M.Arch Sustainable Architecture

Centre for Alternative Technology

COURSE HANDBOOK 2024/25

Collaborative edition

University of East London

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 and Frances Hill.

A **Glossary** in Appendix C 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.

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

Have a great time and enjoy the experience.

Best wishes,

Paul Booth and Eileen Kinsman

Co-Chief Executive Officers, CAT

The Centre for Alternative Technology (CAT)

The Centre for Alternative Technology (CAT), Machynlleth, Powys,was formed in 1973 and is an internationally renowned environmental charity, a world-leading eco centre, and one of the foremost providers of postgraduate environmental education in the UK.

Our vision is a sustainable future for all humanity as part of a thriving natural world.

Our mission is to inspire, inform and enable humanity to respond to the climate and biodiversity emergencies.

At the heart of CAT is a belief in the power of inclusive education to offer positive solutions. Some of the key principles that underpin our work are that we use a strong evidence base to provide focused solutions which will both inspire and empower people, giving them the skills and knowledge they need to bring about a positive future.

Further information is available from CAT's website: https://cat.org.uk/what-we-do/

The Relationship between CAT and UEL

The M.Arch Sustainable Architecture (ARB Part 2) programme along with the adjacent integrated Masters in Sustainability and Adaptation programmes (comprising of MSc / M.Res Sustainability and Adaptation, MSc Green Building and MSc Sustainability in Energy Provision and Demand Management) seek to build on the current collaborative partnership between CAT and University of East London (UEL).

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 has been extended for a further 5 years.

INTRODUCTION TO THE COURSE

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

The programme draws from the expertise in environmental and climate responsive practice that exists at CAT and has been designed to provide you with an intense, immersive experience of sustainable, low-energy and low-carbon developments and lifestyles. The programme ethos ascribes architects a responsibility towards society and the environment as well as their clients and the profession; and advocates for architects to work towards an architecture that is ambitious in terms of its contribution to society, to the climate emergency, the cultural and environmental context of sustainability and professional ethics. To achieve this aim, the programme encourages you to think beyond current modes of practice and disciplinary boundaries, question market-driven practice, and understand the constantly changing professional landscape. This programme will encourage and expect a more questioning approach to architecture; underpinning our creative and innovative design

activities with rigorous research and a solid understanding of sustainability, combined with hands-on design and building activities.

This programme is designed to allow you to become professionally qualified as an architect in the United Kingdom. It provides broad and intensive architectural training that will enable you to gain Architects Registration Board (ARB) Part 2 exemption. Students joining the course will, typically, have previously completed a course with ARB part 1 exemption. If you have joined with an undergraduate degree that does not carry an exemption from ARB's Part 1 examination, you must successfully complete the ARB's Part 1 examination before registering as an architect in the UK. Registration as an architect in the UK currently requires exemption from Part 1, Part 2 and, subsequently, Part 3 of the ARB examinations.

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

1. A credits-based modular programme leading towards a higher degree;

2. Options of full-time or partial part-time study;

3. The option of discrete awards (post-graduate diploma and post-graduate certificate) for students who do not wish to, or are unable to, undertake the Masters programme and who do not wish to qualify as architects in the UK;

4. A programme run by CAT, which has a long pedigree of active environmentalism, solutions development, information appraisal and practical experience of efficient, sustainably built, low-impact and innovative buildings;

5. Block delivery on-site modules undertaken in the immersive study environment at CAT, allowing students a retreat from their day-to-day surroundings allowing and able to consider issues, challenges and solutions afresh and in the company of peers having similar aspirations;

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

Course Duration and Modes of Study

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

Table 1: Study Mode: Full time

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

1 Study-visit week (away from CAT)

2 Not on site at CAT

Module names / abbreviations / module code:

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

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

1 Study-visit week (away from CAT)
2 Not at CAT

Course Aims, Objectives and Learning Outcomes

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

What you will learn:

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

Thinking skills
- appropriate technological building solutions to create safe and comfortable buildings that have minimal impacts on the environment and positive influences on the health and well-being of occupants.
- how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design;
- the context of the architect and the construction industry, including the architect's role in the processes of procurement and building production, in relation to relevant legislation;
- systematic, logical, rigorous, iterative and imaginative designing and thinking and the ability to make sound judgements;
- the causes, seriousness, and urgency of environmental and climatic change with respect to how these factors influence sustainability thinking and the adaption of the built environment and society;

- how to make informed decisions based upon an appraisal of available evidence combined with practical experience and directed research, in order to develop the ability to synergise theory and practice knowledge into deep understanding.

