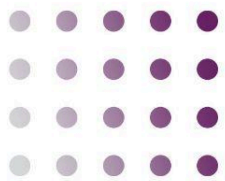


الكلية العالمية للهندسة والتكنولوجيا

GLOBAL COLLEGE OF ENGINEERING AND TECHNOLOGY

بالإرتباط الأكاديمي مع جامعة غرب إنجلترا البريطانية
In partnership with the University of the West of England - Bristol



Student Handbook

Academic Year 2024-2025

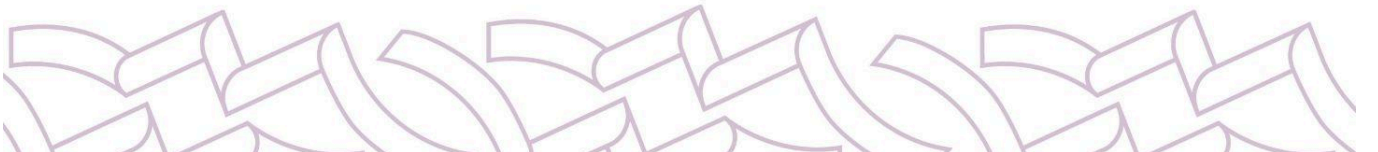


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1. INTRODUCTION

1.1. WELCOME MESSAGE FROM THE DEAN



Professor Geoffrey Elliott

BA (Hons), MSc, EdD, PGCHE, FBCS, CITP, FCMI, CMgr, FRSA

Welcome to the Global College of Engineering and Technology (GCET), a vibrant and established college, dedicated to quality higher education in Engineering and Technology, with programs defined within international academic standards and aligned to the Oman Vision 2040 and its priorities. Our College specializes in Engineering Technology education, delivered by teachers and academics who are highly qualified national and international educators. I am immensely proud of the quality of the teaching and research at GCET. We collectively believe that engineering in all its forms is the future for a healthy and progressive society. Engineering and technology offer the most dynamic, responsive, broad, and rewarding range of knowledge and skills that are needed in every aspect of our modern world. The world needs qualified engineers with the demand for engineers in all fields growing in Oman and the rest of the World.

We endeavor to uniquely position our students for success through a curriculum of high international reputation. We lay the foundations that make our students global Engineers, who lead our world forward. We adopt modern learning and teaching

strategies and techniques that enable students to develop their knowledge, skills, critical thinking, and innovation, to become successful Engineers and Technologists.

We strongly believe that our mission is not only to develop your Engineering skills but also to develop your personality and explore your talents. We strongly encourage you to participate in our sport, social and community activities in collaboration with the Students' Council and the Students' Services Unit. We are also very keen to hear from you through our comments and suggestions processes.

In this handbook you can learn about the curriculum that brings the Engineering discipline together, as well as about our departments, and the support services that we provide to develop your engineering skills and knowledge. For more information, please contact our Registry, Admissions and Registration Office.

I wish you all success and prosperity in your study at GCET. We hope this is the start of a very bright future for you in your life and career.

We are delighted to welcome you to the GCET family!

Professor Geoffrey Elliott

Dean of GCET

1.2. Purpose of This Handbook

The purpose of this handbook is to inform students of the basic rules, regulations, policies, and procedures of the Global College of Engineering and Technology (hereafter referred to as “GCET” or “the College”), and to give some information relating to the College and its programmes of study. This information is important as students will need to be aware of it to make informed decisions.

1.3. Scope

This document presents a brief outline of the important information that students are likely to need during their studies at the College. It is in no way a comprehensive document on the College’s policies and regulations. It has to be read in conjunction with other College documents including the Programme Handbook, policies, procedures, code of practice, and other relevant documents.

1.4. Disclaimer

The information presented in this Handbook is correct at the time of going to press. The College reserves the right to make amendments to:

- The contents of the Programme Specifications and in the particular timetable, location and method of delivery or contents, syllabus, and assessments.
- The College Governance Manuals, Regulations, Policies, Procedures, and Fee Structure.

The reasons for such amendments include a response to a demand from students, the Ministry of Higher Education, Research & Innovation, External Examiners and/or Academic Partners. These also include unforeseen events or circumstances beyond the College's control or as deemed necessary by the College.

In the event that amendments are made, every effort will be made so that current students will not be disadvantaged by these amendments. The means of informing students about these changes will be by email, web-pages, College notice boards, Staff- Student Liaison Committee, Student Services, Student Induction before each semester, or any other means deemed suitable and appropriate.

1.5. Glossary and Definition Terms

All of the definitions and summary information below should be read in conjunction with the full section relating to these areas within the main sections of this Handbook.

Academic Personal Tutor	Every student shall be allocated an academic personal tutor who should be a full-time member of the academic staff based on the student's home department. The academic personal tutor has an important pastoral role, as well as one of academic guidance (e.g., the academic personal tutor may help his/her students make choices about modules, advise them on progress, help them consider career options, offer support and refer students to various other support services across the College).
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Academic Programme	A structured entity into which a student enrolls, studies and, if successful, graduates with an academic qualification. An Academic Programme will usually be constructed of a number of modules and specified credits which measure the quantum of student learning workload.
APL or Accreditation of Prior Learning	The terminology 'accreditation of prior learning' is used to describe the process which relates to awarding credit based on recognizing learning achieved within a defined or formal higher education programme, or outside of it.
Academic Qualification	An award, conferrable upon individuals by a Higher Education Institution, that provides formal recognition that a specified level of learning has been achieved through a programme of study.
Academic Regulations	The regulations which govern all academic provisions at the College.
Assessment	<p>This is the means by which a student is judged, and receives an outcome for, a module studied or a component thereof. There are a number of ways a student may be assessed. These include examination, coursework, presentation, portfolio, in-class tests and viva-voce examinations.</p> <p>Formative assessment Takes place when the feedback you are given helps you learn and progress in your subject area and your skills. It is designed to take you forward and improve your work. You will probably not be given a grade for this work, but if you are, the grades are not part of your formal transcript or your end of year results.</p> <p>Summative assessment Takes place usually at the end of an instructional unit. The feedback you are given helps you learn and progress and provides you with grades for your module or programme.</p>
Academic Year	Extends from September to August the following year and is divided into two Semesters for UG and three semesters for PG, 15 weeks each, a summer study period and one vacation.
Capping	The setting of a mark, which is higher than the pass mark, at the pass mark level. For resit examinations, marks may be capped. For example, a resit mark of 72% will be capped at the pass mark level of 50% for the Foundation level and 40% for the Undergraduate level and 50% at the Postgraduate level.

Condoning	Condoning refers to a process in which a failed module mark is intentionally overlooked by a College Examination Board; the mark is retained, but the credit is awarded. Condoning is not a right but a decision made subject to the discretion of the Examination Board.
Level	The complexity of learning. The higher the level, the more complex the learning.
Module	One of the units of study which makes up your Programme. Each module has a specific amount of credits associated with it. Module credits are accumulated on successful completion of individual modules to be presented for eligibility for validated awards.
Module - Core	A module which you must take as part of your programme of study.
Module - Elective	An elective module is one where there will be a number of modules available and you are able to choose which of these, or which combinations of these, you wish to study on your programme of study. Not all modules have elective elements.
Credit	Credit denotes the notional amount of time (formal classes plus private study) to be allocated to that unit of teaching. Credits are awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level, i.e. when he or she successfully passes a module or has been condoned at an examination board.
Curriculum	The integration of learning, teaching and assessment activities within a particular subject area, embodied in specific modules and forming a programme of study.
Double marking	A process whereby student work is independently assessed by more than one marker.
Learning outcomes	Statements of learning achievement are expressed in terms of what you will know, understand and/or be able to do, on successful completion of a module, a level of study or a qualification.
Mitigating or Extenuating Circumstances (also known as Personal Circumstances)	Mitigating or Extenuating circumstances (MC) are normally defined as circumstances that are unexpected, significantly disruptive and beyond a student's control, and which may have affected his/her academic performance. Formally submitted and accepted MCs may be taken into account in the decisions of Examination Boards.

Marking scheme	A detailed structure for assigning marks where a specific number of marks are given to individual components of the assessment.
Model answer	The examiner's perception of what an answer should be, made available to the external examiner.
Moderation	<p>A quality assurance process whereby the marks are reviewed, to ensure that the individual marks awarded are appropriate in terms of consistency, fairness, and rigor in the assessment. Methods of moderation include:</p> <ul style="list-style-type: none"> ▪ Sampling, either by an external examiner or by an internal second marker or both; ▪ Additional marking of borderline cases, top achievers, and failures; ▪ Additional marking where there is significant disparity between the different elements of assessment for an individual student, in a unit or across the programme; ▪ Additional marking where there is a significant disparity between the marks of different markers in a particular unit or a programme.
Progression	Students need to achieve a certain amount of credits before they are permitted by the College Examination Board to continue on to the next level/stage of the study.
Resit	A Resit is a further attempt to pass a module and be awarded the associated credit. Marks achieved for a resit attempt are capped at the bare pass mark for the module unless the student has been allowed an uncapped resit through a Mitigating Circumstances process.
Retake	If a student failed in both the first attempt and the resit assessment of a module, he/she should retake that module as a fresh admission. In this case, he/she needs to attend all the learning and teaching sessions and pay the full fees of the module.

2. ABOUT

2.1. Background

The **Global College of Engineering and Technology, GCET**, is a private Higher Education Institution located in Muscat, Sultanate of Oman. It was founded in 2014 and commenced operation with the first intake in autumn 2014. The College is regulated by the Ministry of Higher Education, Research & Innovation (MoHERI) and is affiliated with the University of the West of England (hereafter referred to as “UWE” or “the University”), Bristol, UK on a franchise basis. This means that the awards of College’s academic programmes are issued by UWE.

