an integrated theme that links the artefacts in the portfolio (and at least one artefact should be

used to evidence this). You must demonstrate that you are able to produce evidence of your work, but also be able to appraise and select appropriate examples that justify your claim to be a Masters level student.

The nature of the artefact/s required for the Design Dissertation will depend on the study and will be negotiated with the student. Typical examples of artefacts could include: design drawings, videos, photographs, images or 3-D renders, diagrams, infographics or illustrations; scale model/s or full-scale mock-ups; prototype building system, element or product/s; monitoring, data logging, putting data through predictive software and/or measurements from field studies.

CAT will support students with the facilities and equipment available onsite at the CAT site and/or as available from their collaborative partners, subject to agreement. However, there may be additional costs to the student for the artefact/s which will be in the region of up to £500. CAT will work with students to minimise their costs and to develop low/no cost options wherever possible.

Further Information

You may be invited to participate in a formative *viva voce* to present the research outputs from your dissertation and receive feedback from programme staff. The *viva voce* will be formatively assessed; no marks are associated with formative assessments. You will be invited to attend the *viva voce* by attendance at CAT or VOIP/Teams if distance-learning. A table illustrating the typical Dissertation Module delivery timeline is shown below.

- Route 1) would be expected as the 'normal' progression for most students, i.e. full-time students starting the programme in September and commencing the dissertation supervision period the following September; and part-time students starting the dissertation supervision period in September two years after starting the programme.

- Route 2) will be offered as an alternative to accommodate non-standard progression; for example, if a student wishes to undertake their dissertation five months later than the 'normal' progression, and for part-time students who wish to undertake their dissertation seven months earlier than the 'normal' progression.

  Note: Student loan Payments: in normal circumstances, such as documented illness etc., students cannot take more than a 60 day break from studies otherwise their student loan payments will be suspended or stop. Therefore, full time students are strongly advised to follow route 1, to maintain continuation of study following the 120 credits of taught modules.

In both cases, you will need to confirm which route you wish to follow when prompted by the Course Intentions form during the summer. Please note that students who choose to take the February supervision period will be required to take 1 term of intermission (Sept-Dec) which will be counted towards the 4 term maximum during study. Any loan payments you receive will be impacted by the period of intermission

Table 5.6(1): Dissertation Module Delivery Timetable

Dissertation Module Key Events	Route 1) Supervision starting in September	Route 2) Supervision starting in February
Applied Research Design Module	May	May
Submission deadline for Research Design Proposal (RDP) and Research Ethics Proposal Form and Risk Assessment	July	July
Feedback on Research Design Proposal (RDP), Research Ethics Proposal Form and Risk Assessment, and assignment of supervisor	August	August
Dissertation supervision begins – **note**: primary research cannot commence until Research Ethics clearance has been confirmed.	1st September	(after 1 term of intermission) 1st February
Students submit Dissertation	31st January / Part time roue 31st May	1st July
Dissertation mark and feedback released (after assessment board)	June / October	October

Dissertation Supervision: The Dissertation Module Leader will allocate a Dissertation Supervisor to provide you with tutorial support during your dissertation. Supervisors can be allocated only after your RDP has been approved. At the beginning of your supervision period you should seek to discuss, negotiate and agree the supervisory structure with your supervisor. You can expect your dissertation supervisor to provide approximately 18 hours of tutorial support in total over the 5-month dissertation supervision period; comprising a mixture of tutorials and commenting on draft work amongst other activities, dependent upon your project and the communication methods preferred by both parties.

You will need to agree with your supervisor a timetable of work, including when you are expecting to need their input (feedback on experimental design or data analysis, reading draft sections etc.). You should stay in regular contact with your supervisor (e.g. ideally once a fortnight) to let them know how you are getting on and seek their feedback on your progress. This can be via email, telephone, VOIP/Skype or meeting. We ask you to allow about one

week for your supervisor to respond, especially regarding comments on draft sections/chapters.

Tutorials can be arranged with your supervisor on-site face-to-face or through distance-learning methods (VOIP/Skype, telephone), by agreement with your supervisor – records of tutorials will be kept by CAT in accordance with UEL's policy, but you are responsible for keeping your own records of advice received during tutorials to support the develop of your dissertation.

An indicative guide for the supervision period, including suggested contact points with your supervisor, is included below. We recommend that you develop a detailed Gantt chart at the start of your supervision period, in discussion with your supervisor where necessary, to suit the objectives and details of your dissertation research.

Table 5.6(2): Indicative Gantt Chart for the 5-month Full-Time Supervision Period

	Dissertation Tasks	Month 1	Month 2	Month 3	Month 4	Month 5
	Contact points with Supervisor	Contact points to be agreed with supervisor during 5-month supervision period				
1	Agree revisions to 'RDP' with Supervisor	▓				
2	Write Literature Review	▓				
3	Draft/Agree 'Structure' with supervisor	▓				
4	Draft/Agree research 'Methods' with supervisor	▓				
*5	Write 'Methods / Methodology'	▓				
*6	Primary research *Note: primary research cannot commence until the supervisor or GSE Ethics Committee has granted Research Ethics clearance.*		▓	▓		
*7	Collection and analysis of data		▓	▓		
*8	Write 'Results'			▓		
*9	Write 'Analysis' & 'Evaluative Discussion'				▓	
10	Update 'Literature review' and other sections as necessary					▓

11	Write 'Conclusions', 'Abstract'							▓	
12	Proofread, edit, print, bind & send to CAT								▓
*These stages will be very dependent upon the nature of primary research undertaken for the dissertation									

Table 5.6(3): Indicative Gantt Chart for the 9-month Part-Time Supervision Period