Subject-Based Practical skills
- question and formulate evidence-based design briefs that address the socio-economic and environmental context;
- design creative and imaginative buildings and built environments that combine aesthetics, user needs, environmental considerations and technical requirements;
- generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations;
- evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals clearly to specialist and non-specialist audiences;
- evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals;
- become a self-reflective practitioner with the ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect;
- undertake an extended independent piece of original research and writing on a topic within the field of sustainability and the built environment.

Skills for life and work (general skills)

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

The **Programme Specification** can be downloaded from CAT's website: https://cat.org.uk/courses-and-training/graduate-school/studying/students/

Programme Structure and Intermediate Awards

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

Table 3: Study Modules, in order of study

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

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

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

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

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

Study Break

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, where intermission is requested after assessment has taken place, all outstanding reassessment requirements from a module should be undertaken, or else the module will automatically be regarded as not passed on reassessment (standard regulations on extenuation apply).

For more information please read the Progression Rules which can be found in the Student Policies and Procedures section of the Current Student webpage (click here).

MAPPING

Course structure/modules against ARB criteria

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

ARB Learning Outcomes Examination Element:	IDP 1 : AR7400	IDP 2 : AR7403	AAW : AR7410	B : AR7411	PS : AR7402	RP : AR7412	TRR : AR7407	FDP : AR7408
GC1 Ability to create architectural designs that satisfy both aesthetic and technical requirements. The graduate will have sufficient skills to:								
GC1.1 prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief	X	X						X
GC1.2 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project		X					X	X
GC1.3 develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user	X	X						X
GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences. The graduate will have knowledge of:								
GC2.1 the cultural, social, intellectual histories, theories and technologies that influence the design of buildings			X		X			X
GC2.2 the influence of history and theory on the spatial, social, and technological aspects of architecture			X		X			X
GC2.3 the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach	X	X						X
GC3 Knowledge of the fine arts as an influence on the quality of architectural design. The graduate will have knowledge of:								
GC3.1 how the theories, practices and technologies of the arts influence architectural design		X	X					
GC3.2 the creative application of the fine arts and their relevance and impact on architecture		X	X					X
GC3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation		X						X
GC4 Adequate knowledge of urban design, planning and the skills involved in the planning process. The graduate will have knowledge of:								
GC4.1 theories of urban design and the planning of communities	X		X					X
GC4.2 the influence of the design and development of cities, past and present on the contemporary built environment	X		X					
GC4.3 current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development	X	X						X

	IDP 1	IDP 2	AAW	B	PS	RP	TRR	FDP
GC5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale. The graduate will have an understanding of:								
GC5.1 the needs and aspirations of users	X	X						X
GC5.2 the impact of buildings on the environment, and the precepts of sustainable design	X	X		X			X	X
GC5.3 the way in which buildings fit into their local context	X							X
GC6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. The graduate will have an understanding of:								
GC6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and society as a whole			X		X			X
GC6.2 the role of the architect within the design team and construction industry, recognising importance of current methods/trends in construction of the built environment		X			X		X	X
GC6.3 the potential impact of building projects on existing and proposed communities	X	X			X	X		
GC7 Understanding of the methods of investigation and preparation of the brief for a design project. The graduate will have an understanding of:								
GC7.1 the need to critically review precedents relevant to the function, organisation, and technological strategy of design projects	X	X					X	X
GC7.2 the need to appraise and prepare building briefs of diverse scales and types to define client and user requirements, and their appropriateness to site and context	X	X						X
GC7.3 the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation		X						X
GC8 Understanding of the structural design, constructional and engineering problems associated with building design. The graduate will have an understanding of:								
GC8.1 the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design				X			X	
GC8.2 strategies for building construction, and ability to integrate knowledge of structural theories and construction techniques				X			X	
GC8.3 the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices				X			X	
GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate. The graduate will have an adequate knowledge of:								
GC9.1 principles associated with optimum visual, thermal and acoustic environments		X					X	X
GC9.2 systems for environmental comfort, within relevant precepts of sustainable design		X					X	X
GC9.3 strategies for building services and ability to integrate these in a design project		X					X	X
GC10 The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations. The graduate will have the skills to:								
GC10.1 critically examine the financial factors implied in varying building types, constructional systems, and specification choices, and their impact on architectural design				X	X		X	
GC10.2 understand the cost control mechanisms which operate during the development of a project				X	X		X	
GC10.3 prepare designs that will meet building users' requirements and comply with UK legislation, appropriate performance standards and health and safety requirements					X		X	X