The College is specialized in Engineering and Technology education and currently offers the following programmes:

Currently, GCET offers the following Bachelor with Honours programmes:

1. BEng (Hons) Mechanical Engineering and Technology with pathways (Vehicle Technology, Mechatronics, Manufacturing)
2. BEng (Hons) Electronics and Telecommunication Engineering
3. BEng (Hons) Automation and Robotics Engineering
4. BEng (Hons) Instrumentation and Control Engineering
5. BEng (Hons) Building Services Engineering
6. BSc (Hons) Computer Security and Forensics
7. BSc (Hons) Computer Science with pathways (Artificial Intelligence and Smart Devices)
8. BSc (Hons) Business Computing
9. BSc (Hons) Environmental Management and Practice
10. BSc (Hons) Urban and Regional Planning
11. BSc (Hons) Architectural Technology and Design
12. BSc (Hons) Energy Technology and Management

GCET also offers two Master’s programmes:

13. MSc Data Science
14. MSc Engineering Management
15. Msc Cyber Security

All above programmes are validated and quality monitored by UWE in their capacity as the awarding body.

The main distinctive feature of the above programmes is that they adopt a hands-on approach to learning and teaching.

In addition, the College offers the *General Foundation Programme (GFP)* which is aimed at preparing students to undertake their intended undergraduate studies in English medium. It includes English Language, ICT, Mathematics and Study Skills.. The programme also aims at developing study and independent learning skills, which are embedded within the curriculum of the above-mentioned subjects

The College intends to extend its academic landscape and develop, in collaboration with UWE, more programmes in the areas of Engineering and Technology. The new programmes will be carefully selected to appeal to potential students and at the same time address the needs of the job market of the Sultanate of Oman and the wider region.

2.2. GCET Vision

The vision of the College is to be recognised nationally and internationally, as the leading private Higher Education College of choice for engineering and technology in the Sultanate of Oman and the wider MENA region.

2.3. GCET Mission

The mission of College is to provide locally accredited, and internationally recognized, higher education of quality, delivered through excellent teaching, learning, research, innovation, and community engagement, that equips graduates with the knowledge, skills, and competencies, to enable them to have fulfilling careers both locally and internationally.

2.4. GCET Graduate Attributes

Attribute	Description
1. Knowledgeable	Knowledge and Understanding of the scientific principles and technological methodologies in the discipline area that enables the graduate to recognize current practices and reflect on to promote sustainable development.
2. Critical thinker	Ability to demonstrate Intellectual Skills to evaluate, analyse, reflect and judge through critical thinking approaches based on knowledge and understanding of the studied field.
3. Life-long learner	Development of Subject/Professional/Practical Skills to acquire knowledge and new skills through self-managed learning.
4. Effective communicator and emotionally intelligent	Demonstrate Transferable Skills such as communication skills, ICT skills in the discipline context, and ability to work with others.
5. Innovative	Acquire Research and Innovation skills through problem-based learning and encouraging contribution in recent challenges locally and internationally which leads to creativity and excellence.
6. A global citizen	Demonstrate awareness of Citizenship and Community Engagement and to value education, positive trends and volunteering.
7. Entrepreneurial leader	Reinforce with Entrepreneurial Skills to encourage creativity and enthusiasm for new ventures.

2.5. Partnership with the University of the West of England, UK

The College is in an academic partnership with the University of the West of England, Bristol, UK (UWE). The partnership is based on franchising which means that UWE is the awarding body of the undergraduate programmes offered at GCET. In other words, when you successfully complete your undergraduate programme you will get a certificate ***issued by UWE*** that is recognised worldwide. It is different from ***endorsement*** where the partner institution endorses the certificates awarded by local institutions.

The partnership agreement provides many facilities to GCET students. These includes:

- Access to UWE library.
- Access to UWE Blackboard Virtual Learning Environment (VLE) where students can access and share UWE learning material, past exam papers, group discussions, etc.).
- Student exchange.
- Attending the Graduation Ceremony at UWE in the UK.
- Privilege of using UWE Alumni services.
- The possibility of doing a Postgraduate Degree at UWE.

For more information, please contact the Student Support Services Office.

2.6. Your Voice

Your voice is extremely important to us as you are our main stakeholder. You are invited to join us in building this College by expressing your views and suggestions for improving our services.

There are many channels that you could use to express your views, ideas, suggestions, complaints and grievances. These are outlined below:

- Student surveys.
- Participation in Student Council activities.
- Students' Complaint Process.
- Suggestions Boxes.
- Participation in the College Committees as student reps.
- Staff-Student Liaison Committee

For more information, please contact the Student Support Services Office at 2422 7944.

3. GCET Academic Framework

3.1. General Description

Figure 3.1 below shows the general academic framework of GCET. It consists of a General Foundation Programme followed by 4 levels/years of undergraduate studies.

The undergraduate (UG) part consists of 4 academic levels/years and each level/year consists of two semesters. The length of each semester is 14 weeks plus two weeks for the final assessment. The learning and teaching workloads are normally 600 hours per semester (1200 hours per year).

The postgraduate (PG) programmes consist of two semesters and can be completed in one academic year. The total credits taught for an MSc degree is 600 credits.

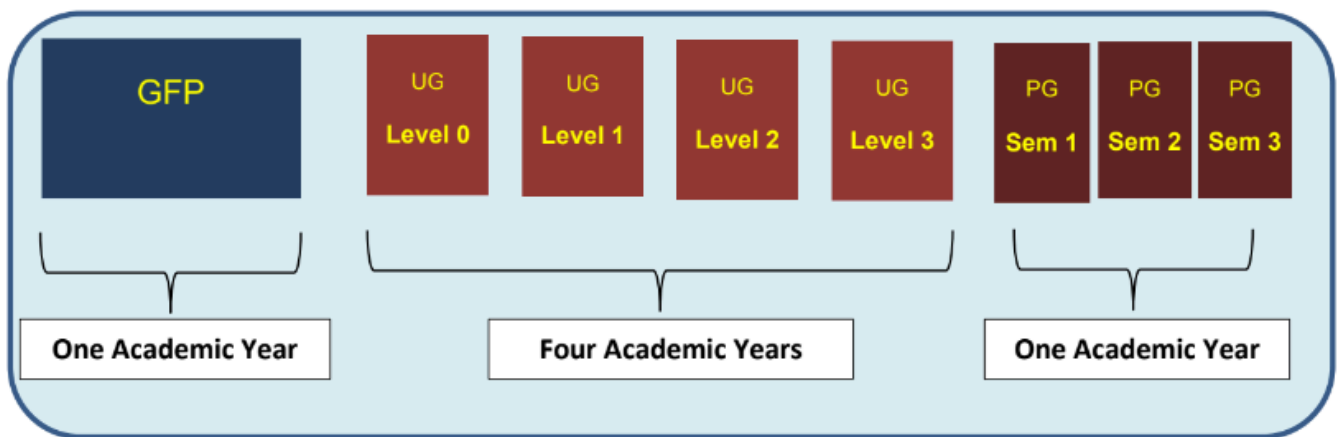


Figure 3.1: GCET Academic Framework

Check Point:

You will be allowed to progress to UG Academic Programme Only if you achieve a minimum of 50% in each module of GFP. You may exit with GFP Certificate of Completion

3.2. Modules Credit and Levels

A programme of study is made up of **Modules** and each module addresses a particular topic. Modules are assigned a **Level** that reflects the complexity of the learning outcomes (depth of learning) and a **Credit** value that reflects the volume of learning. Successful completion of each module will result in crediting the total value of Credits which will be banked for a certain level. To graduate, a student will need to accumulate a certain amount of Credits at each level. For GCET undergraduate programmes, a total of 480 Credits is needed to be accumulated to qualify for the award of BEng/BSc (Hons) degree. Section 3.4 shows the distribution of these Credits over the 4 years of study. Module structure for each programme is available in the programme handbook.

3.3 Academic Calendar

The academic calendar is announced before the beginning of the academic year and placed on the website of the College and on the notice board at the College. The calendar shall show the dates of module registration, examinations, the dates of the results and vacations during the academic year.

3.4 Timetable

At the beginning of a semester, you will be issued with a timetable which includes the registered modules, their allocated time slot, room number and the lecturer/tutor name, this is available and accessible via Student Record System (SRS).

3.5 Attendance Policy

Students are expected to attend all scheduled teaching classes, tutorials, laboratories, or any other timetabled event and to make up for all missed components. Attendance at classes is the responsibility of the student, who will be held accountable for any missed work.

GCET follows the attendance practices of the University of the West of England (UWE) for the Undergraduate level. These practices are not encapsulated in a defined UWE Policy. In terms of monitoring students in the UWE undergraduate and postgraduate programs, following their progression from the GFP, the students are encouraged to attend, and if engagement with the courses and program is seen to be insufficient, then a letter is sent to the students by the Registry, Admissions and Recruitment Office (RARO) to encourage them to participate in their studies to a satisfactory level.

However, students of the General Foundation Programme are required to attend scheduled sessions for all Modules. If a student misses 10% of the scheduled classes, RARO will send a warning letter to them and notify their Academic Personal Tutor (APT). Students are not allowed to be absent in more than 20% of their classes in each Module, and in such a case, they will be banned from taking the Final Exam and need to repeat that Module in the Remedial semester.

4. Admission and Registration

4.1. General Admission Requirements

The minimum entry requirement for the General Foundation Programme is a pass in the Omani General Education Diploma (or equivalent) with:

- A minimum overall average of 65%.
- A minimum of 60% in Mathematics (applied or pure).
- A minimum of 55% in English Language.

For candidates who want to pursue a degree programme in Engineering, they need a minimum score of 60% in Physics in 12th grade in addition to the above general admission requirements. Students who have not passed any "Physics" module in their 12th grade of high school or have marked below 65% in Physics can take the module "Foundation Physics" along with their GFP Modules in Level 2. This module is not part of GFP and not mandatory for other students

For more information, please refer to the "Placement Test" document through the links

- <https://gcet.edu.om/en/admissions/placement-test>
- <https://gcet.edu.om/en/programmes/general-foundation-programme>

4.2. Placement Test

GCET uses the Michigan English Placement Test (MEPT) to check the entry level of GFP applicants. This is an internationally renowned Placement Test and assesses Listening and Reading skills plus Vocabulary and Grammar of the student in English Language. The test is based on the Common European Framework of Reference (CEFR) and the applicants are marked as A1, A2, B1, B2, C1 and C2. After MEPT, all applicants take the Speaking Test as well to complete an assessment of their current knowledge of the English Language.

