

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**STUDENT HANDBOOK:
GENERAL INFORMATION**

2011-2012



**UNIVERSITY
of
GREENWICH**

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

GENERAL INFORMATION FOR ALL PROGRAMMES IN THE SCHOOL

– Also available via the School's Internet *Resources* page.

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Introduction to the Student Handbook

This *Student Handbook: General Information* contains important information which is useful to all students of the School. It complements the programme specific information that you will be given either in the form of a separate programme document or through your programme Student Handbook.

Please take the time to read it all. It will help you navigate through the University systems and save you time when you have a specific query or problem.

Disclaimer:

The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.

It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.

You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.

Welcome by the Dean

MAKING WAVES

I have often said “It is a good time to be an architect / designer”. The world is our lobster as us Surrealists say! Change is good and currently changes are happening in the creative arts at a pace. Technology is changing, objects and buildings must transverse the schizophrenic boundaries between the actual and the virtual. Media culture and social media are pushing at the envelope of what constitutes decency and privacy. We walk the tightrope between liberation and subservience. Finally, the design world has no Modernist compass anymore, with which to navigate the waves and often the pretty but deadly sirens of fashion deploy their seductive but ultimately vacuous charms on us simple matelots as they sing their simple refrain.

Storm clouds gathering

Schools of Design are buffeted in storms of league tables, fluctuating reputations and uncharted waters – here be dragons. Many Architecture schools, for example, cling to an old model of architectural education already established and concretised by 1915 – that of the master, the rows of drawing boards, the crit as key teaching method, the shelter of the fledgling designer from the vagaries of capitalism – red in tooth and claw. Designs are honed in a make-believe world of imaginary clients acting like Popes or Doges deployed in a landscape of cultured and aesthetically aware users that have yet to be blighted by the contemporary psychosis caused by man’s consumption, media immersion and greedy short sighted stupidity. The ocean is deeper than it seems.

Lead me to a distant shore

So the old model does not work. It produces turkeys voting for Christmas. What of a new model? Students should see design and the act of design as political, social, cultural and proactive. Cedric Price always said the first big design question is what to design. Simply receiving the endless sophist wisdom of what is around has got the world in the mess it is in. I don’t need to run through the litany of global ecological, social and community damage we have fostered with this view of economic ubiquity. A new vision is required that is predicated on specialness, exceptions and peculiarity. We need to encourage students to look at the received wisdom embodied in ubiquitous Victorian materials and twentieth century ways of doing things and see them for what they are - tyrannous. We need to encourage students to rejoice in the new spaces that are created by the virtual infiltrating the actual and the vital. We need to encourage students to fully understand and enjoy the differences in it all whether that is sites, objects, contexts, people and cultures.

Seven Seas of creative life

The new Greenwich School of Architecture, Design and Construction will be inter-and pan-disciplinary. It will not make a distinction between learning, teaching and research and will encourage students to have the mental and creative dexterity for the many changes that are to come. Greenwich must creatively position itself at the centre of the earth again. We must be critical personally, creatively, corporally and societally.

You control your destiny

The School will encourage students to see opportunity everywhere, whether formal, ethically entrepreneurial, professional or personal. We will not let students drift alone, all hope gone in the morning tide. A tide mourning for a lost mythical time. We will encourage students to fill their pockets full of dreams, so they can spread their wings across the sky.

Professor Neil Spiller
Dean, School of Architecture, Design and Construction
University of Greenwich

1 Term Dates 2011 - 2012

		Weeks
Administration Week	12 th – 16 th September 2011	
Arrivals Week	19 th – 23 rd September 2011	1
<u>Term One:</u>		
	Monday 26 th September 2011 Teaching Begins	12
	Students' Union AGM – Wednesday 22 nd November 2012 at Maritime Greenwich campus (no teaching 12 noon – 5pm for Full Time Undergraduate students)	
	Friday, 16 th December 2011 Teaching Ends	
Christmas Vacation (Students)	19 th December 2011 – 6 th January 2012	3
<u>Term Two:</u>		
	Monday, 9 th January 2012 Teaching Begins	12
	Friday, 30 th March 2012	
Easter Vacation (Students)	2 nd April – 20 th April 2012 (Good Friday 6 th April Easter Sunday 8 th April)	3
<u>Term Three:</u>		
	Monday 23 rd April 2012 Teaching Continues 11 th May 2012 Teaching Ends	3
	Assessment Period** 14 th May – 1 st June 2012	3
4 th June is the Spring Bank Holiday and 5 th June is the Queen's Diamond Jubilee	Friday 22 nd June 2012 Session Ends (students)	3
		<u>40</u>

** In some programmes, students will be assessed after 1st June. Students are required to be available until 22nd June 2012. In some programmes you may be asked to meet with the external examiners during June 2012. You must check with your programme tutor if you wish to leave before 22nd June 2012. Please note below the timetable for Summer re-sits for students who are referred/deferred and who are asked by the Progression and Award Board (PAB) to resubmit work/take exams in the Summer.

Summer re-sit timetable (for students who were referred/deferred in the Summer)

Re-sit coursework to be submitted by:

Monday 20th August 2012

Re-sit exams will be time-tabled between:

Monday 20th August to Friday
31st August 2012

2 People you might need...

“Who’s who” in the School of Architecture, Design and Construction

Dean of School	Professor Neil Spiller
Director of Learning & Quality	Corine Delage
Director of Resources	Professor Keith Jones
Director of Research	Professor David Isaac

Heads of Department

Architecture & Urban Design	Howard Gilby
Communication Media for Design	Nickie Hirst
Construction Management	Stuart Allan
Property, Housing and Urban Regeneration	Stuart Allan
Landscape & Garden Design	Robert Holden

Undergraduate Programme Leaders-

BA(Hons) Architecture	Reenie Elliott
BA(Hons) Landscape Architecture	Jamie Liversedge
BA(Hons)/HND Garden Design	Sarah Morgan (Hadlow College)
BSc(Hons)/HND Landscape Management	Richard Tilley (Hadlow College)
BA(Hons) 3D Digital Design & Animation	Nickie Hirst
BA(Hons) and HND Graphic & Digital Design	Nickie Hirst
BSc(Hons) Building Surveying (Commercial Management)	Richard Cooper
HNC/HND Building Surveying/Construction Management/Quantity Surveying	Richard Cooper
BSc(Hons) Quantity Surveying (Consultancy Management) *	Yvonne Simpson
BSc(Hons) Building Surveying (Consultancy Management) *	Richard Cooper
BSc(Hons) Design & Construction Management	Anthony Kelly
BSc(Hons) Estate Management	Mark Daley
BSc(Hons) Quantity Surveying (Commercial Management)	Julie Adeline
BSc(Hons) Real Estate *	Mark Daley
BSc(Hons) Occupational Safety, Health & Environment (Distance Learning)	Stuart Allan

* continuing students only

Programme Leaders – Postgraduate programmes

MSc Architectural Studies	Marko Jobst
MA in Advanced Architectural Design	Ed Frith
Diploma in Architecture	Ed Frith
Diploma Landscape Architecture	Robert Holden
MSc Landscape Planning and Assessment	Benz Kotzen
MA Landscape Architecture	Robert Holden
Certificate in Landscape Design	Robert Holden
MA Garden Design & PG Cert/MA Garden History	Robert Holden
MA Web Design & Content Planning	David Watson
MSc Building Engineering	Mark Mulville
MSc Building Rehabilitation	Mark Mulville
MSc Construction Management & Economics	Mark Mulville
MSc Facilities Management	Mark Mulville
MSc Project Management International	Mark Mulville
MSc Built Environment	Mark Mulville
MSc Real Estate Development & Investment	Mark Mulville
MSc by Research (Property or Construction)	Mark Mulville
PDAP (Postgraduate Diploma in Architectural Practice) (Part 3 RIBA)	Tony Cleford
MSc Safety, Health & Environment/Occupational Hygiene (Distance Learning)	Stuart Allan
MSc Distance Learning (Built Environment Portfolio)	Mark Daley
MSc Housing Management & Policy	Mark Mulville

School Office

School Administration Manager
School Quality Assurance Team
Administration Officer – Resources
Administration Officer – Recruitment
& Research
PA to the Dean of School
Collaborative Centre Co-ordinator
School Receptionist
Departmental Support Officer
School Administrative Assistants

Fiona Thirlwell
Eric Denning and Sue Adlington
Ronke Bali
Pauline Newell

Phillipa Wall
Shelagh Barker
Lauren Tubridy
Lucy Rutherford
Sue Collins, Marion Harrington and
Simona Simkova

Technical Team

Photographic & Digital Media Technician
Computing Facilities Manager (Digital Studio)
Model Maker and Workshop Manager
Design Studios Manager

Joe Green
Phil Hudson
John Marchant
Elinor Stewart

3 Contacting lecturers

Staff in-trays – there is a staff in-tray in the School office. Students can leave messages for staff at Reception.

Internal Phone – there is an internal telephone at Reception with a list of phone numbers and e-mail addresses beside it.

E-mail – Staff e-mail addresses can be found on the list at Reception or on the address book in your University e-mail. If you request an appointment by e-mail, make sure you write ‘*Appointment request from tutee / student*’ in the ‘subject’ area of your e-mail. This will help tutors prioritise their e-mail. Make sure you also give your Banner ID number and your full name, programme of study, year, etc. in the e-mail.

4 Day to Day information

Notice Boards are provided in the School of Architecture, Design and Construction Reception and on the ground floor corridor for:

- General school notices
- Information related to each programme group.
- Personal Tutors lists
- Teaching timetables
- Exhibitions, art galleries, open lectures, professional information etc.
- Day to day news (i.e. change of lecture room, class cancellation, etc.) is posted on the screen above the Reception desk. There is a link called “News for Students” at <http://www.gre.ac.uk/schools/arc/news-for-students> which links to the screen above the Reception desk so that students can access the message board remotely if necessary.

You may also get news or notices via the portal or via your University e-mail. It is crucial that you use your University email and check it regularly. Tutors and school staff are requested to use your University email if they wish to send information.

5 Who does what...

Programme Team

The programmes are managed on a day-to-day basis by the Programme team. The programme team means: **Programme Leader** - responsible for your particular degree, its direction, administration and tutoring, **course co-ordinators** and other **course tutors** teaching on the programme. Normally any straightforward problems which arise concerning your learning, or course arrangements or facilities are dealt with by the course tutor and course co-ordinator.

Personal Tutor

You may talk to your Personal Tutor if you have personal difficulties which could impact on your academic progress; if you have problems relating to your study skills, your academic choices or progress and wish to get some advice; if you have difficulties with aspects of your academic life for one reason or another and want to talk to a 'friendly face' in a confidential manner. The Appendix in this handbook will give you details of the School's Personal Tutor system and how to find your Personal Tutor.

"Listening Ears"

Listening Ears are members of teaching or support staff who are a first point of contact for students needing help and advice with any personal or academic issue. They can also advise students about issues of discrimination. Listening Ears have a good knowledge of University services and procedures and will be able to refer students to appropriate people or departments if further help is needed. All advice given by Listening Ears is treated as strictly confidential. Nothing discussed with a Listening Ear will have any bearing on assessment or any other procedures. (Refer also to the role of the personal tutor (Pastoral Care and Assistance). The names of the Listening Ears for 2011/2012 are:

Fiona Thirlwell (email f.thirlwell@gre.ac.uk or tel. 020 8331 9300)

Sue Adlington (email s.a.adlington@gre.ac.uk or tel. 020 8331 9204).

Disability Named Contact

The School Disability Named Contact receives from the University Disability & Dyslexia Service, a list of students with known disabilities and with special entitlement and ensures that appropriate entitlement is given to these students with regard to assessment and other learning/teaching matters. He/she will liaise with the Dean of School, the School Examinations Officer, Programme Leaders, Course Co-ordinators, and Personal Tutors to facilitate the implementation of entitlement for disabled students. The School Disability Named Contact for 2011/2012 is Michael Greenslade (email: M.Greenslade@gre.ac.uk or Tel: 020 8331 9313). **If you think you may have special entitlements due to disabilities and/or dyslexia, you are advised to seek advice from the University Disability and Dyslexia Service as soon as possible when you start your studies here. You will need to have a formal assessment to determine your learning entitlements and this will take time.**

Architecture and Construction Library Staff

David Sheldrick - Academic Services Librarian for Architecture, Design & Construction. D.Sheldrick@gre.ac.uk or tel. 020 8331 9542

Wendy French – Learning Services Assistant. W.M.French@gre.ac.uk or tel. 020 8331 9650

Other Student Services

You can find details of other University student services via the Office of Student Affairs. The University has specialist advisors who can help on specific matters such as:

Careers – Guidance and Employability Team (GET)
Chaplains
Counselling
Disability and Dyslexia Support
Diversity
Finance Advice
Immigration/Visa Advice
Mentoring

Do not hesitate to contact these advisors through the Office of Student Affairs

6 Having your say...

There are many ways you can make your voice heard and the School highly values your feedback.