	Dissertation Tasks	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
	Contact points with Supervisor	Contact points to be agreed with supervisor during 5-month supervision period								
1	Agree revisions to 'RDP' with Supervisor	▓								
2	Write Literature Review	▓	▓							
3	Draft/Agree 'Structure' with supervisor		▓							
4	Draft/Agree research 'Methods' with supervisor	▓	▓							
*5	Write 'Methods / Methodology'		▓							
*6	Primary research *Note: primary research cannot commence until the supervisor or GSE Ethics Committee has granted Research Ethics clearance.*			▓	▓	▓				
*7	Collection and analysis of data			▓	▓	▓	▓			
*8	Write 'Results'					▓	▓			
*9	Write 'Analysis' & 'Evaluative Discussion'							▓		
10	Update 'Literature review' and other sections as necessary							▓	▓	
11	Write 'Conclusions', 'Abstract'								▓	
12	Proofread, edit, print, bind & send to CAT									▓
*These stages will be very dependent upon the nature of primary research undertaken for the dissertation										

Dissertation supervision will be undertaken in accordance with UEL's 'Dissertation Supervision Policy:
http://www.uel.ac.uk/wwwmedia/uel/migratedcontent/qa/documents/DissertationSupervision Policy.pdf

7.6. **ACCESSIBILITY OF TEACHING AND LEARNING**

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

Most on-site teaching and accommodation is provided in the WISE building, which is fully accessible and includes some adapted accommodation; there is also an infrared hearing support system in the main lecture theatre. It should be noted that some renewable energy technologies are installed in remote and rugged locations; however, all students should be

able to partake in most experimental tasks and at least parts of tours on and off site, but this would need to be assessed on an individual basis.

Applicants and current students are encouraged to disclose any learning differences, disabilities, difficulties or occupational health requirements in order that discussions can be held as to whether specific needs can be accommodated by reasonable adjustments. CAT's Student Support and Welfare Services guide is available from the Student Policies and Procedures section of our website: https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/.

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

7.7. ASSESSMENT GENERAL

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

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

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

The External Examiners for the MRes SA and the MSc SA, GB and SEPDM programmes are:

Dr Paul O'Hare; Senior Lecturer in Geography and Development at Manchester Metropolitan University.

Prof Sukuma Natarajan, Professor of Environmental Design, Director EPSRC CDT dCarb, Department of Architecture and Civil Engineering, University of Bath, UK

The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process and is available at:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy

There are two forms of coursework assessment for the programme:

Summative Assessment

Summative coursework aims to ensure that the learning outcomes have been met and takes several forms to give a range of different written, numerical, graphical, technical, reflective and

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

Summative assessment methods are module-specific and include essays, blogs, directed reports, case studies, reflective exercises, numerical analyses, poster presentations, individual and group presentations, debates and the dissertation. The coursework from each module is on a subject appropriate for the module's learning outcomes. Detailed mark sheets and marking criteria for each of these forms of assessment are provided within Module Guides. Grade descriptions are used as indicators of performance. Summative assessments from the taught modules form two-thirds of the overall MSc assessment (120 credits) and must be completed before the dissertation module is taken (60 credits).

Formative Assessment

Work is done singly or in a group, discussion and feedback take place and constructive criticism is made. There are no marks associated with this assessment. One of the central aims of the programme is to enable you to progress and mature your intellectual skills and abilities in a progressive learning environment that will enable you to give and receive constructive criticism. There is thus a strong formative and peer review element to the assessment, in keeping with UEL QA: Assessment and Feedback Policy. This regime is also designed to ensure that you can develop key written skills before formal assessments begin and to understand how constructive and enabling criticism can be profitably given and received to and from peers. You will have the opportunity to have the whole of your first essay formatively assessed, and throughout the MSc there is a series of formative skills-building seminar sessions to aid the process of giving and taking of critical appraisal of presentation, written and numerical work.

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

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

Feedback: Feedback is central to learning and is provided to develop your knowledge, understanding and skills and to help promote learning and facilitate improvement. You will receive feedback on your assessments based on UEL's Assessment & Feedback Policy, modified to suit the particular circumstances of CAT / GSE's delivery of the programme; including the use of formative and summative assessments.

Use of MS Teams: Teams is the primary delivery medium for all written learning resources. Whether you are an on-site or distance learner, you will be able to gain access to all module content via MS Teams. Using MS Teams, teaching activities such as regular chat rooms, discussion forums and other learning materials will be made available.

Moodle: The Virtual Learning Environment, Moodle, is where you will find programme wide information and modules for your programme. This is where you will be asked to upload your e-submissions and receive feedback.

Assessment Delivery Methods: Assessment design will be developed to meet the requirements of on-site and distance-learning delivery as appropriate. You will be required to submit electronic versions of your assignments (e.g. in Microsoft Word or PDF format) to the Turnitin submission links within the associated module folder in Moodle for all written assessment tasks, such as essays, critique reviews, reports and case studies. An 'assignment cover sheet' – which will be available from the relevant Moodle folder, must be included as the first page of each submission. Please note that the **Turnitin submission links generally have a maximum file upload size limit of 100Mb** and can **only accept one file per student.**

Presentations: Individual presentations must be submitted electronically, and students are encouraged to give their presentations in person if attending the on-site module at the time of the submission deadline. If you are submitting presentation assignments by distance-learning methods you may be required to submit an electronic version of your presentation to Moodle (e.g. in Microsoft PowerPoint or PDF format) accompanied by a set of notes to describe how the presentation would be delivered, including a summary of what would be said, demonstrated or other planned activity. In the future, in may be possible for distance-learning presentations to be submitted by VOIP/Teams, video, or other electronic means, subject to the necessary technical and resource requirements of both students and CAT.

Viva Voce: If you are asked to participate in a formative *viva voce*, you will be invited to attend in person at CAT or by Teams, telephone, or other electronic means for distance-learning methods.

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

7.8.   **COURSEWORK SUBMISSION, FILING DETAILS & ASSESSMENT RECORDS**

You will be issued with relevant coursework requirements at the beginning of each module; full details will be explained within the Module Guide and are detailed in the module specification. Coursework components are summarised within Table 5.11 Academic Year Assessment Overview 2022/2023. **Guidance for the submission of coursework via**

Turnitin, including submission and resubmission deadlines, is available in the 'Assignments' section of **each module on Moodle.**

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

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

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

Units: SI / metric units must be used for all numerical work. Credit cannot be given for work submitted in Imperial or other systems.