- Applicants who can get B1 level in English Language will be asked to take the second round of Placement Tests for Basic Mathematics and ICT.
- Applicants who get B2 level in English language will take an additional test for Academic Writing as well as Basic mathematics and ICT.
- Applicants who get B1 or higher in English and also have successfully passed the Basic Mathematics shall take the Pure Math Test (if they are registered for a non-engineering UG programme) or Applied Math Test (if they are registered for an engineering UG programme).

The Placement Tests for all modules are conducted in English only.

The possible outcomes of the Placement Tests are:

- a. Entry to all GFP Modules for the full programme study
- b. Exemption from certain modules and entry to some of the modules in GFP
- c. Direct entry into the Undergraduate Programme.

For more information, please refer to the “Placement Test” section on our website through the link:

- <https://gcet.edu.om/en/programmes/general-foundation-programme/>

4.3. Registration

You are required to register two weeks before the start of the next semester. Before filling in the Registration Form, you are advised to consult with your academic personal tutor.

4.4. Change of Registration Status

4.4.1 Postponement of Study

A student may apply to postpone his/her studies for a maximum of two consecutive semesters or a maximum of three non-consecutive semesters during his/her studies. The student must fill out the Postponement of Study form that he/she can obtain from the Registry, Admissions and Registration Office, otherwise, the student will be dismissed from the College. Postponed semesters are not included in the maximum period of attaining the degree. Students with a MoHERI scholarship will be subject to the regulations of the Ministry.

4.4.2 Change of the Programme of Study

Students may apply for changing their registered programme of study under the following conditions:

- There is a vacancy in the new intended programme of study.
- Students should satisfy the minimum entry requirement for the new programme of study.
- The Academic Personal Tutor, Programme Leader of the old programme and the Programme Leader of the new programme should approve the transfer.
- Complete the “Change of the Programme of Study” form and submit it to the Registry, Admissions and Registration Office.
- Students with a MoHERI scholarship will be subject to the regulations of the Ministry.

Transferred students may carry over all the credits they passed in the old programme, with their grades, to the new programme if these credits are gained from passing modules which form part of the new programme.

4.4.3 Change of the Mode of Study

Students who would like to change their Mode of Study should inform the Registry, Admissions and Registration Office and complete the required form. A Student who wishes to change his/her Mode of Study should provide, besides the application form, the following documents:

- A supporting letter from his/her Academic Personal Tutor.
- A no objection letter from his/her sponsor confirming that they agree to pay the new fees.
- For Full Time Flexible mode of study, the student should submit a letter of his/her current job. Refer to the Flexible Students Support Policy.

4.4.4 Withdrawal from the College

A student may apply to withdraw from the College at any time. The student should fill the Withdrawal from College form that he/she could secure from the Registry, Admissions and Registration Office. The student should note the College's refund policy mentioned in section 9.3 in this handbook.

4.4.5 Conditions of Readmission

Students who withdraw from the College with a good academic record are granted readmission within a period not exceeding four semesters for one time only, provided that withdrawal was not a result of the student's poor academic performance. Students who wish to return after this four-semester period, have to reapply for admission. Their files will be re-evaluated based on the admission requirements applicable at the time of reapplication.

4.5 Transfer from other HE Institutions

The transfer of a student to GCET from another HE institution may be accepted under the following conditions:

- The HE institution that the student is transferring from should be recognised by the Ministry of Higher Education, Research & Innovation in the Sultanate of Oman.
- The student must not have been dismissed from the previous institution for disciplinary reasons. If, after his/her transfer, it is discovered that a student had been dismissed from his/her previous institution for disciplinary reasons, his/her enrolment will be considered canceled from the date of acceptance of his/her transfer to GCET.
- Satisfy the minimum entry requirements for the intended programme of study.
- Students with MoHERI scholarships will be subject to the regulations of the Ministry.

The application process for transfer students includes invoking the APL process and, depending on the outcome of that process, the appropriate entry point is determined.

4.6 Accreditation of Prior Learning

4.6.1 Definition

The term 'accreditation of prior learning' is used to describe the process that relates to awarding credits based on recognizing learning achieved within a defined or formal higher education programme, or outside of it. It occurs in two forms:

Prior certificated learning (or accredited learning) is accredited or otherwise certificated by an institution of higher education, including the UWE, or another external body.

- Prior experiential learning (or accredited experiential learning) is that which is achieved through experience gained by an individual outside formalized learning arrangements and where the learning outcomes are open to assessment by the College.

Learning achieved outside the College may, within limits set by the Academic Regulations, contribute to an award of the University of the West of England where it has been accredited or otherwise certificated by an institution of higher education or body and is recognised for credit purposes by the University.

4.6.2 Credits for Learning Undertaken Within the University

There is no limit to the amount of credit from prior certificated learning that a student may transfer from one award achieved from study and assessment under the University's academic regulations to another, provided that the student is proceeding towards a higher award. Students must seek approval to transfer between awards and apply for credit to be accredited against the learning outcomes of the new award. The process is not automatic and the programme team retains the right to determine entry for both logistical and educational reasons.

4.6.3 Credits for Learning Undertaken Externally to the University

Where prior certificated learning (accredited learning) contributes to the credit requirements of an award of the University, this shall not exceed two-thirds of the total credit requirements for the award.

4.6.4 Process for the Recognition of prior Certified Learning

The College applies the UWE process for accrediting prior certificated learning. The process is based on the matching of the learning achieved by the student, with the specified learning outcomes for modules or groups of modules for which the accredited learning will be a substitute or with those required of programme learning outcomes. To be recognised as contributing credit to an award of the University of the West of England, the evidence of prior certificated learning (accredited learning) must be capable of demonstrating:

- authenticity, the applicant completed what was claimed;
- direct comparison, by matching the learning outcomes with those of comparably specified modules approved for the award sought, or with those required of programme learning outcomes;
- currency, the learning is in keeping with expectations of current knowledge in the area of expertise required.
- The scrutiny of prior certificated learning (accredited learning) for the purpose of University recognition of credit towards a named award shall be undertaken by designated staff within each faculty. Such staff shall have an appropriate subject, discipline and/ or professional expertise and shall have regard to relevant University information and guidance on recognised qualifications and certificated learning.

The recognition of prior certificated learning (accredited learning) shall identify the level and the amount of credit in accordance with procedures set down by the University. The amount of credit being recognised must be of the equivalent level and the same or greater size as the module against which it is being accredited.

Prior certificated learning (accredited learning) may be recognised by the University as contributing to the credit requirements of its awards.

Recognition of prior certificated learning (accredited learning) may be internal (credit achieved under the regulations of the University of the West of England) or external (credit achieved through study at another UK or overseas institution).

Prior certificated learning (accredited learning) may be achieved prior to, or concurrent with, learning undertaken under the Academic Regulations.

Evidence of the prior certificated learning (accredited learning) shall be open to scrutiny and verification by the University. This is in order to establish that the learning achieved by the student meets the learning outcomes of modules or groups of modules valid for the award for which the student is registered or with those required by programme learning outcomes.

The University may recognise credit or credit equivalent from a successful study in the other UK and overseas institutions which can then contribute towards the University's awards. Such study may have been completed before or been undertaken in parallel with a student's registration at the University.

Students who are registered for an award and undertake a period of study outside of the UK which is assessed by another institution may transfer the credit achieved towards the University award.

All decisions to recognise credit awarded by, or certificated by an external institution or body will be reported to the relevant examining board and identified against the relevant module/s. This will be identified as recognised certificated learning (accredited learning) on the student's certificate of credit.

An applicant for the recognition of external prior certificated learning (accredited learning) may receive credit through University recognition of the following if

supported by verifiable evidence:

- credit awarded by other Higher Education Institutions;
- qualifications or credit awarded by recognised agencies (e.g. professional bodies or other awarding bodies).

Applicants to a programme or award may wish to transfer credit achieved elsewhere or seek University recognition of certificated learning to contribute credit to the award. Faculties must have procedures in place to verify such credit or learning before it can be formally recognised and recorded as contributing to the requirements of the UWE award.

Registered students who wish to apply for recognition of prior certificated learning (accredited learning) or prior experiential learning (accredited experiential learning) as contributing credit towards their credit total for an award are required to apply to the relevant faculty.

Credit awarded for prior certificated learning (accredited learning) will not:

- carry marks or grades awarded by another institution;
- carry marks achieved under study and assessment under the University's assessment regulations;
- be used to gain an award in its entirety.

Marks or grades used in the prior certificated learning (accredited learning) process will not be shown on the University of the West of England Notification of Credit and Assessment Marks, nor will they be used in the calculation for honors or another differential level of award.

For more information about the accreditation of prior learning please refer to the APL policy.

5. Learning and Teaching Strategy

5.1. General Foundation Programme

The main strategy adopted in delivering GFP is an interactive approach where students are encouraged to ask questions and discuss topics. The collaborative delivery is guaranteed through an appropriate mix of individual practice as well as small group work with lecturer's input and lecturer-led discussions. Language labs and computer labs are continuously used to support the learning process and actualise the learning outcomes. The target pathway of the students is preserved and used to inform the selection of exercises and the learning and teaching methods.

The formative elements allow students to recycle and reflect on their learning as they progress towards the programme's final assessments. As students develop their skills through the cross-disciplinary academic themes, they build on the work done previously. Moreover, the task difficulty increases and the level of learner autonomy expected of the student moves up from formative tasks to more autonomous application of skills by the end of the programme. In addition to the Study Skills being

taught as an individual module, the academic skills which are embedded to all other modules help students enrich their experience and achieve the goals of GFP.

The mode of GFP delivery depends on the students' needs. The standard delivery of a full-time schedule with blended learning is the main practice while the flexible mode is also available for the students who prefer a variety in their schedule to attend classes. The lecture sessions include a maximum of 25 students.