6.1 Your Student's Union

The Student's Union University of Greenwich (SUUG) is your union, representing you, advising you, entertaining you and much, much more. You can find us online at <http://www.suug.co.uk/> and in the real world at Greenwich in Cooper Building King William Walk Greenwich, London SE10 9JH and at Avery Hill in The Village just outside The Dome. Drop in and see us some time.

Please see in Appendix E how you can get involved and some of the things that your Student's Union does.

6.2 Course Evaluation

Course Level: you may be asked to fill in a questionnaire to evaluate a particular course. Please do take the time to do this.

6.3 Student Representation in the School

6.3.1 Programme Level: - Departmental Programme Committee and Student Reps:

This is a formally assembled group of students and tutors who meet regularly to discuss the progress of the work and to agree action. Students on it are your representatives. Student reps are always kept up-to-date with course and programme issues by the tutors and the Programme Leader. Tell them the positive things about the programme so that they can be retained. Tell them also any concern you may have so that action can be taken to put things right. Insist that you get feedback from them. Better still; become a student rep. now!

6.3.2 School Level: - School Student Experience Committee

This newly introduced committee meets at least twice a year before the School Board, to which it reports. The meetings are chaired by the Dean of School and include representatives from senior management within the School including Heads of Departments. Student Representation will comprise a representative from each department.

The Students' Union School Representatives (the 1 in 250 students required by the Students' Union Bye-Law) are the first choice for student representatives to sit on this committee. The Union's School Officers (who are elected from the SUUG School Representatives) also sit on this committee to provide a link with the Union Council.

6.3.3 The School Board

The Dean of School chairs the **School Board** and some student reps are constituent members of the School Board which meets 2 or 3 times per year.

The School Board is responsible to the Academic Council of the University for co-ordinating the work of the School's constituent Departments in the furtherance of the University's Mission and Strategic Plan and Oversight, together with other appropriate Boards, of cross-School developments.

Specifically, the School Board will be responsible for the development and co-ordination of the academic work of the School. This will include many different areas.

It is therefore important for students of the School to be members of the School Board. We would like to encourage students to put their name forward for nomination by fellow students. We need students who enjoy having an overview of the School activities and who are interested in actively participating, in making recommendations, in promoting developments, and in enhancing the School's academic work.

Each year the programme team, and the School, will make sure students are represented at School Board, at the various committees described above or at Programme Committees, either through 'elections' or in some cases through 'nominations'. You are therefore encouraged to become a student rep and to participate in the formal life of the School.

6.3.4 National Student Survey

On an annual basis the University participates in the National Student Survey (NSS) for all final year undergraduate students. The results of the survey are published by the Planning and Statistics (PAS) Unit and must be considered at programme (where the data are sufficiently detailed to meet the criteria for statistical analysis), Departmental and School level.

6.3.5 University-wide Student Satisfaction Survey (USS)

A USS is undertaken by PAS on a biennial basis. The survey asks all students on taught programmes (including those studying with collaborative partners) for their views on the whole student experience. The survey is based on the questions used in the NSS and therefore final year students are not invited to participate. A report of the findings of the survey is published to staff and students and discussed at all central committees and School and Programme committees. The survey will next be run in 2013.

Appendix D goes into further detail about Student Representation at the University of Greenwich.

7 How to access information online...

University Portal

The University of Greenwich Portal (<https://portal.gre.ac.uk>) is your key point of access to services such as email, student records and the library's online catalogue and journals. Once registered, all students will be able to login to the Portal at <https://portal.gre.ac.uk/cp/home/displaylogin>. To log into the Portal, please go to <https://portal.gre.ac.uk/> and type in your University of Greenwich User Name and Password which you use to log into the University of Greenwich computers on campus. Alternatively, you can go to the University's homepage at: <http://www.gre.ac.uk> and click on the staff and student

portal link located in the drop-down menu under the “My Greenwich” tab at the top of the homepage.

If you have problems accessing the Portal whilst on campus, please visit a campus lab to resolve the problem.

The login page provides a virtual tour of the portal along with guides which, for example, explain how you can retrieve your non-university email via the portal or check your student record.

You will also have access to a number of features such as your own calendar, the ability to set up an email address book, view your library account and search Google from one place.

All students should first use the help guides available via the Greenwich Portal login page if they encounter difficulties and then if they continue to have problems contact Portal Support at <http://www.gre.ac.uk/offices/ils/cis/guides/portalhelp/>.

Student Information is available on both the University internet pages and the portal, with regulations and advice on all aspects relating to your studies and life at the University of Greenwich.

You are strongly advised to take particular note of the following documents:

- Academic Regulations for Taught Awards – this document includes, amongst others, the procedure for notification of extenuating circumstances; academic appeals; publication of assessment results and the conduct of examinations.
- Guide to New Students
- Student Charter
- Skills for Learning Handbook

Moodle

From 2011, the University is using Moodle as our Virtual Learning Environment (VLE). The academic year 2011-12 will be a transition year: gradually information about most of your courses will be available through Moodle. This will be accessed through the portal and this should be your first port of call to find out what you have to do on each course you are studying at the University of Greenwich. You should be able to see your course materials, timetables and reading lists for each of your courses by going to the Moodle page for your course.

You will also sometimes be asked to submit your work for assessment through the VLE and through Turnitin - our anti-plagiarism tool. You will be inducted and trained into how to use Moodle at the beginning of your course and you will find that this will become the main method your tutors communicate with you during your time at Greenwich.

You will also be able to message staff and students through this VLE. For more information on how to use Moodle please go to: <http://www.gre.ac.uk/offices/ILS/cis/guides/moodlehelp>

Your University Email Address

All students are allocated an e-mail address to enable you to send and receive messages. You should be able to arrange to access your University email from anywhere in the world via the e-

mail channel on the home tab of the university portal. E-mails can be automatically forwarded to an e-mail address of your choice if this is more convenient for you.

You must check your current University e-mail at regular intervals as tutors may wish to contact you individually or as part of a group of students. If you do not check and file and delete your e-mail regularly, your account will get full and you will not be able to receive email. The e-mail addresses of tutors can be readily accessed.

BannerWeb:

On BannerWeb, you can access your personal details, your results, print coursework header-sheets, and access other vital information about the courses and the programme you are studying. You are able to access Banner Web and your student records via the university portal under the 'My Learning' tab.

The list below highlights some of the facilities currently available for you within the Student Records (Banner) section of the university portal:

- Print Coursework Header Sheets (this is the electronic header sheet that you will need to print to be able to submit coursework)
- Update your postal addresses
- Update your email addresses
- Update your telephone numbers
- Update your emergency contact information
- View your financial account
- View your personal details
- View details regarding the programme you are studying
- View the courses you are studying
- View the course specification for any approved course in the University
- View your grades (see also section 10.4 below on how to find out about your results).

School Intranet:

There is a Resource area on our School web site. You will be able to access:

- APL/APEL/APCL forms
- Programme documents and Handbooks
- Learning resources (hand-outs, briefs etc.)
- Minutes from the Departmental Programme Committee meetings
- School assessment policy and procedures
- School satellite sites
- Staff resource pages

Other sources of information:

Most of the information accessible on the Student Information web pages is available in hard copy format. The campus library displays advice leaflets for reference and copies are available for your personal files. The campus Office of Student Affairs similarly offers a leaflet/booklet information service relevant to their work.

8 Your learning...

Whether you are a new student, a continuing student or returning to studies after a break you should always try to improve your skills for learning. Being a student it is recognised that you will have many pressures around study (time, family, financial, etc).

Getting to know better how you learn and improving your skills for learning should help you cope with pressures. You are therefore strongly advised to read the *Study Skills* web pages that can be accessed through the “My Learning” tab of the Student Portal or in the Library in hard copy. The *Study Skills* site gives you lots of tips and advice on all sorts of studentship skills such as: note-taking, thinking skills, skills in working with others, communicating through writing, doing research, coping with exams, time management etc. In particular, you will want to familiarise yourself with the advice on how to do proper referencing of academic work in order to avoid plagiarism.

The University will organise workshops on study skills during the academic year and also during the summer (Summer School). It is a good idea to attend some of these workshops to improve your study skills. Keep an eye for the leaflets or posters. Information on study skills events can be found via the Student Portal and ‘My Learning’ tab.

8.1 Your attendance...

Our experience and others’ research have shown that the majority of students who fail have poor attendance records and do not actively engage with their studies.

We expect students to aim for 100% attendance at timetabled sessions.

We reserve the right not to mark project work (design project, studio project, dissertation, workshop project, written project) which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the student’s attendance and engagement with the process is judged to be inadequate. For example, we may not accept to mark a final dissertation or a final studio project which suddenly appears without having been developed and discussed within the tutorial or studio regular sessions.

If you do not attend regularly and/or you do not submit assessments as required, we may withdraw you from study.

8.1.1 Attendance Monitoring for Students on a Visa

The attendance of overseas students who are on a student visa to study at the University of Greenwich will be specially monitored. The UK Borders Agency has defined specific regulations that we are obliged to apply. Such students will be informed of their status and of the attendance monitoring requirements. Students will be required to come in person to the School Reception desk so that their ID card can be scanned at least once a month during their period of study at the University of Greenwich.

8.2 Your workload...

Higher education studies are planned with the understanding that one credit means a notional study period of 10 hours (this includes contact time at University, assessment and exams together with personal study time). Thus, for a 15 credit course, students are expected to study

approximately 150 hours. Of course this may vary from individual to individual and from course to course.

Part time students who take 60 credits per year should therefore plan to spend a notional 600 hours of study per year including contact time at University. Thus, if they attend 8hrs per week at University for teaching/exam sessions and private study time in the library over say 26 teaching and assessment weeks, they should plan to study an additional 400 hours per year approximately in their own time (or 13 to 14 hrs per week over 30 weeks). Part time students should ensure that this study regime is compatible with their work and family life. Part time students are expected to get agreement from their employers to attend on the required day(s). The programme team may timetable special events or presentations on the day(s) of attendance for part time students in addition to the regular lectures/sessions which normally take place.

A typical full time undergraduate student will take 120 credits per year. This means approximately 40 hours of study per week over 30 weeks (26 teaching weeks + another 4 weeks of study during Christmas and Easter holiday periods) For these reasons, full time students are strongly advised not to work more than 15 hours per week in paid jobs during term time. Students should expect to spend even more hours of study each week towards the end of a project.

8.3 Your learning environment...

You can help promote a good learning environment by having a polite, adult and considerate conduct. This will extend to all aspects of your student life here. Here are some illustrations of what is meant:

- Do not be late for lectures and classes as it is disruptive.
- If you are late, there are ways of entering a class and sometimes a little judgment is required and it might be better to join when there is a natural break in the class.
- In large format lectures, students should not distract their peers by engaging them in conversations which have the knock on effect of annoying other students.
- Mobile phones should be turned off before entering classrooms and exams.
- In 'crits' and studio presentations, do show respect to your fellow students and tutors by avoiding parallel conversations in the background. It is highly disruptive particularly given the acoustics of some of the studios and rooms on campus. If you want to chat, go outside.

Of course you will not just learn from tutors and lecturers. You will learn a lot from other students as well. Try to get to know the other students in your programme and also in the other programmes of the School. There is a unique opportunity to discover how the other disciplines in the School look at the world. Do take the time to meet informally and socially with the other students in your year, around a cup of coffee for instance. Part of what is called 'social learning' takes place through informal get together and discussions with other students.

Make sure you attend seminar and workshop presentations by other students. Try to learn to apply to your own work what the tutors say about their work. If you are in a design programme, make a point of attending all the 'crits' from your year and the other years in the design programmes.

8.4 Your personal development, your future, your career...

Personal development planning will help you define and explore your goals and map out ways to turn them into reality. It will enable you to articulate the skills you are developing now in order

to open up opportunities in the future. Please check the Guidance and Employability Team (GET) website at <http://www.gre.ac.uk/enterprise/get> – you can access it via the portal and “My Future” tab. “GET Careers” has many resources to help you to learn about your lifestyle and career preferences, pursue career ideas, identify actions you can take now to start your career journey. GET will also organise Careers Fairs during the academic year. You are encouraged to attend the fairs and to use their web site and resources.

8.5 English Language Classes for Overseas Students on Postgraduate Programme

The Academic Council of the University has decided that all new full time overseas students on a post-graduate programme will be assessed for competencies in the use of English language for academic purposes.

8.5.1 English Language courses for International Postgraduate students

Understanding and using English for academic purposes is vital to we can help you to get the most out of your studies.

When you join us you will be required to take a short English language test. This will tell us if you need help with your language and academic writing. We can then make sure you receive the best tuition in support of your work.

Our English language courses:

- are accredited by the British Council
- are designed to cater for the academic needs of postgraduate students
- are provided free of charge
- are taught by qualified tutors
- run for two hours per week, normally over nine weeks, including in-class assessment.

What happens if you need to take an English language course?

If the University recognises that you will benefit from English language support, you must attend the classes and complete the assessment. Your attendance will be monitored, and you will be expected to pass the assessment.

