

SCHOOL OF ARCHITECTURE & CONSTRUCTION

**STUDENT HANDBOOK:
GENERAL INFORMATION**

2009-2010



SCHOOL OF ARCHITECTURE & 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 & 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 to the School of Architecture & Construction!

There are few better places in which to study the disciplines offered by the School. We operate across the three University campuses, at Greenwich, Avery Hill and Medway, thus straddling almost the entire length of the Thames Gateway, the largest regeneration project in Western Europe. From Canary Wharf the Gateway extends 40 miles to the West to Southend and the Isle of Sheppey.

The Gateway provides a rich and varied setting for this enormous project: historic towns and villages, many functioning and some largely defunct industrial sites, important waterways (the Thames, Medway, Lea and Swale) and varied natural and agricultural landscapes.

Despite the current economic downturn, construction activity in London and the Gateway continues. Add to this activity, that which surrounds the 2012 Olympics, and you begin to see the scope of development which will physically 'surround' your studies. Greenwich is an Olympic Borough, offering opportunities for learning and working for the next three years at least, whilst the continued development of the Gateway should have a beneficial impact on at least 2.7 million people in and around the area over the next 5 – 10 years.

This all provides us with challenges and opportunities: challenges in terms of learning about the environment and an unprecedented range of design and development activity close to the School. Closest of all, the design and construction of a new home for the School in the centre of Greenwich over the next 3-4 years will also be a positive learning experience for you.

In addition to all of this 'local' activity, the School is substantially involved in networks in mainland Europe and the rest of the world. Our distance learning programmes (primarily related to construction management, but also occupational health and safety) provide strong international links, in particular with Hong Kong and mainland China, but also in the Caribbean. We have other developing and established partnerships in Egypt, Malaysia, India and Vietnam. The various landscape architecture/garden design networks extend world-wide, but are particularly strong in Europe, and architecture and urban design has recently engaged in collaborative studios in China and Barbados, as well as further afield in the UK. With our academic partner in Cairo, the University of Modern Sciences and the Arts (MSA) an initial collaboration on undergraduate architectural engineering has extended to joint design workshops in architecture, MSA students studying for higher degrees with us at Avery Hill, and considerable interest on developing closer collaboration around landscape design.

Professional practice in design and the landscape and built environment disciplines is changing rapidly. Sir John Egan (2004) and others have placed great emphasis on the skills needed to help us all to work better with other professionals and stakeholders, and to achieve the ability to work flexibly in the many new ways of procurement and the timely delivery of best value projects.

This School offers formal and informal opportunities at undergraduate and postgraduate levels for you to learn from fellow students and staff based in other disciplines – do embrace these opportunities positively, they may well be one of the most important aspects of your education here. Most of you will find yourselves working in multi-disciplinary settings in the future, whether in large practices or in very small practices –

which, of necessity, form working ‘teams’ with a whole range of other independent consultants. Take time to find out how other disciplines work whilst you are here.

The School is formally organised in five *teams*:

- Architecture & Urban Design
- Communication Media for Design
- Construction Management
- Landscape Architecture and Garden Design
- Property, Housing & Urban Regeneration

These teams were established some years ago to encourage the development of similar disciplines within a supportive setting, and then to encourage wider opportunities for teams to work with other teams, across disciplines. As with any organisation there are always improvements to be made year on year, but on the whole the structure has proved an effective one, achieving a wide range of very positive outcomes. (*please see the organisational chart of teams and disciplines in the appendices of this handbook*).

Most of my colleagues are engaged with other activities than teaching: research, practice, scholarship. Much of this work flows into their teaching. Don’t be afraid of finding out about the interests and other work of those who teach you. Formally, researchers across the disciplines are organised in three groups:

- Sustainable Environments
- Sustainable Buildings
- Design

Our researchers work on national issues, but also globally in Europe, USA, India and elsewhere. In the recent national Research Assessment Exercise, researchers in the School achieved an excellent assessment, with 80% of their submissions being rated as being of a quality recognized internationally, 30% of which was regarded as ‘internationally excellent’ and 10% of which was regarded as ‘world-leading’.