	IDP 1	IDP 2	AAW	B	PS	RP	TRR	FDP
GC11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning. The graduate will have an adequate knowledge of:								
GC11.1 the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation	X			X	X			
GC11.2 the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures				X	X			
GC11.3 the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry					X			

KEY STAFF, CONTACT DETAILS AND STAFF ROLES

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

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)

UEL Link Tutor: Teressa Serrano (t.serrano@uel.ac.uk)

Programme Leaders:

Sustainable Architecture	Dr Carl Meddings	carl.meddings@cat.org.uk
Sustainability and Adaptation	Tim Coleridge	tim.coleridge@cat.org.uk
Green Building	Tim Coleridge	tim.coleridge@cat.org.uk
Sustainable Energy Provision and Demand Management	Dr Frances Hill	frances.hill@cat.org.uk
Sustainable Food and Natural Resources	Dr Rebecca Kent	rebecca.kent@cat.org.uk
Sustainability and Ecology	Dr Jane Fisher	jane.fisher@cat.org.uk
Sustainability and Behaviour Change	Dr Jane Fisher	jane.fisher@cat.org.uk

Non-Academic Support

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Circumstances in which you may contact UEL directly

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

COURSE OPERATION AND STUDENT REGISTRATION

CAT Registration and Induction

All students will complete an enrolment form with CAT prior to their studies and pay a non-refundable £50 deposit. In early August, this information will be sent to UEL for processing.

You will be issued with a @student.cat.org.uk email account on 1st August, which will give you access to Microsoft 365. Throughout August, Student Support will hold Induction sessions online to familiarise you with CAT GSE systems.

All modules have their own Team within Microsoft Team which is where you will find all your resources and meeting links for online sessions. The Student Finance Officers at CAT will add students who have paid their module invoice to each module approximately 1 week before it begins. If you are having difficulty paying your module invoice please email student.finance@cat.org.uk as soon as possible to setup a payment plan so that you do not fall behind with your studies.

UEL Registration

You will be provided with UEL online accounts on joining the course which will give some access to UEL applications.

It is essential that you log in to UEL direct and enrol with UEL using the UEL student number that you have be given prior to attending any lectures.
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*

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. CAT will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at https://www.uel.ac.uk/students (click on 'new students')

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

EQUALITY AND DIVERSITY

CAT GSE operates an Equality and Diversity Policy in line with UEL. Please see the [Current Student Webpage (click here)](#) to find the GSE Equality and Diversity Policy. UEL's Equality and Diversity Strategy can be found using the link provided below.

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

COURSE MANAGEMENT

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).

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*

Course Committees and Student Representatives

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.

CAT operates a rolling calendar of committee meetings consisting of Student Staff Liaison Committee (SSLC), Programme Committee (PC) and Academic Council (AC). Student Staff Liaison Committee is open to all students, and Programme Committee/Academic Council are attended by Student Representatives who are elected in October each academic year,

Information on the Course Committees (including minutes of Academic Council) can be found on the Quality Assurance webpage (click here).

Student Feedback

The school takes Student Feedback very seriously, and there are a number of mechanisms in place to facilitate recording of feedback from our students and communication of how feedback has been used to enhance programme delivery. Feedback can be submitted using the GSE Forms Hub (click here).

ATTENDANCE AND ENGAGEMENT

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.

Please see the CAT Student Charter and the Student Progression Rules documents, under Student Policies and Procedures, on the Current Student webpage (click here).

KEY DATES

The 2024/25 Academic Calendar can be found on the current student webpage (click here).

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.

Module Specifications can be found on the current student webpage (click here).

AWARD CERTIFICATES & GRADUATION

Upon completion of your Dissertation or final module, you will be presented for an award at the next Assessment Board at UEL (typically held in October, January and June). Once the outcomes of the board are processed, you will be asked to log into UEL direct within a set timeframe to check your confirmed marks. Following this, your certificate will be issued and delivered to CAT. Student Support will contact you to confirm the address you wish this to be forwarded onto. Certificates **will not be issued** if a student has any outstanding fees on their account with CAT.