9 Courses and Coursework

Programmes are made up of courses. You should be made aware of the specification for each course of the programme by your programme leader. In addition, all of the course specifications are given at the back of the Handbook for your individual programme of study. You should have received a copy of this document when you first arrived at the University but if not please go to the reception desk in the School of Architecture, Design and Construction to collect a copy.

9.1 Exemptions (APL/APEL/APCL)

In some cases, you may be able to claim exemptions for some courses. You should always discuss this with your Programme Leader and the relevant course co-ordinator(s). If they agree to consider a claim for **Accreditation for Prior Learning (APL)**/ or **Accreditation of Prior Experiential Learning (APEL)**/ or **Accreditation of Prior Certificated Learning (APCL)**, you must fill in the appropriate form (available at the School Office or via the School’s Internet pages). You will need to provide original evidence as appropriate such as transcript of grades, letter from employers, or a portfolio of work. You should not assume that you are exempt from any course until your claim has been formally accepted and you have been notified in writing.

Tutors or academic staff may tell you verbally that you will be exempted from a course, but do not take their word for it. This will only be ratified by the Progression and Award Board when your claim has been formally accepted in writing.

All claims for APL/APEL/APCL must be submitted no later than two weeks after the commencement of teaching. If you have not heard about your claim within 4 weeks of submitting it, please contact the school office.

9.2 Submission of Coursework

All coursework must be submitted at the School of Architecture, Design and Construction Office, where you will be given a receipt. If you cannot print a header sheet, either because you have not registered for the course or because you have a debt to the University, your work will not be accepted. Do not submit coursework by e-mail and do not ask tutors to submit the coursework on your behalf. This will not be accepted. Electronic submission of coursework is only possible if the tutor has specifically requested it (e.g. via Moodle) or has set up a special website for that as part of his/her course. In all cases, please make sure that you either get a receipt (with the electronic header sheet) or that there is a proof on the system of the time when you submit the coursework.

Word of advice – don't leave it too late! The School Office is open from Monday – Friday and work may be handed in between 9.00am and 4.30pm. Try to hand your work in before the last day of submission and avoid the lunchtime rush.

9.3 Getting Coursework back

You can check on Banner via the student portal to find out when coursework is ready for collection. Coursework will normally be available for collection from the School Office within three working weeks. If it is not available within three working weeks, the course coordinator should let students know when it will be available. You will need to show your student card to collect your coursework. Please be aware that marks cannot be given out over the telephone.

9.4 Late Submission of Coursework

The University enforces a strict policy regarding adherence to submission deadlines. All coursework submitted within 10 working days of the official submission deadline, established by the course coordinator, will be graded as 0% unless a claim for extenuating circumstances has been submitted **before** the assessment is due and subsequently accepted as valid.

If there are valid reasons for you to submit your work late you must submit a claim for extenuating circumstances which should be received by the Office of Student Affairs or to the School office **before** the submission deadline. The extenuation circumstances claim form can be found on the university website via *Current Students* and the *Student Centre Online* and as part of the *Academic Regulations for Taught Awards* at <http://www.gre.ac.uk/offices/lqu/regs>

In practice this means that:

- if you submit work late within 10 working days of the submission deadline without an extenuating circumstances form, the work will be marked 0%

- if you submit work late within 10 working days and your claim for extenuating circumstances has been rejected by the School Extenuating Circumstances Panel, the work will be marked 0%
- If you submit work later than 10 working days of the submission deadline your work will be marked 0%
- In all cases, it is better to submit, even late and even if you get a 0% as you may then be allowed to submit again in the summer for the re-sit board
- If you do not submit at all, you will have to repeat the work next year and will NOT be allowed to submit the work on a referred basis within the same academic year (e.g. Summer re-sit).

9.5 Feedback on Assessed Coursework

Assessed coursework should be returned to you with feedback within three working weeks. In case it is not going to be available within three working weeks, the course coordinator should publish the date when it will be available. The '*School Assessment Policy & Procedures*' (see section 10.1 below) gives guidelines on what should be included in feedback from your tutors. There are many ways of giving feedback and in some courses, feedback is given verbally at presentation or at design 'crits'. Feedback from tutors on your work is also given at tutorials and in studio sessions.

10 Assessment and Examinations

10.1 School Assessment Policy and Procedures

We have a '*School Assessment Policy & Procedures*' document. Students are invited to refer to it. It is on the School Web site under 'Student Resources'. It explains how assessments are conducted and many other aspects of assessments in the school including how marks are moderated. Please find it at <http://www.gre.ac.uk/schools/arc/students>

10.2 Assessment Schedule

Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course. Each course specification (or definition) should be viewed on the University Banner Web via the university portal. You will need your user ID and PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: go through the student portal, click on "My Learning"; look at the Student Record (Banner) window; go to Authorised Course List via Course Information then search for the required Course Code for the current academic session, then click on the Course Code. You can access your tutor's reading list, or the reading list relating to a particular course, via the university portal; then click on 'Search the library catalogue'; then click on 'View items on your reading list'. You may also be given reading lists with your course hand-outs.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, will be given by the course coordinator at the start of each course.

10.3 Checking your assessment profile on the university records

You can see what courses and programmes you are attached to in your BannerWeb account. You **MUST** check your academic profile as early as possible in the academic year. If you notice that you are attached to the wrong programme of studies or to the wrong courses, you must immediately talk to your programme leader and complete a course change form in order to amend your profile. Course change forms are available from the reception desk in the School of Architecture, Design and Construction. Alternatively, you may inform the School Quality Assurance Officer in writing, quoting your student ID, your full name and contact address/landline or mobile telephone number, and explaining the errors. It is important that errors are rectified, or you will not be able to hand-in course work, nor get the correct results and award.

10.4 Assessment regulations

Unless otherwise stated in the programme specific information, your programme will be assessed in accordance with the University's **Academic Regulations** or **Assessment Regulations** (Academic Regulations for Taught Awards and Academic Regulations for Research Awards) which are available on the university website.

10.5 Finding out about your results

You can see the grade given for each coursework on your Banner Web transcript, as soon as it has been entered by the course coordinator. These grades are subject to confirmation by the Progression and Award Board (PAB). However, formal examination grades are only released on Banner Web once agreed by the PAB. Once the PAB has met and the results are finally agreed, there will be a code next to each course on your profile with a key to what the codes mean below. This should tell you whether you have passed the courses, whether you have been asked to re-sit some assignments before next academic year (reassessment pending), or whether you will have to repeat a course or some of the elements of that course during the next academic year. For the majority of programmes in the school (especially undergraduate programmes), re-sit permitted or referred usually means that you will have to submit course work or take a re-sit examination in August.

Once the results have been finally confirmed you will be able to see your result letter and your transcript on your BannerWeb account.

10.6 Taking examinations overseas

In exceptional circumstances, it may be possible for you to take your examinations overseas. If you wish to apply to take the examinations overseas you will need to apply before the university deadline using the application available on the Examinations web site of the university at <http://www.gre.ac.uk/students/exams/application-for-overseas-examination>. **Please note that you will be liable for meeting the costs associated with arranging an overseas examination.**

10.7 Marking and Classification Conventions

10.7.1 Marking and Classification Conventions for Undergraduate Degrees

UNIVERSITY OF GREENWICH

MARKING AND CLASSIFICATION CONVENTIONS APPLICABLE TO UNDERGRADUATE DEGREES

Honours Class	%	Generic Assessment Criteria *	
		%	
I	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(i)	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(ii)	50 – 59	55 – 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 – 49	45 – 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Compensatable	30 -39	35 – 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.

		30 – 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
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FAIL

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

10.7.2 Marking and Classification Conventions for Post Graduate Courses and Degrees

Important notification to students and staff on the change of pass mark for courses at level 7 (Master level) for the year 2010-11 and any subsequent academic years.

The Academic Council of the University of Greenwich has agreed that the pass mark for courses at level 7 (Master level) will be raised from 40% to 50% starting in the academic year 2010-11.

All students should be reassured that there has been no change in standards, merely a change in marking conventions.

This is what it would mean for students and staff involved in level 7 courses that are part of a programme at, or hosted by the School of Architecture, Design & Construction:

New Students:

- The pass mark will be 50% for all courses at level 7 (Master level) for all new students embarking on any courses at level 7 (Master level) as part of their studies. This is most likely to apply to students on Master programmes, but also to students on the Diploma in Architecture, the Diploma in Landscape Architecture and any other programme where there are courses at level 7 (Master level).

Continuing Students:

- Referred assessments: The pass mark will be 40% for referred/deferred assessments or examinations that will be considered by the re-sit Progression & Award Boards (PAB) in September 2010. Referred marks will be capped at 40% as per the University Academic Regulations for Taught Awards applicable in 2009-10. **This**

clause no longer applies to the 2011-12 session. Referred marks for level 7 courses started in 2010-11 will be capped at 50% for the overall course mark.

- Courses started in 2008-09 or in 2009-10: For some programmes, students have embarked on a course in 2008-09 or in 2009-10 (e.g. the Personal Learning Portfolio in distance learning programmes) that will be finally assessed in 2011-12. In these cases, the pass mark will be 40%. There are very few courses to which this rule applies.
- Repeating a course in its entirety: The pass mark will be 50% for any courses at level 7 (master level) that students have to repeat in their entirety in the academic year 2010-11 and in any subsequent academic years.
- Repeating Failed Assessment only (code FA) for an element of a course but not repeating the course in its entirety: As the assessment will be the same as the assessment set for students taking the assessment for the first time in 2011-12, the pass mark will be 50% for the assessment (including examination) and the Progression & Award Board (PAB) will decide whether the whole course is passed, bearing in mind any specific course or programme regulations (for instance, in some programmes, specific elements, or a combination of elements of a course have to be passed).
- Embarking on a course for the first time: The pass mark will be 50% for continuing students who are embarking on a course at level 7 (master level) in the academic year 2010-11 and any subsequent academic years for the first time.

For all students:

- Compensatable marks: In cases where the pass mark is 50%, the compensatable range becomes 40-49%, but only if compensation is allowed by the programme regulations.
- Level 6 courses: The pass mark will be 40% for courses at level 6 (previously known as level 3) that are part of the approved structure of a Master programme or of a post graduate programme.

Glossary:

Course: courses are the basic components of your programme of study. The credit rating for each course varies, i.e. some courses are worth 15 credits, others 20 or 30 or 45 credits etc. We are gradually updating our course specifications to reflect the rise in pass mark for level 7 courses. However, you may still find some course specifications in some documents that still indicate that the pass mark is 40%. This is superseded by the above notice.

Programme: the collection of courses leading to an award or awards. This is called a programme of study, i.e. a BA(Hons), an MSc, an HND, a Diploma, etc.

UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**GUIDELINES TO MARKING AND CLASSIFICATION CONVENTIONS FOR COURSES AT
ACADEMIC LEVEL 7 (MASTER LEVEL)**

	%	Generic Assessment Criteria *	
		%	
Distinction	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Merit	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Pass	50 – 59	55 – 59	The work examined is sound and there is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound and acceptable but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but barely limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
Fail or Compensatable (If allowed by Programme regulations)	40 – 49	45 – 49	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but restricted evidence showing that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
Fail	30 -39	35 – 39	The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that only few of the learning outcomes and responsibilities appropriate to that Level are satisfied.

		30 – 34	The work examined is unacceptable and provides restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that very few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
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	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that very little of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to courses at level 7 across the School of Architecture, Design & Construction. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

10.8 Your responsibilities regarding assessment

The University statement on your responsibilities regarding assessments is stated in the University Framework (Academic Regulations for Taught Awards).

It is the responsibility of students to attend examinations and to submit work for assessment as required and to provide the examiners in advance of their meeting with any relevant information on personal circumstances which may have affected their performance and which they wish the examiners to take into account.

If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned.

If a student fails without good cause to provide the examiners in advance of their meeting with information about any extenuating circumstances that may have affected performance in assessments, the body authorised to consider requests for the decision of the examiners to be reviewed (the Academic Appeals Committee) is empowered to reject any such request on the grounds of not meeting the required deadline date.

10.9 Your responsibilities in practice

These relate to:

- recording your address;
- attendance at examinations;
- submission of course work for marking by the required date;
- presentation of work (studio work, coursework or/ portfolio of design work as appropriate) to the Progression and Awards Board by the required date;

- meeting the External Examiners;
- notification of personal problems and extenuating circumstances by the deadline;
- awareness of the guidelines on suspected cheating and plagiarism;
- awareness of the policy on late submission of coursework.
- Awareness of the Academic Regulations of the University

10.10 Recording your address - Assessment results are posted on the web and sent to you by letter from the Office of Student Affairs at Avery Hill. It is your responsibility that the correct address for receipt of the results or other correspondence is held on the University database. You can update your address and other details via the university portal or via BannerWeb (see section 2 of this handbook). You can also fill a 'change of details' form available from the School Office or the Office of Student Affairs. These updates will have to be done before the examination period to ensure your result letter is sent to the correct address. **Please note:** letters are sent to the permanent address recorded on the Banner system (not the term-time address).

