



British Applied College  
الكلية التطبيقية البريطانية

# Student Handbook

**British Applied College**  
Umm Al Quwain, UAE



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# 1-INTRODUCTION

**British Applied College**  
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# 1.1 Student Handbook Purpose



British Applied College  
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## Purpose

- This Student Handbook provides general information and guidance to students who enroll at the British Applied College (BAC).
- It serves as a ready resource for students who want to know about College policies, procedures, and activities.
- New students receive an orientation session where they are provided with information about their studies at BAC and contact details for the offices and departments that provide student services.
- The sections that follow outline general information that pertains to student enrollment, activities, and policies at BAC.

# 1.2 British Applied College (1 of 2)



British Applied College  
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## BACU History

- The **British Applied College in Umm Al Quwain (BACU)** was established in April 2017 as a premier applied higher education institution in the UAE.
- BACU plans to become the leading College in the UAE and the region that offers degrees in Applied Sciences, Engineering, and Technology.
- It also aims to be the College of the first choice for students in the Umm Al Quwain area and beyond. To achieve this objective, BACU concluded collaborative agreements with several national and international partners

## BACU's Vision

Founded to address the need of the region for increased educational opportunities in applied engineering and technology-related fields, the vision of BACU is to provide flexible & affordable academic programs for a diversity of learners using student-centered, technologically advanced, innovative, and experiential learning models that will have a transformative impact on society while stimulating economic vitality.

## BACU's Mission

Our mission is to fully prepare students for their future professional practice and citizenship. We aim to create opportunities for people to grow as professionals and as individuals. We do so by creating an applied transformative educational experience for students focused on deep disciplinary understanding; problem-solving; leadership, communication, and interpersonal skills.

Our mission is to nurture a community committed to attracting and retaining diverse, world-class talent, creating an innovative space, and ensuring individuals can achieve their full potential.

We train students to become self-confident, empowered individuals who look beyond borders and are equipped with the needed applied skills to innovate in their profession. We cater to students' different learning styles and we provide opportunities for them to follow different learning tracks.

## Core Values

- **Excellence**; reflected in our commitment to serve our community by delivering consistently high-quality programs, teaching, service, research, and scholarship.
- **Impact**; reflected in our commitment to address critical issues facing society regionally, nationally and globally.
- **Collaboration**; reflected in our interdisciplinary approach, and working toward common goals with others in the University and the community.
- **Innovation**; reflected in our openness to new ideas, individual ingenuity and creativity and creating an environment with opportunities for growth.
- **Empathy**; reflected in our focus on improving the human condition.
- **Integrity**; reflected in us acting in an honest, fair, and ethical manner, creating a culture of trust evident in all activities and decision-making.
- **Sustainability**; reflected in our shared commitment to lead by example in preserving and protecting our natural resources.
- **Accountability**; reflected in our focus to ensure academic, programmatic, integrity and value through prudent management of resources.

# 1.2 British Applied College (2 of 2)



## BACU's Strategic Goals

### GOAL 1: Excel in Education

- Provide students with an excellent applied education
- To be nationally recognized for applied education and innovation
- Cultivate a high-achieving and diverse student population
- Recruit, foster, and graduate a student population that will succeed in the real world.
- Prepare students for thriving applied careers in Engineering, Computing, Innovation, and Management.

### GOAL 2: Enhance Faculty Visibility & Staff Development

- Pivot to Preeminence & Increase Program Rankings
- Build a Community with a diverse Group of Faculty who will Inspire, Educate, and Mentor Future Graduates
- Promote an organizational environment that values development, diversity and growth opportunities for all employees.

### GOAL 3: Enhance Research Impact

- Produce Highly Ranked Research Contributions
- Enhance Research Infrastructure and Scholarship
- Enhance and Promote Multidisciplinary Research and Collaboration
- Enhance Engagement in Innovation and Adapt to Changes

### GOAL 4: Active Engagement

- Develop an outreach strategy (social and traditional) to engage stakeholders in conversations about mutually beneficial needs and opportunities.
- Adapt our programs to facilitate the modification of our offerings that align with the changing needs.
- Expand our geographic reach to increase engagement and brand recognition.

## Location

Al Humrah-D, Sheikh Khalifa Bin Zayed Al Nahyan Street, Umm al Quwain, UAE.

## Mode of Instructions

All education will be dispensed in English Language. For the facilitation of students an English for Academic Purposes (EAP) center is opened in the college, which introduces language programmes and assessments for all the students. It is aimed at improving communication and technical writing skills among the students. College is ambitious to have interaction between students and faculty members. The college also emphasis on collaboration among students. The college aims to keep the students feel extremely comfortable and have the conviction that they have better opportunities to share their perspectives and ideas upon interacting face to face with the college authorities.



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# 1.3 BACU's Organizational Chart



Figure 1.3-1: BACU - Approved Organizational Chart Dec. 2022

# 1.4 Executive Dean's Message



British Applied College  
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**Prof. Mohamed K. Wafa**  
Executive Dean



**British Applied College**  
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Welcome to the British Applied College in Umm el Quwain (**BACU**), a College that offers unique, flexible and affordable programs led by top notch faculty members. More than most academic disciplines, the applied programs offered at British Applied College shape, and are shaped by, the world around us. From computing and living spaces to transportation & automation, there is no area of our lives that these programs do not touch. Our students engage, apply, and get real world experiences related to their chosen pathways resulting in the highest quality. I am awed not just by the ingenuity, but also by the passion and good character of our current and former students. Success in the applied technology, engineering and even management studies requires a strong technical knowledge, the capacity to apply that knowledge to real-world problems and most importantly the ability to engage in close collaborations with industry experts in the field. Founded to address the need of the region for increased educational opportunities in applied engineering and technology-related fields, the vision of BACU is to provide flexible & affordable academic programs for a diversity of learners using student-centered, technologically advanced, innovative, and experiential learning models that will have a transformative impact on society while stimulating economic vitality.