You will be invited to attend Graduation at CAT the summer following your award. Please email event.gse@cat.org.uk if you do not receive an invite by the Easter prior to your expected Graduation.

You will also be invited to a UEL Graduation Ceremony. Please see UEL's website for more information about the graduation ceremony: https://www.uel.ac.uk/about/graduation .

NON-ACADEMIC MISCONDUCT

Non-academic matters of student discipline will be governed by the policies regulations, and procedures of the academic partner institution (i.e. CAT). 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.

The CAT GSE non-academic misconduct information can be found within the Student Disciplinary Regulations and Procedures Policy on the current student webpage (click here).

FREEDOM OF SPEECH

Throughout your course, there will be opportunities to debate on different topics, some of which some may be controversial and challenging. Being able to debate these topics is an important part of your development both at your time here and in your future. To support this, we have developed further information and guidance in our UEL Freedom of Speech Statement, alongside a Code of Practice and Frequently Asked Questions.

UEL have adopted the Universities UK definitions of freedom of speech and academic freedom, and for guidance these are set out below:

Freedom of speech means everyone has the right to express lawful views and opinions freely, in speech or in writing, without interference.

Academic freedom means protecting the intellectual independence of academics to question and test received views and wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in danger of losing their jobs or privileges or reducing the likelihood of them securing promotion or different roles at the university.

MORE INFORMATION

- [Link to the University's Student Policies](#)
- [Report + Support for reporting incidents](#)
- [Freedom of Speech | University of East London (uel.ac.uk)](#)

TEACHING, LEARNING & ASSESSMENT
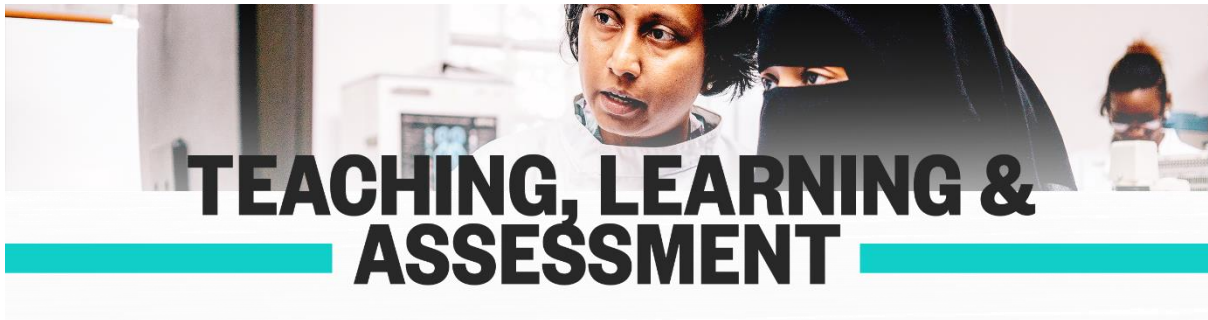
The M.Arch Sustainable Architecture programme encompasses the following teaching, learning and assessment methods:

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

Immersive and blended learning: Taught modules are delivered through the immersive learning environment of the monthly residential weeks at CAT, online in the interim weeks via distance-learning, and through self-directed study. These mutually supportive modes of delivery create a rich experience of blended learning.

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

The benefit of having such a variety of methods is that it appeals to a wide array of students' abilities and needs. The one-to-one and small group teaching is particularly appealing to both students and staff. 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 are allocated a personal tutor (typically the Year Tutor), usually for the duration of each academic year.

Lectures: Lectures form part of the teaching activities for 4th and 5th Years students and tend to last 1-2 hrs, with between 3-5 lectures being provided per each on-site week. Associated sets of visual presentations, notes or audio or video recordings will be made available on TEAMS.

Visiting Lecturers: The programme includes lectures by leading academics, professionals and experts from the building industry and energy, sustainability and related industries. Visiting lecturers play an important role in the teaching on M.Arch SA, bringing in valuable expertise from other academic institutions and professional practice, offering cutting-edge perspectives on current architectural design, policy, practice and research.

Structured seminars and specialist consultations: Structured seminars have been developed and run by staff (both in-house and visitors) with specialist knowledge of the subject areas. This has allowed students to engage with the subjects in more informal contexts, apply knowledge gained from the module lectures to workshop and design activities, discuss and explore more widely around and deeply into subjects that are of particular interest to them and discuss individual design ideas through accompanying tutorials.