10.11 Examinations

It is your responsibility to note the dates, timing and rooming of written examinations. These will be displayed on the University's Intranet. You should note, in particular, the dates for referred and deferred written examinations and holidays or other family events and travel plans should be arranged accordingly. The University arrangements for examinations (Conduct of Examinations) are given in the Assessment Information for Candidates document.

10.12 Presentation of coursework, studio work, portfolios to the Progressions and Award Board (PAB)

When External Examiners normally attend the Board meeting they will wish to inspect your marked studio coursework, other courseworks, dissertations or portfolios as appropriate. The method and date of presentation will be advised by your Programme Tutor. You will also need to follow the procedure adopted by the Programme Tutors for the subsequent collection of your coursework shortly after the meeting of the Board.

Note: The School reserves the right to retain selected studio coursework, portfolios, dissertations and other student submissions for inspection at professional accreditation, validation and other events.

10.13 Meeting the External Examiners

You may be required to meet the External Examiners before the Progression and Awards Board. This may be for a general discussion, for an individual talk, or for a viva-voce examination. You should therefore, be prepared to attend the School at this time. Your Programme Tutor will inform you on this issue.

11 Extenuating Circumstances

See the full text of the regulations on the University web site at <http://www.gre.ac.uk/offices/lqu/regs>

The fundamental principle underlying the work of the University of Greenwich is that the Degrees, Diplomas, Certificates and other academic awards conferred by the University should be consistent and comparable in standard with awards granted and conferred throughout higher education in the United Kingdom. The University has a duty to maintain the standard of its awards, so that employers, professional bodies, other educational institutions and outside agencies can have confidence in the level of achievement that those awards represent.

At the same time the University has a duty to each individual student to ensure that assessments are conducted fairly, and that each student has the opportunity to demonstrate her/his true level of academic performance.

Recognising that students may sometimes suffer serious illness or other problems which are outside their control and which may prevent them from showing their real level of performance, the University has a system whereby students who have been affected by such problems can put forward extenuating claims for consideration.

It is important that students understand what kinds of circumstances could be treated as extenuating circumstances, and that problems arising from their own negligence or inability to organise their time, will not be considered.

Most students experience a certain amount of stress at periods of formal assessment. It is expected that individuals studying in higher education will develop the ability to deal with this and to produce satisfactory work whilst meeting deadlines. "Examination stress" or stress in a practice placement, shall not in and of itself be considered as an extenuating circumstance.

Students should also know that even if their extenuating circumstances are deemed acceptable and relevant to the assessment they have failed, or not submitted, **this does not excuse them from completing formal assessment.** They will still have to demonstrate that they have achieved the required learning outcomes in order to pass that stage of their programme or qualify for the final award at a point in time when the extenuating circumstances no longer affect the student's performance. Nor will an extenuating circumstances claim necessarily affect the academic judgement of Progression and Award Boards.

Claims for extenuating circumstances should be made at the time of the unforeseen circumstances and **not retrospectively.**

All work that is handed in after the official submission deadline, established by the course co-ordinator, will be graded as 0%, unless accompanied by an extenuating circumstances form, which is subsequently accepted as valid .

Claims relating to the submission of coursework/continuous assessment should be made **before the assessment is due.** This includes work affected by extenuation which is handed in by submission deadlines AND also work submitted within 10 working days of submission deadline.

Claims relating to examinations. If a student is sick on the day of an examination then the student must phone in to a relevant officer (i.e. via the Exams Officer in the School Office) for approval **before** the examination takes place. This approval will be subject to submission to the School as soon as possible of written evidence from a medical practitioner. It is

possible for a student to opt to submit for assessment by the original date, even if extenuation has been approved. However, if the assessment is passed then the grade will stand. The approved extenuation will only be applied if a course has been failed.

Claims relating to multiple assessments/examinations affected, which can be covered by the same extenuating circumstance should be detailed on a single pro-forma.

Schools shall not have separate policies relating to extensions and differing penalties for late submission of work.

11.1 Definition of Extenuating Circumstances

11.1.1 Extenuating circumstances are normally defined as circumstances which are unexpected, significantly disruptive and beyond a students' control, and which may have affected his/her academic performance.

11.1.2 A student might wish to claim that extenuating circumstances have contributed materially or significantly to poor performance in any formally assessed work, absence from examination or other assessment event, or failure in examination or other assessed work. Prior consultation with the Programme Leader or Personal Tutor is advisable. A student might wish to claim that extenuating circumstances have contributed to a failure to submit work within published deadlines.

11.1.3 It is the responsibility of any students with a **long-term condition or problem** which may affect her/his study and assessment, to seek advice as early as possible and use the support services available through the University* to ensure that they can study and undergo formal assessment in the way which meets their special needs but still allows them to demonstrate their real academic ability. (See Examination and Assessment Regulations for Students with Disabilities, Dyslexia and Long-term Medical Conditions). Advice and help are readily available through the Students' Union and Student Centre. Prior consultation with the Programme Leader or Personal Tutor is also advisable.

11.1.4 When submitting claims for extenuation a student will need to demonstrate that the circumstances claimed had affected her/him **at the time** of a formal assessment or in **the period immediately leading up** to an assessment. A long term condition or problem will not be treated as extenuating circumstances in relation to failure in assessment, unless it can be shown that the condition or problem was exacerbated by circumstances occurring during or close to the assessment period.

11.1.5 Valid extenuating circumstances would normally fall into the categories:

- a) Illness or serious accident at the time of an assessment or in the period leading up to a formal assessment;
- b) Severe emotional or mental stress at the time of an assessment or immediately before an assessment, for example through bereavement, social, matrimonial or family problems, experience of assault, robbery or other traumatic event, eviction/homelessness in unavoidable circumstances, unavoidable involvement in legal proceedings;
- c) Other factors totally outside the student's control; e.g. for part time students, unforeseen and essential work commitments; for students undertaking practice-based

assignments, unforeseen decisions taken by the company or practice which prevent them from completing their assignment; (in both these circumstances a letter from the employer **must** be supplied). IT problems which are the responsibility of the University such as total system failure over a prolonged period.

* University students studying at Partner organisations should use the support services available in situ.

11.1.6 It is expected that students will take reasonable steps to avoid foreseeable problems, such as loss of computer records (by backing up work regularly) or transport disruption (by planning alternative routes where possible)

11.2 Evidence in Support of Claims of Extenuating Circumstances

11.2.1 Claims of extenuating circumstances must be submitted on the University's pro forma and must be supported by relevant objective evidence. Evidence must be in the form of an original document (not a photocopy) written and signed by an appropriate third party, giving details of the circumstances with dates and if possible stating how the students assessment has been affected. The third party should be a person who knows the student in a professional capacity and can give a first-hand account of the circumstances. Letters from family members are not normally acceptable, nor from fellow students (unless such corroboration is the only relevant evidence). **Submissions of extenuating circumstances will not be valid without independent evidence. Extenuation Panels will deem claims to be invalid or request evidence before further consideration.**

11.2.2 It is recognised that the submission of such evidence may be related to sensitive and distressing circumstances. Students seeking guidance can do so through Student Centre or through the Students' Union Advice Service. (Students in Partner organisations should seek guidance through their own Student Centre or counselling departments) and will be given as much assistance as possible. **Confidentiality will be preserved.** If the particular circumstances are so severe that the student would not want the information to be seen by anyone, then the Counsellor can write to the Chair of the Progression and Award Board direct on behalf of the student outlining the circumstances and their findings following consultation over a period of time. The Counsellor will need to see any documentary evidence supplied by the student in order to be able to confirm that the facts have been verified.

11.2.3 Acceptable evidence to be submitted with an extenuation claim would include:

- a medical certificate issued **at the time of the illness**, specifying the nature of the illness and the dates affected. To be accepted, the medical certificate must be specific and confirm that this is the doctor's own diagnosis. It is not sufficient for the doctor to write a letter stating that the student saw her/him and claimed to be suffering from stress etc;
- a letter from an independent counsellor or psychiatrist;
- a letter from the Students Services Counselling Service or the Students' Union Advice Service;
- a written statement from the student's personal tutor,
- a solicitor's letter indicating the nature and dates of legal proceedings; summons to attend court; report from a police officer;
- letter from a transport official confirming serious and unforeseen

- disruption to transport;
- death certificate (e.g. of a close relative).

Claims of extenuating circumstances without independent evidence will not be considered unless the circumstances are exceptional.

11.3. Procedures for Submitting Extenuating Circumstances

11.3.1 Procedures, including the role of an invigilator, to be followed if a student falls ill during an examination are detailed in the Assessment Information for Candidates (www.gre.ac.uk/students/affairs/rse/infocand).

11.3.2 Claims of extenuating circumstances must be submitted on the University's pro forma, with independent evidence as described above. Copies can be obtained from Student Centres and the Students Union. For receipt purposes the student number and programme, and date of submission should be recorded on an envelope **and marked 'extenuating circumstances'**.

11.3.3 Claims must be handed in or sent by Recorded Delivery to the appropriate **Student Centre**. A receipt will be issued. Where claims are submitted by Recorded Delivery a stamped self-addressed envelope must be provided so that a receipt can be issued. No complaint relating to extenuating circumstances can be considered without a receipt.

11.3.4 For students studying University awards at Partner organisations, extenuating circumstances forms are available from their Programme Leader. **The Programme Leader will ensure that completed documentation is returned to the appropriate University Student Centre. Partner organisation students will be advised of the correct procedure by the Programme Leader.**

11.4. Extenuation Panels

11.4.1 An Extenuation Panel has delegated authority from a Progression and Award Board to consider all claims relating to extenuating circumstances. The composition of an Extenuation Panel will consist of the School Director of Learning and Quality or nominee, School Quality Officer and additional membership determined by School Board. Confidentiality will be preserved by the membership of Extenuation Panels.

11.4.2 Extenuation Panels will meet on a regular basis (number of occasions to be determined by individual Schools with reference to key dates for coursework submissions and examinations).

11.4.3 An Extenuation Panel will consider all claims for extenuating circumstances and communicate the outcome of such to the Progression and Award Board and individual students. A record of its decisions will be kept by the School Quality Officer.

11.4.4 Action available to the Extenuation Panel will be the acceptance or rejection of claims (or parts thereof) or a request to the student for further information. Whilst indicating the severity and scale of extenuation to Progression and Award Boards **on no account will grades be amended**. Students will be informed of the outcomes of Extenuation Panels.

11.4.5 The records of the Extenuation Panel will be taken into consideration by the Progression and Award Board when reaching a decision for individual candidates.

What does not constitute extenuation?

- *minor illnesses - even if covered by medical certificates.* As stated above these may have some impact but not a serious impact and so would not be regarded as extenuating circumstances.
- *computer failure of your equipment or storage media.* Students are expected to take proper precautions and make back-up copies of data which are accessible (not in a friend's house which becomes inaccessible). There are always other computers to work on.
- *inadequate planning, organisation or time management.* **This includes the late submission of coursework – late is late whether it is by 1 minute, 1 hour or one day. All work that is handed in after the official submission deadline, established by the course co-ordinator, will be graded as 0%, unless exceptional circumstances apply and extenuation submitted is deemed valid.**
- *computer failure of University equipment or storage media (where failure is less than a continuous 24 hours).* Network failures do happen and work should be planned to be finished before 'the last minute'. For instance students relying on finishing work within 24 hours of a deadline (e.g. printing your work off) are opening yourself up to this risk. This could have been prevented by better planning.
- *transport problems.* Students need to plan for this possibility.
- *moving house.* This is predictable.
- *holidays.* This is predictable.
- *Wedding preparations*
- *Sporting commitments* – exceptions might be made if a student was representing their country/University.
- *misreading of assessment timetables.*
- *family, work, social, financial or other general problems.* This is a large list but covers the sorts of things normally dealt with in everyday life and would not be regarded as extenuating circumstances.
- *Employment commitments* limiting time available for study (*although greater flexibility may be applicable to part-time students in full-time employment*)
- *Pressure of other academic work* e.g. other coursework due around the same time

N.B. These examples are not definitive, and are intended only as a guide.

All claims are treated confidentially. If a student's circumstances are such¹ that they would not want the information to be seen by anyone, then a Student Counsellor can write to the Chair of the Extenuating Circumstances Panel, School of Architecture, Design & Construction on the student's behalf. The Counsellor will need to have seen any objective evidence (details are on the form).

The circumstances will be considered by the School Extenuating Circumstances Panel reporting to the Progressions and Award Board. Whilst extenuating circumstances do not excuse a student from completing formal assessment, the Board can make its decisions on progression or award in the light of all the relevant information.

Consultation with your personal tutor, Programme Tutor and Office of Student Affairs is advisable before submitting a claim.

12 Plagiarism and Assessment Offences

See the full text of the regulations on the University web site at <http://www.gre.ac.uk/offices/lqu/regs>

12.1 Academic dishonesty

In general, the School would want to encourage collaborative work with other students and wide reference to other work - published and unpublished - in your studies. It is important to distinguish these activities from cheating plagiarism.

There are various forms of academic dishonesty but in the student context it means cheating in examinations or presenting work for assessment which is not their own. Plagiarism as a form of cheating takes place when a student takes or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author. If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your awards. It is seeking to gain an unfair advantage over other students.