Scheduled classes are to guide students through highly structured workbooks and syllabus that encourage active learning. The sessions are all held in the classroom at the college's premises. The teaching material for all modules are available in Moodle for students ease of access. Moreover, Mathematics and ICT modules have some recorded videos for Flexible students' reference when they are away from College. This allows students to consolidate their understanding while they can review the taught material infinitely. The aim is to ensure that GFP students have mastery and fluency of concepts, methods and communication of material which underpin much of the analytical work they encounter later.

Scheduled learning includes lectures with tutorial sessions. Class examples, group work and open-ended questions are used to clarify and compound understanding.

5.2. Postgraduate Qualifying Programme (PQP)

The PQP is a bridging programme for the students who wish to study a Programme at Master's level but do not meet the English Language requirement. In order to improve their English language skill from an overall band of ILETS 5.0 or 5.5. to 6.5, they can attend this Programme in one semester. In addition, PQP aims to develop students' transferable, academic English necessary to be successful in a university context at a postgraduate level.

5.3. Undergraduate Studies

The main strategy that is adopted in delivering the Undergraduate Programmes is learning by doing and hands-on approach where possible. Also, staff is encouraged to use live case studies from relevant industries or from their research experience.

The learning and teaching strategy also concentrates on challenging the students academically, creating a stimulating environment, developing critical thinking, and developing independent learning skills.

5.4. Postgraduate Studies

Different from undergraduate programs, the main strategy in delivering the Postgraduate Programmes is through block delivery and sandwich courses. The modules are offered over two to four weeks based on the module credits, three hours' online sessions, six days a week. Since the assessments are based on submission of reports/presentations/projects, students have a two week gap between each module to prepare their assessments.

PG module leaders conduct their sessions on campus and online. The recorded sessions are available on Moodle for students' future reference.

The passing rate for MSc programmes is 50% and is delivered over three semesters. In the first and second semesters, 120 credits of taught modules are offered and dissertation is offered in the third semester usually over summer period. The programme is planned to be delivered over a period of one year for full time students.

The postgraduate teaching strategy aims to prepare the students through real project scenarios, create challenging environments, improve critical and analytical capabilities, and develop independent learning skills.

5.5. Scheduled Classes

- The scheduled classes are to guide students through a highly structured syllabus that encourages active learning. The video and audio files allow students to consolidate their understanding. The aim is to ensure students have mastery and fluency of concepts, methods, and communication of this material which underpin much of the analytical work they would encounter at Foundation Level.
- Students are guided to extra learning resources and they may consult the indicative reading list to assist in understanding.
- Scheduled learning includes lectures with tutorial sessions.
- Class examples and multiple tutorial questions are used to clarify and compound understanding.
- Class schedules are published to student accounts on SRS upon completing the registration.

5.6. Independent Learning

Independent learning includes solving homework problems, directed independent studies, preparation for assessments and practice using e-assessment.

6. Assessment and Progression

6.1. General Description

6.1.1. Summative Assessment

GCET assessment strategy is designed to enable the learning outcomes to be achieved and demonstrated. The summative assessment can be divided into multiple Components. The components' weights are described in the Module Specification document. These indicate the contribution of each component to the total grade a student achieves in a module. Assessment strategy requires a balance between:

- The assessment of technical knowledge, (by means of examinations and individual assignments).
- The assessment of the ability to work in teams (assessed by group work).
- The assessment of the ability to carry out extended periods of coordinated work (assessed by projects and portfolios of work).
- The assessment of Cognitive Skills, (assessed through a combination of written examination, project reports, and assignments).
- The assessment of Practical Skills, (assessed through projects and lab reports).
- The Generic Skills, (assessed through presentations and portfolio).

6.1.2. Formative Assessment Includes

- In-class tests and quizzes.
- Peer Assessment
- E-Assessment

6.2. Passing Module

A module can have one, two or more pieces of assessment: (please refer to the Module Specifications). Students need to pass **all** assessments in order to be awarded the credits for that module. The pass mark for GFP modules is 50% in order to progress to the next level or to undergraduate programmes. The students need to score an overall band of 6.5 to successfully pass the Postgraduate Qualifying Programme and start their PG programmes. However, for undergraduate modules, this is 40% and for postgraduate modules is 50%.

6.3. Determination of the Final Mark for Module

The final mark for a module is determined by all assessments and their weights which have been specified in the Module Specifications.

6.4. Progression to the Next Level

GFP is designed as a Programme in which each Module is evaluated individually and students can have different Modules in one semester. Some Modules require a prerequisite Module and without receiving a pass mark in the prerequisite Module, students cannot take the Progress Module.

However, at the discretion of the *Examination Board*, a student may be condoned if he or she fails in only one Module with a maximum of 5% less than the pass mark. In other words, if a student gets 45 to 49% as the Final Mark in one Module and successfully passes the rest of Modules taken in that semester, the Exam Board has the right to consider condonement of the mark and give the students the minimum pass mark of 50%. Condoning a mark is a right for the Exam Board and is not an obligatory rule. The Exam Board shall consider the overall status of the student and condonement can be only done for ONE Module in the GFP period. If the student fails in more than one Module, Condonement is not possible and the student might need to repeat the Module in the Remedial semester, if the terms and conditions comply with his or her status.

6.5. Re-setting One or More Modules

Students who fail in their first attempt to achieve the pass mark for one or more assessments of a module are entitled to one re-sit exam. In the resit, they are assessed in the assessment/s which were not passed at the first sit. The mark they get will be capped at the bare pass mark.

For the students of the General Foundation Programme, the re-sitting opportunity is only offered if the student attends the Remedial Semester. Otherwise, they need to retake the failed module(s).

6.6. Repeating or Retaking a Module or Modules

Students who failed in both their first and re-sitting attempts and they do not qualify for trailing/carrying the module have to retake the failed modules again 1F. This means:

- They cannot progress to the next level.
- They have to attend all the learning and teaching sessions.
- They have to retake all the assessments for the failed modules.
- They have to pay the full tuition fees for the retaken modules.
- Their marks will not be capped.
- Students who failed the second time of their Final Exam (2RA, 2RB or 2RALL) and failed after Re-sitting if the student got 2F means quit a study from the programme.

6.7. Compensation

Compensation refers to a process in which a failed module mark by 5% or less is intentionally overlooked by the College Examination Board. The mark is retained, but the credit is awarded.

Compensation is not a right but is a discretion of the Examination Board. The decision is based on the student's overall academic performance, tutors' feedback, academic personal tutor's feedback and engagement records.

For Undergraduate Studies, if the overall mark of a module is 40% or more but the mark of one component is between 35% and 39% then the Exam Board may compensate for the particular module mark.

6.8. Submission of Coursework

Assessments must be submitted on or before the published deadline or they will be treated as late work. Submissions are only allowed through the virtual learning environment (VLE) used at GCET which is Moodle. Submission guidelines are set in the assessment brief. Students need to carefully follow the guidelines for proper submission.

6.9. Delayed Submission of Coursework

Students are allowed to submit the coursework for up to 48-hour grace period. This submission window is open for all UG Students who do not need approval to use the 48-hour grace period.

A mark of zero – No Submission will be given for assessments submitted after the 48-hour grace period.

For more information visit:

- <https://www.uwe.ac.uk/study/academic-information/personal-circumstances/late-submission-window>

6.10. Release of Marks and Confirmation of Credits

The College and its academic partner will release marks, grades, and credit information to students individually. The information will be provided in an approved format covering all elements of the assessment completed by the students during the academic session. In this context, assessment means examinations, coursework, assignments, projects or other tests as required by the regulations.

6.11. Extenuating Circumstances

6.11.1. General Definition

It is each student's personal responsibility to undertake the required assessments for their programme of study on the dates set by the College. However, the College recognises that at times students may encounter major situations which affect their ability to sit an exam or submit a piece of coursework or other assessment. These situations are known as 'extenuating circumstances' also known as 'personal

circumstances' at UWE.

Extenuating circumstances are significant personal difficulties or circumstances which may impact a student's ability to complete, submit or attend a specific assessment and are defined as significantly disruptive matters which are outside of the control of the student.

6.11.2. Making Application

A student may apply for extenuating circumstances if they do not submit an assignment or do not attend an examination or other controlled conditions assessment such as a presentation. If a student has chosen to submit an assessment or attend an exam, it will be assumed that they have made a judgment they were fit to do so and the implication will be that there were no extenuating circumstances present that could have adversely affected them. Any extenuating circumstances applied before or after the exam or assessment will be rejected.

Extenuating Circumstances form is available from the Registry, Admissions and Registration Office and from Student Support Services Office. It is also available on GCET and UWE websites.

It is the student's responsibility to ensure all relevant information and supporting documentary evidence is made available to the College. Please note a verbal notification regarding personal difficulties is not sufficient.

When filling out the form, students must ensure they record exactly which assessments have been affected and link this to the modules they relate to. Students must clearly state why the circumstances adversely affected their ability to attend or to submit the assessment. The dates of the assessment must be linked to the reasons given.

Students must ensure they have completed the form before submitting it. All of the following pieces of information are essential:

- a. personal details - name, student number, award title;
- b. details of the extenuating circumstance – how their circumstances have affected their studies and relevant dates and details;
- c. documentary evidence;
- d. signature – electronic submission is authentication of the signature and confirmation of the date.

Students are strongly advised to obtain guidance or advice from the Student Support Services Office prior to submitting their form. However, such advice should be limited to the procedures to be followed and the required evidence. The responsibility lies with the student to make the final decision. Staff should avoid attempting to judge the likely outcome of an application submitted under the procedure.

