



الكلية العالمية

GLOBAL COLLEGE

of Engineering and Technology للهندسة والتكنولوجيا



Student Handbook

Academic Year 2025-2026

In partnership with the
University of the West
of England - UWE Bristol



بالإتباط الأكاديمي
مع جامعة غرب
إنجلترا البريطانية

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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 endeavour 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 about the fundamental rules, regulations, policies, and procedures of the Global College of Engineering and Technology (hereinafter referred to as “GCET” or “the College”) and to provide information about the College and its programmes of study. This information is essential, as it enables students to make informed decisions.

1.3. Scope

This document presents a concise overview of essential 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 material contained in this Handbook is accurate as of the publication date. The College reserves the authority 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.

Amendments may be made in response to requests 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, webpages, College notice boards, the 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.

Term	Definition
Academic Advisor	A full-time faculty member assigned to each student for the duration of their studies to provide academic guidance, monitor progress, and connect students with appropriate support services.
Academic Programme	A structured programme of study into which a student enrolls, composed of modules and credits. Successful completion leads to an academic qualification.
Academic Qualification	An official award granted upon successful completion of an Academic Programme of study at GCET. Academic qualification may be Diploma, Higher Diploma, Bachelor’s Degree or Master’s Degree, depending on the level of study and credits achieved.

Term	Definition
Academic Regulations	The regulations governing all academic provisions at GCET, including admissions, progression, assessment, and awards.
Academic Support Centre (ASC)	The central GCET unit providing all academic support services through trained faculty and Student Peer Teaching Assistants (SPTAs).
Academic Year	The academic calendar at GCET runs from September to August, divided into two semesters for General Foundation and UG programmes and three for PG programmes, including summer study periods.
Accreditation of Prior Learning (APL)	The process to award credits based on recognizing learning achieved within a defined or formal higher education programme, or outside of it.
Assessment	The process of evaluating a student's performance against specified learning outcomes and assessment criteria.
Assessment Offence	Any breach of assessment integrity, including plagiarism, collusion, fabrication of results, or contract cheating.
Award Board	A formal academic body that reviews student performance, validates results, considers mitigating circumstances, and approves progression or award decisions.
Capping	The restriction of a reassessment grade to the minimum pass mark.
Condoning	An academic regulation allowing progression despite a marginal failure in a module, subject to award board approval and specific criteria.
Core Module	A compulsory module within a programme that must be passed to progress or graduate.
Credit	A numerical value representing learning achievements. Credits quantify the volume of learning and are used to measure progression and award eligibility.
Elective Module	A module chosen from a set of options, allowing students to tailor their programme of study.
General Foundation Programme (GFP)	The preparatory programme that equips students with English, Mathematics, and ICT skills required for entry into undergraduate study.
Independent Learning	Learning activities students undertake outside formal teaching, including research, reading, projects, and preparation for assessments.
Learning Outcomes	Statements defining what a student is expected to know, understand, and demonstrate after completing a module or programme.
Mitigating or Extenuating Circumstances	Verified circumstances beyond the student's control that may impact attendance, performance, or assessment. Recognised cases are reviewed by the Award Board.
Module	The smallest unit of teaching and assessment within a programme, assigned a credit value.
Postgraduate Qualifying Programme (PQP)	A bridging programme to prepare students for postgraduate (Master's) study and achieve by developing academic skills, English proficiency, and subject knowledge.

Term	Definition
Progression	The advancement from one academic level to the next, subject to fulfilling credit and performance requirements.
Resit	A reassessment opportunity given to a student who has failed a module assessment.
Retake	To repeat a module for a second time if failed in a Resit attempt.
Student Peer Teaching Assistant (SPTA)	GCET students selected and trained to support and tutor other students, assisting the lecturers. SPTAs work under supervision of ASC.
Student Information System (SIS)	The College's online system for managing academic records, including registration, advising notes, attendance, grades, and progression.

2. INSTITUTION OVERVIEW

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, United Kingdom, on a franchise basis. This means that the awards of the College’s academic programmes are issued by UWE.

The College is specialized in Engineering and Technology education. Currently, GCET offers the following Undergraduate programmes with Honours:

- **Engineering Programmes (BEng):**

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

- **Science Programmes (BSc):**

1. BSc (Hons) Computer Security and Forensics
2. BSc (Hons) Computer Science with pathways (Artificial Intelligence and Smart Devices)
3. BSc (Hons) Business Computing
4. BSc (Hons) Environmental Management and Practice
5. BSc (Hons) Urban and Regional Planning
6. BSc (Hons) Architectural Technology and Design
7. BSc (Hons) Energy Technology and Management

GCET Also offers three Post Graduate Programmes (MSc):

1. MSc Data Science
2. MSc Engineering Management
3. 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 Engineering and Technology. These new programmes will be strategically chosen to attract prospective students while directly addressing the evolving demands of the job market in the Sultanate of Oman and the broader 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 the 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