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

Practicals: Practical workshops aim to apply theoretical knowledge gained earlier in the module or programme to hands-on, experiential, practical activities, which can be invaluable to help address the needs of different learning styles and different levels of prior knowledge. On-site practical workshops are tailored to each module and may require specialist clothing, footwear or equipment (PPE) for participation - workshop tutors will explain any associated risk assessments and safe-systems-of-work

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

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

Assessment: Coursework assignments are designed to test whether the learning aims & outcomes have been achieved. They comprise various design tasks, written assignments and presentations, technical reports, presentations, poster presentations, formative and peer-to-peer feedback.

Personal Tutors and Student Learning Support: A clear structure of Student Learning Support is in place for all on-site residential and distance-learning students. This structure explains the pastoral and academic support provided on the programme; including defining the role of the personal tutor, and following this, when you might need to contact a Module Leader, members of their module delivery team, or the Student Support Officers for various

aspects of support. The framework provides a high level of directed support to enable all our students to progress becoming independent learners and researchers at Masters level.

Module Delivery

On-site modules at CAT typically mean that if you are staying on the CAT site that you will arrive on Sunday evening and depart on Saturday after lunch. You can also engage in dialogue with peers and staff through distance-learning methods when away from CAT. A typical detailed module timetable is shown below in Table 4 clarifying your activities, work to be submitted and your actions required before, during and after the typical attendance for a module. Module specific details will be clarified within Module Guides.

Table 4: Typical Onsite Block Residential Timetable:

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

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

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

Table 5: Typical detailed support for students and activities during weeks away from CAT

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

Teaching week	Student support and activities staff
On-site week September Year 1	See typical timetable Table 4
Off-site week 1	• Post week Note summarises the previous on-site activity and discusses implications lessons etc. • Reading related to Design Project and research summaries uploaded to TEAMS for peer-to-peer exchange of learning • Precedent research for Design Project uploaded to TEAMS for peer-to-peer exchange of learning • Draft essay submission for formative feedback from academic staff
Off-site week 2	• Year group meeting and one-to-one tutorials related to Design Project
Off-site week 3	• Outline for Technology submission associated with Design Project for academic staff feedback and sharing of exemplars on TEAMS • Pre-week Note and timetable issued to prepare for on-site teaching and learning
On-site week October Year 1	See typical timetable Table 4
Off-site week 1	• Post week Note summarises the previous on-site activity and discusses implications lessons etc. • Draft submission of Design report for formative feedback from academic staff
Off-site week 2	• Year group meeting and one-to-one tutorials related to Design Project
Off-site week 3	• Technology draft section of submission for formative feedback from academic staff and uploaded to TEAMS for peer-to-peer exchange of learning • Pre-week Note and timetable issued to prepare for on-site teaching and learning
On-site week November Year 1	See typical timetable Table 4

Assessment Criteria

Information about each modules assessment will be provided in the Module Specification, Module Guide and during the first week of teaching. Assessment submissions should be uploaded to Moodle **before midday on the published deadline.** If you are having issues submitting your work, please email it to student.support@cat.org.uk **before the deadline.**

Assessment: Assessment is a fundamental part of the student learning experience and is the general description for a set of processes which measures the success of a student's learning. Assessment on this course is undertaken in line with UEL's Manual of General Regulations

https://uel.ac.uk/about/governance/manual-general-regulations, with 'Part 5: Assessment' setting out the general principles and 'Part 3 – Academic Regulations' defining pass marks and thresholds, amongst other specific criteria

All coursework submissions are assessed in line with UEL's [Assessment & Feedback Policy](#). For standard 15 credit modules, provisional marks and feedback will be released 15 working days after the initial submission. Internal moderation will take place as soon as possible after this, both by CAT and UEL. Following this, the moderated work will be reviewed by the External Examiners marks are presented at the UEL assessment board. Once this process is complete, you will receive an email asking you to check your confirmed marks in UEL Direct within a set timeframe.

If reassessment if required, you will be informed when the provisional marks are released. You will then need to work towards the resubmission deadline which will be published in the Module Guide. Generally, resubmissions are due in November, March or July depending on when the module is presented to the assessment board.

Word Count Policy

For a standard 15-credit module, the assessment requirements are based upon the workload required to submit 3,000 words of essay or report. Alternative assessments such as presentations have a word count equivalence, but this means that all 15-credit modules have equivalence in assessment.