6.11.3. Consideration of the Application

The College and its academic partner operate a two stage process:

- **Stage one**
 - Designated staff will consider cases following the submission of the application online. Depending on the nature of the circumstances and evidence provided, the staff member may be able to consider the application or will consult with an academic reviewer before a decision is made.
- **Stage two**
 - Where staff is unable to reach a decision at stage one, the application will be considered by an Extenuating Circumstances Panel. The panel will convene at intervals during the year, meeting formally or virtually. The panel may, if appropriate, request and receive reports from tutors. The panel will comprise at least three members of staff, including the Chair who will be an academic member of staff.
- **Confidentiality**
 - All cases and evidence provided must be treated as confidential and a panel may decide to assess cases anonymously.
 - In the event that a student subsequently appeals or makes a complaint, any relevant paperwork may be accessed as part of the investigation.
- **Decisions**
 - Designated staff or the extenuating circumstances panel shall decide whether to accept or reject each application.
- **Notification of outcomes**
 - The decisions to accept or reject extenuating circumstances applications will be recorded and entered onto the Student Record System (SRS). Students will be notified as to whether their application has been accepted or rejected via email and any subsequent Award Board decision will be available on myUWE (a virtual platform for online services provided by UWE) following the publication of results. For the General Foundation Programme, the outcome will be communicated by email.

6.11.4. The Role of Award Board

Decisions about the impact of individual extenuating circumstances upon a student's progression or eligibility for an award will be made by an Award Board (a meeting which is convened to confirm results and to classify degrees). Where an extenuating circumstances application has been accepted the Board can use its discretion to take account of these and may:

- a. allow a resit or retake of a failed module;
- b. allow the mark for a resit or retake to be uncapped;
- c. allow a student to continue on an award despite failing one or more modules providing that the rest of their academic profile allows them to do so;
- d. accept the failure of a module/s when recommending eligibility for a named award.
- e. recommend an aegrotat award (an unclassified award granted to a student who is unable for reasons of illness or similar incapacity to complete or be assessed).

Please note:

- These decisions are subject to the assessment regulations for the award;
- Award Boards should consider the implications of accepting failure in the core or compulsory modules, particularly for awards that lead to professional qualifications or have professional accreditation or recognition, to ensure the student is not disadvantaged by applying this regulation.

Acceptance of an extenuating circumstances application does not permit the following:

- a. an adjustment to the marks for individual modules;
- b. to allow students who have passed a module to retake it;
- c. to waive the fees for a retake unless in very exceptional cases which are markedly different from the usual run of cases (see the waiver policy for further information);
- d. to allow marks for elements of assessment within a failed component to be carried forward.

6.11.5. Reasonable Adjustment to a Deadline

The reasonable adjustment length is 14 days following the original hand-in deadline for students who are eligible for the reasonable adjustment, as a disabled student, carer of a disabled person or due to pregnancy/maternity/paternity.

The deadline for submitting your reasonable adjustment request and evidence to the Disability Services for exams taking place between Monday 18 and Friday 29 July is Friday 24 June. The deadline for exams taking place between Monday 8 and Friday 19 August is Friday 15 July. All requests must be sent to ssu@gcet.edu.om

For further details please refer to the link:

- <https://www.uwe.ac.uk/life/health-and-wellbeing/get-disability-support/reasonable-adjustment>

6.12 Assessment Offences

6.12.1 General Principles

- The College values a culture of honest and mutual trust (academic integrity) and expects all members of the College to respect and uphold these core values.
- In all matters relating to assessment offences, the College, and its staff shall take into account the principles of natural justice, the policies of the College and shall ensure that the interests of any student alleged to have committed an assessment offence are reasonably and fairly taken into account.
- It is an assessment offence for any student to attempt to achieve through unfair means a higher grade or mark than they would otherwise secure.

6.12.2 Investigation Assessment Offences

An individual who considers that a student has committed an assessment offence shall, as soon as possible, report the allegation to the Module Leader. If there is evidence to support it, the Module Leader will then give the details in writing to the Academic Misconduct Committee through the Examination and Assessment Office. For controlled condition examinations, any student caught with prohibited materials during examination, the Principal Invigilator must accomplish and submit the examination incident report form with attached evidence when necessary.

Where it is found that there is no case to answer, the investigative process will cease.

In other cases, the Academic Misconduct Committee shall seek to establish the nature and extent of the offence and in doing so will consider the contribution of the element or component to the assessment of the whole module or unit of study and whether the student has previously been found to have committed an assessment offence.

Alleged assessment offences will normally be processed as one offence in the following situations:

- a. Where the assessments have been submitted in parallel.
- b. Where an offence has not been admitted to by the student and proven.
- c. Where the student has not yet been notified of the first assessment offence allegation.

The Academic Misconduct Committee through the examination and assessment office shall notify the student in writing of the nature and details of the allegation, the extent of the offence and the procedure to be followed.

The student shall have five working days from the date of the notification to indicate to the Academic Misconduct Committee whether they admit to the offence/s and whether they wish to exercise the right to meet with them to discuss the nature and potential implications of the allegations.

The purpose of the investigation is to re-consider the evidence, establish whether an offence occurred and, if so, its nature and effect, and the appropriateness of any penalties to be imposed.

The student shall be invited to meet the Academic Misconduct Committee and to take the opportunity to view the evidence on which the allegation is based and to speak to the investigators. The student may be accompanied by a friend or Adviser from the Students' Council who may speak on their behalf. The Chair of the Academic Misconduct Committee shall give such notice of the meeting as they consider reasonable.

6.12.3 Confirmation of the Decision

The Chair of the Academic Misconduct Committee together with QA officers will initially issue the AO decisions, the initial decision will be sent to UWE AOA for review and approval. Upon the approval of UWE AOA the Academic Misconduct Committee will communicate the decision to students.

6.12.4 Assessment Offence Penalties

The College implements the Assessment Offence regulations of UWE which implies the following range of penalties. For more information please refer to the link:

- <https://www.uwe.ac.uk/study/academic-information/assessments/assessment-offences>

Band	Penalty details	Nature of offence	Further information
BAND A	Not recorded as a formal offence but concerns are noted and may be taken into consideration if an offence is committed subsequently. Mark may be adjusted to reflect the concerns.	<ul style="list-style-type: none"> • Poor scholarship • Minor plagiarism • Minor collusion e.g. student's work is copied by another student • Minor breaches of research ethics 	<p>For first offences, a student receives a written warning, including signposting to support resources and/or advice as appropriate.</p> <p>There is an expectation for the student to engage with the support resources provided. Non-engagement with these can be taken into consideration in the application of penalties if further offence</p>
BAND B	Mark of 0 for the work item	<ul style="list-style-type: none"> • Evidence of substantial plagiarism • Evidence of significant collusion • Previous concerns raised at Band A level 	

BAND C	Mark of 0 for the work item with a mark reduction (40% levels 3-6, 50% level 7) applied to the work item if a resit or retake is required.	<ul style="list-style-type: none"> • The majority of work and/or critical elements are plagiarised or show evidence of collusion • Contract cheating • Falsification or fabrication of data/content/reference s/citations • Second offences at Band B level • Using prohibited materials or devices in an exam 	
BAND D	Mark of 0 for the work item, and mark reduction applied to the whole module (40% levels 3-6, 50% level 7) if a resit or retake is required.	<ul style="list-style-type: none"> • Second offences at Band C level 	In some instances, a Band E penalty may be deemed appropriate for second offences at the Band C level (see Band E below).
BAND E	Not permitted to continue on the programme (required to withdraw) Student is permitted to complete modules they are currently enrolled on, excluding the one where the offence has occurred	<ul style="list-style-type: none"> • Multiple offences (two or more) at Bands C or D level depending on the nature of the offence 	Referral to other university procedures/policies including fitness to practice/professional suitability/student conduct Band E and F penalties will be approved by the Academic Misconduct Panel.
BAND F	Immediate expulsion from the university	<ul style="list-style-type: none"> • Three or more offences at Band C or above • Repeated deliberate and significant undermining of assessment integrity 	

A student may be suspended from or required to leave a programme, award or module for academic reasons other than failure in assessment. These other academic reasons may include non-compliance with the programme requirements (e.g. attendance or participation in specific activities), **proven and multiple assessment offences**, admission on the basis of an application which is subsequently found to be incorrect or fraudulent and/or that the student has acquired a status which renders continuation on the programme or award inappropriate. For more information, please refer to the Academic Regulations.

6.12.5 Contract Cheating

GCET ensures that it follows the awarding body partner policies, regulations and procedures related to the UWE academic offences policies and procedures.

The main document published by the University of the West of England (UWE) in this area is as follows:

UWE Assessment Offences Policy – September 2019

Contract Cheating is a part of the UWE Assessment Offences Policy (page 4).

GCET is committed to ensuring that contract cheating does not take place. This guidance is published for staff to help them understand Contract Cheating. Guidance to students to avoid contract cheating is published in the Student Handbook.

The purchase of assignments by students from third parties (i.e. a person, organization or other external body) falls within the plagiarism and Assessment Offence Policy. The term “contract cheating” was coined in 2006, and describes students paying for completed assessments. Currently, the College applies UWE regulations regarding ‘Contract Cheating’ as stated in the Assessment Offence Policy.

What is Contract Cheating?

Contract Cheating is the acquiring of assignments by students (whether paid or unpaid) from third parties (i.e. a person, organization or other external body), known as ‘Contract Cheating’, which is the process of outsourcing a student’s assignments, which falls within the Assessment Offence Policy.

The purchase of assignments from people and organizations outside of the College will not be tolerated. Any student found to be involved in ‘contract cheating’ will be investigated and will face penalties if found guilty. Contract cheating is considered a form of plagiarism and cheating.

Definition of Contract Cheating

“Contract cheating occurs when a student submits work that has been completed for them by a third party, irrespective of the third party’s relationship with the student, and whether they are paid or unpaid” (Harper & Bretag et al 2018). **Reference:**

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Saddiqui, S., Rozenberg, P & van Haeringen, K. (2018). Contract cheating: A survey of Australian university students, Studies in Higher Education, <https://doi.org/10.1080/03075079.2018.1462788>

If Contract Cheating is detected by staff, or students, it should be reported in the same way as any other academic offence and it will be investigated and dealt with through the UWE policies and procedures.