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

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

Summative presentation components for onsite residential modules: As per section 7.7 above, individual presentations must be submitted electronically, and students are encouraged to give their presentations in person if attending the on-site module at the time of the submission deadline. If you are submitting presentation assignments by distance-learning methods you may be required to submit an electronic version of your presentation to Moodle (e.g. in Microsoft PowerPoint or PDF format) accompanied by a set of notes to describe how the presentation would be delivered, including a summary of what would be said, demonstrated or other planned activity. As required, distance-learning presentations may be submitted live by Teams, video, or other electronic means, subject to the necessary technical and resource requirements. In some cases there is a formative group presentation or debate during the residential module in which the work was done**.**

7.9. LATE SUBMISSION OF COURSEWORK

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

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

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

(2) Application for Extension of 7 days. An application for a 7-day extension must be made at least 72 hours before the deadline. Please see the GSE Extension Policy (click here) for information on the criteria and how to apply.

Further information is available in the Assessment & Feedback Policy at: ***https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Assessment-and-Feedback-Policy.***

7.10. **NON-SUBMISSION AND EXTENUATING CIRCUMSTANCES**

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

If you cannot hand in work due to extenuating circumstances then a CAT 'Extenuating Circumstances' form must be completed and submitted at the appropriate hand-in time in lieu of the work concerned.

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

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

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

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

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

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

ACADEMIC YEAR ASSESSMENT OVERVIEW (2023/24)

Table 5.11 below gives a summary of summatively assessed coursework for each module (refer to Module Guides and Module Specifications for more detailed requirements)

Month	Module Details	Coursework	% of Module Grade	1st Sub	Re-sub	GB
Sep-23	**EV7132 (15 credits)** Introduction to Sustainability and Adaptation	Critique (3000)	100%	30-Oct-23	06-Mar-24	**CORE**
Oct-23	**EV7128 (15 credits)** Energy Flows in Buildings	Essay (1800) Numerical Analysis (1200)	60% 40%	27-Nov-23	06-Mar-24	**R***

Oct-23	**EV7137 (15 credits)** Sustainability and Adaptation Concepts in Practice	Report (3000)	100%	02-Jan-24	03-Jul-24	**CORE**
Nov-24	**EV7105 (15 credits)** Cities and Communities	Case Study (3000)	100%	29-Jan-24	03-Jul-24	Optional
Dec-23	**EV7134 (15 credits)** Low and Zero Carbon Buildings	Case Study (2400) Presentation (600)	80% 20%	12-Feb-24	03-Jul-24	**R***
Feb-24	**EV7131 (15 credits)** Introduction to the Politics and Economics of the Environment	Strategy (3000)	100%	02-Apr-24	03-Jul-24	Optional
Feb-24	**EV7122 (15 credits)** Circular Building	Case Study (2400) Presentation (600)	80% 20%	08-Apr-24	03-Jul-24	**R***
Mar-24	**EV7108 (15 credits)** Energy Provision	Critique (2000) Presentation (1000)	67% 33%	29-Apr-24	06-Nov-24	Optional
Mar-24	**EV7127 (15 credits)** Ecosystem and Ecosystem Services	Essay (2400) Presentation (600)	80% 20%	29-Apr-24	06-Nov-24	Optional
May-24	**EV7125 (15 credits)** Applied Research Design Week	Poster (1400) RDP (1800)	40% 60%	08-Jul-23	06-Nov-24	**CORE**
Jun-24	**EV7110 (15 credits)** Sustainable Materials in the Built Environment	Essay (2400) Presentation (600)	80% 20%	02-Sep-24	05-Mar-25	**CORE**

Key R* = Recommended* modules: Refer to section 2.7 'ADDITIONAL DETAIL ABOUT THE PROGRAMME MODULE STRUCTURE' above for further information on the recommended modules required to achieve the GB award.

7.11. POSTGRADUATE ASSESSMENT AND AWARDS

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

Dissertation: The completed dissertation must be handed in at the designated time and will only be accepted if all coursework has been completed and passed. Refer to the Dissertation

Module Specification and Dissertation Module Guide for details of the assessment procedure for the dissertation.

Core Modules: You will have to pass all the designated core modules to achieve the associated award. If you fail the two core 15-credit modules (EV7132 and EV7137), you can resubmit within the limits set by UEL regulations, however, you will not be permitted to choose an alternative module. If you fail a core module at the 4th attempt you will not be eligible for an award.

Postgraduate Certificate:

In order to be eligible for the award of a Postgraduate Certificate in Sustainability and Adaptation, you must pass 60 credits, comprising:

- The two core modules 'EV7132 Introduction to Sustainability and Adaptation' and 'EV7137 Sustainability and Adaptation Concepts in Practice', each forming 25% of the total mark;
- Two additional core 15-credit modules, each forming 25% of the total mark.

Refer to Section 2.5 and Table 5.11 above for explanation of optional modules available on this award.

Postgraduate Diploma:

In order to be eligible for the award of a Postgraduate Diploma in Sustainability and Adaptation, you must pass 120 credits, comprising:

- The three core modules 'EV7132 Introduction to Sustainability and Adaptation', 'EV7137 Sustainability and Adaptation Concepts in Practice' and 'EV7125 Applied Research Design', each forming 12.5% of the total mark;
- Five 15-credit modules of which three must be core to the GB programme, each forming 12.5% of the total mark.

Refer to Section 2.5 and Table 5.11 above for explanation of optional modules available on this award.

MSc:

In order to be eligible for the award of the MSc you must pass 180 credits, comprising:

- The three core modules 'EV7132 Introduction to Sustainability and Adaptation', 'EV7137 Sustainability and Adaptation Concepts in Practice' and 'EV7125 Applied Research Design', each forming 8.3% of the total mark;

- Five 15-credit modules of which three must be core to the GB programme, each forming 8.3% of the total mark;
- The 60-credit Design Dissertation Module, forming 33.3% of the total mark

Refer to Section 2.5 and table 5.11 above for explanation of optional modules available on this award.