What does the word count mean?
Written assessments have a maximum allowed length, e.g. 3,000 words for the Report in Sustainability and Adaptation: Concepts in Practice (EV7137). Word lengths are stated in 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 in academic and professional contexts to write to a defined word limit. 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 wordcount includes all your core narrative and reasoning, including introduction and conclusion. It also includes:

- Subtitles (but not the main title);
- In-text citations;
- Calculations;
- Direct quotations from another's work (which must be indicated using quotation marks and appropriate citation).

The wordcount DOES NOT include:

- Cover sheet;
- Title;
- Table of Contents;
- Abstract (unless otherwise noted);

- Captions and other text on or in figures, tables or boxes;
- Headers and Footnotes (which are discouraged anyway);
- References (In the Reference list at the end of the assessment);
- Appendices (which may be used to contain supporting information but are not taken into consideration for marks).

<u>What are the penalties?</u>
Initially the penalty for exceeding the word limit is threefold:
1. Any work beyond the word-count will not be marked, so you will lose the opportunity to gain crucial marks for this part;
2. You are quite likely to lose further marks for structure, as your structure may become less focussed and less appropriate to the task (which was to produce an essay etc. of that length);
3. You miss out on the learning outcomes – which often include an element of learning to communicate effectively.

<u>How can I manage this?</u>
If Microsoft Word or an equivalent programme is used, it can help significantly. Styles can be defined and applied for abstract, captions, references etc, and separate styles applied to the 'body text,' which counts towards the total.
Inserting figures, tables, or boxed text as 'images' (e.g. pdfs, jpeg) can also help manage your wordcount 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.

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. https://www.citethemrightonline.com/

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
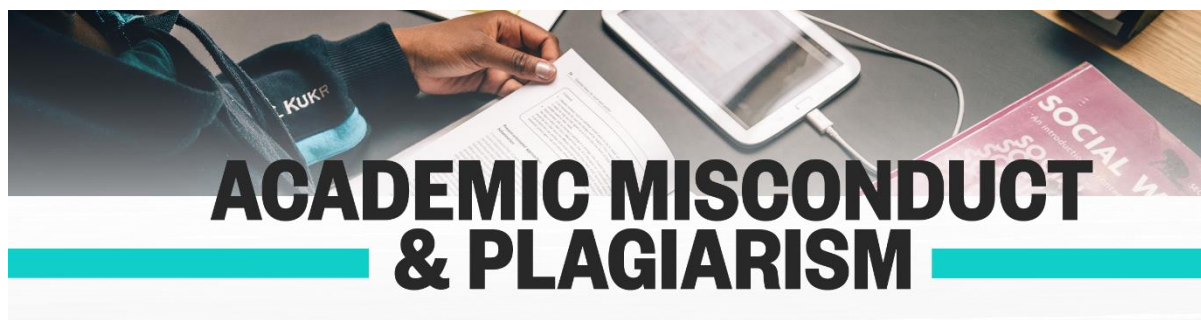
For the purposes of University regulations, Academic Misconduct is defined as a practice that leads to an unfair advantage in an assessment for the purposes of achieving a personal gain. Examples of such misconduct are given in the section below: the list is not exhaustive and the use of any form of unfair or dishonest practice in assessment can be considered potential misconduct.

Academic Partner institutions will follow the principles of all UEL Teaching, Learning and Student Policies but there may be small differences in the local application of processes. The CAT GSE Academic Integrity Policy and Procedures can be found on the [Current Student webpage (click here).](#)

RESEARCH INTEGRITY

The University adheres to its responsibility to support and promote the highest standards of **rigour and integrity** and embed a culture of honesty, transparency and care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld. Please refer to the CAT Graduate School Ethics Committee: Terms of Reference and Membership document on the [Current Student webpage (click here)](#) for further information.

CAT Support Services

In September, you will be allocated a Personal Tutor who will be your first point of contact for academic/pastoral support during your course.

A dedicated team of Student Support Officers are also available Monday-Friday 9am-5pm for any administrative queries you may have. It may take up to 3 working days for a response to email during busy periods, or you can book a Teams call with a specific member of the team by clicking here.

For further information on support for students please refer to Appendix A.

Students with Additional Learning Needs

CAT aims to be proactive in supporting all students during their studies with us. At enrolment, we request that any student with additional learning needs books an appointment with Student Support to ensure that support is in place prior to the first module starting. Students can declare Additional Learning Needs at any point of their study with CAT. We also have an Additional Learning Needs Coordinator who can provide academic support/signposting, currently this is Anna Poston (anna.poston@cat.org.uk).