Warning

Students are warned that all forms of cheating, including plagiarism, are totally unacceptable and any student discovered cheating or plagiarising is seen as having committed an offence and will face serious consequences.

A student who is thought to have attempted to gain an unfair advantage in an examination or other assessment may be deemed to have committed an offence. There are University-wide regulations which are followed by staff where there are good grounds to suppose that an offence has taken place. The procedure for investigating a suspected offence and the range of penalties that can be imposed is outlined in the advice leaflets of The Office of Student Affairs

12.2 Suspected plagiarism and cheating – definitions

Plagiarism includes, but is not limited to:

- Using published work without referencing (the most common);
- Presenting group work as one's own individual work without acknowledgement of other's contribution;
- Copying coursework essays;
- Collaborating when the work is supposed to be individual;
- Taking a computer file / program from another student;
- Submitting the work of another person;
- Copying someone else's design without acknowledgement;
- Using someone else's design or visual material without acknowledgement;
- The use of unacknowledged material published on the web;
- Purchase of model assignments from whatever source.

Similarly, cheating includes:

- Bringing unauthorised material into an examination;
- Including material programmed into a calculator;
- Communicating with other students in an examination;
- Obtaining a copy of the examination paper in advance;
- Persuading another person to sit the examination;
- Allowing another student to copy one's work (also called collusion in cheating).

Other forms of dishonesty include:

- Copying laboratory results of another student and falsifying laboratory results.

You are advised to read the *'Little Book on Plagiarism, What It Is and How to Avoid It'* which will be posted on the School's Intranet. A hard copy can be obtained from the School Office.

13 Assessments and student debt policy

Students who are debtors will not be allowed to submit coursework or a portfolio of work. This work will neither be receipted by the School/University, nor marked. If, as a result of debts, you are not allowed to submit work or you submit the work late, the work will not be marked. Owing money to the university and the resulting consequences will not be a valid reason for extenuating circumstances. In other words, you cannot claim for extenuating circumstances if as a result of owing money to the university, your access to Banner, the library and other resources has been stopped and you wish to submit your work late once you have cleared your debts. Late submission of work in such cases will not be authorised.

Please see the university debt policy and procedures on the university web site noted below.

If you owe money to the university you are advised to seek an urgent appointment with a Student Finance Manager or Advisor to make payment arrangements. The university has a system of financial support and advice and if you find yourself in unforeseen financial difficulties in paying your tuition fees, you should seek help as soon as possible.

For information please see the University and Directgov websites

www.gre.ac.uk/students/finance

www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm

14 Academic Assistance

14.1 Problems and illness

Problems of a non-academic nature during the year, insofar as they may have some bearing on your academic performance, should be notified to your personal tutor if they cause, for example, failure to submit studio work; poor attendance or, inability to undertake the recommended reading.

In referring matters to your personal tutor, occurrences such as the following would be considered problems of a non-academic nature:

- Absence through illness (this requires a certificate from a doctor if longer than one week);
- Illness interfering with your studies while attending University;
- Family or domestic upheaval which may be affecting work.

In many cases this will simply be a matter for the record. In other cases, your personal tutor may be able to help avoid minor difficulties developing into major difficulties. If necessary, your tutor can suggest other care services within the University.

However, in the first instance, the onus lies very clearly with you to inform your tutor of any personal difficulties you are encountering. You are advised to telephone the School Office to inform of any absence due to illness or otherwise and confirm this upon your return. A certificate from your doctor should be supplied if your illness affects either your ability to do studio work or your examination performance. If your absence is likely to affect group work, please ensure a message is left with the School Office or via the course Moodle platform (if there is one) for the other students in your group.

NOTE: in addition to discussion with your personal tutor, there are formal procedures to be followed where personal circumstances may affect, or have affected, assessment (refer Responsibilities of Students Regarding Assessment – item on Extenuating Circumstances in Section 11 and late submission of coursework in Section 9.4).

14.2 Transfer to other programmes

Before initiating the formal procedure you should consult your Programme Leader. You are advised to make enquiries of the nature of the later levels of study of the programme to which you wish to transfer and the amount of credit which you can transfer. You will need the formal consent of your current Programme Leader and of the Programme Leader of the programme you wish to transfer to, and the Office of Student Affairs will provide you with information to formalise your transfer via the appropriate form.

14.3 Change of Study Mode

If you are thinking of changing the mode of study of your course (i.e. from part-time to full-time or vice versa), you need to discuss this with your Programme Leader at the earliest possible time. There are many different permutations and some are easier than others depending on your circumstances. Again, this requires a formal procedure and the appropriate form will need to be signed by both yourself and the programme leaders. Please get advice from the Office of Student Affairs regarding changing mode of study as this will have an impact on your student status, your access to loans, your tuition fees, your council taxes etc.

14.4 Withdrawal or Interruption of Studies

As a result of illness, financial or other personal circumstances, you may want to (or may think you want to) withdraw from the programme. It is always helpful to discuss the prospect of withdrawal with your personal tutor or Programme Tutor. Sometimes your concerns can be removed or at least eased when the issue is discussed. Nevertheless withdrawal may be unavoidable. In that case you **must** inform the Office of Student Affairs on your campus by completing the appropriate documentation, confirming the last day of attendance and reason for withdrawal. Sending an email to your tutor to tell him/her that you are interrupting your studies is not a formal notification of interruption/ withdrawal. You must fill in the University Interruption or Withdrawal Form.

YOU MUST DO MORE THAN SIMPLY STOP ATTENDING. If you wish to interrupt your studies, you must indicate on the form, the date when you intend to come back. Your programme leader will need to agree a return to study date with you, bearing in mind the maximum period of registration allowed for the mode and programme (see Programme Handbook). This means that in some cases, you may not be allowed to interrupt if this will extend your period of study beyond the maximum period of registration allowed for the programme and the mode of study. Guidance notes on the process for withdrawing (or interrupting your studies), together with the relevant forms, can be found in **Rules, Regulations and Policies: A Student Guide** on the University's web site. Alternatively you can obtain guidance and documentation from the Office of Student Affairs.

It is your responsibility to ensure that the Office of Student Affairs is informed that you wish to withdraw or interrupt your studies. The Office of Student Affairs will **not** normally action withdrawal from the University or interruption of studies, on the basis of information received from other sources (Local Education Authority, School, parents, etc). Remember that withdrawing from the University or interrupting your studies without the proper paperwork being done, may have serious consequences for students in respect of repayment of student loans and/or financial support, or in respect of academic results. For instance, if you just decide to 'leave' the University without formal notification, a fail will be recorded against the courses you have not submitted work for during the academic year. This may adversely affect your future academic progress should you wish to return. Each year the University publishes a deadline for withdrawal to be notified. However in order to be able to claim any money back, you will need to notify the University much earlier in the year, normally in early October.

Please note that in cases of either Interruption or Withdrawal from study, tutors are not allowed to backdate the date of Interruption or Withdrawal when they sign the form. It is therefore essential that such a form is completed as soon as the decision to withdraw or interrupt is made.

14.5 Permitted length of registration

Your programme specific Handbook will specify the maximum period of registration for all the modes of study (part-time, full time, etc.) for your programme. This defines the maximum number of years within which you should complete the programme. If you interrupt your studies for a year, that year will be included in the maximum period of registration. This period has been defined to ensure academic currency of the certificates that you will be awarded. You must therefore discuss this with your tutors if you are considering interrupting your studies.

15 University Regulations and Policies

Staff and Students are governed by University Regulations and Polices. Disciplinary action or other sanctions may be taken if there is found to be a breach of University policy, if offence or embarrassment is caused to the University or if it is brought into disrepute.

15.1 Use of E-mail and Internet

All students are required to adhere to the University's *Email and Internet Usage Policy* which can be found on the Regulations and Policies section of the website at <http://www.gre.ac.uk/students2/regs>.

The policies also cover the use of social media websites such as Facebook, YouTube, Twitter etc.

15.2 Equality and Diversity

The University has an Equality and Diversity Policy Statement which it expects all staff and students to adhere to. The statement can be found using the following link: <http://www2.gre.ac.uk/current-students/support/equality/framework>. Advice and guidance is available from the Equality and Diversity team (email diversity@gre.ac.uk).

15.3 General regulations

Students are advised to familiarise themselves with the Regulations and Policies of the University. These cover all aspects of academic life (e.g. academic matters, conduct and behaviour, complaints, assessment, and so on) and can be found at <http://www.gre.ac.uk/students/regs>.

16 Health and Safety

The University is committed to providing a safe and healthy working environment for students and staff and to ensuring, as far as is reasonably practicable, that the activities of the University do not adversely affect the health and safety of visitors and contractors.

The University recognises the importance of, and has made arrangements for:

- Managing health and safety at all levels of the University;
- Consultation with staff and students on health and safety matters;
- Information and training in respect of health and safety risks and precautionary measures;
- Expert advice from the University Safety Adviser and other specialist safety advisers;
- Regular monitoring and reviewing.

Responsibilities of University students

The University takes its health and safety responsibilities very seriously but can only provide a safe place of work for staff, students and visitors with the absolute cooperation and commitment of all of those who may have a role to play, including students. The University's Health and Safety Policy requires students, whilst on University premises or participating in field trips to:

- Ensure that their actions do not put themselves or other people at risk;
- Follow health and safety instruction and rules;
- Report any faults or shortcomings in health and safety arrangements to their academic supervisor.

Your own health and safety and that of staff and visitors to the School is paramount. Be sure to follow visual and verbal advice on health and safety. Your awareness and understanding of appropriate procedures, accident reporting, notices, equipment and the role of key personnel is important.

- If you hear the fire alarm, leave the building, follow the instructions posted adjacent to most exits and assemble in the open air as directed.
- Never use the model-making workshops unless staff are present.
- Find out where the nearest telephone is. Emergency numbers are displayed prominently adjacent to telephones.
- The University operates a 'no smoking' policy in all of the buildings – this rule should be strictly adhered to.
- All students must observe the health and safety regulations displayed in studios, model workshop, visual studies studio, photographic unit, computer laboratories and other laboratories.
- Under no circumstances may spray paints or glues be used indoors **and especially not in the halls of residence.**

Information on health and safety issues and the School's Health and Safety Committee is posted on the notice board near the School foyer and can also be found in the Guide for New Students (University of Greenwich). If you wish to raise any general health and safety matters for discussion at the Health and Safety Committee please contact the student representative on the committee.

Personal protective equipment

For health and safety reasons specified personal protective equipment must be worn by students working in certain laboratories and workshops. This equipment can include protective footwear, laboratory coats and safety spectacles. You will be provided with clear instructions in respect of safety equipment required for any part of your programme of study. The School may be able to sell you the relevant safety equipment at cost price.

You will not be allowed to work in the laboratories or workshops unless wearing the necessary equipment and any student found working in laboratories or workshops without the appropriate personal equipment will be required to leave immediately and may be prohibited from future use of these facilities. Continuing students and new entrants must follow the above requirements.

Work in the workshops and laboratories can only be undertaken under the direct supervision of a member of staff.

Display Screen Equipment

The most common exposure for the majority of people (including students!) to display screen equipment is through the use of computers. Extensive use of poorly designed display screen equipment can result in a range of medical conditions ranging from slight discomfort all the way through to permanent disability.

Inevitably, students will frequently spend long periods of time using computers. There are some simple tips that can be adopted by all display screen equipment users to minimise the risks to their health through the use of computers, including notebooks. The most important tip is to take regular breaks but the tips are as follows (adapted from the University DSE policy):

- Where possible, raise or lower your seat until your forearms are horizontal with your shoulders relaxed. Make sure your wrists are straight when your hands are on the keyboard.
- Sit right back in your chair. Form a relaxed curve in your lower back (don't slouch) and if possible adjust your back rest to provide support in this position.
- Remove any obstacle under your desk that prevents you sitting in front of the keyboard and screen.
- Try to arrange your desk with the main items you need most frequently within easy reach.
- Adjust your screen angle to suit your sitting position and minimize reflections from ceiling lights.
- Vary your posture and take frequent breaks from the display screen. Mix DSE and other types of work.

This is by no means an exhaustive list of tips but includes those that can be applied in most situations. Remember, these tips apply when using a notebook or laptop as well as using a desktop computer and you should try to adopt them when working at home as well as in the University.

Field Trips and Other Study Visits

Students may be exposed to a range of different hazards whilst on field trips and other site visits and in recognition of this, there is a separate Code of Practice for them. All field trips and study visits are subject to individual risk assessments that will identify the level of risk associated with any particular hazards and the appropriate control measures. Students will be required to comply with any instructions or other requirements whilst participating in field trips or study visits.

17 Policy on Intellectual Property

The School of Architecture, Design & Construction requires its students to abide by the University's Policy on Exploitation of Intellectual Property. Under this Policy, students who enroll at the University agree as a condition of enrolment to assign to the University any coursework which they produce during their studies. There may be instances where students produce work which, while not directly contributing to their coursework, nonetheless makes use of the expertise, facilities and resources available at the University. In such circumstances the student would be the owner of the intellectual property created in the work. The School reserves

the right to make use of such work, through an automatic, irrevocable royalty-free license back to the University, for its own purposes – for example, in illustrations in School brochures, publicity material, compendia of students' work, and so on. Students will be credited as the creators of such material where their work is used in this way.