6.13 Feedback to Students

- The period for providing feedback will not normally exceed 10 working days (excluding College closure days) following the deadline for submission of the assessment concerned. This period may be shorter or longer for some forms of assessment. Where the period is greater than 10 working days, students will be informed of the deadline and the rationale for the extension.
- Where it is possible and practical to do so, feedback on summative assessment shall also be provided at the earliest opportunity following the assessment.
- Outcomes which have not been confirmed by an examining board are considered to be unconfirmed.

6.13.1 Feedback Format

- Feedback will be provided individually or in groups in an appropriate format.
- Feedback shall:
 - a. inform students explicitly whether or not they have met specific threshold assessment criteria;
 - b. inform students how well they have met specific assessment criteria;
 - c. describe how students could have improved the current piece of work and/or how they could improve future work;
 - d. be legible;
 - e. be provided within the timescale stated above and not later than the date published in advance to the students.
- Additionally, where possible, feedback shall:
 - a. provide comments on content and technique;
 - b. act as a form of a dialogue between student and tutor;
 - c. encourage students to reflect critically on their work;
 - d. improve students' understanding of the topic of the assignment, particularly highlighting areas where the misunderstanding is evident;
 - e. motivate students.

6.13.2 Feedback on Examination

- Students will be informed of the outcome in terms of the grade obtained and will have access to feedback on individual examinations in at least one of the following ways:
 - a. by attending an event at which generic feedback is provided;
 - b. by having access to on-line or written generic feedback;
 - c. by having a tutorial with a marking tutor.
- Students should have written feedback on their performance in each module no later than ten working days from the assessment.

6.14 General Foundation Programme Fast Track Route

- Students who have passed all GFP modules and have remained with only one Credited Module will be given the opportunity to go through the Fast Track route, subject to the following conditions:
 - a. Before registering for the Fast Track Test, students should consult with their Academic Personal Tutors and/or relevant Module Leaders (Section 3 of the Fast Track Registration Form).
 - b. To be eligible for the Fast Track Test, students' overall marks in the related modules should not be below 40%.
- The Head of Department of Foundation Studies will approve and arrange for the marking and double marking of the Fast Track test. Final marks will be discussed and approved by the Department Committee.
- All results of Fast Track should be reported to the next Exam Board.
- Further information regarding the Fast Track test is available at the department of Foundation Studies and the Registry, Admissions and Registration office.

6.15 Progression to the Undergraduate Programmes

To progress from the GFP to Undergraduate studies, students should score a minimum of 50% in each GFP module. In English language Modules (Reading-Writing and Listening-Speaking), this is equivalent to B2 level on the CEFR scale.

7. Student Academic Support

7.1. Academic Personal Tutoring

At the start of the Academic Year, all new students are allocated an Academic Personal Tutor (APT) who remains with the student throughout the period of their studies at the College. APT Tutors carry out the following support for students:

- Discuss progress with students and provide ongoing support for students, in addition to the tuition on their modules. All UWE Regulations with regard to credit volume and progression apply to GCET students.
- A meeting with an Academic Personal Tutor is designed to be flexible, allowing students to discuss academic concerns and queries that they wish to cover.
- Students will have normally agreed with their tutor on the main themes of discussion that will be covered in the meetings.
- Tutors are encouraged to be supportive and reflect on the student's concerns and progress in their course.
- Tutors are encouraged to identify where and what support the student needs.
- Tutors are encouraged to help the students as much as possible, but where the student needs specialist support, to guide and/or direct the student to other appropriate professional support within the College or outside of the College.
- The key role of a tutor is to provide support for the student's academic development.
- If a student needs other types of non-academic welfare, support or counseling, the student should be advised to contact the Student Welfare and Counseling Office (SWCO).
- Tutors should normally review the student's progress and identify goals for development.
- Tutors should normally signpost students to opportunities that may help the student in their personal development.
- Tutors should treat each student as an individual and recognize that each a student's concerns may be individual and specific.
- Tutors should try to ensure that students gain confidence during their studies at the College and how best a student can be supported through their studies according to their individual needs.
- Normally, a student will keep the same academic personal tutor for all years of study at the College. But where this is not possible, a student will be transferred with their records to another academic personal tutor.
- For final year students, it is also possible for students to change tutors to better match them with an academic who could support a final year dissertation.
- If a student is unhappy with the personal tutor allocated to them, they have the right to request a change of Tutor, from their Program Leader who will discuss the matter with the Deputy Dean (Academic Affairs and Resources) and make the necessary arrangements for the student to transfer Tutors.
- The overall aim of APT is to assist students in their academic progress at the College to ensure the best approach to successful completion of their program of study to maximize the student's potential.

For more information, please read the Academic Personal Tutoring Guidance document.

7.2. GCET Library

GCET Library, as an academic support unit of the College, provides its users and customers access to information in pursuit of their learning and research for the benefit of individuals and the community.

GCET Library is a “hybrid library” that respects the tradition of printed books as a repository of culture and knowledge and responds to the changing needs of technology with an automated library information system in place.

With the partnership and collaboration with the University of the West of England – Bristol, our students and staff can access most of the electronic resources available in UWE Library online. All students enrolled in GCET undergraduate programmes are provided with an individual username and a password to access UWE Library e-resources covering thousands of e-book collections and a wide range of e-journals and academic online video tutorials like linked learning. Some of the electronic databases available are the following: IEEE Xplore Digital Library, Science Direct, Knovel, Springer link, VleBooks, Information Bridge, Wiley Online Library, ProQuest, Ebscohost, Passport database, just to name a few. The Lists of all electronic databases available to GCET Students and staff are provided :

- <http://www1.uwe.ac.uk/library/searchforthingsa-z/databases/partnerinstitutions/internationalpartners.aspx>

As a member of the Oman Research Network Consortium the College has full access to Masader Oman Virtual Science Library which is an electronic database that provides seamless and affordable access to a wealth of global research materials. Electronic databases available in Masader are the following: Ebsco Academic Ultimate, Ebsco Ebook, IEEE Xplore Digital Library, IET, Dar-Almandumh (dissertation, edusearch), IGI , Global, ICE etc. Links to access Masader are provided here.

7.2.1. Library Facilities

GCET Library operations and services are fully automated, with the help of the state of the art Web-based library automation service “LibraryWorld”. This library automation system is used by thousands of libraries worldwide. With this system, it is possible to access and find out the availability of the books at any time of the day and on all days of the week. The students and the staff can also download the ‘libraryworld’ app to use this facility.

The Library is located at the ground floor of the administrative building. It is open from 8:30 AM to 8:00 PM on a regular semester. The Library service is also available during weekends upon students’ request. The Library environment provides comfortable and adequate workspaces and facilities for students with laptops, availability of discussion rooms, individual work space, Photocopying/Printing facilities, networked PCs, e- learning room and a high-speed Wi-Fi internet connection.

7.2.2. Library Collection and Resources

All the essential and recommended books, listed in the module specifications of the college are available in the library. The library’s collection, a wide range of e-resources such as e-books, e-journals, and online databases subscriptions.

7.2.3. Book Recommendation/ Purchase

The materials to be ordered come from the three main streams as explained below:

- All learning and teaching materials both essential and recommended identified in the approved module descriptors.
- Learning and teaching materials recommended by academic staff and approved by the Learning, Teaching and Enhancement Committee. Academic staff makes recommendations for books to be procured.
- Materials recommended by the librarians and approved by the library committee.

Book recommendation guidelines are also provided on the College website under the library.

7.3. UWE Library

In addition to our own library facilities at the college, all registered undergraduate students of the college are entitled to use UWE Library facilities.

With the help of the UWE library **search** facility, the student can explore the library shelves, including 800,000 e-books, a wide range of databases to search for articles on your subject and 95,000+ journals available online. Apart from the electronic databases, e-books, and e-journals our students can also access the UWE Research

Repository and Past Exam Papers. Our library staff will be ever ready to help you with any assistance the student may need on this subject.

Students can get connected to the UWE-Bristol Library by visiting their website at www.uwe.ac.uk/library and discovering their e-resources online via library search. 'Ask a Librarian', with 24/7 live chat facilities are also available on most of the UWE-Bristol webpages.

7.4. Virtual Learning Environment

7.4.1. Moodle

The main virtual learning environment (VLE) used at GCET is Moodle. We utilize Moodle as a supporting VLE as a platform that can be used by undergraduate and postgraduate students to obtain learning materials, submit assignments and assessments, and many other features.

Refer to the Online Learning, Teaching and Assessment Handbook:

- <https://gcet.edu.om/en/online-learning-teaching-and-assessments>

7.5. English Support Centre

The English Support Centre offers a range of high-quality English language support to students to help them improve and develop their English writing, speaking, listening, reading and communication skills .

The Centre is serviced by English lecturers at the department of Foundation Studies and Student Peer Teaching Assistants (SPTAs) who also teach at the Centre.

The Centre is open from 09:00 hrs to 13:00 hrs and from 14:30 hrs to 16:30 hrs and services are available by prior appointment.

7.6. Math Support Centre

The Math Support Centre is an informal drop-in center available as a free service to all GCET students irrespective of their programme of study. Its main role is to provide extra support to students who are experiencing difficulties in Mathematics. The services include:

- One to one or one to a small group teaching/practicing/tutorials.
- E-Assessment practicing on Mathematics using special software.
- Problem solving using HELM study hand-outs.

The Centre is serviced by Math lecturers at the department of Foundation Studies and Student Peer Teaching Assistants (SPTAs). The Centre is open from 09:00 hrs to 13:00 hrs and from 14:30 hrs to 16:30 hrs and services are available by prior appointment.

7.7. ICT Support Centre

The ICT Support Centre assists students to handle their ICT projects, and empowers them to use most of their IT potential. High-quality facilities and well-experienced staff support students to improve and develop their computer skills.

The Centre is serviced by ICT lecturers at the department of Foundation Studies and Student Peer Teaching Assistants (SPTAs).

The Centre is open from 09:00 hrs. to 13:00 hrs. and from 14:30 hrs. to 16:30 hrs. and services are available by prior appointment.