Specifically, we offer three main programs in : Computing, Engineering, & Construction & Built Environments. Within each program, we offer several pathways (majors) including: Cybersecurity, Data Analytics, Software Engineering, General Computing, Electrical & Electronics Engineering, Mechanical Engineering, Civil Engineering, Architectural Technology, Construction Management, & Automation & Control Engineering among others. The uniqueness of our offerings lies in the flexibility of the delivery model where there are several exit diplomas within every pathway allowing the student to decide based on their personal career goals. There are 4 different levels in every program: Level 3(Foundations), Level 4 & 5 (HND), Level 6 (Top Up). After the Level 3 foundation year is completed, in partnership with Pearson, we offer Level 4/5 UK Higher National Diplomas (HNDs) which are covered over 2 years as an exit award and if students decided to top up that degree by completing the level 6 over one year, they will be awarded an Applied Bachelors Degree.

*Please explore our website for more information regarding our faculties, research centers, innovation hubs, faculty profiles and other initiatives. Feel free to contact me personally for any further queries.*



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# 2-Schools & Admission

**British Applied College**  
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# 2.1 BACU's Schools & Programs



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## Programs offered in Schools

### School of Computing

- Cyber Security
- Artificial Intelligence & Data
- General computing
- Software Engineering

### School of Engineering

- Mechanical Engineering
- Electrical and Electronic Engineering

### School of Construction & Built Environment

- Civil Engineering
- Architectural technology
- Construction Management

### School of Business

- Accounting & Finance
- Human Resource Management
- Management
- Marketing

## Schools at BACU



**School of Computing**



**School of Engineering**



**School of Construction & Built Environments**



**School of Business**

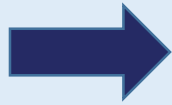


## 2.2 BACU Levels & Degrees offered (1 of 4)

### Levels at BACU



UK Level 3 (**YEAR 1**)  
**Foundation Year**



UK Level 4 & 5 (**YEAR 2 & 3**)/  
UAE Level 5 & 6  
**HND (Pearson)**



UK Level 6 – Top-up (**YEAR 4**)/  
UAE Level 7  
**Applied Bachelors**  
**With Teesside University, UK**



## 2.2 BACU Levels & Degrees offered (2 of 4)



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### Qualifications offered at UK Level 3 at BACU

S.N	Qualification Level and Title
1	Pearson BTEC International UK Level 3 Subsidiary Diploma in Information Technology
2	Pearson BTEC International UK Level 3 Subsidiary Diploma in Engineering (Mechanical Engineering)
3	Pearson BTEC International UK Level 3 Subsidiary Diploma in Engineering (Electrical and Electronic Engineering)
4	Pearson BTEC International UK Level 3 Subsidiary Diploma in Construction and the Built Environment (Civil Engineering)
5	Pearson BTEC International UK Level 3 Subsidiary Diploma in Construction and the Built Environment (Architectural technology)
6	Pearson BTEC International Level 3 Subsidiary Diploma in Business

**Table 2.2-1: Qualification offered at UK Level 3**



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## 2.2 BACU Levels & Degrees offered (3 of 4)

### Qualifications offered at UK Level 5 at BACU

S.N	Qualification Level and Title
1	Pearson BTEC (UK) Level 5 Higher National Diploma in Computing (Cyber Security)
2	Pearson BTEC (UK) Level 5 Higher National Diploma in Computing (Data Analytics)
3	Pearson BTEC (UK) Level 5 Higher National Diploma in Computing (General)
4	Pearson BTEC (UK) Level 5 Higher National Diploma in Computing (Software Engineering)
5	Pearson BTEC (UK) Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering)
6	Pearson BTEC (UK) Level 5 Higher National Diploma in Engineering (Mechanical Engineering)
7	Pearson BTEC (UK) Level 5 Higher National Diploma in Construction (Construction - Architectural Technology)
8	Pearson BTEC (UK) Level 5 Higher National Diploma in Construction (Civil Engineering)
9	Pearson BTEC (UK) Level 5 Higher National Diploma in Construction (Construction - Management)
10	Pearson BTEC (UK) Level 5 Higher National Diploma in Business (Accounting and Finance)
11	Pearson BTEC (UK) Level 5 Higher National Diploma in Business (Human Resource Management)
12	Pearson BTEC (UK) Level 5 Higher National Diploma in Business (Management)
13	Pearson BTEC (UK) Level 5 Higher National Diploma in Business (Marketing)

Table 2.2-2: Qualification offered at UK Level 5



## 2.2 BACU Levels & Degrees offered (4 of 4)



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### Qualifications offered at UK Level 6 (With Teesside University, UK) at BACU

S.N	Qualification Level and Title
1	BSc (Hons) in Computing
2	BSc (Hons) in Artificial Intelligence
3	BSc (Hons) in Cybersecurity
4	BSc (Hons) in Software Engineering
5	BEng Tech (Hons) in Electrical and Electronic Engineering
6	BEng Tech (Hons) in Mechanical Engineering
7	BEng Tech (Hons) in Civil Engineering
8	BSc (Hons) in Construction Management
9	BA (Hons) in Interior Architecture and Design
10	BA (Hons) in Business Management (Pending Approval)
11	BA (Hons) in Human Resource Management (Pending Approval)
12	BA (Hons) in Business with Marketing (Pending Approval)
13	BA (Hons) in Business Finance and Accounting (Pending Approval)