Where a student is eligible for a Masters award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks on the current enrolment for the programme.

Postgraduate Associate Certificate in Sustainability and Adaptation (SA):

Students who only complete and pass the two core 15 credit modules 'EV7132 Introduction to Sustainability and Adaptation', 'EV7137 Sustainability and Adaptation Concepts in Practice' will be eligible for the award of a PG Associate Certificate in SA.

AWARDS GENERAL

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

Award Boards

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

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

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

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

Compensation: If a Module has been failed it may be considered as passed subject to the conditions outlined within UEL's Compensation policy, refer to UEL's *Manual of General*

Regulations, Part 3 'Academic Regulations', available at:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations

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

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

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

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

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

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

Subject Area Boards

The following outlines the procedure the University operates for all programmes. The MSc GB programme is operated and administered by CAT but the academic standards, which include assessment, and associated processes must conform to those of the University. This is in order to maintain standards and is common to all UK universities.

The assessment process in the University consists of a **Subject Area** Board (which meets at UEL and CAT and considers the marks for all completed modules on this programme) and an Award Board held at UEL which reviews and formally records the final results gained by students. This MSc is one of many across several Schools. Teaching activity in these Schools is segregated into a number of Fields, which contain a number of teaching programmes of which this is one. The following process appears complicated but is designed to give students the assurance that the correct processes are adhered to. Subject Area Boards are responsible for:

- assuring the appropriate standards for modules;

- considering the performance of students on modules;

- confirming the marks achieved by students on modules;

- awarding credit for the achievement of students on modules;

- awarding credit for certificated and experiential learning;

- noting breaches of regulations.

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

- Programme Leaders;

- Staff teaching on the Programme;

- UEL Collaborative Programmes Officer;

- UEL Link Person (ACE Field Leader);

- External Examiners.

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

Module Assessment

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

In order to pass a module, a student must both achieve an aggregate mark of 50% and also meet the component threshold marks (when applicable), see below:

- For the purposes of passing a module that is summatively assessed through two or more 'components', each component (e.g. essay, report, presentation etc.) has a threshold mark of 40%;

- For the purposes of passing a module that is summatively assessed through a 'Portfolio' with module weighting of 100%, each assignment (e.g. reflective essay, critique review, dissertation etc.) must be submitted in accordance with coursework submission deadlines but has no minimum threshold mark.

Reassessment in a Module not passed

Where a student does not achieve an aggregate of 50%, or does not achieve component threshold marks (when applicable), the student is reassessed in the module at the next reassessment point in all and only those components / assignments achieving a mark of less than 50%. Component / assignment marks of 50% or over are carried forward to reassessment. In determining whether a student has passed a module on reassessment, the

calculation is based on the highest component marks achieved, whether in assessment or reassessment.

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

Procedure in the case of not passing a module on reassessment

A student who does not pass a module on reassessment is entitled to repeat the module once only and has to pay the full cost of this. If a module which has not been passed on reassessment is an option module, the student may choose to register on an alternative option module (rather than repeat the option module) and has to pay the full cost of this. In this case, the regulations governing the first-time study and assessment of a module apply. Refer to the GSE Fees Terms and Conditions for more information on repeated module payments.

A repeated module must be undertaken after re-registration. Marks achieved previously in the module are ignored for the purposes of assessment of the repeated module (i.e. no marks are carried forward from the previous registration). A repeated module (3rd attempt) is assessed at the end of the module in the normal way and (if necessary) reassessed at the subsequent reassessment point (4th and final attempt). If passed, a repeated module is capped at 50% (3rd or 4th attempt). The result of a module passed on a second registration is capped at a maximum of 50% unless extenuation has been granted for all components of assessment at all previous attempts however the actual mark achieved will be recorded on the student transcript. Where failure is in a core module a student will be withdrawn from the course and will receive the highest award for which they are eligible.

7.12. **ASSESSMENT AND FEEDBACK FURTHER INFORMATION AND RESOURCES**

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

- actively promote student success and academic achievement;

- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback;

- maximise the potential for consistency and fairness in assessment;

- locate assessment and feedback as an integral part of learning and teaching processes.

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

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

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

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

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

UEL Skills Curriculum: The UEL Skills Curriculum has been designed to ensure that you are taught, have the opportunity to practice, and are assessed in three skillsets: Learning Skills, Professional Skills and Research Skills. These Skills are developed within your programme of study. Further information is available at: https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/skills-curriculum

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

External Examiner: The External Examiner/s for the programme will be appointed by UEL. External examination will be conducted in line with UEL's assessment policy. Current External Examiners can be viewed on UEL's web-site:
https://www.uel.ac.uk/Discover/External-Examiner-System

7.13. WORD COUNT POLICY

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

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

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

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

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

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

Any material, narrative or reasoning, in any of these will **not**, therefore directly attract marks (Although, clearly, they may add to the clarity, and without them, the work might be significantly the poorer). Important material in any of these (e.g. calculations) should therefore be interpreted clearly within the core narrative in order to gain marks for the relevance.

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

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

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

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

7.14. **GENERAL ASSESSMENT CRITERIA**

All coursework assignments are assessed in relation to the following general assessment criteria:

70% - 100%	**Distinction**
60% - 69%	**Merit**
50% - 59%	**Pass**

0% - 49%	Not passed

Final marks obtained for each assignment are expressed as a percentage following the scientific convention for rounding decimal points to the nearest whole number. The final aggregate mark obtained for each module is expressed as a percentage with all decimal points rounded up to the nearest whole number.

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

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

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

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

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

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

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

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

MORE INFORMATION

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

REFERENCING

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

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

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

ACADEMIC MISCONDUCT & PLAGIARISM

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

7.15. COURSEWORK SUBMITTED FOR ASSESSMENT

For coursework submissions, academic misconduct means:

(a)   The presentation of another person's work as one's own with or without obtaining permission to use it.