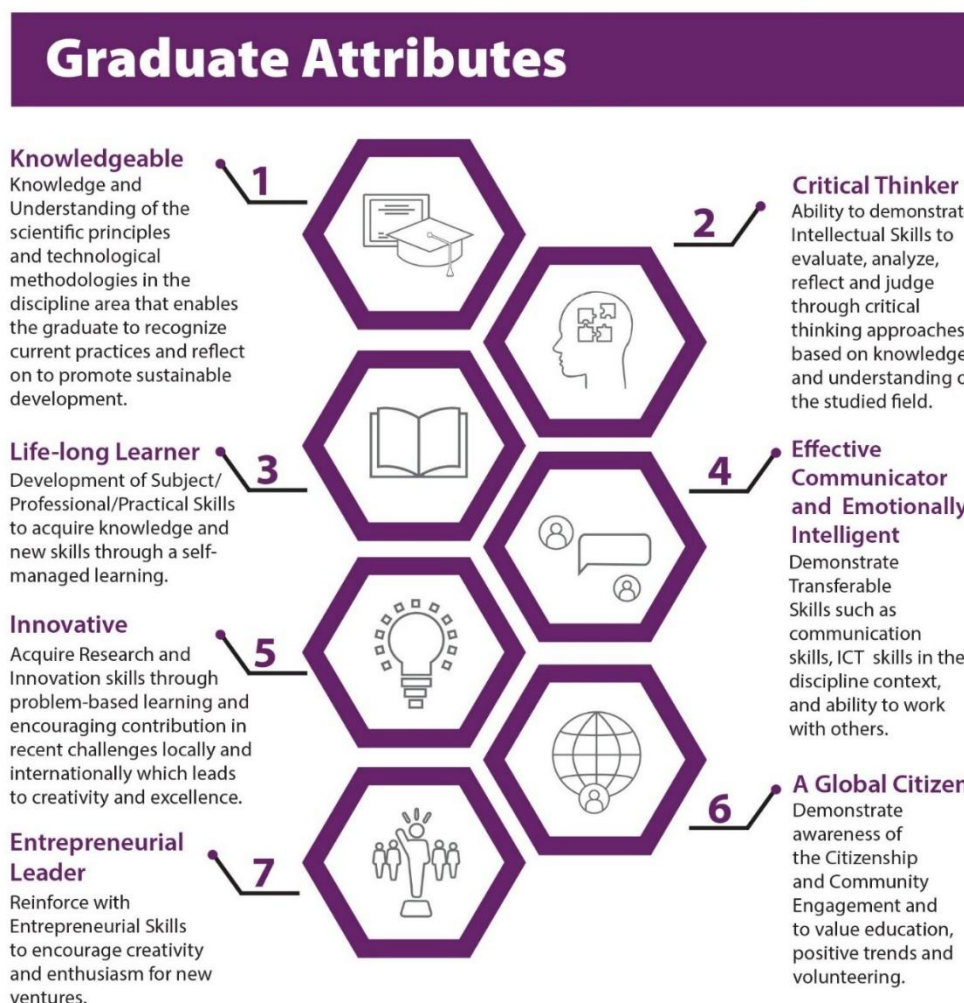


Figure 1: GCET Graduate Attributes

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. This differs from endorsement, in which the partner institution simply endorses certificates that are 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 (Building B – Ground Floor)

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.

You can voice your opinions, ideas, suggestions, criticisms, and complaints through a variety of avenues. Below is a summary of these:

- 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 Welfare and Counselling Office (SWCO) at 24227944.

3. GCET ACADEMIC FRAMEWORK

3.1. General Description

Figure 2 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 120 credits per semester.

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 60 credits.

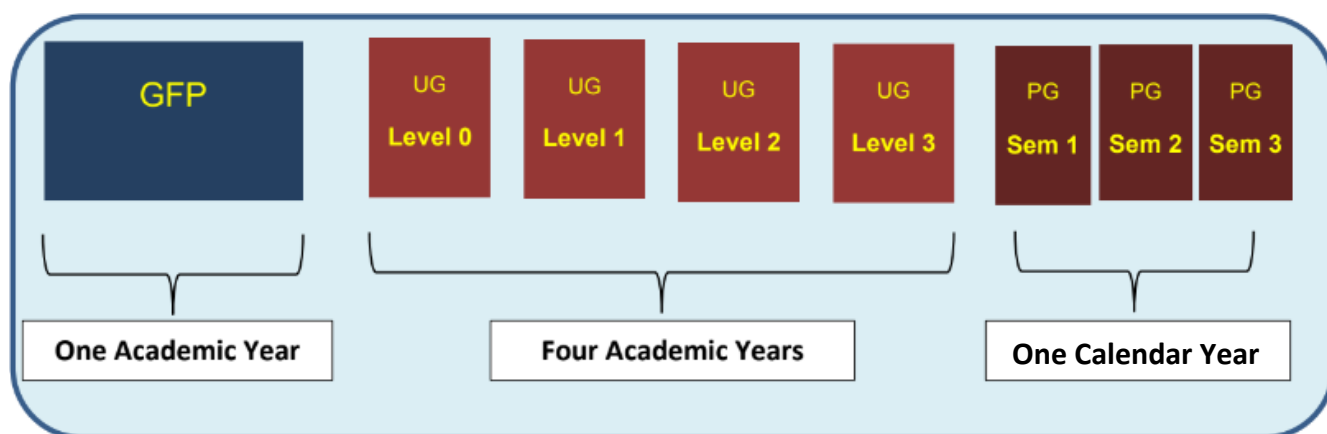


Figure 2: GCET Academic Framework

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 the Credits, which will be banked for a certain level. To graduate, a student must amass a specified number of Credits at each academic 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 3.1 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 breaks and national holidays during the academic year.

3.4. Timetable

At the beginning of a semester, students 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 Information System (SIS).

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 adheres to the Student Attendance and Engagement Policy to guarantee regular involvement and academic achievement.

- **Flexible (Working) Students**

Students enrolled under the flexible mode due to work commitments must provide valid proof of employment at the time of admission/registration. Flexible students are required to maintain a minimum attendance of 50% for scheduled classes, practical sessions, and live online sessions (synchronous), in addition to attending support classes designated for flexible students.

- **Full-Time, Non-Flexible Students**

For students enrolled in a full-time, non-flexible mode, the minimum attendance requirement is 70% of scheduled classes, practical sessions and scheduled live online sessions (synchronous). Students enrolled in the full-time, non-flexible mode are required to maintain a minimum attendance of 70% across scheduled classes, practical sessions, and live online sessions (synchronous).

- **General Foundation Programme (GFP) Students**

Students enrolled in the General Foundation Programme (GFP) must maintain a minimum attendance of 80% for all scheduled classes.

4. ADMISSION AND REGISTRATION

4.1. Admission Procedure

The admission procedure to GCET is classified into two categories depending on the level of education; undergraduate programmes (UG) and postgraduate programmes (PG). UG and PG programmes admission follows the MoHERI and the degree-awarding body entry requirements. To satisfy the entry requirements to the UG programmes students are enrolled to the general foundation programme (GFP) applying the rules and regulations set in the GFP Academic Regulation. Likewise, applicants to PG programmes are supported through the Postgraduate Qualifying Programme (PQP) to enter their PG programmes.