Table 2.2-3: Qualification offered at UK Level 6 (With Teesside University, UK)



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2.2 BACU Levels & Degrees offered

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## 2.3 Study Plans (1 of 50)



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### Study Plan Structure for the School of Computing

UK Level 3 (Year 1)

- [Information Technology](#)

UK Level 4 (Year 2)

- [Cyber Security](#)
- [Artificial Intelligence & Data Analytics](#)
- [Software Engineering](#)
- [Computing \(General\)](#)

UK Level 5 (Year 2)

- [Cyber Security](#)
- [Artificial Intelligence & Data Analytics](#)
- [Software Engineering](#)
- [Computing \(General\)](#)

UK Level 6 (Year 4)

- [Artificial Intelligence](#)
- [Computing \(General\)](#)
- [Cybersecurity](#)
- [Software Engineering](#)

Table 2.3-1: Study Plan Structure for School of Computing



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## 2.3 Study Plans (2 of 50)



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### Sample Study Plan for Information Technology (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
CMP101	Information Technology Systems – Strategy, Management and Infrastructure	60
CMP102	Creating Systems to Manage Information*	90
CMP106	Website Development	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		300

#### Spring Semester

Unit Code	Unit Name	GLH
CMP101	Information Technology Systems – Strategy, Management and Infrastructure	60
CMP104	Programming*	60
CMP107	Mobile Apps Development *	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

**Table 2.3-2: Sample Study Plan for Information Technology (Year 1)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (3 of 50)



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### Sample Study Plan for Cyber Security (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP201	Programming	15
CMP202	Networking	15
CMP203	Professional Practice	15
CMP204	Database Design & Development	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP205	Security	15
CMP206	Planning a Computing Project (Pearson-set)	15
CMP210	Cyber Security	15
CMP215	Fundamentals of Artificial Intelligence (AI) & Intelligent Systems*	15
ENG102	English II	10
Total		70

Table 2.3-3: Sample Study Plan for Cyber Security (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (4 of 50)



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### Sample Study Plan for Artificial Intelligence & Data Analytics (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP201	Programming	15
CMP202	Networking	15
CMP203	Professional Practice	15
CMP204	Database Design & Development	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP205	Security	15
CMP206	Planning a Computing Project (Pearson-set)	15
CMP208	Data Analytics	15
CMP215	Fundamentals of Artificial Intelligence (AI) & Intelligent Systems*	15
ENG202	English II	10
Total		70

**Table 2.3-4: Sample Study Plan for Artificial Intelligence & Data Analytics (Year 2)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (5 of 50)



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### Sample Study Plan for Software Engineering (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP201	Programming	15
CMP202	Networking	15
CMP203	Professional Practice	15
CMP204	Database Design & Development	15
ENG201	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP205	Security	15
CMP206	Planning a Computing Project (Pearson-set)	15
CMP207	Software Development Lifecycles	15
CMP215	Fundamentals of Artificial Intelligence (AI) & Intelligent Systems*	15
ENG102	English II	10
Total		70

**Table 2.3-5: Sample Study Plan for Software Engineering (Year 2)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (6 of 50)



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### Sample Study Plan for Computing - General (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP201	Programming	15
CMP202	Networking	15
CMP203	Professional Practice	15
CMP204	Database Design & Development	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP205	Security	15
CMP206	Planning a Computing Project (Pearson-set)	15
CMP207	Software Development Lifecycles	15
CMP215	Fundamentals of Artificial Intelligence (AI) & Intelligent Systems*	15
ENG102	English II	10
Total		70

Table 2.3-5: Sample Study Plan for Computing - General (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (7 of 50)



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### Sample Study Plan for Cyber Security (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP317	Business Process Support	15
CMP330	Applied Cryptography in the Cloud	15
CMP331	Forensics	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP332	Information Security Management	15
CMP340	Client/Server Computing Systems *	15
CMP329	Network Security *	15
Total		60

**Table 2.3-6: Sample Study Plan for Cyber Security (Year 3)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (8 of 50)



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### Sample Study Plan for Artificial Intelligence & Data Analytics (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP317	Business Process Support	15
CMP324	Advanced Programming for Data Analytics	15
CMP325	Machine Learning	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP326	Big Data Analytics and Visualization	15
CMP333	Applied Analytical Model*	15
CMP334	Analytical Methods *	15
Total		60

**Table 2.3-7: Sample Study Plan for Artificial Intelligence & Data Analytics (Year 3)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (9 of 50)



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### Sample Study Plan for Software Engineering (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP317	Business Process Support	15
CMP318	Discrete Maths	15
CMP319	Data Structures & Algorithms	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP320	Applied Programming and Design Principles	15
CMP341	Database Management Systems*	15
CMP354	Prototyping*	15
Total		60

Table 2.3-8: Sample Study Plan for Software Engineering (Year 3)

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (10 of 50)



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### Sample Study Plan for Computing - General (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP317	Business Process Support	15
CMP345	Internet of Things*	15
CMP328	Cloud Computing*	15
ENG 301	Technical Writing	10
Total		0

#### Spring Semester

Unit Code	Unit Name	Credit
CMP316	Computing Research Project (Pearson-set)	15
CMP325	Machine Learning*	15
CMP324	Advanced Programming and Data Analysis *	15
CMP341	Database Management Systems *	15
Total		60