Finally, one of the greatest strengths of the School is our wide-ranging multi-talented student community. You bring a multi-cultural richness to your learning experiences and ours. You represent a positive microcosm of people working for sustainable global futures and secure employment through flexibility of approaches and lifelong learning. Without you, the School would be nothing. So please remember, throughout your time with us, we want you to work hard and achieve the highest success – it is in our interest – but success seldom comes without your hard work. If life intervenes to make hard work difficult, if you have any problems that interfere in a major way with your studies, please let us know as soon as this becomes apparent – it is always easier to help if you keep us briefed and discuss any problems as soon as they arise.

I wish you a positive and successful time here, and hope that you will in due course become part of our international alumni.

A handwritten signature in black ink, consisting of several large, overlapping loops and a final downward stroke.

Professor Richard Hayward
Head of School

1 Term Dates 2009/2010

		Weeks
Administration Week	14 th – 18 th September 2009	
Induction Week	21 st – 25 th September 2009	1
<u>Term One:</u>		
	Monday, 28 th September 2009 Teaching Begins	12
	Students' Union AGM – Tuesday 24 th November 2009 (no teaching 12 noon – 5pm for Full Time Undergraduate students)	
	Friday, 18 th December 2009 Teaching Ends	
Christmas Vacation (Students)	21 st December 2009 – 8 th January 2009	3
<u>Term Two:</u>		
	Monday, 11 th January 2010 Teaching Begins	11
	Friday 26 th March 2010	
Easter Vacation (Students)	29 th March 2010 – 16 th April 2010 (Good Friday 2 nd April Easter Monday 5 th April)	3
<u>Term Three:</u>		
	19 th April 2010 - Teaching Continues	3
	10 th May 2010 - Teaching Ends Assessment Period**	3
	10 th May – 28 th May 2010	
*3 May is Early May Bank Holiday	Friday, 25 th June 2010 Session Ends	4
		40

** In some programmes, students will be assessed after 28th May. Students are required to be available until 25th June 2010. In some programmes you may be asked to meet with the external examiners during June 2010. You must check with your programme tutor if you wish to leave before 25th June 2010. Please note overleaf 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 16th August 2010

Re-sit exams will be time-tabled between:

Monday 16th August to
Friday 27th August 2010

2 People you might need...

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

Head of School	Professor Richard Hayward
Director of Learning & Quality	Corine Delage
Director of Resources	Peter Dalton
Director of Research	Professor David Isaac
Team Leaders	
Architecture & Urban Design	Howard Gilby
Communication Media for Design	Nickie Hirst
Construction Management	Roy Clarke (Acting Team Leader)
Landscape Architecture & Garden Design	Robert Holden
Property, Housing & Urban Regeneration	Professor Keith Jones
Undergraduate Programme Leaders	
BA(Hons) Architecture	Reenie Elliott
BA(Hons) Landscape Architecture	Jamie Liversedge
BA(Hons)/HND Garden Design	To be confirmed (Hadlow)
BSc (Hons)/HND Landscape Management	Richard Tilley (Hadlow)
BA(Hons) 3D Digital Design & Animation	Nickie Hirst
BA(Hons) and HND Graphic & Digital Design	Nickie Hirst
BSc (Hons) Building Surveying	Roy Clarke
HNC/HND Building Surveying/Construction Management/Quantity Surveying	Richard Cooper
BSc(Hons) Construction Business Management	Yvonne Simpson
BSc(Hons) Construction Surveying Management	Richard Cooper
BSc(Hons) Design & Construction Management	Anthony Kelly
BSc(Hons) Estate Management	Mark Daley
BSc(Hons) Housing Studies/Diploma in Housing Studies*	Dr. Ann Holder
BSc(Hons) Quantity Surveying	Julie Adeline
BSc(Hons) Real Estate	Mark Daley
BSc(Hons) Occupational Safety, Health & Environment (Distance Learning)	Stuart Allan