Please familiarise yourself with the Additional Learning Needs Policy on the Current Student webpage (click here). to ensure that you have access to all the required support during your studies.

We also recommend all students who are eligible apply for The Disabled Students' Allowance (DSA) which 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 please click here.

Safeguarding

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).

PREVENT

GSE staff have all undertaken PREVENT training, and students can also receive training through the following website (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).

Local Accommodation

During onsite taught modules, we have accommodation available onsite at a discounted student rate. Outside of these weeks, students can book B&B onsite via the CAT website at the public rate. Alternative local accommodation information can be provided upon request.

UEL Career Services

You are entitled to these services at UEL:

- Career support and development
- Employment opportunities

For further information please visit the CASE website at: https://uelac.sharepoint.com/sites/careerzone

Sports Facilities on the UEL London Campus

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

Alumni

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

LIBRARY & RESOURCES

The Student Entitlement 2024-25 Letter outlines the UEL services you are entitled to access as a student on one of UEL's collaborative programmes at the Centre for Alternative Technology. We will circulate this to all students once it is received from UEL and it will be added as an appendix to this document.

CAT Library Onsite

The Graduate School has a modest onsite library that students can access when at CAT. It provides a quiet study space and a range of texts that serve all CAT's courses. As students are studying predominantly from home our focus is on providing electronic access to journals texts and papers as outlined below.

CAT Science Direct Access

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.

UEL Library Access

You are entitled to access UEL Library, Archives and Learning Resources online (subject to license allowances) once you have received your UEL Network ID and Password.

A UEL Access card will be required if you want to access the library buildings. (see student support section above)

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 UEL ACE Subject Librarian can be contacted directly if required:

Nick Balmforth - ACE Subject Librarian
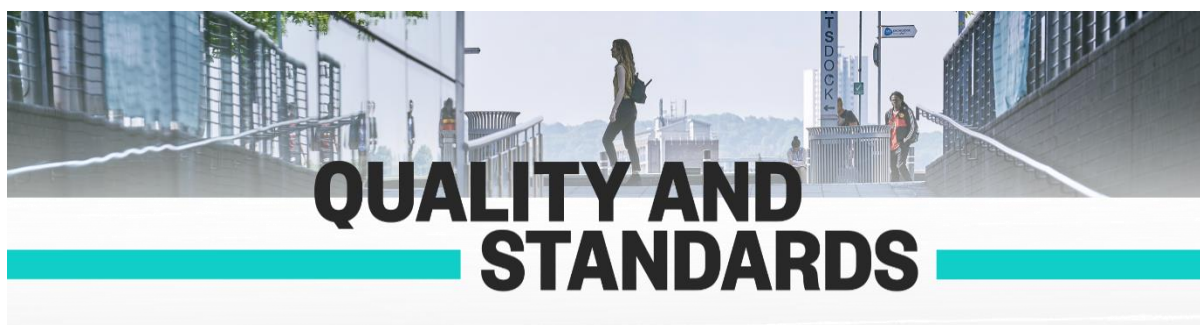
Library and Learning Services

University of East London

University Way, London, E16 2RD

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

Telephone: 020 8223 7444

For more information on the UEL Library and Learning Resources, please see their website https://libguides.uel.ac.uk/partners

QUALITY AND STANDARDS

You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as Centre for Alternative Technology, 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.

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

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*

MORE INFORMATION

- Link to the Student Handbook page on *Quality and Standards*

PROBLEMS COMPLETING AN ASSESSMENT

You may be in a position where you cannot submit your coursework or take an exam due to circumstances that are:

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

Please read the [Extension and Extenuating Circumstances Policy (click here)](#) for further details on your options if you are unable to meet a deadline. Students can apply for an Extension or Extenuating Circumstances using the [Student Forms Hub (click here).](#)

COMPLAINTS & APPEALS

Academic Partner institutions are responsible for operating their own Complaints Procedure. The CAT GSE Complaints Policy and Procedure can be found on the [Current Students webpage (click here).](#) Please email the Student Support in the first instance, for the attention of the Student Support Manager, or email the Head of School (adrian.watson@cat.org.uk).

Upon exhaustion of the CATs Complaints Procedure, students will be entitled to access [Stage 3: Review of UEL's Complaints Procedure (click here)](#) which shall be administered by UEL.