**Table 2.3-9: Sample Study Plan for Computing - General (Year 3)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (11 of 50)



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### Sample Study Plan for Artificial Intelligence & Data Analytics (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP402	Internet of Things	20
CMP404	Agent Based System	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP403	Applied Machine Learning	20
CMP405	Deep Learning and Applications	20
Total		60

Table 2.3-10: Sample Study Plan for Artificial Intelligence & Data Analytics (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (12 of 50)



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### Sample Study Plan for Computing - General (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP402	Internet of Things	20
CMP407	Cloud System DevOps	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP406	Software Reliability	20
CMP408	Knowledge Based AI	20
Total		60

Table 2.3-11: Sample Study Plan for Computing - General (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (13 of 50)



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### Sample Study Plan for Cybersecurity (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP402	Internet of Things	20
CMP407	Cloud System DevOps	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP406	Software Reliability	20
CMP408	Knowledge Based AI	20
Total		60

Table 2.3-11: Sample Study Plan for Cybersecurity (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (14 of 50)



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### Sample Study Plan for Software Engineering (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP402	Internet of Things	20
CMP407	Cloud System DevOps	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CMP401	Computing Project	20
CMP406	Software Reliability	20
CMP408	Knowledge Based AI	20
Total		60

Table 2.3-11: Sample Study Plan for Software Engineering (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (15 of 50)



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### Study Plan Structure for the School of Engineering

UK Level 3 (Year 1)

- [Mechanical Engineering](#)
- [Electrical and Electronic Engineering](#)

UK Level 4 (Year 2)

- [Mechanical Engineering](#)
- [Electrical and Electronic Engineering](#)

UK Level 5 (Year 2)

- [Mechanical Engineering](#)
- [Electrical and Electronic Engineering](#)

UK Level 6 (Year 4)

- [Mechanical Engineering](#)
- [Electrical and Electronic Engineering](#)

Table 2.3-12: Study Plan Structure for School of Engineering



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## 2.3 Study Plans (16 of 50)



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### Sample Study Plan for Mechanical Engineering (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
ENG102	Delivery of Engineering Processes Safely as a Team	60
ENG103	Product Design and Manufacture in Engineering	60
ENG110	Computer Aided Design in Engineering*	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
ENG101	Mechanical Principles	60
ENG103	Product Design and Manufacture in Engineering	60
ENG125	Mechanical Behaviour of Metallic Materials*	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

**Table 2.3-13: Sample Study Plan for Mechanical Engineering (Year 1)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (17 of 50)



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### Sample Study Plan for Electrical and Electronic Engineering (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
ENG102	Delivery of Engineering Processes Safely as a Team	60
ENG103	Product Design and Manufacture in Engineering	60
ENG159	Principles of Electrical Machines*	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
ENG157	Electrical and Electronic Principles	60
ENG103	Product Design and Manufacture in Engineering	60
ENG156	Industrial Robotics*	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

**Table 2.3-14: Sample Study Plan for Electrical and Electronic Engineering (Year 1)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (18 of 50)



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### Sample Study Plan for Mechanical Engineering (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG202	Engineering Maths	15
ENG203	Engineering Science	15
ENG211	Fluid Mechanics	15
ENG208	Mechanical Principles	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
ENG201	Engineering Design	15
ENG204	Managing a Professional Engineering Project	15
ENG210	Mechanical Workshop Practices	15
ENG213	Fundamentals of Thermodynamics and Heat Engines	15
ENG102	English II	10
Total		70

**Table 2.3-15: Sample Study Plan for Mechanical Engineering (Year 2)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (19 of 50)



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### Sample Study Plan for Electrical and Electronic Engineering (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG202	Engineering Maths	15
ENG203	Engineering Science	15
ENG220	Digital Principles	15
ENG219	Electrical and Electronic Principles	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
ENG201	Engineering Design	15
ENG204	Managing a Professional Engineering Project	15
ENG222	Electronic Circuits and Devices	15
ENG215	Automation, Robotics and Programmable Logic Controllers (PLCs)	15
ENG102	English II	10
Total		70

**Table 2.3-16: Sample Study Plan for Electrical and Electronic Engineering (Year 2)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (20 of 50)



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### Sample Study Plan for Mechanical Engineering (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG334	Research Project	15
ENG336	Advanced Mechanical Principles	15
ENG337	Virtual Engineering	15
ENG339	Further Mathematics	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
ENG334	Research Project	15
ENG335	Professional Engineering Management	15
ENG338	Further Thermodynamics	15
ENG350	Advanced Manufacturing Technology	15
Total		60

Table 2.3-17: Sample Study Plan for Mechanical Engineering (Year 3)

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (21 of 50)



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### Sample Study Plan for Electrical and Electronic Engineering (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG334	Research Project	15
ENG344	Industrial Power, Electronics and Storage	15
ENG352	Further Electrical, Electronic and Digital Principles	15
ENG339	Further Mathematics	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
ENG334	Research Project	15
ENG335	Professional Engineering Management	15
ENG345	Industrial Systems	15
ENG340	Commercial Programming Software	15
Total		60

**Table 2.3-18: Sample Study Plan for Electrical and Electronic Engineering (Year 3)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (22 of 50)



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### Sample Study Plan for Mechanical Engineering (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG402	Project	20
ENG406	Computer-Aided Analysis	20
ENG408	Product Quality and Reliability Engineering	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
ENG402	Project	20
ENG401	Group design	20
ENG407	Applied Mechanics of Materials	20
Total		60

Table 2.3-19: Sample Study Plan for Mechanical Engineering (Year 4)

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (23 of 50)