The admissions process takes place through one of two routes, depending on students' financial sponsorship. Admission of students sponsored by MoHERI follows the regulations of the Higher Education Admission Centre (HEAC). The HEAC regulations document is available in Arabic in the references section. Self-funded students, or those sponsored by organizations other than MoHERI, must either meet the entry requirements directly or sit a placement test to determine entry into the GFP. Applicants with prior certified learning may apply for advanced standing through the Accreditation of Prior Learning (APL) process, following the procedure described in the Accreditation of Prior Learning Policy.

4.1.1. UG Admissions Entry Requirements

The minimum entry requirement for the undergraduate programs is a pass in the Omani General Education Diploma (or equivalent- certificate issued by an institution outside of the Sultanate of Oman has to be equalized by the Qualification Equivalency and Recognition Department in MOE) with:

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

In addition to meeting the basic entrance requirements listed above, individuals who choose to pursue a degree program in Engineering (BEng) must receive a minimum score of 60% in Physics and 60% in Pure Mathematics. Students who have not passed any "Physics" module in 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. High school graduates (whether self-funded or sponsored by MoHERI) will take a placement test upon enrolment to make sure they meet the minimum entry requirements for ICT, English, and mathematics.

The awarding body for all UG programmes at GCET is the University of West of England, Bristol (UWE).

The Registry, Admission, and Registration Office (RARO) is the responsible unit for implementing the UG admission process.

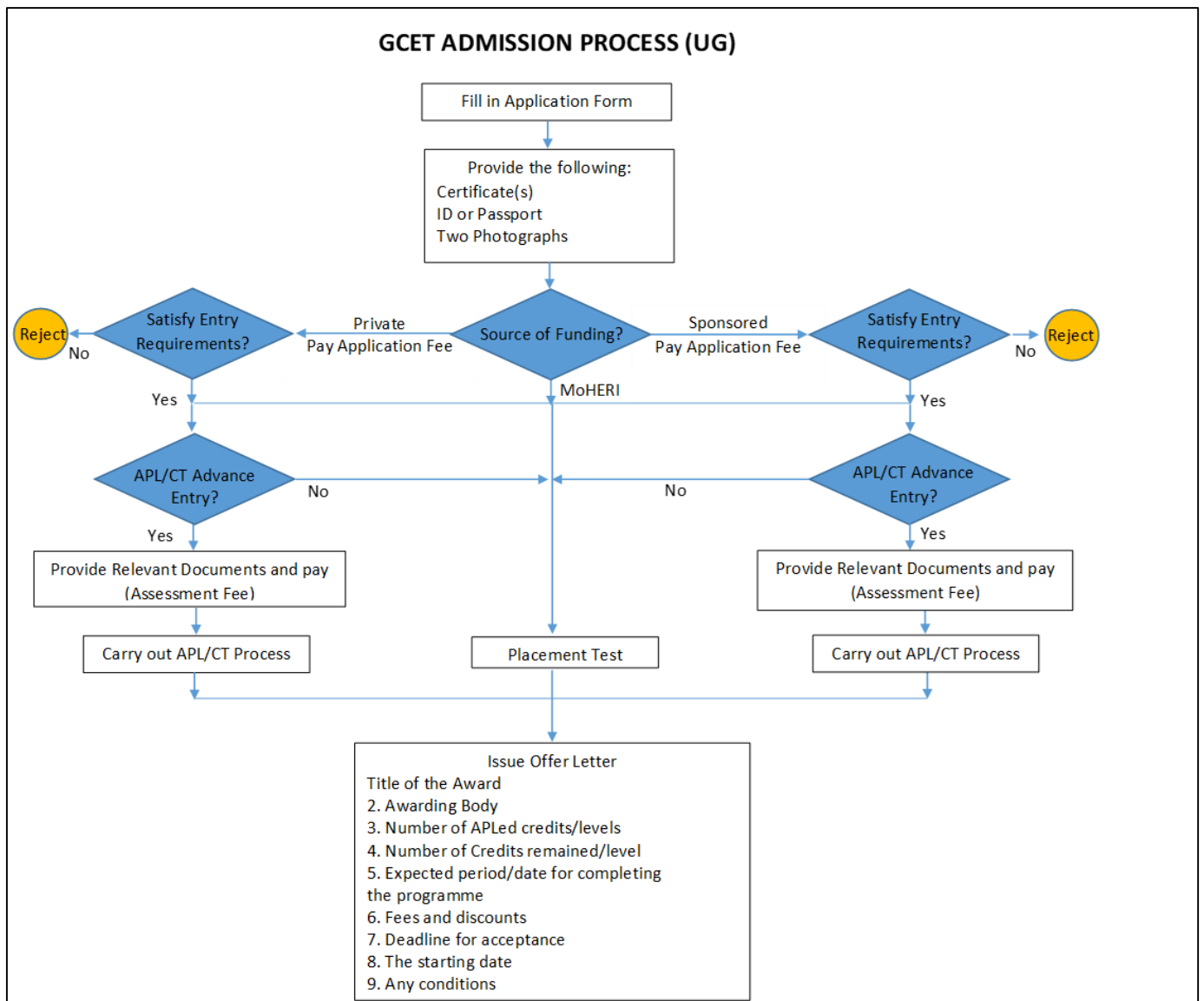


Figure 3:UG Admissions Process

4.1.2. PG Admissions Entry Requirements

The minimum entry requirements to the PG programmes at GCET are aligned with the regulations of the MoHERI regulations and the awarding body; the University of the West of England (UWE). The Registry, Admission and Registration Office shall review PG application requests and ensure applicants are eligible to pursue the PG programme following the entry requirements of MoHERI and the awarding body; UWE.