18 QUICK REFERENCE GUIDE – WHO TO CONTACT

The simple chart here will prove helpful. To save time, consult it.

Questions you may need to ask	Answer Givers
<ul style="list-style-type: none"> • Enrolment • Fees and financial advice • Student Loans • Assessment and Exams • Results letters and request for transcripts • Forms to do with all the above • Letters to do with all the above 	Go to the Office of Student Affairs on the Avery Hill campus (Southwood Site) for all these questions.
<ul style="list-style-type: none"> • Change of address • Your results 	Go to your Banner web account via the university portal (see Section 7)
<ul style="list-style-type: none"> • Details about the term or the session or the programme and its courses 	The Programme Leader or your student rep. and the university website and postal service
<ul style="list-style-type: none"> • Withdrawing from or interrupting your studies – (see section 14.4) 	See your Personal Tutor and then go to the Office of Student Affairs. (Appropriate documentation must be completed)
<ul style="list-style-type: none"> • Specific to your project work or lectures, seminars, tutorials, study visits, field studies. • The subject you are studying, its past, present and future, its philosophy, professional issues 	<p>The tutor who co-ordinates the course (course coordinator)</p> <p>The Programme Leader</p>
<ul style="list-style-type: none"> • Personal academic issues 	Your Personal Tutor
<ul style="list-style-type: none"> • Submission of all project work and coursework and getting a receipt for it. 	<p>In 2011-12, submission of coursework will continue to be done with a bar-coded course header sheet from BannerWeb. Submission of coursework will be through the School office. Some tutors may also ask you to submit via Moodle or Turnitin.</p> <p>Some portfolios are submitted directly to the tutors at specific given times.</p> <p>In all cases, you must get a receipt for the work you submit.</p>
<ul style="list-style-type: none"> • Making an appointment to see a tutor (see Appendix on Personal Tutor System) 	Contact the tutors by email or telephone to make an appointment.
<ul style="list-style-type: none"> • Finding where a tutor is, or of course in an emergency 	The School Office
<ul style="list-style-type: none"> • APL/APEL/APCL – (see section 9.1) 	<p>Talk to the course co-ordinator and/or your programme leader first. The APL/APEL/APCL form can be found on our school web site/student resources.</p> <p>http://www.gre.ac.uk/schools/arc/students</p>
<ul style="list-style-type: none"> • To claim extenuating circumstances. This must be done BEFORE the date of the assessment or examination– (see section 11.) 	Download the form from the university website. This form must be handed in to the Campus Office of Student Affairs or to the School hand-in office where it will be logged into your records and where you will be given a receipt.
<ul style="list-style-type: none"> • Dyslexia or disability 	See Section 5 of this handbook. Contact the University Disability & Dyslexia Unit as soon as possible to get an assessment of your learning entitlements as this is usually a lengthy process.
<ul style="list-style-type: none"> • Career and employability advice 	Contact the University Guidance & Employability Team (GET) at get@gre.ac.uk

<ul style="list-style-type: none"> • Jobs at the University and elsewhere 	<p>Contact the University Job Shop at jobshop@gre.ac.uk Or visit their website at www2.gre.ac.uk/current-students/employment-and-skills/get/jobshop</p>
<ul style="list-style-type: none"> • Academic Regulations including regulations regarding plagiarism, academic appeals, extenuating circumstances, etc. 	<p>Check the University Web Site at http://www.gre.ac.uk/offices/lqu/regs</p>

19 GLOSSARY

APL/APEL/APCL: Accreditation of Prior Learning or Accreditation of Prior Experiential Learning or Accreditation of Prior Certificated Learning. (See section 9 of this handbook).

Arrivals Week: a short period at the very beginning when you will be given the opportunity to find out more about your work and leisure in the University.

Banner and BannerWeb: The BANNER Student System is used to manage all student record data within the University and contains details of all courses and programmes on offer within the University. You can view all your personal details and your results via BannerWeb. (See section 7 of this handbook).

Courses: They are the basic components of your programme. Each course has its own learning and teaching programme, and learning outcomes, and is individually assessed. The credit rating for each course varies, i.e., some courses are worth 15 credits, others 20 or 30 or 45 etc. Most courses are **core** courses. Some programmes offer option or elective courses. Please access the course specifications/definitions of the courses you are taking, via BannerWeb or via the university portal (see section 9 of this handbook).

Course Co-ordinator: The tutor who co-ordinates teaching, learning assessment and feedback for a course.

Departmental Programme Committee and Student Reps: This is a formally assembled group of students and tutors who meet regularly to discuss the progress of the work and to agree action. Students on it are your representatives. Student reps are always kept up-to-date with courses and programme issues by the tutors and the Programme Leaders. They also have meetings with the Head of Department to discuss broader educational and professional issues. Tell them the positive things about the pathway so that they can be retained. Tell them also any concern you may have so that action can be taken to put things right. Insist that you get feedback from them. Better still: become a student rep. now!

The University of Greenwich Portal: It's the student's key point of access to services such as email, student records and the Library's online catalogue and journals. Once registered, all students will be able to login to the University of Greenwich Portal at <http://portal.gre.ac.uk> or via the university home page. (See Section 7 of this handbook).

Learning Outcomes: Students' learning experiences are expressed in terms of what they can be expected to do, know and understand.

Level (Academic Level): As you progress through your programmes the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; at each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:
Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides an opportunity to demonstrate

(i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources

(ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals

(iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.

PAB: Progression and Award Board: this is the formal Board where decisions on academic progress and on awarding final awards are made.

Programme: The collection of courses leading to an award or awards. This is called your programme of study, i.e., a BA (Hons), an MA, an HND, etc....

Portal: You can access online services and information via the university portal at <http://gateway.gre.ac.uk> or via the university home page.

Programme Leader: The academic who manages your programme.

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APPENDIX A:

SCHOOL OF ARCHITECTURE, DESIGN AND CONSTRUCTION TAUGHT UNDERGRADUATE AND POSTGRADUATE PROGRAMMES BY DEPARTMENT					
Department	Architecture & Urban Design Head of Dept: Howard Gilby	Construction Management and Property Housing and Urban Regeneration Head of Dept: Stuart Allan		Communication Media for Design Head of Dept: Nickie Hirst	Landscape Architecture & Garden Design Head of Dept: Robert Holden
Programmes	BA Architecture RIBA/ARB Diploma Architecture RIBA/ARB PG Diploma Architectural Practice RIBA/ARB MSc Architectural Studies	HNC/D Construction Portfolio Medway BSc Building Surveying (Commercial Management) CIOB BSc Building Surveying (Consultancy Management) RICS (continuing students) BSc Design & Construction Management CIOB BSc Estate Management BSc Occupational Health & Environment BSc Quantity Surveying (Commercial Management) CIOB BSc Quantity Surveying (Consultancy Management) RICS (continuing students) BSc Real Estate RICS (continuing students) MSc Building Engineering MSc Built Environment Studies MSc Building Rehabilitation RICS	MSc Construction Management & Economics RICS MSc Facilities Management RICS MSc Housing Management & Policy CIH MSc Project Management International RICS MSc Real Estate RICS MSc Real Estate Development & Investment RICS MSc Occupational Hygiene MSc Safety, Health & Environment (MSc/PGDip)	BA 3D Digital Design & Animation HND/BA Graphic & Digital Design MA Web Design & Content Planning	BA Landscape Arch LI BA Garden Design LI Landscape Planning & Assessment (MSc/PGDip) Dip Landscape Arch LI MA Landscape Arch LI MA Landscape Studies MA Garden History MA Garden Design PG Cert Landscape Design PG Cert Garden History

SCHOOL OF ARCHITECTURE, DESIGN AND CONSTRUCTION PROGRAMMES DELIVERED BY PARTNERSHIP					
Dept.	Architecture & Urban Design	Construction Management and Property Housing and Urban Regeneration		Communication Media for Design	Landscape Architecture & Garden Design
Programme	HNC/HND Architectural Design BEX	HNC/D Construction Portfolio at BEX, BROM, LEW, WK, CC,	BSc Occupational Safety, Health & Environment ◇ SBCS IOSH BOSH	HNC Photography NWK FdA Photography NWK BA Photography (Stage 3 TU) NWK	HND/C Garden Design HAD
	FdA/HNC Architectural Design WK	§ Richard Cooper	BSc Occupational Safety, Health & Environment (TU) ◇ FAJ	Photo& Design Prep NWK HND Fine Art (TU) WK HND Fine Art WK	HNC/D/BSc Landscape Management (LU) HAD HND Landscape Mgt (LU) (TU) HAD
	BSc Architectural Engineering, MSA Corine Delage §	MSc Project Management International HK RICS * MSc Project Management YUFE* MSc Construction Project Management HK RICS*	(MSc/PGDip) HK & SBCS MSc Occupational Hygiene ◇ HK & SBCS IOSH BOSH MSc Occupational Safety & Health ◇ HK MSc Facilities Management HK* MSc Facility Management SHN * MSc Real Estate (International) SHN * MSc Real Estate HK & YUFE *	FdA Fine Art Practice WK HNC Fine Art WK Bridging Course FA WK BA Fine Art (Top Up) WK BA Visual Art & Communication (Top Up) ◇ CC HND Graphic Design & Advertising ◇ CC FdA Art Practice CC Visual Art Prep Course CC	BSc Landscape Mgt (Countryside)(TU) HAD BSc Landscape Mgt (Amenity Horticulture)(TU) HAD HNC Garden Design HAD HND Garden Design (TU)HAD FdS Amenity Horticulture HAD
			Stuart Allan for programmes ◇ Mark Daley for programmes *	Link Tutors TBC	All programmes Landscape Institute accredited Robert Holden §

§ or ◇ or * = Link Tutor

Partner Institutions:

CC Canterbury College
 BEX Bexley College
 BROM Bromley College
 HK SPACE, Hong Kong University
 HAD Hadlow College
 LEW Lewisham College
 FAJ Fajar International College, Malaysia

MSA Modern Sciences and Arts University, Cairo
 NWK North West Kent College
 RSME Royal School of Military Engineering
 SHN Saxion Hogescholen, Saxion Universities of Applied Sciences, Netherlands
 SBCS School of Business and Computer Sciences,Trinidad
 WK West Kent College
 YUFE Yunnan University of Finance and Economics, PRC

APPENDIX B:

THE SCHOOL'S PERSONAL TUTOR SYSTEM

STUDENT HANDBOOK 2011 / 2012

- 1. Why and when should I talk to my Personal Tutor?**
- 2. How do I contact my Personal Tutor?**
- 3. What if it's urgent and my Personal Tutor is not in?**
- 4. What if I have a communication problem with my Personal Tutor?**
- 5. What is the Personal Tutor's role?**
- 6. Who is my Personal Tutor?**

1. Why and when should I talk to my Personal Tutor?

You may talk to your Personal Tutor if you have personal difficulties which could impact on your academic progress; if you have problems relating to your study skills, your academic choices or progress and wish to get some advice; if you have difficulties with aspects of your academic life for one reason or another and want to talk to a 'friendly face' in a confidential manner.

It is best to see your Personal Tutor sooner rather than later. Very often what can develop into a major difficulty can be easily tackled if it is discussed at an early stage with your Personal Tutor.

You **MUST** discuss with your Personal Tutor if you are considering withdrawing or interrupting from studies. Withdrawing or interrupting from your programme of studies is a formal process and you need to fill in the right form and receive appropriate advice before withdrawing or it may impact on your future academic life, your finances and your status as a student. For example: if you want to interrupt your studies, you must discuss with your tutor the issue of the maximum period of registration. This period is published in the Programme Handbook. For each programme and mode of study, there is a maximum number of years that have been set (including year of 'interruption of study' within which you must complete the programme.

Do not hesitate to make contact with your Personal Tutor, even if you think that your situation/problem is minor or even just to say hello and meet with her/him. Personal Tutors are here to get to know you and to help you.

2. How do I contact my Personal Tutor?

There are a number of ways of contacting your Personal Tutor. You could telephone the tutor using the internal phone at the Reception counter of the School on the Mansion Site of the Avery Hill Campus. By that phone there is a list of telephone extensions and e-mail addresses for all staff.

You could use that list and the computer terminal in the foyer to send an e-mail to your tutor explaining that you would like to meet at a mutually convenient time and day. If you

use this option, it is best to write *'tutee seeking appointment'* in the 'subject' area of your email. This will allow tutors to prioritise their email. If it is urgent, do say so in the subject area as well. Sometimes the issue can be resolved by an e-mail exchange and this will obviate the need for a face to face meeting.

You could write a message, perhaps including your mobile phone number and leave the message with School staff at the counter. The message will then be placed in your personal tutor's tray.

3. What if it is urgent and my Personal Tutor is not in?

Normally you should try to plan ahead and seek an appointment. You cannot expect all tutors to be available at all times.