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### Sample Study Plan for Electrical and Electronic Engineering (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
ENG402	Project	20
ENG403	Electronic Systems	20
ENG405	Power Systems - Generation, Transmission and Distribution	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
ENG402	Project	20
ENG401	Group design	20
ENG404	Power Electronics & Drive Systems	20
Total		60

**Table 2.3-20: Sample Study Plan for Electrical and Electronic Engineering (Year 4)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (24 of 50)



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### Study Plan Structure for the School of Construction and Built Environment

#### UK Level 3 (Year 1)

- [Civil Engineering](#)
- [Architectural Technology](#)
- [Construction Management](#)

#### UK Level 4 (Year 2)

- [Civil Engineering](#)
- [Architectural Technology](#)
- [Construction Management](#)

#### UK Level 5 (Year 2)

- [Civil Engineering](#)
- [Architectural Technology](#)
- [Construction Management](#)

#### UK Level 6 (Year 4)

- [Civil Engineering](#)
- [Interior Architectural & Design](#)
- [Construction Management](#)

**Table 2.3-21: Study Plan Structure for the School of Construction and Built Environment**



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## 2.3 Study Plans (25 of 50)



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### Sample Study Plan for Civil Engineering (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
CBE101	Construction Technology	60
CBE102	Construction Design	60
CBE103	Construction Science	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
CBE107	Graphical Detailing	60
CBE113	Site Engineering for Construction	60
CBE120	Quantity Surveying	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

Table 2.3-22: Sample Study Plan for Civil Engineering (Year 1)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (26 of 50)



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### Sample Study Plan for Architectural Technology (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
CBE101	Construction Technology	60
CBE102	Construction Design	60
CBE103	Construction Science	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
CBE107	Graphical Detailing	60
CBE108	Sustainability in Construction	60
CBE119	Projects in Construction	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

Table 2.3-23: Sample Study Plan for Architectural Technology (Year 1)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (27 of 50)



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### Sample Study Plan for Construction Management (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
CBE101	Construction Technology	60
CBE102	Construction Design	60
CBE103	Construction Science	60
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
CBE107	Graphical Detailing	60
CBE108	Sustainability in Construction	60
CBE120	Quantity Surveying	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		270

**Table 2.3-24: Sample Study Plan for Construction Management (Year 1)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (28 of 50)



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### Sample Study Plan for Civil Engineering (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE206	Construction Information	15
CBE208	Mathematics for Construction	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE201	Individual Project	15
CBE204	Construction Practice & Management	15
CBE220	Principles of Structural Design	15
CBE214	Building Information Modelling	15
ENG102	English II	10
Total		70

Table 2.3-25: Sample Study Plan for Civil Engineering (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (29 of 50)



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### Sample Study Plan for Architectural Technology (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE206	Construction Information	15
CBE215	Principles of Refurbishment	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE201	Individual Project	15
CBE204	Construction Practice & Management	15
CBE205	Legal & Statutory Responsibilities in Construction	15
CBE214	Building Information Modelling	15
ENG102	English II	10
Total		70

Table 2.3-26: Sample Study Plan for Architectural Technology (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (30 of 50)



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### Sample Study Plan for Construction Management (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE206	Construction Information	15
CBE221	Site Supervision & Operations	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE201	Individual Project	15
CBE204	Construction Practice & Management	15
CBE205	Legal & Statutory Responsibilities in Construction	15
CBE213	Tender & Procurement	15
ENG102	English II	10
Total		70

**Table 2.3-27: Sample Study Plan for Construction Management (Year 2)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (31 of 50)



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### Sample Study Plan for Civil Engineering (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE328	Further Mathematics for Construction	15
CBE329	Geotechnics & Soil	15
CBE330	Advanced Structural Design	15
CBE322	Group Project (Phase 1)	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE342	Highway Engineering	15
CBE336	Advanced Building Information Modelling	15
CBE343	Hydraulics	15
CBE322	Group Project (Phase 2)	15
Total		60

Table 2.3-28: Sample Study Plan for Civil Engineering (Year 3)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (32 of 50)



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### Sample Study Plan for Architectural Technology (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE323	Contracts & Management	15
CBE326	Advanced Construction Drawing & Detailing	15
CBE327	Construction Technology for Complex Buildings Projects	15
CBE322	Group Project (Phase 2)	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE335	Alternative Methods of Construction	15
CBE336	Advanced Building Information Modelling	15
CBE337	Environmental Assessment & Monitoring	15
CBE322	Group Project (Phase 2)	15
Total		60

**Table 2.3-29: Sample Study Plan for Architectural Technology (Year 3)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (33 of 50)



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### Sample Study Plan for Construction Management (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE323	Contracts & Management	15
CBE324	Project Management	15
CBE325	Management for Complex Buildings Projects	15
CBE322	Group Project (Phase 2)	15
ENG 301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
CBE335	Alternative Methods of Construction	15
CBE338	Personal Professional Development	15
CBE347	Construction Data Management	15
CBE322	Group Project (Phase 2)	15
Total		60

**Table 2.3-30: Sample Study Plan for Construction Management (Year 3)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (34 of 50)



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### Sample Study Plan for Civil Engineering (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE403	Design of Concrete Structures	20
CBE404	Hydrology & Hydraulic Systems	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE401	Group design	20
CBE405	Construction Management & Contracts	20
Total		60

Table 2.3-31: Sample Study Plan for Civil Engineering (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (35 of 50)



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### Sample Study Plan for Architectural Technology (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE411	Digital Information Management in Construction	20
CBE412	Supply Chain Management in Construction	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE401	Group design	20
CBE405	Construction Management & Contracts	20
Total		60