*Programme suspended – continuing students only

Programme Leaders – Postgraduate courses

MA Architecture	Dr. Marko Jobst
MSc Architectural Studies	Dr. Teresa Stoppani
Diploma in Architecture	Ed Frith
Diploma Landscape Architecture	Robert Holden
MSc Landscape Planning and Assessment	Benz Kotzen
MA Landscape Architecture	Robert Holden
Postgraduate Certificate in Landscape Design	Robert Holden
MA European Landscape Architecture	Robert Holden
MA Garden Design & PG Cert/MA Garden History	Robert Holden
MA Web Design & Content Planning	David Watson
MA in Urban Design	Duncan Berntsen
MSc Building Engineering	Peter Dalton
MSc Building Rehabilitation	Peter Dalton
MSc Construction Management & Economics	Simon Muturi
MSc Facilities Management	Peter Dalton
MSc Project Management	Joe Watson
MSc Built Environment	Dr. Ann Holder
MSc Real Estate Development & Investment (+ Europe)	Professor David Isaac
MSc by Research (Property or Construction)	Professor Keith Jones
PDAP (Postgraduate Diploma in Architectural Practice) (Part 3 RIBA)	Tony Clelford
MSc Safety, Health & Environment/Occupational Hygiene (Distance Learning)	Stuart Allan
MSc Distance Learning (Built Environment Portfolio)	Joe Watson
MSc Housing Management & Policy	Maureen Rhoden

School Office

School Administration Manager
School Quality Assurance Team

Patricia King
Petra Naphine, Eric Denning
Sue Adlington

School Administration Officer – Resources
School Administration Officer – Recruitment
& Research

Jenny Lynch
Pauline Newell

PA to the Head of School
Collaborative Centre Co-ordinator
Front of House Receptionist
Team Support Officer
School Administrative Assistants

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

Media Technical Team

Photographic & Digital Media Technician
Computing Facilities Manager (Digital Studio)
Model Maker and Workshop Manager
Communication, Visual and Graphic Technician

Phil Hudson
Joe Green
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.

Email – Staff e-mail addresses can be found on the list at reception or on the address book in your University email. If you request an appointment by email, make sure you write '*Appointment request from tutee / student*' in the 'subject' area of your email. This will help tutors prioritize their email.

4 Day to Day assistance

Notice Boards are provided in the School of Architecture 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

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 2009/2010 are:

Pat King (email p.a.king@gre.ac.uk or tel: 020 8331 9300),

Dr Ann Holder (email a.t.holder@gre.ac.uk or tel: 020 8331 9973),

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 Unit, 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 Head of School, the School Examination Officer, Programme Leaders, Course Co-ordinators, and Personal Tutors to facilitate the implementation of entitlement for disabled students. The School Disability named contact for 2009/2010 is Dr Nick Pillans (email: g.n.pillans@gre.ac.uk or Tel: 020 8331 9117). 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 Unit as soon as possible when you start your studies here.

Architecture and Construction Library Staff

David Sheldrick - Academic Services Librarian for Architecture & 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
- Chaplains
- Counselling
- Disability and Dyslexia Support
- Diversity
- Finance Advice
- Immigration 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.

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

Programme Level: - Staff/Student 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!

School Level: The Head 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 Teams 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 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.

7 How to access information online...

The University of Greenwich Gateway (<http://gateway.gre.ac.uk>) is the university’s portal and 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 Greenwich Gateway at <http://gateway.gre.ac.uk>. You can also access the Student Portal via the university web site home page. **If you have problems accessing the Portal, click on the “Student” link under Technical Assistance.**

The login page provides a virtual tour of Greenwich Gateway 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 Gateway login page if they encounter difficulties and then if they continue to have problems using Greenwich Gateway contact gateway@gre.ac.uk

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 3.4 below on how to find out about your results).