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

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

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

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

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

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

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

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

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

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

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

7.16.   **PLAGIARISM - A GUIDANCE NOTE FOR STUDENTS**

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

available for view at: ***https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations***

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

Definition of Plagiarism

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

The following note is attached:

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

Plagiarism in greater detail

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

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

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

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

Collusion

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

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

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

- [Link to the Research Integrity and Ethics Document page](#)

8. STUDENT SUPPORT SERVICES AT CAT

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

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

The Personal Tutor's scope and remit at CAT are based on UEL's Approach to Personal Tutoring. https://www.uel.ac.uk/study/student-life/academic-tutors taking into account the teaching and learning students at CAT. The role of the Personal Tutor within the local Teaching, Learning and Assessment Strategy is described above within Section 5. The nature of the programme operation enables contact with staff to occur on a regular basis if required. This provides close and immediate support together with help and advice as required.

Equality and Diversity Policy: Applications from potential students with learning differences and/or additional needs are welcomed. Assessment of applications will be made with reference to UEL's 'Equality and Diversity Strategy'. Applicants are encouraged to disclose any learning differences, disabilities, difficulties or health issues in order that discussions can be held as to whether specific needs can be accommodated by reasonable adjustments. CAT's Equality and Diversity Policy statement can be found on the CAT website: *https://www.cat.org.uk/courses-and-training/graduate-school/studying/students/*

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

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

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

We also have a duty under the Counter-Terrorism and Border Security Act (2019) to 'have due regard to the need to prevent people from being drawn into terrorism'. This is particularly relevant to vulnerable groups of students if they are exposed to extremist views, radicalisation or ideological grooming.

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

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

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

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

Examples of relevant legislation include:

- ***Obscene Publications Act 1959*** and ***1964***
- ***Protection of Children Act 1978***
- ***Police and Criminal Evidence Act 1984***
- ***Copyright, Designs and Patents Act 1988***
- ***Criminal Justice and Immigration Act 2008***
- ***Computer Misuse Act 1990***
- ***Human Rights Act 1998***
- ***Data Protection Act 2018***
- ***Regulation of Investigatory Powers Act 2000***
- ***Terrorism Act 2006 and Counter-Terrorism and Border Security Act 2019***
- ***Police and Justice Act 2006***
- ***Freedom of Information Act 2000*** & ***Freedom of Information (Scotland) Act 2002***

- ***Equality Act 2010***

- ***Privacy and Electronic Communications (EC Directive) Regulations 2003 (as amended)***

- ***Defamation Act 2013***

So, for example, you may not:

- Create or transmit, or cause the transmission, of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material;

- Create or transmit material with the intent to cause annoyance, inconvenience or needless anxiety;

- Create or transmit material with the intent to defraud;

- Create or transmit defamatory material;

- Create or transmit material such that this infringes the copyright of another person or organisation;

- Create or transmit unsolicited bulk or marketing material to users of networked facilities or services, save where that material is embedded within, or is otherwise part of, a service to which the user or their user organisation has chosen to subscribe;

- Deliberately access, or attempt to access networked facilities or services without the appropriate level of authorisation

There is a comprehensive section of overviews concerning the law and how this relates to IT use available at: ***https://www.jisc.ac.uk//guides/digital-wellbeing-of-learners***

Law outside the UK

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

8.1. **PERSONAL DEVELOPMENT PLANNING**

All staff on the programme recognise the importance of personal development planning (PDP), the principles of which are embedded in many professions in the form of Continuing Professional Development (CPD). Coursework for the programme builds into a comprehensive record of your written work as well as tutorial exchanges, group work, Presentation feedback and practical work. The process of personal tutoring ensures that these records are maintained, and tutorials allow an opportunity for you to reflect on your coursework with your personal tutor.

You will be offered the opportunity to take part in twice yearly Personal Development Planning tutorials. These will be offered in January or February, following the receipt of marks from the introductory core modules, and again in June or July. The focus of the PDP will be on reflecting on your progress, use of extra-curricular activities as well as academic learning, career or work experience planning and the gaining of transferable skills. Tutorial support, especially though

the PDP, will encourage you to consider the application of your learning in the future, and the design and development of your independent research project, the dissertation (if undertaking the MSc).

 Support is also available from SSOs at any time.

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

Resources, procedures and systems to support student development and achievement are determined, managed and evaluated with reference to the QAA's Quality Code, advice and guidance: enabling student achievement: *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/enabling-student-achievement*

8.2.   DISABILITIES AND SPECIFIC LEARNING DIFFERENCES

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

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

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

Students with mental health difficulties If you have, or have had, a mental health difficulty that you think might affect your studies, we encourage you to inform us, which can be done confidentially. Students with significant mental health issues are advised to seek support from their GP or another medical practitioner where appropriate.

8.3.   THE DISABLED STUDENTS' ALLOWANCE (DSA)

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

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

8.4. FURTHER ADVICE

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

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

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

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

Please note: EASS is completely independent of the Commission.

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

Website: ***www.equalityadvisoryservice.com***

Post: FREEPOST Equality Advisory Support Service FPN4431

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

8.5. ENGLISH LANGUAGE SUPPORT

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

8.6. PROGRAMME REPRESENTATIVES – SUPPORT AND TRAINING

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

8.7. INFORMATION ON LOCAL ACCOMMODATION FACILITIES

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

8.8. **CAREERS ADVICE**

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

9. LIBRARY AND RESOURCES

The Student Entitlement 2023-24 Letter 0utlines the UEL services you are entitled to access as a student on one of UEL's collaborative programmes at the Centre for Alternative Technology. We will circulate this to all students once it is received from UEL and it will be added as an appendix to this document. If you have any questions about any of the services you are entitled to at UEL, please contact the team at the Academic and Employers Partnership Office (APO) at UEL (*apo@uel.ac.uk*), who will be happy to advise you further.