Table 2.3-32: Sample Study Plan for Architectural Technology (Year 4)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (36 of 50)



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### Sample Study Plan for Construction Management (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE411	Digital Information Management in Construction	20
CBE412	Supply Chain Management in Construction	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
CBE402	Project	20
CBE401	Group design	20
CBE405	Construction Management & Contracts	20
Total		60

Table 2.3-33: Sample Study Plan for Construction Management (Year 4)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (37 of 50)



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### Study Plan Structure for the School of Business

#### UK Level 3 (Year 1)

- [Business](#)

#### UK Level 4 (Year 2)

- [Human Resource Management](#)
- [Accounting & Finance](#)
- [Management](#)
- [Marketing](#)

#### UK Level 5 (Year 2)

- [Human Resource Management](#)
- [Accounting & Finance](#)
- [Management](#)
- [Marketing](#)

#### UK Level 6 (Year 4)

- [Human Resource Management](#)
- [Accounting & Finance](#)
- [Business Management](#)
- [Marketing](#)



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## 2.3 Study Plans (38 of 50)



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### Sample Study Plan for Business (Year 1)

#### Fall Semester

Unit Code	Unit Name	GLH
BUS101	Exploring Business	90
BUS102	Research and Plan a Marketing Campaign	90
ENG001	English Fundamentals I	30
SSS001	Study Skills	30
CSS001	Computer Skills	30
Total		270

#### Spring Semester

Unit Code	Unit Name	GLH
BUS103	Business Finance	90
BUS106	Principles of Management*	60
BUS117	Digital Marketing*	60
ENG002	English Fundamentals II	30
INE301	Innovation and Design Thinking	60
Total		300

**Table 2.3-35: Sample Study Plan for Business (Year 1)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (39 of 50)



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### Sample Study Plan for Human Resource Management (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS201	Business and the Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Human Resource Management	15
BUS204	Leadership and Management	15
ENG101	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS205	Accounting Principles	15
BUS206	Managing a Successful Business Project	15
BUS207	Business Law*	15
BUS217	Professional Identity and Practice*	15
ENG102	English II	10
Total		70

**Table 2.3-36: Sample Study Plan for Human Resource Management (Year 2)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (40 of 50)



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### Sample Study Plan for Accounting & Finance (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS201	Business and the Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Human Resource Management	15
BUS204	Leadership and Management	15
ENG201	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS205	Accounting Principles	15
BUS206	Managing a Successful Business Project	15
BUS207	Business Law*	15
BUS217	Professional Identity and Practice*	15
ENG202	English II	10
Total		70



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Table 2.3-37: Sample Study Plan for Accounting & Finance (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



## 2.3 Study Plans (41 of 50)



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### Sample Study Plan for Management (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS201	Business and the Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Human Resource Management	15
BUS204	Leadership and Management	15
ENG201	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS205	Accounting Principles	15
BUS206	Managing a Successful Business Project	15
BUS207	Business Law*	15
BUS217	Professional Identity and Practice*	15
ENG202	English II	10
Total		70

Table 2.3-38: Sample Study Plan for Management (Year 2)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (42 of 50)



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### Sample Study Plan for Marketing (Year 2)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS201	Business and the Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Human Resource Management	15
BUS204	Leadership and Management	15
ENG201	English I	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS205	Accounting Principles	15
BUS206	Managing a Successful Business Project	15
BUS207	Business Law*	15
BUS217	Professional Identity and Practice*	15
ENG202	English II	10
Total		70

**Table 2.3-39: Sample Study Plan for Marketing (Year 2)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (43 of 50)



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### Sample Study Plan for Human Resource Management (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior	15
BUS330	Resource and Talent Planning	15
BUS331	Employee Relations	15
ENG301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS332	Strategic Human Resource Management	15
BUS347	Human Resources - Value and Contribution to Organizational Success*	15
BUS357	Business Intelligence*	15
Total		60

**Table 2.3-40: Sample Study Plan for Human Resource Management (Year 3)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (44 of 50)



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### Sample Study Plan for Accounting & Finance (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior	15
BUS321	Financial Reporting	15
BUS322	Management Accounting	15
ENG301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS323	Financial Management	15
BUS341	Taxation*	15
BUS357	Business Intelligence*	15
Total		60



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**Table 2.3-41: Sample Study Plan for Accounting & Finance (Year 3)**

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (45 of 50)



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### Sample Study Plan for Management (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior	15
BUS324	Understanding and Leading Change	15
BUS325	Global Business Environment	15
ENG301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS326	Principles of Operations Management	15
BUS343	Business Strategy*	15
BUS357	Business Intelligence*	15
Total		60

Table 2.3-42: Sample Study Plan for Management (Year 3)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (46 of 50)



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### Sample Study Plan for Marketing (Year 3)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior	15
BUS333	Marketing Insights and Analytics	15
BUS334	Digital Marketing	15
ENG301	Technical Writing	10
Total		70

#### Spring Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS335	Integrated Marketing Communications	15
BUS350	International Marketing*	15
BUS357	Business Intelligence*	15
Total		60

Table 2.3-43: Sample Study Plan for Marketing (Year 3)

\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (47 of 50)



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### Sample Study Plan for Human Resource Management (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS411	Concepts and Principles of International Management	20
BUS406	Contemporary Issues in Business Management	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS412	Current Issues in Business Ethics and CSR	20
BUS410	Sustainability, Strategy and Society	20
Total		60

Table 2.3-44: Sample Study Plan for Human Resource Management (Year 4)