University Intranet (the secure area of the University web site) can be accessed from within the University and from outside of the University by authorised users including students.

Student Information is available on both the University internet pages and the intranet, 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:

- Assessment Information for Candidates – 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

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

- Programme documents and Handbooks
- Learning resources (hand-outs, briefs etc.)
- Programme timetables
- School satellite sites
- Staff resource pages

Email: 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 email channel on the home tab of the university portal.

You must check your current University email 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 email regularly, your account will get full and you will not be able to receive email. The email 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 in ‘My Learning’ tab.

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 record 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.

We will inform the Office of Student Affairs if you do not attend – this may result in the School/the University withdrawing you from the University.

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 – 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.

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.

9.1 Exemptions (APL/APEL)

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)**, 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 must be submitted by week 4 of the term or teaching period in which the course is taught. 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 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 Web CT) or has set up a special website for that as part of his/her course.

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 4.00pm. 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. 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 is also submitted within 10 working days 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 up to 10 working days after the coursework submission deadline. The extenuation circumstances claim form can be found on the university website via *Current Students* and the *Student Centre Online*.

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 of the submission deadline with a claim for extenuating circumstances that is 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%.

10 Assessment and Examinations

10.1 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 co-ordinator at the start of each course.

10.2 Checking your assessment profile on the university records

You can see what courses and programmes you are attached to in your BannerWeb account. It’s a good idea to 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 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 and Construction. Alternatively, you may inform the School Quality Assurance Officer in writing, quoting your student ID, your full name and contact address/ tel/ mobile telephone, 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.

10.3 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.

10.4 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.

In addition to these results being seen on BannerWeb, you will receive a result letter from the University. However, due to possible delays in the post, it's always a good idea to keep checking your results on Banner Web as they are released before you receive the letters (particularly if you have an overseas address).

In exceptional circumstances, it may be possible for you to take your examinations abroad. If you wish to apply to take the examinations abroad you will need to apply before the university deadline. Please check this on the Examinations web site of the university.

10.5 Marking and Classification Conventions

As agreed by the School Learning & Quality Committee Nov 07 – School of Architecture & Construction and as agreed by Academic Council January 2008.

UNIVERSITY OF GREENWICH

MARKING AND CLASSIFICATION CONVENTIONS

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.

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.

10.6 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.

10.7 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.

10.8 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)

10.9 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.

In exceptional circumstances, it may be possible for you to take your examinations abroad. If you wish to apply to take the examinations abroad you will need to apply before the university deadline. Please check this on the Examinations web site of the university.

10.10 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.

10.11 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

The University recognises that students may sometimes suffer problems which are outside their control and which may affect their performance in assessments. The extenuating circumstances procedure enables students to submit claims for consideration.

The following information is a summary from University Rules & Regulations in this respect. The full regulations are available from the University website.

Extenuating Circumstances are circumstances which

- impair your performance in assessment or reassessment, or
- prevent you from attending for assessment or reassessment, or
- prevent you from submitting assessed or reassessed work by the scheduled date

Such circumstances **rarely occur** and would normally be

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

- **unpreventable** - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a **serious impact** on performance

Students are *expected to make reasonable plans to take into account circumstances even those which, on occasion, may have been unforeseeable and unpreventable.*

For example, students commonly taking a route to the campus which experiences severe traffic delays would be expected to leave earlier or plan to take an alternative route on the morning of an examination. Another example would be a carer for a dependent who on occasion has not attended college because the dependent developed a minor illness. The student would have been expected to make contingency plans for alternative care just in case this happened on the day of an examination. The onus is on students to manage their life so that these types of occurrences can be handled if they arise.

What is meant by a serious impact on performance?