If the student comes with a valid Academic IELTS certificate with overall band of 6.5, RARO shall confirm their admission to the MSc programmes directly. However, students with overall band of 5.0 – 6.0 will be admitted to the Postgraduate Qualifying Programme (PQP) and can begin their PG programmes upon successful completion of PQP. The applicants need to submit all the required documents as listed in the MoHERI circulation no. (108/2016) as following:

- Postgraduate Application Form for Private Institutes

- A copy of the applicant's bachelor's degree. The degree or the academic certificate issued by an institution outside of the Sultanate of Oman has to be equalized by the Qualification Equivalency and Recognition Department in MoHERI.
- A copy of a working experience letter if required by the institute.
- A copy of identity card and passport.
- Two photographs

Admission Requirements for Diploma Holders with Work Experience:

Applicants holding a diploma (minimum of two years) are eligible for admission to postgraduate programmes provided they have at least six years of relevant work experience in the field and achieve a minimum score of IELTS 6.5. Applicants with IELTS 6.0 can enrol in PQP and take the exit test in order to join a PG programme. Applicants must also have completed at least three relevant training or professional courses related to the programme.

MoHERI Entry Requirements:

The Ministry entry requirements for postgraduate programs are listed in the Postgraduate Regulations for Private Higher Education Institutes circulated in the Ministerial Decree No. 57/2019 dated 14th October 2019. The admissions requirements for PG programs based on the Decree listed in Chapter 3 are as follows:

- The applicant must have completed a bachelor's degree or equivalent from a higher institute recommended by the Ministry.
- The applicant's overall grade (GPA) is not less than "Good" or equivalent. Applicants with a grade of "Acceptable" can be admitted with the condition of having work experience of at least 2 years in the programme area if this is not in contradiction with the admission regulations of the affiliated institute.
- MoHERI can accept applicants with experience to enroll to the PG programme if this is allowed in the regulations of the academic institute.
- For English-taught programs, the applicants must have an IELTS score of 6 or equivalent from other international tests.

UWE Entry Requirements:

Up to the date of issuing this version of the Admissions Policy, the University of the West of England (UWE) is the awarding body for all postgraduate programs offered at GCET. The minimum entry requirements for PG programs based on UWE academic regulations can be found online through the UWE website: <https://www.uwe.ac.uk/courses/international-study/country/oman>.

As described on the website, the following requirements are considered in student admissions to a PG program:

- Bachelor's degree holders with a minimum GPA of 2.7 are eligible to apply for UWE postgraduate programs.
- Applicants with a GPA below 2.7 can be considered if they have suitable work experience.
- Applications of a postgraduate diploma holders are eligible, where credit may be given on a subject-by-subject basis.

- For English proficiency, UWE requires an overall score of 6.5 in IELTS with 5.5 in each component. Details of equivalent international tests can be found through the UWE website: <https://www.uwe.ac.uk/courses/applying/international-applications/english-language-requirements#a11db81cf-d09c-4cc1-9214-999079559444>

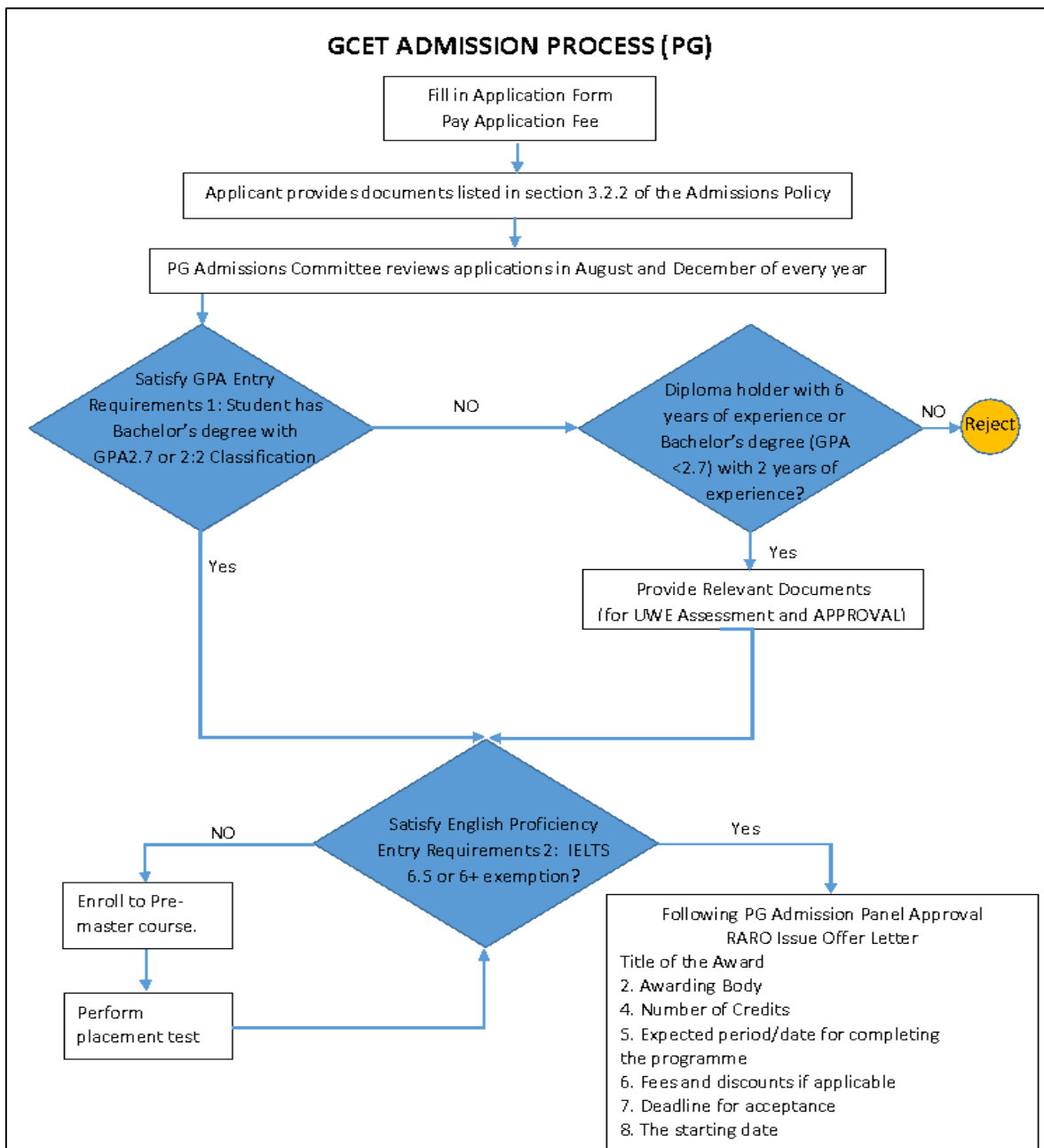


Figure 3: PG Admissions Process

4.2. Placement Test

GCET uses the Michigan English Placement Test (MEPT) to check the entry level of GFP applicants. This well-known placement test evaluates a student's English language vocabulary, grammar, and listening and reading comprehension. 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:

- Entry to all GFP Modules for the full programme study
- Exemption from certain modules and entry to some of the modules in GFP
- 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. Accreditation of Prior Learning

4.3.1. Definition

The process of awarding credits based on acknowledging learning that was completed either within or outside of a formal higher education institution is known as "accreditation of prior learning." There are two types of it:

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.

4.3.2. 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.

4.3.3. 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.

4.3.4. 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 employees must possess the necessary subject, discipline, and/or professional skills. They must also take into account pertinent university information and guidelines on recognised credentials 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 to demonstrate that the student's learning satisfies the learning objectives of the modules or sets of modules that are valid for the award for which the student is registered, or with those mandated by the learning objectives of the program.

The University may recognise credit or credit equivalent from a successful study in other UK and overseas institutions, which can then contribute towards the University's awards. Such a 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.

The appropriate examination board will be notified of any decisions to recognise credit granted or certified by an outside organization or authority, and the relevant module or modules will be cited.

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 honours or another differential level of award.

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

[4.4. Learning and Teaching Strategy](#)

4.4.1. General Foundation Programme

Students are encouraged to ask questions and participate in discussions as part of the interactive approach used to deliver GFP. 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 that 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 a 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.

4.4.2. 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.

4.4.3. 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.

4.4.4. Postgraduate Studies

In contrast to undergraduate programs, postgraduate programs are primarily delivered through sandwich courses and block delivery. The modules are offered over two to four weeks based on the module credits, with 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 a dissertation is offered in the third semester, usually over the 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.

4.5. 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.

4.6. Independent Learning

Solving homework issues, conducting independent studies under supervision, getting ready for tests, and practicing with electronic assessments are all examples of independent learning.

4.7. Research Teaching Nexus (RTN)

The RTN is a core principle at GCET designed to integrate research directly into students' learning experience, creating a vibrant, research-informed learning and teaching environment. This means that teaching at GCET is enriched by the latest research generated by our faculty and by fellow students. Our faculty members integrate their own published research and valuable findings from other researchers into students' module materials, reading lists, and assessments. The RTN also offers students unique opportunities to engage actively in research. Students can present at academic conferences, co-author research articles with professors, or have their own teacher-guided research initiatives serve as useful resources for their peers.

The Research and Innovation Office (RIO) further supports students research development by disseminating key research findings and providing workshops on essential research skills. Through RTN, students are not just learning about research; they are actively participating in and contributing to the creation of knowledge.

5. ASSESSMENT AND PROGRESSION

5.1. General Description

5.1.1. Summative Assessment

The purpose of the GCET assessment technique is to make it possible to attain and show the learning objectives. There are various components that make up the summative evaluation. 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).

5.1.2. Formative Assessment Includes

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

5.2. Passing Module

A module can have one, two, or more pieces of assessment: (please refer to the Module Specifications). Students are needed to pass all assessments 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 are required to score an overall band of 6.5 to successfully pass the Postgraduate Qualifying Programme and start their PG programmes. However, this is 40% for undergraduate programs and 50% for postgraduate modules.

5.3. 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.

5.4. 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. Only ONE module may be condoned throughout the GFP period, and the Exam Board will take the student's overall status into account. Condonement is not available if a student fails more than one module; if the terms and conditions are appropriate for their status, they may have to repeat the module during the remedial semester.

5.5. 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).

5.6. 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.

5.7. 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.

5.8. 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.

5.9. 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.

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

5.10. 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.

5.11. Extenuating Circumstances

5.11.1. 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.

5.11.2. Making Application

If a student skips a test or other controlled condition assessment, like a presentation, or fails to turn in an assignment, they may be able to claim extenuating circumstances. 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 was 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:

1. personal details - name, student number, award title;
2. details of the extenuating circumstance – how their circumstances have affected their studies and relevant dates and details;

3. documentary evidence;
4. 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.

5.11.3. 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 members are 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). After results are released, students will receive an email informing them of their application's acceptance or rejection, and any further Award Board decisions will be accessible on myUWE, UWE's virtual platform for online services. For the General Foundation Programme, the outcome will be communicated by email.

5.11.4. 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:

- allow a resit or retake of a failed module;
- allow the mark for a resit or retake to be uncapped;
- 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;
- accept the failure of a module/s when recommending eligibility for a named award.
- 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:

- an adjustment to the marks for individual modules;
- to allow students who have passed a module to retake it;
- 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);
- to allow marks for elements of assessment within a failed component to be carried forward.

5.11.5. Reasonable Adjustment to a Deadline

For students who qualify for the reasonable adjustment—whether as a disabled student, caregiver for a disabled person, or because of pregnancy, maternity, or paternity—the reasonable adjustment period is 14 days after the initial hand-in deadline.

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. Exams scheduled from Monday, August 8 through Friday, August 19, must be completed by Friday, July 15. 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>

5.12. Assessment Offences

5.12.1. 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.

5.12.2. 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 Panel through the Examination and Assessment Office. When a student is found in possession of forbidden items during a controlled examination, the principal examiner is required to complete and submit an examination incident report form, together with any supporting documentation, if needed.

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

In other cases, the Academic Misconduct Panel 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:

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

The Academic Misconduct Panel 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 reconsider 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 Panel and to take the opportunity to view the evidence on which the allegation is based. 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.