9.1. **LIBRARY / RESOURCES / EQUIPMENT LOAN**

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

Accessing UEL Library and Learning Services online

1) Go to the library website *https://www.uel.ac.uk/Discover/Library* and click the Intranet link and sign into the intranet.

2) The Intranet username will be in the following format: *U1234567@uel.ac.uk*. The Intranet password is the same is your IT password.

3) Then go to the Library area of the Intranet within the Services area: from there you can see the Library Search link and the Database A - Z link

How to access databases

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

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

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

A useful place for information about the UEL Library, Archives and Learning Services Intranet. You can get to this from the 'Current Students: Library Login link on the UEL website: https://www.uel.ac.uk/student-life/library (login required). Also the Library's YouTube channel has lots of videos to get you started: UEL Library, Archives and Learning Services - YouTube
Get subject-specific guidance: Each of UEL's Schools has its own subject librarian, who can offer advice and guidance in your research. This dedicated subject team can help you to find the best resources, analyse the quality of information and provide referencing advice. Subject support pages provide a useful introduction to key information sources in the field, including relevant databases. You may also find it useful to look at the Subject Support pages for other disciplines, for instance to see which databases they recommend. Contact details for the ACE Subject Librarian are provided below.

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

> Nick Balmforth - ACE Subject Librarian
>
> Library and Learning Services
>
> University of East London
>
> University Way, London, E16 2RD
>
> Email: *n.j.balmforth@uel.ac.uk*
>
> Telephone: 020 8223 7444

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

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

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

9.2. SCIENCE DIRECT SERVICE

CAT subscribes to the Science Direct journal service which is a subscription to around 4500 journals and chapters from over 32,000 ebooks published by Elsevier. These are on a range of subjects ranging from the very relevant on sustainability topics, to a few more obscure titles. The journals have a vast catalogue of papers both historic and current. To access this service visit www.sciencedirect.com. 'Sign in via your institution' and use your full CAT email address and the password that you use to login to Teams in order to access the service

The first time you use ScienceDirect you may be asked to create a local account (email address / first name / family name) with Elsevier on their 'register' page. This is separate to authentication using CAT credentials.

9.3. UEL DIRECT

How to log in to UEL Direct:

1. Log on to *https://www.uel.ac.uk/students*

2. Click on 'ENTER UEL DIRECT' Log in;

3. Enter your user name… the letter u in front of your student number (e.g. u1234567);

4. Enter your network password (your initial password is your date of birth in the format dd-mm-yy i.e. enter 29-feb-80 if your date of birth is 29 February 1980; the hyphens are important);

5. Go to your "To do list"

6. In your In tray, under "Action", click on "Please sign-up with UEL" (returning students click on "Please confirm details")

7. Follow the on-screen instructions

8. Remember to log out after completing the Sign-up/Confirm details task. (On-screen instructions exist.)

To view your results on UEL Direct:

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

1. Click on 'ENTER UEL DIRECT' Log in;

2. Log-in as described above;

3. Go to 'My record' and 'Module results'

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

Telephone 0208 223 2468

Email *servicedesk@uel.ac.uk*

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

9.4. EQUIPMENT AND TEACHING RESOURCES AT CAT

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

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

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

- Efficient, innovative buildings utilising low embodied energy and natural materials: A range of low energy consumption buildings using low-impact building techniques, including the award-winning WISE building;

- Research facilities in the 'building physics lab' – including tests cells and a modest-sized climate chamber;

- IT hardware and software licences, including specialist programmes such as 'Integrated Environmental Solutions' (IES), Design Builder, Passivhaus Planning Package (PHPP), SAP, SBEM, THERM, WUFI, TSol, PVSol etc. – arranged to suit occasional teaching activities;

- 'Heliodon' and 'artificial sky' – which can be used to model daylighting in building models;

- CAT's own off-mains water supply and reed bed wastewater treatment systems;

- Large outdoor areas – some covered, and workshop space with tools and equipment – where many practical demonstrations and workshops take place, including building materials workshops;

- Extensive public displays covering a wide range of energy and sustainability issues.

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

- Photovoltaics: about 12kWp building integrated arrays, and numerous smaller on and off-grid systems and examples of a range of different module and inverter technologies and PV water pumping;
- Solar thermal: A large-scale evacuated-tube system for WISE, and several domestic-scale examples of various different collector and system types. An experimental and teaching facility;
- Battery bank;
- Biomass heating systems: including pellet and log batch boilers, associated equipment and teaching aids. Other biomass boilers, stoves and a district heating system;
- Hydroelectricity: A Turgo turbine as well as teaching systems and displays including examples of other turbine types and a ram pump;
- Heat pumps: Air source heat pumps,
- Wind Power: A range of small to medium wind turbines and examples of larger-scale community owned wind turbines in the immediate locality.

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

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

- Data-loggers and equipment or sensors which measure electrical current voltage and energy, temperature, irradiance, wind speed, wind direction, flow meters, sound level meters;

- A range of PV modules;

- Solar site selection equipment;

- Equipment for commissioning and testing solar thermal and other hydraulic systems;

- A thermal imaging camera;

- Dumpy levels and staffs for measuring heights and distance and angle measuring equipment;

- A range of specialist simulation and design software;

- A selection of textbooks and industry magazines;

- Electrical components, batteries and power supplies;

- Workshop space and tools.