Many things may have an impact on performance – a poor night’s sleep, a minor illness (such as a cough or cold), a minor injury, financial worries etc. These will often impact on performance but would **not be expected to have a serious impact** and so would **not** be acceptable as extenuating circumstances

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 friends 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 prevented this 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 & 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

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

¹ Please read the full documentation relative to extenuating circumstances and the kind of evidence required on the university website.

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 DfES websites

www.gre.ac.uk/students/finance

www.dfes.gov.uk/student-support

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 college;
- 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 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 12 and late submission of coursework in Section 9.3*).

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 Programme Leader 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.

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. If you wish to interrupt your studies, you must indicate on the form, the date when you intend to come back. 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 November.

15 Equality

The University has a Race Equality Policy and an Equal Opportunities Policy Statement and a Complaints Policy. In addition, the relationship between staff and students is a privileged one and is governed by the Policy on Professional Relationship between Staff and Students. You can find these statements and policies on the University website. (See the “Student Information” area of the University web site.)

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).

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 risks whilst on field trips and other site visits and in recognition of this, there is a separate Code of Practice for them. Field trips and study visits are subject to individual risk assessments that will identify any particular risks associated with them 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 & 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

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 web account via BannerWeb or 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>Submission of coursework is done with a bar-coded course header sheet. Submission of coursework for all students will be through the School office. Some portfolios are submitted directly to the tutors at specific given times. For some E-learning courses, students submit electronically. 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 – (see section 9) 	Talk to the course co-ordinator and/or your programme leader first. Then go to the School Office to obtain an APL/APEL form.
<ul style="list-style-type: none"> • To claim extenuating circumstances – (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.

19 GLOSSARY

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

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. The title and code number of the courses constituting your programme are in the course structure diagram in section 4 of this Handbook. 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.

The University of Greenwich Gateway: It's the university's portal and 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 Gateway at <http://gateway.gre.ac.uk> or via the university home page. (See Section 7 of this handbook).

Induction: 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.

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

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. **Level 1** units are taught early in the degree programmes. **Level 2** in the middle, **Level 3** at the final part of the 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 M**.

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, which is called The University of Greenwich Gateway (<http://gateway.gre.ac.uk>) or via the university home page.

Programme Leader: The academic who manages your programme.

Staff/Student 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!

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APPENDIX A:

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TAUGHT UNDERGRADUATE AND POSTGRADUATE PROGRAMMES BY TEAM						
Team	Architecture & Urban Design Team Leader: Howard Gilby	Construction Management Acting Team Leader: Roy Clarke	Communication Media for Design Team Leader: Nickie Hirst	Landscape Architecture & Garden Design Team Leader: Robert Holden		Property, Housing & Urban Regeneration Team Leader: Professor Keith Jones
Programmes	BA Architecture RIBA/ARB Diploma Architecture RIBA/ARB PG Diploma Architectural Practice RIBA/ARB MA Architecture MSc Architectural Studies MA Urban Design	BSc Quantity Surveying CIOB BSc Design & Construction Management CIOB MSc Construction Management & Economics RICS MSc Project Management RICS MSc Building Engineering ABE BSc Construction Business Management RICS	BA 3D Digital Design & Animation HND/BA Graphic & Digital Design MA Web Design and Content Planning	BA Landscape Arch LI BA Garden Design LI BSc Landscape Management LI Cert Landscape Design } LI Dip Landscape Arch } MA Landscape Arch LI MA Garden History MA Garden Design PG Cert/MA Garden History MA European Landscape Architecture		BSc Building Surveying CIOB BSc Estate Management BSc Housing Studies CIH BSc Real Estate RICS BSc Construction Surveying Management RICS MSc Open (B E Studies) MSc Real Estate MSc Facilities Management MSc Real Estate Development & Investment (REDI) MSc Housing Management MSc Building Rehabilitation