5.12.3. Confirmation of the Decision

The Academic Misconduct Panel will initially determine the outcome of the case by completing the Assessment Offence Referral and Adviser Form, along with all relevant documentation. This preliminary decision will then be submitted to UWE AOA for review and formal approval. The student will be informed of the final judgment by the Academic Misconduct Panel after it has been approved. 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, the 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> <p>In some instances, a Band E penalty may be deemed appropriate for second offences at the Band C level (see Band E below).</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/ references/ citations; • Second offences at Band B level; • Using prohibited materials or devices in an exam; • Absence of ethical approval. 	

Band	Penalty details	Nature of offence	Further information
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.	Second offences at Band C level	
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	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	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

5.12.4. 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 “*UWE Academic Conduct Policy and Academic Misconduct Procedures - August 2024*”, which says Contract Cheating is a type of Assessment Offences Policy (page5).

GCET is committed to ensuring that contract cheating does not take place. This guidance is published for the 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 Academic Conduct Policy and Academic Misconduct procedure.

What is Contract Cheating?

The process of outsourcing a student's assignments, which is covered by the Assessment Offence Policy, is known as "contract cheating." It occurs when students obtain assignments—whether paid or unpaid—from other parties, such as an individual, group, or other external entity.

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.

Contract cheating will be looked into and handled in accordance with UWE regulations and procedures, and staff and students should report it in the same manner as any other academic offense.

5.13. 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. Students will be notified of the deadline and the justification for the extension if the time exceeds ten working days.

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.

5.13.1. Feedback Format

Feedback will be provided individually or in groups in an appropriate format.

Feedback shall:

- inform students explicitly whether or not they have met specific threshold assessment criteria;
- inform students how well they have met specific assessment criteria;
- describe how students could have improved the current piece of work and/or how they could improve future work;
- be legible;
- be provided within the timescale stated above and not later than the date published in advance to the students.

Additionally, where possible, feedback shall:

- provide comments on content and technique;
- act as a form of a dialogue between student and tutor;
- encourage students to reflect critically on their work;
- improve students' understanding of the topic of the assignment, particularly highlighting areas where the misunderstanding is evident;
- motivate students.

5.13.2. Feedback on the 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:

- by attending an event at which generic feedback is provided;
- by having access to online or written generic feedback;
- 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.

5.14. 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:

- 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).
- 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.

5.15. 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.

6. STUDENT ACADEMIC SUPPORT

6.1. Academic Advising

The Academic Advising Programme at GCET ensures that all students receive high-quality academic and personal support throughout their studies, in line with the Academic Advising Policy. Each student is assigned an Academic Advisor at the start of their programme, who remains with them until graduation.

Role of Academic Advisors

- Provide academic guidance, study planning, and progression monitoring.
- Meet students at least once per semester (mandatory in the first semester).
- Record all meetings and agreed actions in the Student Information System (SIS).
- Collaborate with module tutors, the Academic Support Centre, and relevant support services to ensure timely intervention when difficulties are identified.
- Maintain confidentiality and provide impartial advice, while referring students to specialist services when needed.

Role of Students

- Attend all scheduled advising meetings.
- Take responsibility for their academic progress and proactively seek support.
- Engage actively in agreed action plans.

Support and Referrals

Students identified as at-risk of underperformance will receive targeted support, which may include:

- Referral to the Academic Support Centre for tutoring and skills workshops.
- Referral to the Student Wellbeing and Counselling Office for personal or psychological support.
- Engagement with academic workshops designed to strengthen learning strategies.

Monitoring and Training

- Academic Advisors receive ongoing training in advising skills, communication, and identifying learning challenges.
- The Learning, Teaching and Enhancement Committee (LTEC) monitors implementation. Non-adherence is reported to the Quality Assurance and Compliance Office (QACO).

6.2. 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.

GCET’s partnership with the University of the West of England (UWE) Bristol enables students and staff across undergraduate and postgraduate programmes to access a broad spectrum of UWE’s

electronic resources. These include thousands of e-books, a wide selection of academic journals, and professional development video tutorials through LinkedIn Learning. Students can also utilize leading databases such as ScienceDirect, Knovel, SpringerLink, Wiley Online Library, ProQuest, and many others to support their academic and research needs. The full list of UWE electronic databases available to GCET students and staff can be found at the UWE library's partner institutions webpage.

Complementing this, GCET is a member of the Oman Research Network Consortium, GCET benefits from full access to the Masader Oman Virtual Science Library, an extensive electronic resource platform that offers seamless and affordable access to a vast collection of global and regional research materials. MASADER includes a diverse range of databases such as EBSCO Academic Ultimate, IEEE Xplore Digital Library, IET, Dar Almandumh (Arabic dissertations), IGI Global, and more, supporting multidisciplinary research in engineering, science, business, and beyond.

Together, UWE e-Library and MASADER ensure that GCET learners have comprehensive, world-class digital resources at their fingertips, complementing the Library's physical collections and services, and empowering success in their academic journey.

6.3. 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 check 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 on weekends upon students' request. Students with laptops can work comfortably and adequately in the library setting, which also offers discussion rooms, private workspaces, photocopying and printing capabilities, networked PCs, and Wi-Fi internet access.

6.3.1. Library Collection and Resources

GCET Library maintains a carefully curated physical collection on campus, featuring all essential and recommended books listed in GCET's module specifications, alongside reference materials, study skills guides, and selected titles supporting personal and professional growth. Students can browse these resources in person or search for them using the Online Public Access Catalogue (OPAC), accessible either at the OPAC stations within the library or through the library's official webpage. Beyond the physical collection, students have access to extensive digital resources through the University of the West of England (UWE) Bristol e-Library available at www.uwe.ac.uk/study/library, and Masader Oman Virtual Science Library via www.masader.om. Both platforms are available remotely using GCET or UWE login credentials, ensuring students have convenient and comprehensive access to vital academic information for their studies, research, and skills development anytime and anywhere.

6.3.2. Book Recommendation/ Purchase

Students are encouraged to recommend titles that support their learning and research, subject to the collection development policy. Recommendations can be submitted using the official Library Recommendation Form available on the library's webpage.