If it is really urgent for you to talk to someone and your Personal Tutor is not in you could contact either of the following persons:

- For a personal matter: One of the School's *'Listening Ears'*: Susan Adlington (x 9204) or Fiona Thirlwell (x 9300)
- For urgent advice on health related matters, please consult the list of campus First Aid Officers. They are identified on a laminated notice in the School foyer. If it is really urgent you should obviously go to see your GP (General Practitioner doctor) or go to the emergency department of the nearest hospital. In exceptional circumstances, you or staff may need to dial 999 for an ambulance.
- For urgent academic advice: Your programme leader or any other tutor teaching on your programme.
- For urgent personal advice: The University's Students Counselling Services at the Office of Student Affairs on your campus (Counselling Services telephone ext: 9444/8113).

4. What if I have a communication problem with my Personal Tutor?

On rare occasions this may happen. In that case you should seek advice from one of the School's *'Listening Ears'* (see above), or from your programme leader. We may assign you to a different Personal Tutor or refer you to another person as appropriate, depending on the matter you want to discuss.

5. What is the Personal Tutor's role?

The Personal Tutor's role is to:

- Act as an agent for the student at the interface between the student and the academic and administrative infrastructure of the University.
- Be a friendly face to students who feel lost in the comparative anonymity of higher education.
- Keep a watching brief on problems that students are likely to encounter
- Support and facilitate the student in progressing through the stages of personal development.
- Refer students, when necessary, to the student counselling service.
- Pick up informal feedback on the programme.
- Act as advocate to the student on assessment boards provided the student has formally advised the School, via the extenuating circumstances claim process, that there are issues affecting his/her progress.

Their role is NOT to supplement other normal academic tutorials which are part of your study timetable. In other words, if your personal tutor is your dissertation tutor, you should clarify the purpose of any meeting with her or him so that the agenda for your meeting is not confused.

6. Who is my Personal tutor?

All students in the School have access to a Personal Tutor. The system we operate links Personal Tutors to your academic environment. This means that Personal Tutors will usually be a member of staff from the discipline area of your programme and also be involved in teaching groups of students at your level. However, because of the particular staffing structure in the School we make adjustment to the system as indicated in the table below.

Telephone extensions below refer to the last 4 digits after 020 8331....

Undergraduate Programmes (in alphabetical order by programme):

Programmes	Years /modes	Personal Tutors	Email @gre.ac.uk	Tel extn
BA (Hons) Architecture	PDA1 (PT year 1)	Adriana Cobo	ca63	9227
	PDA2 (PT Yr 2)	Tony Cleford	ca21	
	FT Yr 1- group A	Adriana Cobo	ca63	9227
	FT Yr 1- group B	Rob Rosling	rr25	
	FT Yr 1- group C	Rob Rosling	rr25	
	FT Yr 1- group D	Susanne Isa	TBC	
	FT Yr 1- group E	Franziska Wagner	wf07	
	FT Yr 1- group F	Marko Jobst	jm30	
	FT Yr 1- group G	Franziska Wagner	wf07	
	Unit 1	Duncan Berntsen	bd18	
	Unit 2	Howard Gilby	gh01	
	Unit 3	Reenie Elliott	ek15	
	Unit 4	François Girardin	gf06	
	Unit 5	Mark Titman	tm14	
	Unit 6	Cordula Weisser	cc52	
	Unit 7	Roger Seijo	sr15	
BSc (Hons) Building Surveying (Commercial Management)	Stage 1	Anthony Kelly	ka05	9031
	Stage 2	Carl Woodham	wc69	8931
	Stage 3	Karl Bunting	bk66	9302

BSc (Hons) Building Surveying (Consultancy Management)	All students	Karl Bunting	bk66	9302
BSc (Hons) Design & Construction Management	Stage 1	Anthony Kelly	ka05	9031
	Stage 2	Terry Phillips	pt19	6670
	Stage 3	Karl Bunting	bk66	9302
BSc (Hons) Estate Management	1FT, PT 1+2	Mark Daley	dm43	9387
	2FT, PT 3	Mark Daley	dm43	9387
	3FT, PT 4	Mark Daley	dm43	9387
	PT5 &3FT	Your dissertation tutor		
HND/BA (Hons) Graphic & Digital Design	1PT/FT	Anastasios Maragiannis	ma30	9138
	2PT/FT	Mark Ingham	im08	9120
	3PT/FT	Nickie Hirst	hn29	9959
BA (Hons) 3D Digital Design	1 FT	Mark Ingham	im08	9120
	2FT	Anastasios Maragiannis	ma30	9138
	3FT	Nickie Hirst	hn29	9959
BA (Hons) Garden Design	Final year based at Avery Hill	Jamie Liversedge	la05	9122
BA (Hons) Landscape Architecture	1 FT	Jamie Liversedge	la05	9122
	2FT	David Watson	wd13	9009
	3FT	Jamie Liversedge	la05	9122
	1PT/2PT/3PT/4 PT	Jamie Liversedge	la05	9122
BSc (Hons) Occupational Safety, Health & Env. (DL)	All students UK based	Stuart Allan	as08	8220
BSc (Hons) Real Estate	All students	Mark Daley	dm43	9387
BSc (Hons) Quantity Surveying (Commercial Management)	Stage 1	Julie Adeline	aj13	9210
	Stage 2	Simon Muturi	ms52	9571
	Stage 3	Michael Greenslade	gm78	9313
BSc (Hons) Quantity Surveying (Consultancy Management)	All students	Yvonne Simpson	sy09	9787

Programmes at Medway campus	Years /modes	Personal Tutors	Email @gre.a c.uk	Tel Extn
HNC/HND Building Surveying	All	Richard Cooper	cr02	9217
HNC/HND Construction Management	All	Richard Cooper	cr02	9217
HNC/HND Quantity Surveying	All	Richard Cooper	cr02	9217

Postgraduate Programmes (in alphabetical order by programme):

Programmes	Years /modes	Personal Tutors	Email @gre.a c.uk	Tel extn
MSc Architectural Studies	All	Marko Jobst	jm30	
MA in Advanced Architectural Design	All	Ed Frith	fe07	9116
Diploma Architecture	All	Ed Frith	fe07	9116
Post Graduate Diploma in Architectural Practice	All	Tony Cleford	ca21	9140
MSc Building Engineering	All	Mark Mulville/Your Dissertation Tutor	dp02	9319
MSc Built Environment Studies	All	Mark Mulville/Your Dissertation Tutor	dp02	9319
MSc Building Rehabilitation	All	Mark Mulville/Your Dissertation Tutor	dp02	9319
MSc Construction Management & Economics (DL + taught)	All	Mark Mulville/Your Dissertation Tutor	ms52	9571
MSc Facilities Management	All	Mark Mulville/Your Dissertation Tutor	wj09	9325
MA Garden Design	All	Robert Holden	hr10	9220
PG Dip/MA Garden History	All	Tom Turner	tt02	9130
MSc Housing Management & Policy	All	Mark Mulville/Your Dissertation Tutor	rm08	9317
MA Landscape Architecture Cert. Landscape Design Diploma Landscape Architecture	All	Robert Holden	hr10	9220

MSc Landscape Planning & Assessment	All	Benz Kotzen	kb14	9327
MSc Occupational Hygiene	All	Stuart Allan	as08	8220
MSc Project Management International (DL + taught)	All	Mark Mulville/ Your Dissertation Tutor	dp02	9319
MSc Property & Construction by Research	All	Keith Jones	jk01	9260
MPhil/PhD students	All	Keith Jones	jk01	9260
MSc Real Estate Dev & Investment	All	Mark Mulville/ Your Dissertation Tutor	id01	9336
MSc Safety, Health & Environment PG Cert Safety, Health & Environment (UK based DL students)	All	Stuart Allan	as08	8220
MA Urban Design	All	Duncan Berntsen	bd18	9124
MA Web Design & Content Planning	All	David Watson	wd13	9009

Note 1: Where a programme has been discontinued or has not been specifically listed above, then the relevant programme leader becomes your personal tutor.

Note 2: Where the contact details for a particular personal tutor are listed as “TBC” (to be confirmed) please go to the reception desk in the School of Architecture, Design and Construction for information about how to access the personal tutor.

APPENDIX C:

GUIDE TO COURSEWORK HAND IN RULES

School of Architecture, Design & Construction

Coursework Hand-In Rules

Important for all Students

1. Hand-in dates are given on briefs and course handbook and it is your responsibility to know them. If in doubt, ask.
2. Handing in work on time is very important for you. This means that:
 - The work is delivered in physical form to the School Office counter before 4.30pm on the hand-in date, and a receipt is obtained
 - It includes the correct electronic header sheet
 - If it is group work, the names of all the students involved are included on the header sheet
 - Exceptionally, if it has been set up by your course tutor, you may hand-in via WebCT or another appropriate e-platform
3. Remember:
 - Hand in deadlines are not negotiable and your tutors cannot help you
 - Online submissions are not normally accepted unless specifically set up by your tutors via Moodle or other appropriate e-platform
 - Email submission are NOT accepted
 - You can hand in before the deadline, and it is a good idea to do so
 - If you have debts to the University, you will not be able to print your header sheet or make your hand in. Sort this out in good time in advance
 - It is much better to hand in *something* on the day than *nothing*, even if it fails. This is because the system primarily notes whether or not the hand in took place. However, it has to be a genuine attempt at doing the assessment and not just a header sheet with your name on it!
 - No work submitted late is allowed to be marked (unless exception as noted below in point 6)
 - Even so, if you hand in *late* this is *better* than not handing in at all. It means that you are more likely to be allowed to re-take that piece of coursework over the summer if it fails
4. What happens if you do not hand in at all?
 - You will probably get a mark of NN (code for no-submission on your transcript) and this will become a 0% for the course concerned
 - You will not be allowed to submit the work in the 'summer' re-sit and you will probably have to re-take that course in the following year

- There may be funding implications for you, if you are studying with a grant, and for the University, which risks losing all the government grant for students who do not hand in the final piece of work for any of their courses
5. Why is the system so strict?
- The rules are applied to all students in the University of Greenwich. They ensure fairness.
6. Are there any exceptions?
- Yes, but they are allowed only in very limited cases
 - All reasons for non-submissions must be stated by the student in writing on a form for EXTENUATING CIRCUMSTANCES
 - Claims for EXTENUATING CIRCUMSTANCES must include written evidence to support the claim (e.g. doctor's letter)
 - The full rules for EXTENUATING CIRCUMSTANCES are given in your Student Handbook and in the University Academic Regulations at <http://www.gre.ac.uk/offices/lqu/regs>
 - Remember that they can only be claimed if the reason for the late hand in is unforeseen (i.e. it happened unexpectedly at short notice and was beyond your control)
 - Claims for EXTENUATING CIRCUMSTANCES must be made in person at one of the University campuses *on or before the deadline for the hand in* for which they are claimed.
 - If the nature of the hand in problem prevents personal attendance (e.g. car breakdown or other transport problem on the way to the hand in), you must *phone the School Office* on 020 8331 9100 before 4.30pm to say that you cannot hand in and then go on to submit your claim with evidence at the earliest possible date
 - EXTENUATING CIRCUMSTANCES normally allow 10 working days extension from the original date of the hand in. *Do not wait for a decision* from the EXTENUATING CIRCUMSTANCES panel before handing in, but make sure that you submit your work within the ten working days. If your claim for extenuating circumstances is accepted then your work will be marked. If it is not accepted then the work will be marked 0%.
 - There are some medical or personal conditions that allow the granting of more generous EXTENUATING CIRCUMSTANCES, such as long-term illness or the serious illness of a dependent person. If your work is being affected in this way, apply for EXTENUATING CIRCUMSTANCES as soon as you think you may be prevented from handing in. *Do not wait until the date has passed.*

APPENDIX D:

STUDENT REPRESENTATION

Extract from the University Quality Assurance Handbook to be found at:
http://www.gre.ac.uk/offices/lqu/qa_handbook

The Greenwich Student Representatives (GSR) scheme allows student representatives to participate in quality management at all levels of the University. The scheme includes the requirements and committees of the Students' Union (SUUG). The scheme allows the University to provide students, via their representatives, with an opportunity to engage with University processes and communicate outcomes derived from their feedback and evaluations.

Programme Level

At programme or departmental level, students should be represented by Departmental Programme Representatives who will participate in Departmental Programme Committees. These committees consider the quality management of programmes grouped by Department or appropriate subject area. These committees are chaired by the Head of Department and report to the School Learning and Quality Committee.

Departmental Programme Representatives will comprise a minimum of one student per FHEQ level and at least one student from each programme cluster. Representatives may also act as School Representatives as required by the Students' Union (SUUG) bye-laws.

Schools should determine if separate undergraduate and postgraduate Departmental Programme Committees should be held, so that their provision can be covered appropriately.

The timing of meetings should be carefully managed to ensure that student representatives are able to attend and participate.

School Level

At School level, students will be represented on two committees: the School Student Experience Committee and the School Board.