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

## 2.3 Study Plans (48 of 50)



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### Sample Study Plan for Accounting & Finance (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS405	Undergraduate Business Project	20
BUS401	Advanced Financial Accounting and Reporting	20
BUS402	Audit and Assurance	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
BUS408	Undergraduate Business Project	20
BUS403	Global Enterprise and Strategy	20
BUS404	Consultancy Project	20
Total		60

Table 2.3-45: Sample Study Plan for Business Accounting & Finance (Year 4)



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\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



## 2.3 Study Plans (49 of 50)



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### Sample Study Plan for Business Management (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS411	Concepts and Principles of International Management*	20
BUS406	Contemporary Issues in Business Management	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS412	Current Issues in Business Ethics and CSR*	20
BUS410	Sustainability, Strategy and Society	20
Total		60

**Table 2.3-46: Sample Study Plan for Business Management  
(Year 4)**

\*Optional Units for an optimum study plan.

Please refer [BACU webpage](#) for the full list of Optional Units for this program.



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## 2.3 Study Plans (50 of 50)



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### Sample Study Plan for Marketing (Year 4)

#### Fall Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS407	Marketing Planning Application	20
BUS406	Contemporary Issues in Business Management	20
Total		60

#### Spring Semester

Unit Code	Unit Name	Credit
BUS408	Dissertation	20
BUS409	Sales Management	20
BUS410	Sustainability, Strategy and Society	20
Total		60

**Table 2.3-47: Sample Study Plan for Marketing (Year 4)**



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\*Optional Units for an optimum study plan.  
Please refer [BACU webpage](#) for the full list of Optional Units for this program.

# 2.4 Admission Policy

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## Policy Purpose, Scope & Statement

### Purpose

The purpose of admission policy is to define the entry requirements, procedures and criteria for selection and to ensure that the students satisfy the minimum criteria required for admission, admission procedure, documents to be submitted, enrollment policy and their academic load.

### Scope

This policy applies to all students aspiring admission to BACU programs.

### Policy Statement

The College admits students who are interested in enrolling in its programs once they meet all the entry requirements. The College strives to provide opportunities to all eligible students and does not discriminate based on ethnicity, religion, disability, gender or any other such considerations.

## Procedures

### Admission for UK Level 3

College may wish to consider applicants' prior learning when considering their acceptance on a BTEC Level 3 must meet the following minimum requirements based on their high school study programmes:

- ❑ Graduates from the General level/Advanced level of UAE public schools under the Ministry of Higher education can be admitted under the following criteria:
  - Demonstrate evidence of Proficiency in English
  - High school average for the 12th grade

### Admission for UK Level 4

- To enroll in any BACU program, the applicant will need to meet the general requirements for admission and provide a certificate of English language proficiency. Some other prerequisites apply to specific programs.

## General Admission Requirements

1. A UAE High School Certificate or its equivalent is required with an average score of 60% or more
2. A High School Certificate obtained abroad must be processed in accordance the Minister of Education UAE where an Equivalency Certificate issued by Ministry of Education in the UAE needs to be provided.

3. The certificate was obtained on completion of at least 12 years of schooling and includes at least one subject in Mathematics, Sciences, and Languages.
4. Program Specific Requirements
5. Programs in the Schools of Engineering, Computing, and Construction & Built Environments require:
6. A minimum average score of 70% in Math and Science subjects.

## English Proficiency Requirements

The language of instruction at the British Applied College is English. All students applying for admission to the College must demonstrate proficiency in English with a minimum score of 1100 on the English language portion of the EmSAT examination or its equivalent on other national or internationally-recognized tests such as:

- IELTS - 5.5 (Paper- or Computer-Based Test)
- TOEFL - 500 (Paper-Based Test); 61 (Internet-Based Test)

### Exceptions:

- A transfer student admitted to an HND course in an English-medium institution that is recognized by the Ministry of Education – Higher Education Affairs (MOE), who can also provide evidence of having achieved a TOEFL score of 500 (or its standardized equivalent approved by the MOE) upon admission to the sending institution's HND program. A verified true copy of the test result held by the sending institution may be sent directly to the University

### 2.4 Admission Policy V2

## 2.4 Admission Policy (2 of 5)



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### Conditional Admission

An applicant who does not meet all of the College Admission requirements may be granted conditional admission. The possible circumstances under which such conditional admission may be granted include:

For students who do not meet the minimum TOEFL/IELTS English language proficiency requirement, they may enroll in the English for Academic Purposes program (EAP) in order to improve their English skills and achieve the required TOEFL/IELTS score.

EAP courses are not transferable. Students will be placed in the appropriate level of the EAP program based on their IELTS or TOEFL score.

Registered students in EAP are allowed to enroll in general education courses (or UK Level 3 Units), in conjunction with the corresponding level of EAP.

For the students who achieved high school score below the required minimum can be accepted conditionally for the first foundation year (UK Level 3) and should achieve a minimum mark of Pass (P) in all Level 3 - mandatory core units.

### Admission Requirements and Procedures

Prospective students can apply to any of our programs online. Students can visit BACU campus for a personal tour, and one of our officers would be pleased to address any questions with their application. Alternatively, inquiries can be sent to [info@acuq.ae](mailto:info@acuq.ae).

Once a student has submitted their completed application, they are assigned an Applicant ID by the Admissions Department. (This Applicant ID # should not be confused with the Student ID #, which is given only after a student has accepted an offer of admission).