6.4. Virtual Learning Environment

6.4.1. 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>

6.5. Academic Support Centre

The Academic Support Centre (ASC) is the central hub for academic support at GCET, open to all students across all programmes – General Foundation Programme (GFP), Postgraduate Qualifying Programme (PQP), Undergraduate (UG), and Postgraduate (PG) studies. It provides a unified, college-wide framework that ensures consistency, transparency, and quality assurance in student academic support.

6.5.1. Services Provided

Peer Tutoring & Academic Support: The ASC provides structured support for students across all departments and programmes. Support is available for GFP modules, degree-level engineering and technology modules, and postgraduate courses.

Workshops & Skills Development: The ASC runs cross-disciplinary workshops on academic writing, study skills, exam preparation, digital literacy, and research skills. Special sessions may be organised for UG/PG students focusing on advanced academic or technical competencies.

Centralised Oversight: All ASC activities are coordinated centrally, ensuring fair access, reducing paperwork for departments, and documenting outcomes for quality assurance.

Digital Platform: The ASC operates an interactive online platform with live support, recorded sessions, and peer discussion spaces, accessible to both on-campus and flexible students. You can access the Moodle page for ASC via your personal Moodle page.

Student Peer Teaching Assistants (SPTAs): SPTAs are at the core of the Academic Support Centre. They are recruited from all programmes and departments to provide subject-specific support that reflects GCET's diverse academic portfolio. SPTAs:

- Support students in GFP, PQP, UG, and PG programmes according to their expertise.
- Provide assistance not only in English, Mathematics, and ICT, but also in engineering, computing, business, and postgraduate research modules.
- Facilitate revision sessions, small-group tutorials, and study workshops relevant to their departments.
- Contribute to the online ASC platform, making learning resources and interactive sessions accessible across the college.

- Gain valuable leadership, communication, and teaching skills, while serving as academic role models for their peers.

If you are interested to join the SPTA team, please contact the Academic Support Centre.

Purpose and Reach

By consolidating support under one framework, the ASC ensures that every GCET student has equal access to academic assistance, regardless of programme or level of study. Whether a GFP student preparing for undergraduate studies, a UG student mastering advanced engineering modules, or a PG student requiring research and writing support, the ASC provides the guidance, tools, and peer support needed to succeed.

Operating Hours:

The ASC (Located in Block A, room A1.1.) is open during regular college hours from 08:30–16:30. Online support is also available to accommodate flexible and postgraduate students.

6.6. Foundation 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. Speech competitions, spelling competitions, debates, role-playing, crosswords competitions, math Olympiads, ICT and math workshops, field trips, etc. are among the events.

6.7. 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

6.8. 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.

7. STUDENT SERVICES

7.1. 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.

7.2. 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.

7.3. 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.

7.4. 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.

7.5. 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.

7.6. 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 behaviour 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.

7.7. Student Research, Innovation, and Entrepreneurship

GCET encourages students at UG and PG levels to participate 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 various avenues, including, but not limited to, final year projects and dissertations in their core fields and with the GCET Interdisciplinary Research Groups mentioned in Section 9.1. Students are encouraged to participate in all local and international research opportunities. Students are also encouraged to transfer their innovative ideas to incubated projects through the launched Innovation and Incubation Centre at the College.

7.8. 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 nine interdisciplinary research groups in the areas of Mechanical Engineering, Automation and Robotics, Communication, Education and Community, Cybersecurity, Computer Science, Renewable Energy, Public Health & Environmental Management and Urban and Regional Planning. These interdisciplinary research teams were established in accordance with the college's curricula, which are frequently the only ones offered in the Sultanate of Oman.

7.9. 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 Lols 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 partnerships, especially with industry, give our students the opportunity to interact with current business trends and carry out research that addresses issues facing the sector.

7.10. 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 Start-ups. 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 start-ups from outside the college. Artificial Intelligence, Green Energy, Logistics, Robotics, FinTech, and EdTech are the Centre's primary areas of focus, which are in line with the college's academic programs and Oman Vision 2040. 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. The Research and Innovation Office invites start-up ideas at the start of each semester. Students can submit their proposals, which are then evaluated by a committee. The final projects or concepts chosen by a jury are then nurtured in the IIC at the annual college start-ups pitching event.

The Centre established the Scientific Leaders and Innovation Club (SILC), which aims to foster innovation and scientific research values in students. The club is led by students. Each year, applications open at the beginning of the academic year. All students are welcomed to join the club. Some events organised by the club: Innovation Coffee, Innovation Roadmap workshops, and Innovation Hike

7.11. GCET GO to Green

GCET built its solar station for educational and research purposes. The Photovoltaic (PV) station, along with its advanced weather 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 the 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 Centre of Excellence (CoE) on Research in one of the specialization areas of engineering and technology. You can reach the Research and Innovation Office (RIO) at rio@gcet.edu.om if you need any assistance.

8. FEES AND SCHOLARSHIPS

8.1. Tuition Fees

ACADEMIC PROGRAMMES (ONLY PRIVATE STUDENTS) PER CREDIT: OMR 29.753 PER SEMESTER: OMR 1,785.180 PER YEAR: OMR 3,570.360 TOTAL FOUR YEARS: OMR 14,281.440	GENERAL FOUNDATION PROGRAMME (ONLY PRIVATE STUDENTS) PER CREDIT: OMR 25 PER SEMESTER: OMR 1,500 TOTAL ONE YEAR: OMR 3,000
POSTGRADUATE QUALIFYING PROGRAMME Entry Level 5.0 (16 weeks): OMR 500 Entry Level 5.5 (10 Weeks): OMR 250 Entry Level 6.0 (4 weeks): Free	MASTER'S PROGRAMMES Per Semester: OMR 2,210 Total One Year: OMR 6,630
OTHER FEES: Fees for Omani Culture: OMR 50 Resit Exam for Each Module: OMR 25 Fast Track (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	

8.2. 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. The College accepts a number of payment methods, and students are required to agree with the Registry, Admissions, and Registration Office regarding the method of payment. Students have the choice to select from the following 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. Additionally, Students with outstanding tuition fees will not be allowed to register for new semesters in accordance with the Directive No. 57-1151/2/2025 issued by the Ministry of Higher Education, Research & Innovation.