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

- Students experiencing and learning within a physical manifestation of the low-impact building materials covered within the programme, facilitating greater understanding of the practicalities and complexities of these materials in use within the built environment;

- Acoustic experimentation and testing within spaces such as the lecture theatre, foyer and restaurant extension;

- Social research, through Post Occupancy Evaluation, of WISE building occupant's experiences of working within an exemplar building.
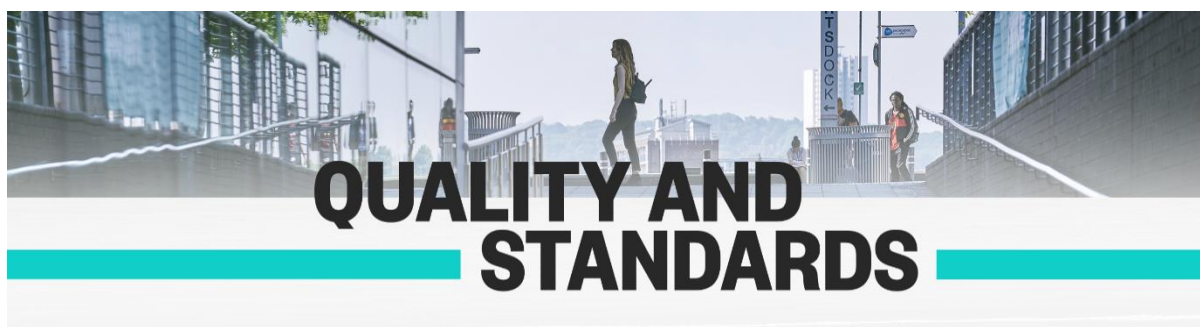
You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Centre for Alternative Technology and both institutions work together to ensure the quality and standards of the course on which you are registered.

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

9.5.   QUALITY ASSURANCE AGENCY REVIEWS

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

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

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

•   There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable

•   There can be confidence that the quality of the student academic experience meets baseline regulatory requirements

The full report can be downloaded from the QAA web site via:
https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Centre-for-Alternative-Technology

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

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

- Link to the Student Handbook page on *Quality and Standards*
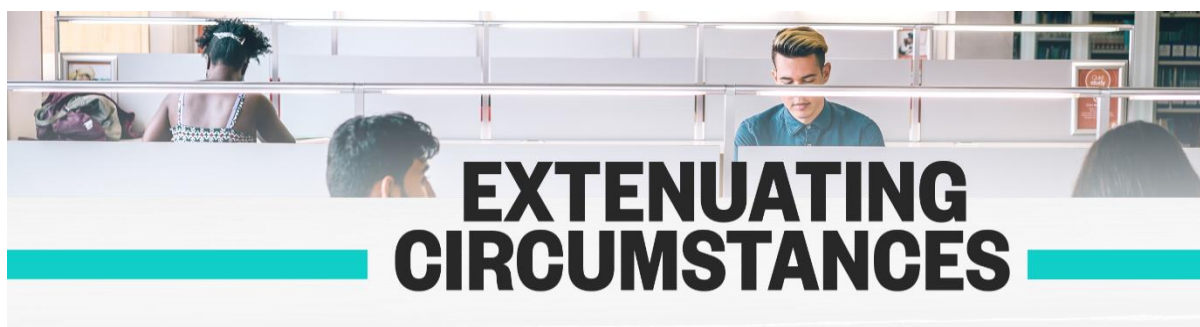
9.6.   EXTENUATING CIRCUMSTANCES

Extenuating Circumstances are circumstances which:

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

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

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

Extenuating Circumstances are circumstances which

- impair your examination performance or prevent you from attending examinations or other types of assessment, or

- prevent you from submitting coursework or other assessed work by the scheduled deadline date

Such circumstances rarely occur and would normally be

- unforeseeable - in that you could have no prior knowledge of the event concerned, and

- unpreventable - in that you could do nothing reasonably in your power to prevent such an event, and

- expected to have a serious impact on performance

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

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

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

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

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

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

Extenuation can

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

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

Extenuation doesn't

(i) Give students more attempts to pass a module

(ii) Reschedule exams

(iii) Uncap a capped module

(iv) Give students a higher mark.

(v) Allow students to hand in work over 7 days late.

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

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

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

9.7. SUBMISSION OF CLAIMS FOR EXTENUATING CIRCUMSTANCES

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

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

9.8.   **NOTIFICATION OF OUTCOMES**

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

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

More information and student guidance notes can be found at:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures

9.9.   **COURSEWORK EXTENSIONS**

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

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

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

Term 1 Modules operating from September to January inc.

Term 2 Modules operating from February to Apr inc

Term 3 Modules operating from May to July inc,

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

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

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

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

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

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

- Extenuating Circumstances Application Form
- Sudden & Severe Change of Circumstances Application Form
- Intermission Application Form
- Programme Transfer Application Form
- Programme Withdrawal Form
- RDP Submission Deferral Form

UEL Services can be found using the following links:
- IT Support
- Library Archives and Learning Services
- Manual of General Regulations

APPENDIX A: ACADEMIC APPEALS

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

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

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

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

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

APPENDIX B: COMPLAINTS

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

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

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

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

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

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

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

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of Centre for Alternative

Technology staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

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

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

APPENDIX C: STUDENT LEARNING AND SUPPORT SUMMARY

MSc Sustainability and Adaptation programmes (GB, SA, SABE, SAP & SEPDM) Student Learning Support summary for 2023-24.

Purpose of the document: this table provides a summary of the academic, pastoral and administrative support available for CAT's MSc SA programmes across all stages of students' engagement with the Graduate School of the Environment (GSE). Refer to Course Handbook 'Section 3 – KEY STAFF AND CONTACT DETAILS' and 'Section 4 – PROGRAMME OPERATION AND STUDENT REGISTRATION' for further information, including staff contact details.