**SCHOOL OF ARCHITECTURE AND CONSTRUCTION
PROGRAMMES DELIVERED BY PARTNERSHIP**

Team	Architecture & Urban Design	Construction Management	Communication Media for Design	Landscape Architecture & Garden Design	Property, Housing & Urban Regeneration
Programmes	HNC/D Architectural Design at BEX, BROM, LEW, WK, CC BSc Architectural Engineering, MSA, Cairo	HNC/D Construction Portfolio at BEX, BROM, LEW, WK, CC HNC Construction CC MSc Project Management YUFE MSc Construction Project Management HKU	HNC/HND/FDA Fine Art WK Bridging Course FA WK BA Fine Art (Top Up) WK BA Visual Art CC HND Graphic Design and Advertising CC HND/Foundation Degree Fine Art CC FDA Art Practice CC FDA Graphic Design SWK HNC/FDA/BA Photography NWK BA Graphic and Digital Design ICL	HND/C Cert. Garden Design HAD HNC/D/BSc Landscape Management (Land Use) HAD BSc Landscape Management (Countryside) Top Up HAD FDSc Amenity Horticulture HAD	BSc Occupational Safety, Health & Environment SBCS, KF MSc Occupational Hygiene HKU & SBCS MSc Safety, Health & Environment HKU MSc Facilities Management HKU MSc Facility Management SHN MSc Real Estate (International) SHN MSc Real Estate HKU, YUFE & KF

Partner Institutions:

CC	Canterbury College
BEX	Bexley College
BROM	Bromley College
HKU	SPACE, Hong Kong University
HAD	Hadlow College
ICL	Intercollege, Larnaca
KF	Kolej Fajar, Sarawak, Malaysia
LEW	Lewisham College
MSA	Modern Sciences and Arts University, Cairo
NWK	North West Kent College
SHN	Saxion Hogescholen, Saxion Universities of Applied Sciences, Netherlands
SBCS	School of Business and Computer Sciences, Trinidad
SWK	Southwark College
WK	West Kent College
YUFE	Yunnan University of Finance and Economics, PRC

APPENDIX B:

THE SCHOOL'S PERSONAL TUTOR SYSTEM

STUDENT HANDBOOK 2009 / 2010

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.

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), Pat King (x 9300) or Ann Holder (x 9973).
- 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 tel x: 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.

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....

Programmes	Years /modes	Personal Tutors	Email @gre.ac.uk	Tel extn
BSc Building Surveying	Stage 1	Richard Cooper	cr02	9217
	Stage 2	Mark Michel	TBC	TBC
	Stage 3	Carl Woodham	wc69	8931
BSc Design & Construction Management	Stage 1	Anthony Kelly	ka05	9031
	Stage 2	Terry Phillips	TBC	TBC
	Stage 3	Karl Bunting	TBC	TBC
BSc Construction Business Mangt	All students	Yvonne Simpson	sy09	9787
BSc Construction Surveying Management	All students	Roy Clarke	cr57	9115
BSc Quantity Surveying	Stage 1	Julie Adeline	aj13	9210
	Stage 2	Simon Muturi	ms52	9571
	Stage 3	Michael Greenslade	TBC	TBC
BSc Occ Safety & Env (DL)	All students	Stuart Allan	as08	8220
MSc Occ Hygiene	All	Shirley Fantie	fs01	9952
MSc Project Mangt (DL) MSc Building Rehab.	All	Peter Dalton	dp02	9319
MSc Project Mangt (Avery Hill) MSc Open	All	Peter Dalton	dp02	9319
MSc Const. Mangt & Econ (DL + taught)	All	Simon Muturi	ms52	9571
MSc Safety, Health & Environment PG Cert Safety, Health & Environment	All	Stuart Allan	as08	8220