The School Student Experience Committee is chaired by the Head of School and reports to the School Board. This committee considers the whole student experience at a School level. Student representatives on this committee should comprise one student representative from each Department (these may also be SUGG School representatives) and School Officers. School Officers are elected by the Students' Union and help provide the link between the Union and the University. Schools should consider whether they have representatives from all FHEQ levels and modes of study offered by the School. The School Student Experience Committee will consider student evaluations at all levels across the School.

The School Board is chaired by the Head of School and reports to Academic Council. School Officers will represent students at these meetings.

University Level

Students are represented on Academic Council, Learning and Quality Committee, Academic Collaborations Committee and Academic Planning Committee by SUUG Sabbatical Officers.

Sabbatical Officers use the Union Council to obtain an overview of student views from across the University through School Officer membership of the Union Council.

Students' Union

The Students' Union ensures that it hears the views of students by holding individual SUUG School Forums which are run by the School Officers. These forums allow all representatives to discuss their experiences and feedback on school wide issues.

The Union Council is the Student Union's main decision-making authority and includes the School Officers as part of the membership. As noted in 9.25 above, the School Officers provide a link between Schools and the Students' Union.

Training

The Students' Union will provide training for student representatives to enable them to make effective contributions to meetings and gather information and provide feedback appropriately to their fellow students

Student Representation Model

University Committees
 (Academic Council, LQC,
 APC, ACC and Court)
 Students' Union Sabbatical
 Officers

Academic Council
 only

Union Council
 Students' Union Sabbatical
 Officers
 School Officers
 Other Officers*

School Board
 School Officers

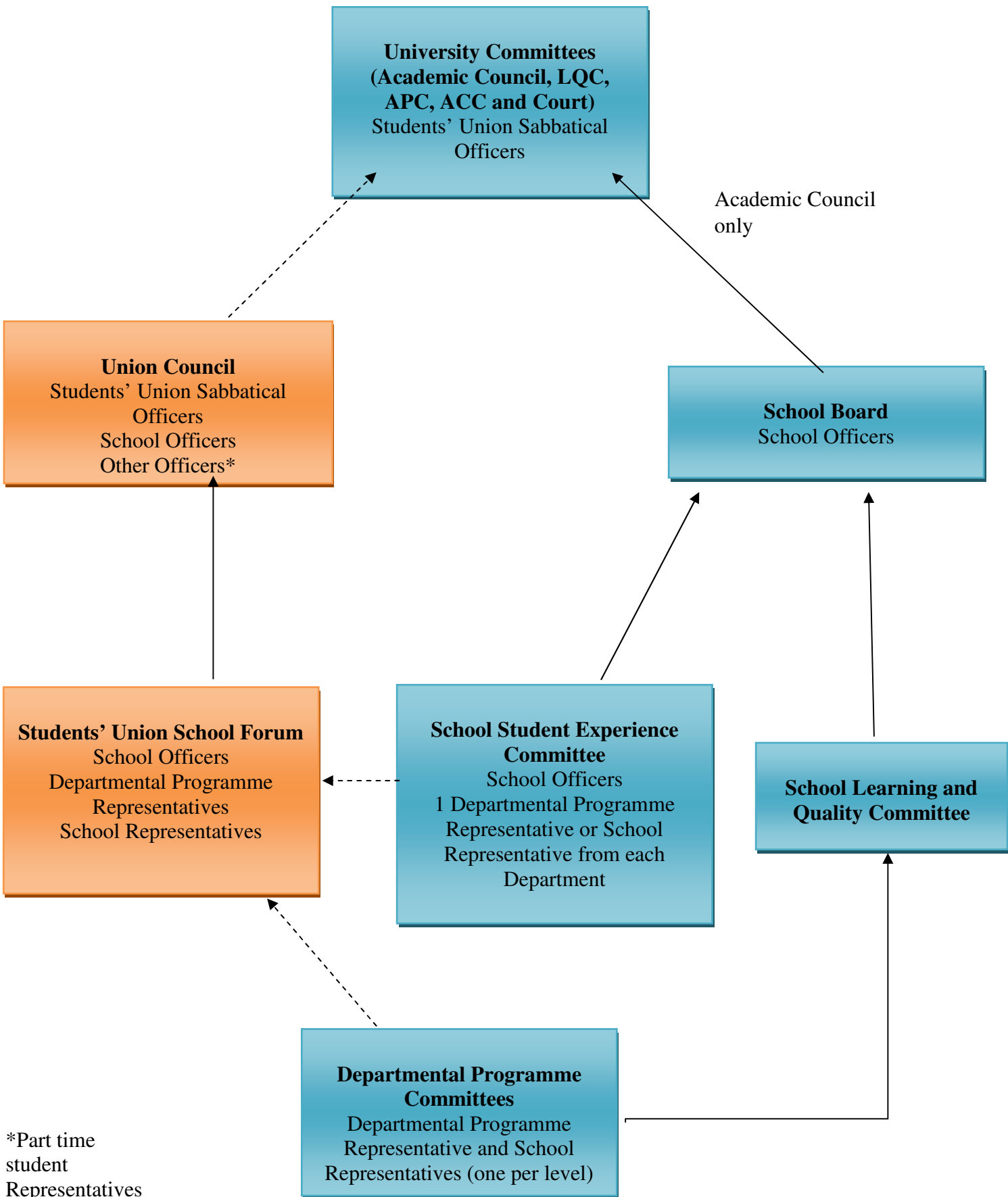
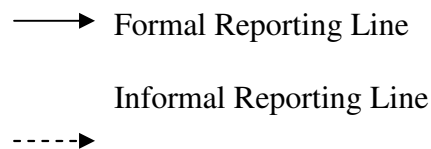
Students' Union School Forum
 School Officers
 Departmental Programme
 Representatives
 School Representatives

**School Student Experience
 Committee**
 School Officers
 1 Departmental Programme
 Representative or School
 Representative from each
 Department

**School Learning and
 Quality Committee**

**Departmental Programme
 Committees**
 Departmental Programme
 Representative and School
 Representatives (one per level)

*Part time
 student
 Representatives
 and Sports and
 Societies
 Representatives



Departmental Programme Committee Terms of Reference

Terms of Reference

1. To oversee the provision of high quality teaching and learning within the Department.
2. To consider the annual monitoring reports within the department
3. To consider the programme and departmental results of student surveys (including the National Student Survey, University Student Survey and the employment survey (DLHE)). To consider the reports from External Examiners for each programme within the Department.
4. To consider any reports from Professional, Statutory and Regulatory bodies and ensure that any associated actions are monitored and completed, as appropriate.
5. To provide feedback on programme content, assessment, teaching and learning methods or student support and to be consulted on any changes proposed as part of the periodic review process. Departments may also wish to illicit students' views on any new programme developments.
6. To consider the learning resources, including library provision, for programmes within the department.
7. To allow student representatives to raise any issues relating to their overall learning experience at Department level.
8. To provide feedback on any University-level consultations.

Meetings

Two to three meetings per year, with at least one per semester. Meetings should be held at a time that allows student representatives to attend. Meetings should be held before the School Student Experience Committee.

Membership (maximum of 25 members)

Head of Department (Chair)

Programme Leaders

Subject Librarian

Student Representatives (to include at least one representative per FHEQ level and at least one representative from each programme cluster)

Department Administrator (or equivalent) (Secretary)

Reporting

The Departmental Programme Committee will report to the School Learning and Quality Committee.

Agendas may include reserved items for discussion and consideration by staff only

School Student Experience Committee Terms of Reference

Terms of Reference

1. To oversee the provision of high quality student experience within the School.
2. To enable the School and University to have a better understanding of students' perception of their overall experience at the University.
3. To consider the School level results of students surveys (including the National Student Survey and University Student Survey) and ensure that any resulting actions are monitored and completed.
4. To consider the learning resources available at School level.
5. To consider the support available to students at School level.
6. To provide a regular channel of communication between Students, School Management and the Students' Union.
7. To allow student representatives to raise any issues relating to their overall learning experience at School level.
8. To provide feedback on School level developments.
9. To provide feedback on University level consultations.

Meetings

Two meetings to be held a year, at a time to allow student representatives to attend. Meetings are to be held after the Departmental Programme Committees and before the School Board where the minutes are to be noted.

Membership

Head of School (Chair)
School Director of Learning and Quality
School Director of Resources
Representative from the Office of Student Affairs
Representative from Library and Information Services
School Learning Enhancement Coordinator (or equivalent)
Heads of Department
School Committee Officers (students)
School Representatives or One student representative from each Departmental Programme Committee (representatives should be from different FHEQ levels and modes of study)

School Quality Officer (Secretary)

Reporting

The School Student Experience Committee will report to the School Board.

APPENDIX E: More on the Student's Union

A few words from your Students' Union:

The Student's Union University of Greenwich (SUUG) is your union, representing you, advising you, entertaining you and much, much more. You can find us online at <http://www.suug.co.uk/> and in the real world at Greenwich in Cooper Building King William Walk Greenwich, London SE10 9JH and at Avery Hill in The Village just outside The Dome. Drop in and see us some time.

Here are some of the things we do.

'Get Involved!'

The Students' Union has a wide range of activities that students can become involved with during their time at the University of Greenwich. Two of our most important and high profile opportunities are: becoming a School Rep and standing for election, either as a Sabbatical (full-time) student officer or as a part-time Student Representative.

School Reps are elected at the start of each academic year in October and provide an opportunity for students across each school to stand for election to represent their fellow students in each school on issues of academic representation, such as: resources available in university libraries, the equipment available in teaching facilities and the general quality of teaching, learning and research at the University.

To find out more please go to: <http://www.suug.co.uk/getinvolved/yourreps/>

Elections for both full-time Sabbatical Officers and part-time Student Representatives take place in Spring each year, usually at the end of March. However the process is designed to support every candidate that puts themselves forwards, and so the elections are advertised much earlier – in January during our last election. Nominations open in February, but plenty of workshops and supporting information is provided to ensure all potential candidates have the information and support they need to be strong candidates.

If you're interested in leading a campaign, want some great training and employability opportunities or want to run your Union for a year then why not get involved!

Further information can be found here: <http://www.suug.co.uk/elections/>

If you have any questions about any of this or want to know more then get in touch with Gary Naylor, Membership Services Manager at the Students' Union at: G.Naylor@greenwich.ac.uk.

The Advice Service

The Students' Unions Advice Service provides free, confidential and impartial generalist advice to all students at the University of Greenwich. Advice and support is offered to all regardless of religion, race, gender, disability or sexual orientation. The service offers a client centred approach, providing students with the options and information needed to make their own decisions.

The service can arrange for a student representative to accompany clients to hearings relating to appeals, plagiarism panels, university disciplinary panels, fitness to practise, complaints committees etc.

The Advice Service can be the first point of contact in any query and provide general sources of information or signposting to an appropriate agency or specialist.

Find out more at <http://www.suug.co.uk/welfare/advice/>

Staying in Touch

There are a few ways you can keep in touch and get involved with SUUG.

You can check out our website, www.suug.co.uk. Here, you'll find news and updates, get details of our Bar events, contact and join Sports and Societies online, get access to advice, buy University and SU merchandise, enter competitions and keep up-to-date with everything we do. Once you register for an account on our website, you'll also receive our monthly newsletter (during the academic year) highlighting important dates and events. Alongside this, you can find us on Facebook and Twitter, where you can also connect with other University of Greenwich students. Check out the links below to find and follow us. Point and click at www.facebook.com/sugreenwich and www.twitter.com/sugreenwich.

Clubs and Societies

Student Activities involves almost everything that you could think of!

Our sports clubs will get your heart racing- whether you join to keep fit, make friends or you join to compete against other universities across London and the South East and to step out on the field or court to represent the University of Greenwich, our sports clubs will welcome you with open arms! However not everyone plays a team sport, we can also enter you into individual competitions- come and speak to us if you're interested or simply want some more information.

If sweating it out isn't really your thing, or you would also like to do something not quite as active, we have a wide variety of societies that you could join. The societies very generally fall into the following categories: course based, culture based, belief based or general interest- so there really is something for everyone! Are you passionate about something that isn't represented? Then you can set-up your own society just come and speak to us and we can explain how you do this.

We also organise the 'Give it a Go' Programme. This is a series of one-off sessions which give you the chance to try things that you may never otherwise try. From kayaking to debates, trips and meditation- it's all included! If you're enthusiastic about something you can run a session, or if there is something you are absolutely dying to try, just let us know! The programme is flexible and designed to open up various doors of opportunity throughout your time at the University of Greenwich.

Fun and Facilities

The Students' Union operates Bars, Shops and cafes at the Greenwich and Avery Hill Campuses. Whether its home cooked food, or a quick sandwich, coffee or fresh Juice, a quiet place to relax or a buzzing night out, a university hoodie or a memory stick we do it all.

The Engine Room even stocks a specialist range of stationery for those attending the School of Architecture, Design and Construction.

Our outlets have a varied range of opening times between 8am and 3am. Please check individual outlets for opening hours.

Check out our website for more details <http://www.suug.co.uk/aboutus/shops/> and <http://www.suug.co.uk/barents/>