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

provide evidence that they have exhausted the partner institutions Complaints Procedure, the complaint shall be referred back to the partner institution.

All academic partner students have access to the UEL appeals procedure (click here). UEL Complaints and Appeals Team will administer the process and advise partner institution staff if required.

- Link to the Student Handbook pages on Appeals and Complaints
- Link to the Complaints Procedure
- Link to the Student Policy on Academic Appeals

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: STUDENT LEARNING AND SUPPORT SUMMARY

Student Learning Support summary for 2024-25.

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 'KEY STAFF AND CONTACT DETAILS' and '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 Course 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	Student Support Manager & SSOs

and feedback in **Moodle, Turnitin and UEL Direct**. • 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 Form Hub (click here):](#) • Clarifications and guidance on **Intermission** (study breaks), **Programme Transfer** and **Programme Withdrawal** – application forms are accessible from the [GSE Form Hub (click here):](#) • Providing **feedback** on module teaching and the overall student experience – survey links are accessible from the [GSE Form Hub (click here):](#) • 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.	Module 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** 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;	Module tutors
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))	Module tutors, Module Leaders & module delivery teams as appropriate
• Support for coursework re-submission.	Module tutors & 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 course handbook • Students should contact 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	Personal Tutor – normally your year tutor for the duration of each study year

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. • **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 and externally – see below.	Head of School
4. Peer support • M.Arch Student Representatives ('Student Reps') elected from each year froup function as an ongoing conduit for student liaison and feedback on programme-wide matters – refer to the Course Handbook for further information. • Peer-to-peer informal support from fellow students.	Student Reps – student reps will be appointed at the start of each academic year and will include one student rep specifically for ALN issues Peers, via online forums – MS Teams discussion boards. Student led social media platforms – including WhatsApp and Facebook groups, personal communication etc.
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 B: 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
SEPDM	Sustainability in Energy Provision and Demand Management
SSM	Student Support Manager
SSO	Student Support Officer
UEL	University of East London
VLE	Virtual (online) Learning Environment (e.g. Moodle/Teams)
WISE	Welsh Institute for Sustainable Education

APPENDIX C: Academic Overview 2024_25

Module Code	Year Group	Module Name	Taught	Coursework	% of Module Grade	1st Sub	1st Sub Board	Re-sub	Resub Board
AR7400	4.0	Integrated Design Project 1	Sep 24 - Jan 25	Design Portfolio	100%	09-Jan-25	Jun-25	07-Jul-25	Oct-25
AR7410	4.0	Architectural Analysis through Writing	Oct 24 - May 25	*Reflective Writing*	30%	15-May-25	Jun-25	07-Jul-25	Oct-25
				Essay	70%	28-Nov-24	Jun-25	07-Jul-25	
AR7403	4.0	Integrated Design Project 2	Dec 24 - April 25	Environmental Strategy	40%	13-Mar-25	Jun-25	07-Jul-25	Oct-25
				Design Portfolio	60%	24-Apr-25	Jun-25	07-Jul-25	
AR7411	4.0	Build	Mar 25 - Jul 25	*Design and Implementation Portfolio*	100%	31-Jul-25	Oct-25	27-Nov-25	Jan-26
AR7411 PT	5.1	Build	Mar 24 - Jul 24	*Design and Implementation Portfolio*	100%	28-Nov-24	Jan-25	10-Apr-25	Jun-25
AR7402	5.0 & 5.1	Professional Studies	Sep 23 - Mar 25	*Professional Studies Portfolio*	100%	10-Mar-25	Jun-25	07-Jul-25	Oct-25
AR7412	5.0	Research Paper	Apr 24 - Nov 24	*Research Paper*	100%	11-Nov-24	Jan-25	03-Mar-25	Jun-25
AR7412 PT	5.1	Research Paper	Apr 24 - Jun 25	*Research Paper*	100%	05-Jun-25	Oct-25	27-Nov-25	Jan-26
AR7407	5.0 & 5.2	Technical Research Report	Oct 24 - May 25	*Technical Research Report*	100%	08-May-25	Oct-25	27-Nov-25	Jan-26
AR7408	5.0 & 5.2	Final Design Project	Jul 24 - Jun 25	Final Design Portfolio	100%	23-Jun-25	Oct-25	27-Nov-25	Jan-26

7 Day Ext Allowed

[END]