Programmes	Years /modes	Personal Tutors	Email @gre.ac.uk	Tel extn
MSc Building Engineering	All	Peter Dalton	dp02	9319
BA Architecture	Group A	Adriana Cobo	ac63	9227
	Group B	Adriana Cobo	ac63	9227
	Group C	Rob Rosling	rr25	
	Group D	Rob Rosling	rr25	
	Group E	Geoff Ward	wg10	9215
	Group F	Geoff Ward	wg10	9215
	Atelier 1	Cordula Weisser	cc52	
	Atelier 2	Jonathan Tuckey	tj59	
	Atelier 3	Reenie Elliott	ek15	8402
	Atelier 4	François Girardin	gf06	
Atelier 5	Mark Titman	tm14		
Atelier 6	Cordula Weisser	cc52		
Atelier 7	Mark Titman	tm14		
Atelier 8	Mark Titman	tm14		
Atelier 9	Jonathan Tuckey	tj59		
Atelier 10	Nick Pillans	pg03	9117	
1PT	Gillian Daniell	dg02	9110	
BA Landscape Architecture	1 FT	Jamie Liversedge	la05	9220
	2FT	David Watson	wd13	9122
	3FT	Jamie Liversedge	la05	9220
	1PT/2PT/3PT/4 PT	Jamie Liversedge	la05	9220
BA Garden Design	Final year based at Avery Hill	Jamie Liversedge	la05	9220
BA 3D Digital Design HND/BA Graphic & Digital Design	1FT	Nickie Hirst	hn29	9959
	2FT	Anastasios Maragiannis		9138
	3FT	Mark Ingham Myles Cummings	im08 cm89	9138 9138
MA Architecture	All	Teresa Stoppani	st29	7844
MSc Architectural Studies	All	Marko Jobst	jm30	
Post Grad Dip Architectural Practice	All	Tony Cleford	ca21	9140
Diploma Architecture	1PT/2PT	Duncan Berntsen	bd18	9124
	1FT 2FT/3PT	Ed Frith/Franzisca Wagner	fe07 wf07	9116
MA Landscape Architect. Cert. Landscape Design Diploma Landscape Architecture	All	Robert Holden	hr10	9220
PG Dip/MA Garden History	All	Tom Turner	tt02	9130
MSc Landscape Planning & Assessment	All	Benz Kotzen		
MA Garden Design	All	Robert Holden	hr10	9220

Programmes	Years /modes	Personal Tutors	Email @gre.ac.uk	Tel Extn
MA Web Design & Content Planning	All	David Watson	wd13	9122
BSc (Hons) Estate Management	1FT, PT 1+2	Mark Daley	dm43	9387
	2FT, PT 3	Joe Watson	wj09	9325
	3FT, PT 4	Mark Daley	dm43	9387
	PT5 &3FT	Your dissertation tutor		
BSc (Hons) Housing/ Dip Housing	All students	Ann Holder	ha04	9973
BA/BSc (Hons) Real Estate	All students	Mark Daley	dm43	9387
MA Urban Design	All	Duncan Berntsen	bd18	9124
MSc Real Estate Dev & Investment	All	David Isaac	id01	9336
MSc Facilities Management	All	Joe Watson	wj09	9325
MSc Housing Management & Policy	All	Greg Bull	bg10	9308
MSc Property & Constr. by Research	All	Keith Jones	jk01	9260
MPhil/PhD students	All	Keith Jones	jk01	9260
Programmes at Medway campus	Years /modes	Personal Tutors	Email @gre.ac.uk	Tel Extn
HNC/HND Building Surveying	All	Richard Cooper	cr02	9217
HNC/HND Quantity Surveying	All	Richard Cooper	cr02	9217
BSc Building Surveying	2 FT/3 PT	Roy Clarke	cr57	9115
BSc Design & Construction Management	2 FT/3 PT	Roy Clarke	cr57	9115
BSc Quantity Surveying	2 FT/3 PT	Roy Clarke	cr57	9115
BSc Construction Business Management	2 FT/3 PT	Roy Clarke	cr57	9115
BSc Construction Surveying Management	2 FT/3 PT	Roy Clarke	cr57	9115

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 and Construction for information about how to access the personal tutor.