7.8. GFP Club

The GFP Club is a hub that incubates social and educational activities for GFP students conducted in English language and as extracurricular programmes. Its aim is to encourage students to communicate in English in formal and informal settings, learn more about Math and ICT, compete with other GFP students from GCET and from other HEIs in Oman and abroad, and empower themselves and prepare for their next level of studies. The activities include speech competitions, spelling competitions, debates, roleplay, cross words competitions, math Olympiads, ICT and Math workshops, excursions, etc.

7.9. IT Facilities with E-Assessment

GCET IT Services is responsible for the planning, coordination, and management of all Information Technology operations including desktop computing, networks, telecommunications, customer support services, software and educational technology. IT services include multiple servers and computer platforms, wired and wireless infrastructure, security, email, backup services, Internet resources, website and intranet management, students' computer labs, smart classroom technology, applications, telephony, database resources, and other technologies and services that support the computing needs of the College community.

Students can use the following software under the Site Licenses College has purchased on behalf of students:

- Microsoft Office.
- Kaspersky Anti-Virus Software.
- Statistical Package for the Social Science (SPSS).
- MATLAB.
- Adobe Photoshop.
- Visual Studio Professional
- Arduino
- Turnit in
- C/C++
- Solidwork

7.10. Learning Centre

The Learning Centre provides extra support to students outside scheduled classes. It is equipped with wireless internet, PC stations and printing facilities. It also includes facilities for one-to-one tutorials and small group tutorials.

The Centre is open from 09:00 hrs to 13:00 hrs and from 14:30 hrs to 16:30 hrs.

8. Student Services

8.1. Student Accommodation

Currently, the College does not provide student accommodation. However, the Students Services Unit will help you find suitable accommodation through its contacts with Estate Agents in the region. The Unit can also advise you on the terms and conditions of the tenancy agreement.

8.2. Health Clinic

The College has a Health Clinic, serviced by a qualified nurse, to deal with basic health issues. The Clinic has been approved by the Ministry of Health.

8.3. Mail Services

Students may receive mail addressed to them at the College address:

Global College of Engineering and Technology
P.O. Box
2546 CPO
Ruwi 112
Muscat, Sultanate of Oman.

Letters will be collectible from the Student *Support Services Office*.

8.4. Food Services

There is a canteen on the College premises which will provide food and refreshments to students and staff of the College. Students and Staff are requested to only consume food at the canteen. Under no circumstances may food or drinks be consumed in laboratories, the library or in IT rooms.

8.5. Disability

The College pledges to take all reasonable steps to facilitate disabled persons to have full access to, and the possibility to make use of, all College facilities.

8.6. Security and Safety

The College is committed to providing a safe and secure place for study, learning and work for its students and staff. This is achieved by requiring the adoption of a code of behavior and interaction between people which is friendly, non-threatening,

supportive and attentive. Interactions between people within the College, and also with the outside, should be guided by mutual respect, honesty and integrity.

9. Student Research, Innovation and Entrepreneurship

GCET encourages students at UG and PG levels to be involved in research, innovation and entrepreneurship activities within the College to support their learning process through supporting students' research financially and academically. UG and PG students can participate in research through final year projects and dissertation in their core fields and interdisciplinary with the GCET Interdisciplinary Research Groups mentioned in section 9.1. Students are also encouraged to transfer their innovative ideas to incubated projects through the launched Innovation and Incubation Centre at the College.

9.1. GCET Interdisciplinary Research Groups

With the strategic objective of “Enhancing Research and Innovation Opportunities and activities” embedded in the college’s Institutional Strategic Plan 2021-2026, Research and Innovation Office (RIO) successfully launched seven interdisciplinary research groups in the areas of Cybersecurity, Data Science, Automation and Robotics, Communication, Renewable Energy, Mechanical Engineering and Education and Community. These interdisciplinary research groups formulated in alignment with the college’s programs which are unique in the most of the time within the Sultanate of Oman .

9.2. Research Collaboration

GCET strongly believes in research collaborations with academia and industry to fill the gap, which is reflected by the growth of GCET’s collaboration networking every year. Several MoUs, LoUs, and LoIs were signed with academia and industry including the National University of Malaysia, Ajman University, Majan University College, A’Sharqiyah University, International College of Engineering and Management, EC-Council, Tatweer Cyber Security LLC and more are in the pipeline . These collaborations, particularly with industry, open the doors to our students to engage with the latest trends in industry and conduct research that reflects solutions to the challenges that industry faces.

9.3. Innovation and Entrepreneurship at GCET

The college launched the Incubation and Innovation Centre (IIC) in the student hub building to help students transfer their ideas into Startups. The Centre’s Vision is to create an ecosystem that helps young entrepreneurs to initiate and grow in a

business that addresses community needs and industry challenges, transforms students into entrepreneurs by supporting creativity and innovation and increases innovation output from all academic departments to support and contribute to the objectives and strategic directions of Oman Vision 2040. IIC operates with a maximum capacity of 16 workspaces, 4 of which are dedicated to incubating startups from outside the college. The main areas of focus at the Centre are Information & Communication Technology (ICT), Manufacturing and Engineering, Urban Planning and Sustainable Environments, and this in alignment with the programs and academic departments at the college. The Centre built a partnership network with academia and industry to remain aligned with the UN Sustainable Development Goal no 17, Partnerships for the Goals. At the second semester of each academic year, the Research and Innovation Office calls for startup ideas where students can submit their proposals, which are later filtered by a committee and in the college startups pitching annual event the final projects/ideas selected by a jury to be incubated in the IIC.

9.4. GCET GO to Green

GCET built its solar station for educational and research purposes. The PV station is considered as the first seed by “GCET Go Green” an initiative under Research and Innovation Office (RIO) at GCET that aims to contribute to the clean and renewable energy sector, which will provide in future other research test beds including Wind Turbines and Green Hydrogen. One of the long-term goals of institutional research strategy at CGET is to make the college recognized as Center of Excellence (CoE) on Research in one of the specialization areas of engineering and technology. If any assistant needed you may contact Dr. Suad Al-Kindi, Director of Research and Innovation Office (RIO), suad.k@gcet.edu.om

10. Fees and Scholarship

10.1. Tuition Fees

ACADEMIC PROGRAMME PRIVATE STUDENTS	GENERAL FOUNDATION PROGRAMME PRIVATE STUDENTS
PER CREDIT: OMR 29.753	PER CREDIT: OMR 25
PER SEMESTER: OMR 1,785.180	PER SEMESTER: OMR 1,500
PER YEAR: OMR 3,570.360	TOTAL ONE YEAR: OMR 3,000
TOTAL FOUR YEARS: OMR 14,281.440	
<ul style="list-style-type: none"> • Fees for Omani Culture: OMR 50 • Resit Exam for Each Module: OMR 25 • Fastrack (for each Module): OMR 20 • Graduation Fee: OMR 20 (Not fixed) • Extra ticket for Graduation (per ticket): OMR 5 (not fixed) • Repeat Module Fee: Same as first intake 	

PQP	<ul style="list-style-type: none"> · Entry Level 5.0 (16 weeks): OMR 500 · Entry Level 5.5 (10 Weeks): OMR 250 · Entry Level 6.0 (4 weeks): Free
MSc	<ul style="list-style-type: none"> · Per Semester: OMR 2,210 · Total One Year: OMR 6,630

10.2. Payment of Tuition Fees

All students enrolled in the College at their own expense or through their sponsors must pay any fees or other financial obligations due to the College in accordance with the College's rules and regulations within the prescribed period. The College reserves the right to collect any payable fees from students and their sponsors based on their registration or study period. There are various modes of payment acceptable to the College, and students are required to agree with the Registry, Admissions, and Registration Office on the mode of fee payment. Students have the choice to select from the below standardized fee payment plans. Advance tuition fees are due before the official start of classes and should be cleared before the first week of the semester.

- Payment Plan Selection:
 - Payment Plan 1: Students can opt to pay their fees in 4 equal installments per semester by providing 4 Post-Dated Cheques (PDCs) at the beginning of the semester, which must be cleared by the end of the semester. If a PDC bounces, a penalty fee of OMR 5 will be charged for each returned cheque.
 - Payment Plan 2: Pay a 50% advance fee at the beginning of the semester & 50% upon completion and the end of the semester.
 - Payment Plan 3: Payment in 4 equal installments with the first installment to be paid before the semester and the remaining installments to be paid before the final exams.

10.3. Consequences for Non-Compliance with the Standard Fee Payment Plan

Failure to adhere to payment deadlines may result in penalties, imposed on the students, such as:

- Reduction of discount by 5 to 25 % for future semesters, where the student is entitled to a discount.
- Future registration will be denied.
- Restrictions on access to academic resources, including class attendance and Final exam hall passes.
- Academic transcripts will be withheld until outstanding fees are settled.
- Legal Action.

Note: Students are responsible for monitoring their fee payments and addressing any discrepancies or concerns promptly to college management.

Legal Procedures:

The student and the College agree in case of any dispute arising between them regarding the payment of tuition fees or any fees owed to the college, the Court of Muscat will have exclusive jurisdiction to settle and adjudicate on such dispute.

10.4. Refund Policy

If a student withdraws for valid reasons accepted by the College after registration, the advance tuition fees will be refunded based on the outlined schedule for both fall and spring semesters:

- Before the official start of classes: 100% of advance tuition fee and other refundable fees
- During the first week of classes: 75% of advance tuition fee
- During the second week of classes: 50% of advance tuition fee
- During the third week of classes: 25% of advance tuition fee
- No refunds are due after the end of the third week of classes.
- The refund form must be filled, signed, and submitted back to the registration office. The amounts will be refunded after the College approves the submitted refund request.

10.5. GCET Scholarship and Discount

The main objective of the GCET Scholarships and Discount Policy is to help students with strong potential for academic success to pursue higher education study that would not be possible otherwise. Under this policy, scholarships will be granted to students who meet the established eligibility criteria without any form of discrimination. For more information about GCET Scholarships and Discount Policy, please refer to the Scholarship and Discount Policy or visit the Registry, Admissions and Registration Office or the Student Support Services Office.