Type of Student Learning Support	Provided by
Pre-Course	
Admissions:	
Open Days (onsite and virtual) & Visitors	Graduate School Marketing Officer (GSMO) & Student Support Officers (SSOs)
Applications	GSMO & SSOs
Admissions enquiries (general)	GSMO & SSOs
Academic admissions & entry requirements queries	Programme Leader (PL)
International students' enquiries	GSMO & Head of School (HoS)
Enrolled Students	
Collaborative Student Entitlements from UEL	
The University of East London's student services that you are entitled to access as a student enrolled on one of UEL's collaborative programmes at the Centre for Alternative Technology (including UEL's 'Library and Learning Services') are set out within the '**Collaborative Student Entitlements Letter**' that is updated annually and typically made available within Appendixes to the Programme Handbook. 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.	
Administrative Support	
All aspects of administrative support throughout your time on the programme, including: • **Enrolment** and **induction**. • **Course IT** including CAT student email, Outlook and MS Teams, UEL Moodle VLE access. • **Module booking and registration**, booking **food and accommodation** for residential study at CAT – note, food and accommodation is booked through the GSE Forms Hub. • Coursework **assignment submission** procedures, accessing marks and feedback in **Moodle, Turnitin and UEL Direct**.	Student Support Manager & SSOs

• Clarifications and guidance on **CAT's student policies and procedures** – which can be downloaded from [CAT's website](). • Clarifications and guidance on **coursework Extensions, Extenuating Circumstances** and **Sudden and Severe Changes of Circumstances** – noting the relevant policies, procedures and application forms are accessible from the [GSE Forms Hub](). • Clarifications and guidance on **Intermission** (study breaks), **Programme Transfer** and **Programme Withdrawal** – application forms are accessible from the [GSE Forms Hub](). • Providing **feedback** on module teaching and the overall student experience – survey links are accessible from the [GSE Forms Hub](). • Keeping **records of study and modules completed.** • Confirming time limits of study, student status, programme completion or withdrawal. Forwarding copies of award certificates given by UEL. • (Note, CAT's SSOs will in the vast majority of instances liaise with UEL's administrative staff on your behalf as necessary. The Course Handbook explains circumstances in which you may wish to contact UEL directly)	
Fees terms and conditions / enquiries / payment	SSM & Student Finance Officer
Academic Support	
1. Taught Study Skills & Resources: • **General Study Skills** – e.g. critical thinking, academic integrity, writing a good essay or critique of paper at MSc level, basic building physics, use of Excel and PowerPoint, etc.; • Self-directed study skills exercises and resources, Harvard Referencing, Personal Development Planning.	Personal tutor and study skills sessions tailored to the learning outcomes of specific modules. Self-directed. Resources available via Moodle (refer to the 'Information and Help' folders), [UEL Library and Learning Services]()
2. Module Specific Support and Feedback: • **Module and coursework specific study skills** – e.g. seminars during onsite modules & available on-line, workbook tasks, recordings, 'assignment specific Q&A' discussion forums etc. – typically made available through the module's Team.	Module Leaders & module delivery teams

• **Example coursework** assignments and **Extra Resources** (including example Dissertations) for each module – typically made available through the module's Team.	Module Leaders & module delivery teams
• **Assessment, moderation and feedback** on coursework.	Module Leaders & module delivery teams
• **One-to-one support** from the Module Leader or member of the module delivery team (by request) e.g. to clarify coursework requirements, clarify feedback given or marks awarded. (Students on all modules, priority given to students with identified additional learning needs (ALN)).	Module Leaders & module delivery teams
• **Coursework development** including: o 'First assignment support' formative review of assignment structure or full first draft; o Review of assignment structure and topic for subsequent assignments. (Priority given to students on modules 1-4 & students identified with additional learning needs (ALN)) • Support for coursework re-submission.	Personal tutor Personal tutor, Module Leaders & module delivery teams as appropriate Personal tutor & Module Leaders as appropriate
3. Pastoral Support • The **Personal Tutor**'s scope and remit are based on UEL's 'Personal Tutoring Policy' – see 'Support for Students' section of the programme handbook • Students should make contact with their Personal Tutor within the first 3 weeks of each term (min.). Personal tutors will invite their students to attend a one-to-one tutorial near the start of each term (at least two per year) to provide guidance on non-module specific queries, such as students seeking advice regarding modules choices, general study planning, personal development planning etc. Students may contact their personal tutor in confidence at other times of year to seek guidance on specific academic matters, such as when personal circumstances are affecting the progression of study.	Personal Tutor – each student is assigned a Personal Tutor after enrolment at the start of the programme and typically remains Head of School

• **Equality, Diversity and Inclusion** (EDI) Officer: A dedicated member of academic/support staff acts as a central point of contact for students with specific educational needs, provide additional tutorial support by arrangement, and can liaise with relevant facilities at UEL/LJMU and externally – see below.	
4. Peer support • MSc Student Representatives ('Student Reps') elected from the MSc student body act as an ongoing conduit for student liaison and feedback on programme-wide matters – refer to the Programme Handbook for further information. • Peer-to-peer informal support from fellow students.	Student Reps - current Student Reps can be contacted by email: MSc Student Reps msc.reps@student.cat.org.uk Peers, via online forums – MS Teams discussion boards. Student led social media platforms – including WhatsApp and Facebook groups, personal communication etc.
Academic Support for Dissertation Module	
• Academic Support throughout the Dissertation Module	Supervisor and Module Leaders – Refer to Dissertation Module Guidelines
Graduation Ceremony	
• Booking a place and making arrangements to attend the GSE Graduation Ceremony at CAT	SSOs
Alumni & Destinations	
• Enquiries and destination surveys etc. • Keeping in touch with CAT and the GSE, e.g. becoming a member of CAT, attending CAT's annual Conference, careers or marketing opportunities etc.	Programme Leader & SSOs GSMO
Further details of module specific requirements and support will be made available through Module Specifications and Module Guides.	

APPENDIX D: GLOSSARY

CAT	Centre for Alternative Technology
DL	Distance Learning
GB	Green Building
GSE	Graduate School of the Environment
Moodle	Virtual (online) Learning Environment used by UEL and GSE
PGCert	Post Graduate Certificate
PGDip	Post Graduate Diploma
RDP	Dissertation Research Design Proposal
SA	Sustainability and Adaptation
SABE	Sustainability and Adaptation in the Built Environment
SAP	Sustainability and Adaptation Planning
SEPDM	Sustainability in Energy Provision and Demand Management
SSO	Student Support Officer
UEL	University of East London
VLE	Virtual (online) Learning Environment (e.g. Moodle)
WISE	Wales Institute for Sustainable Education

[END]