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.

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

Failure to adhere to payment deadlines may result in administrative 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.

8.4. 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.

8.5. 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 studies 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.

8.6. 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 for 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 is to correct and eliminate such activities. When they register, students commit to following the regulations of the college, which are applicable both on and off campus. 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.

8.7. Student Code of Conduct in Classroom

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

8.8. Student Code of Conduct in Library

The Library is a space dedicated to study, research, and quiet reflection. All users are expected to maintain a professional and respectful environment, ensuring a productive experience for everyone.

Users must:

- Ensure mobile phones and other electronic devices are switched off or set to silent mode.

- Maintain cleanliness and order in all areas, leaving workspaces tidy for the next user.
- Use Library materials, equipment, and facilities only for their intended purpose and refrain from tampering with or removing items without authorization.
- Comply with requests by Library staff for inspection of bags or personal belongings.
- Refrain from bringing or consuming food and drinks within Library spaces.
- Observe all opening and closing times, and vacate the Library promptly when requested.
- Take responsibility for personal belongings, as the Library is not liable for lost or damaged items.
- Maintain a quiet environment, minimizing noise and disruptions to other users.
- Follow all additional Library policies, including those regarding borrowing, digital resources, and facilities use.

8.9. 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:

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

8.10. Student Code of Conduct in Social Media

The posting of comments and contributions in online discussion forums, blogs, and workspaces across a network or network of websites is referred to as Social Media, albeit it is not the only one.

There are some simple rules for appropriate conduct for this type of communication. Any contribution must appropriately consider 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.), are 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 content that is illegal or that promotes or discusses illegal action with the intention of committing it should be posted.

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 specifically covers communications about anything unrelated to college as well.

8.11. Student Code of Conduct in Examination

An examination, including oral or written examinations, exercises, and laboratory write-ups, is 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. Academic misconduct includes any part of the assessed work that is completed with assistance from others, including copying. 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, and 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:

- Students need to present their Student ID cards and Examination Hall Pass at all times in the Exam Hall.
- 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.
- All the seats in the Examination Hall are numbered and the students must sit at their designated seats.
- Before starting the Examination, the students must sign the Examination Register Form which is to be presented to them by the Invigilators.
- Students may only start the examination when the Invigilator officially opens the examination.
- Students are not allowed to start the test until they are formally instructed to do so by the Invigilator.
- 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.
- Students will not be permitted to leave during the first 30 minutes and the last 30 minutes of their examination.
- 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.

- 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).
- Phones and smart watches have to be switched off and left outside the Examination Hall.
- 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.
- 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.
- 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.
- The examination questions, mathematical tables, and other data or materials provided for the examination must not be taken out of the Examination Hall.
- Students must strictly adhere to and obey the Invigilator's instructions. Invigilators have the right to report a student through the incident form in the case of any behavioural misconduct or disruption in the Examination Hall.
- Students must refrain from using pens other than blue or black colours.

8.12. Smoking Policy

The College operates a strict No Smoking policy on its premises. Smoking is not allowed indoors or within 5 meters of any campus buildings. Anyone wishing to smoke may do so only in the designated smoking areas. Smokers are expected to dispose of cigarette ends in a responsible manner.

8.13. Health and Safety

8.13.1. General Safety and Well-being

- Students should prioritize their health and well-being.
- If feeling unwell or experiencing symptoms of illness, students must communicate with instructors and seek medical advice promptly.
- Students must report any health or safety concerns immediately.
- Students are responsible for informing instructors and relevant personnel about any allergies or medical conditions that may require special attention.

8.13.2. Laboratory and Workshop Safety

- Students must strictly follow all safety protocols in laboratories, workshops, or specialized learning areas.
- Personal Protective Equipment (PPE) must be worn as required.
- No food or drinks are allowed in labs or workshops.
- Equipment should only be used under instructor supervision and after proper training.
- Work areas must be kept clean and free of hazards at all times.

- Emergency shut-off procedures for lab equipment must be understood and followed.

8.13.3. Emergency Response Procedures

First Aid Availability

First Aid Boxes are located near each emergency exit.

Fire Safety

If you discover a fire:

1. Raise the alarm immediately - activate the nearest fire alarm point.
2. Call the Fire and Rescue Service (or inform Security to do so).
3. Warn others nearby to evacuate safely.

Using a Fire Extinguisher (ONLY if ALL conditions below are met):

1. The fire alarm has already been raised.
2. The fire is small and easy to control (e.g., waste bin, small spill).
3. You are trained to use an extinguisher.
4. You can fight the fire without putting yourself at risk.

If the fire is large or spreading quickly: DO NOT attempt to fight it.

Fire Evacuation

- Leave the building immediately, following the Evacuation Plan.
- Do not use elevators.
- Go to the designated assembly point.
- Do not return to the building until told it is safe by the Fire and Rescue Service or Security.

Evacuation Procedures

During Any Evacuation:

1. Know your building - be familiar with exits and assembly points.
2. Stay calm - do not run or panic; help others remain calm.
3. Use stairwells only - never elevators. Close doors as you leave.
4. Go directly to the designated assembly point.
5. Report any injured, trapped, or disabled persons to Security or emergency responders.
6. Stay at the assembly point - do not re-enter until authorized personnel declare the building safe.

Evacuation Drills:

Drills will be conducted at least once per year (or more if required).

Fire Drills

The purpose of Fire Drills is:

- to test and improve the readiness of staff and students during an emergency.

- to verify that alarms, exits, and communication systems are working effectively.
- to measure evacuation time, route usage, and crowd management.

Procedure:

- Fire drills shall be arranged at least once a year (or more, if risks require).
- All building occupants must treat the drill as a real evacuation.
- The Health & Safety Officer coordinates the drill and ensures procedures are followed.

9. 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](#)
- [Research and Innovation](#)
- [Student's Policies and Regulations](#)