11. Student Code of Conduct

As a **GCET** student your conduct and behaviour - both on and off campus - set the reputation of the College and the entire student body. Maintaining a positive relationship with the local community is a priority to the College. It is expected that you will act accordingly to present the College and student body as well behaved, polite and mindful of the local community and culture. The behaviour of the vast majority of College students is exemplary. They are responsible and considerate in their actions. To deal with those who are not, the College has a disciplinary system whose purpose it is to correct and eliminate such activities. Students agree to abide by the College rules at the time they register and they apply not just on College premises, but outside as well. Parents, neighbours, the press, staff and students all expect us to protect the College and the College community, and to deter those who interfere with its work and maintain a safe, orderly and peaceful environment. The College takes this issue very seriously.

The College defines misconduct as behaviour which, in its broadest sense, constitutes improper interference with the functioning or activities of the College, or those who work and study in the institution. The College may take disciplinary action in relation

to behaviour that affects members of the College or of the public which is not honest and peaceable, or which damages, or has the potential to damage, the standing of the institution.

11.1. Student Code of Conduct in Classroom

- 11.1.1 The student should show punctuality through arrive on time for all scheduled classes.
- 11.1.2 In case of expected delay or need to leave early the student should notify the instructor in advance.
- 11.1.3 Student Responsibility to check their timetable and follow up the updates.
- 11.1.4 Turn off or set mobile phones on silent mode during class.
- 11.1.5 Use laptops or tablets only for academic purposes, and refrain from activities that may distract others.
- 11.1.6 Dress in a manner consistent with a professional learning environment.
- 11.1.7 Comply with any dress code which is suitable to the institution.
- 11.1.8 Maintain a respectful and inclusive atmosphere within the classroom.
- 11.1.9 Dispose of trash properly and maintain cleanliness.
- 11.1.10 Keep your workspace organized and contribute to a neat learning environment.
- 11.1.11 Minimize noise during independent or group work.
- 11.1.12 Use headphones when listening to audio materials to avoid disrupting others.
- 11.1.13 In terms of fire alarm the student responsible to evacuate the class and building immediately.
- 11.1.14 Students are not allowed to display inappropriate materials within the classroom or on the campus.
- 11.1.15 Food is not permitted inside the classroom.
- 11.1.16 Students should not harass or threaten any person either physically or mentally.

11.2. Student Code of Conduct in Library

The Library is an area of study, learning, silent, and quiet work. Therefore, users have to ensure that

- 11.2.1 Mobile phones are either switched off or turned to silent mode .
- 11.2.2 All users of the Library are requested to keep all areas tidy and neat.
- 11.2.3 No person may interfere with, or use, Library items and equipment in a way which is not intended (for example, unplugging Library equipment).
- 11.2.4 If asked, have their bags, cases or other receptacles inspected.
- 11.2.5 No food or drink may be consumed in the Library.
- 11.2.6 They leave the library at designated closing times, upon hearing alarm bells, or when asked by Library staff to leave.
- 11.2.7 They look after their personal belongings brought into the Library, as the College does not accept responsibility for the loss of, or damage to, personal belongings.
- 11.2.8 A user leaves the place of work in the Library in a tidy state, ready for the next user.

The Library has designated working areas for female and male students and staff.

Students are requested to respect this assignment at all times.

11.3. Student Code of Conduct in IT

The College provides IT facilities for both teaching purposes as well as open access. The code of conduct for IT specifies that there is

- 11.3.1 No eating or drinking in computing labs at any time .
- 11.3.2 No access to IT labs during scheduled teaching sessions .
- 11.3.3 No possibility for students to legally download, or attempt to install, any software on any laboratory computer .
- 11.3.4 No interference by students with any IT equipment (e.g. disconnecting equipment or otherwise changing their set-up) .
- 11.3.5 No permission for connecting private laptops, computers or printers to the College network or to College printers.
- 11.3.6 No interference with any information of another user of IT equipment.
- 11.3.7 Respect for the confidentiality and privacy of the information of other users.

Any user of College IT equipment is advised to take regular breaks when using a computer for an extended period of time. Faulty IT equipment, software problems or any other shortcoming in the IT equipment, or the room in which it is located, should be reported to IT services.

11.4. Student Code of Conduct in Social Media

The term *Social Media* refers, but is not limited to, the posting of contributions and comments in online discussion spaces, blogs, forum pages and workspaces across a network or a network of websites.

There are some simple rules for appropriate conduct for this type of communication. Any contribution has to take proper account of procedures and mechanisms of communication within the College. For example, confidential information, differences in opinion, information of a private nature and concerning others (e.g. names, telephone numbers, emails etc.), is strictly confidential. Any grievances, disputes or disagreements are to be dealt with within the College. Any information has to be factually correct, and it should not infringe the copyright of another person (e.g. through plagiarism). Comments and contributions should not contain vulgar, obscene or indecent language or imagery; they should not be threatening, abusive, hateful, defaming or be of a racially or offensive nature. No material should be posted which is either unlawful, or that advocates or discusses illegal activity with the intent to commit them.

Any discussion and information posted on social media should not bring the College into disrepute. Views, opinions or declarations made concerning College matters must, if not given officially as a College statement, be identifiable as a personal opinion. A statement such as: *These are my personal views and it is not necessarily the position of the College* may be helpful in clarifying the circumstances under which such statements are made.

By registering as a student of the College on one of its programmes of study you have given your agreement to respect these rules for conduct with social media. This explicitly also includes communications of any non-college related matters.

11.5. Student Code of Conduct in Examination

An examination, including oral or written examinations, exercises and laboratory write-ups, are a means of assessing the level of understanding and skill of a student. It is therefore mandatory that a student completes these tasks without the help and assistance of others, thereby ensuring that any mark given for these assessments is a true reflection of a student's ability. Any component of assessed work, which is done with the help of others, including copying, is a form of academic misconduct. Any misconduct of this kind will be dealt with in a very severe manner. Academic misconduct procedures will be initiated for any case for which inappropriate behaviour is suspected.

Students are therefore strongly advised to complete coursework, assignments, exercises etc. on their own. While group work is explicitly encouraged, individually assessed coursework components and examinations must be completed by each student without assistance.

For examinations, the following code of conduct will apply:

- 11.5.1 Students need to present their Student ID cards and Examination Hall Pass at all times in the Exam Hall.
- 11.5.2 Students may only take their seat in the room in which the examination will be held and when invited to do so by the Invigilator .
- 11.5.3 All the seats in the Examination Hall are numbered and the students must sit at their designated seats.
- 11.5.4 Before starting the Examination, the students must sign the Examination Register Form which is to be presented to them by the Invigilators.
- 11.5.5 Students may only start the examination when the Invigilator officially opens the examination.
- 11.5.6 Students are not allowed to start the test until they are formally instructed to do so by the Invigilator.
- 11.5.7 As soon as the examination starts, the Exam Hall will be closed but students can still attend the exam for the first 30 minutes. However, no student is allowed to enter the exam hall after the first 30 minutes of the exam time .
- 11.5.8 Students will not be permitted to leave during the first 30 minutes and the last 30 minutes of their examination.
- 11.5.9 Any student permitted to temporarily leave an Examination Hall for certain reasons like going to the bathroom must be accompanied by an Invigilator or a person deputed by an Invigilator. Any student who leaves the Examination Hall unaccompanied shall not be permitted to return to the Examination Hall.
- 11.5.10 All personal possessions not indicated in the rubric to the question paper must be deposited where the Invigilator directs (in particular phones, headsets, smart watches and all other communication devices).
- 11.5.11 Phones and smart watches have to be switched off and left outside the Examination Hall.

- 11.5.12 The use of calculators is not permitted unless the rubric to the question paper directly indicates that. The type of calculator should be approved by the College and published by the Admissions and Registration Office for this purpose. The College does not provide calculators and they cannot be shared or borrowed by students.
- 11.5.13 Students who are found guilty of any misconduct, including copying from, or communicating with any other student during an examination, or carrying or possessing prohibited materials in the Examination Hall, may be reported by the invigilators, although they can continue their exam and should appear to the Academic Misconduct Committee. Required action may be taken against such students and academic misconduct procedures may be initiated.
- 11.5.14 Students must not leave the Examination Hall until their written work has been handed to an Invigilator. At the end of each examination, the Invigilators will request all remaining students not to leave the Examination Hall until all written work has been collected.
- 11.5.15 The examination questions, mathematical tables and other data or materials provided for the examination must not be taken out of the Examination Hall.
- 11.5.16 Students must strictly adhere to and obey the Invigilator's instructions. Invigilators have the right to report a student through the incident form in case of any behavioural misconduct or disruption in the Examination Hall.
- 11.5.17 Students must refrain from using pens other than blue or black colors.

11.6. Smoking Policy

The College operates a No Smoking policy on its premises. Anyone wishing to smoke can do so outside the College building(s) in the designated area. It is expected that a smoker will dispose of the cigarette ends in a responsible manner.

12. Health and Safety

- 12.1 The student needs to Prioritize his health and well-being.
- 12.2 If feeling unwell or experiencing symptoms of illness, communicate with instructors and seek medical advice promptly.
- 12.3 Respect all safety protocols established for labs, workshops, or specialized learning areas.
- 12.4 The student should know all emergency evacuation exit routes and procedures.
- 12.5 The student should follow instructions from fire drills team or actual emergencies .
- 12.6 If student doesn't evacuate the building during the emergency, he will face legal implications .
- 12.7 The student should Report any health or safety concerns.
- 12.8 The student responsible for informing instructors and relevant personnel about any allergies or medical conditions that may require special attention.

13. Useful Links

- [GCET Website](#)
- [UWE Website](#)
- [MyUWE](#)
- [Student Record System \(SRS\)](#)
- [GCET Library](#)
- [Registry, Admissions and Registration Office](#)
- [Online Learning, Teaching and Assessment Handbook](#)
- [UWE Academic Regulations](#)