### Required Documents

- Submit an online application available on BACU website
- Original and fully attested high school transcript grade 12 results (meeting minimum admission requirements for selected program)
- Original high school transcript grade 10 and 11 results
- Original and fully attested high school diploma/leaving certificate
- Original high school equivalency certificate if required
- Copy of Emirates ID
- Original IELTS or TOEFL score
- Proof of successful completion or a letter of exemption of military service from the National & Reserve Service Authority (UAE nationals only)

**NOTE:** All documents presented by the applicant for admission purposes become the property of BACU and will not be returned.

## Attestation of Documents and Certificates

### **Students who have graduated from High Schools within the UAE:**

- UAE High School certificates are attested by the Ministry of Education in the UAE. In addition to obtain Equivalency Certificate from Ministry of Education in the UAE.

### **Students who have graduated from High Schools outside the UAE**

- High School certificates must be attested by the Ministry of Education in the country where the issuing High School is based.
- Certificates and transcripts must be attested by the UAE embassy or consulate in that same country.
- If the student is not able to have the attestation completed by the UAE embassy or consulate in that same country, they may also be able to obtain the same attestation or equalization from the Ministry of Foreign Affairs or the Consulate of the particular country they studied in.
- Students must obtain Equivalency Certificate from the Ministry of Education in the UAE.

### **Students who have studied at Colleges/Universities Outside of the UAE**

- All Certificates and transcripts must be attested by the Ministry of Education in the country where the issuing institution is based.
- Following that, the student also needs to have the certificates and transcripts attested by the UAE embassy or consulate in that same country.

## 2.4 Admission Policy (3 of 5)



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- If the student is not able to have the attestation completed by the UAE embassy or consulate in that same country, they may also be able to obtain the same attestation or equalization from the Ministry of Foreign Affairs or the Consulate of the particular country they studied in.
- The student will also be required to obtain an equivalency document of all attested certificates from the Equivalency Department at the Ministry of Higher Education.

### Foreign Equivalents

The following is a selected list of international equivalent admission requirements; if a prospective student does not see their educational system listed here, they should contact the Admissions Department for more detailed information.

- **American System:** High school diploma (grade 9, 10, 11 & 12) with a minimum of 60% or with a minimum CGPA of 2.00 and SAT with a minimum math score of 450.
- **British System (IGCSE and GCSE):** Completion of at least seven (7) subjects at O level /IGCSE and at least two (2) AS or one (1) A level subject. A minimum grade of C must be achieved for O level IGCSE or GCSE certificates; however, a minimum grade of D acceptable for subjects taken at AS level or A level GCSE. Furthermore, the applicant must provide evidence that they have attended school for at least 12 years by providing a school leaving certificate.
- **Canadian System:** High school diploma (grade 9, 10, 11 & 12) with a minimum of 60% or with a minimum CGPA of 2.00 University Track Credits.
- **French Baccalaureate:** Diploma and transcripts with minimum grade 10 out of 20.
- **Iranian System:** Pre-university certificate and transcript of records with a minimum grade of 12 out of 20.
- **Indian Board Certificates:** Grade 12 certificate with a minimum percentage of 50% and Grade 10 certificate results.
- **International Baccalaureate (IB) program:** IB Diploma with completion of six (6) subjects, at least three (3) at the higher level (HL) and a minimum total of 24 points.
- **Pakistani Board Certificates:** Grade 12 certificate with a minimum percentage of 50% and Grade 10 certificate results.
- **Nigerian/West African System:** WAEC, NECO, or WASSCE board certificate with a minimum of seven (7) subjects of C and above and secondary school transcript of results.

### Deadlines for Admission

Applications for admissions are accepted year-round. Entry can be in the Fall or Spring.

### Admission Procedure

1. Students must fill the admission application form completely and correctly.
2. Submit the accomplished application form to the Public Relation (PR) & Student Recruitment Officer with the relevant documents.
3. PR & Student Recruitment Officer verifies the application against minimum entry requirements and other required documents and approved by the Registration officer.
4. Candidates will be invited to attend a formal admission interview with the student recruitment officer.
5. The student will be admitted to the college if the student achieves a positive recommendation.
6. The student will be directed to the accounts department to pay the fees.
7. Upon the payment of college fees, the student will be asked to submit the original School leaving certificate (obtained from previous school) and Transfer certificate issued by the school to the PR & student recruitment officer.
8. The student is handed over the Admission letter mentioning the programme of his/her choice.
9. On completion of the admission procedure, the student is directed to the Registration officer.

## 2.4 Admission Policy (4 of 5)



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### Registration Procedure

- The registration officer collects all the Original documents/certified true copy of documents from PR and student recruitment office including copy of the admission letter.
- Registration officer issues the module registration form.
- The student signs up for the modules as planned in his programme semester-wise.
- The registrar approves the registration form submitted by the student.
- The student submits a copy of the approved registration form to his concerned department Head.

### Letter of Admission

Upon successful completion of the admission process, the student will receive either a conditional acceptance or a fully admitted letter issued by the Admissions Department/Registrar Office. If the student is rejected, he or she will also receive a letter notifying him/her of the rejection.

### Admission Appeals

Should a student's Application for Admission be rejected, he/she may appeal the decision as follows:

- Inform the Admissions Office of his/her dissatisfaction and request a review, in writing, within thirty (30) days of having received the written reason for the rejection.
- The Admissions Office will acknowledge receipt of the applicant's request and forward it to the Academic Committee.
- The applicant may make a presentation to the Panel, but may not be represented by a third party at the Panel.
- The Panel will submit their decision to the Academic Director for his/her approval.
- The Admissions Office will inform the applicant of the decision in writing.
- The decision of the Academic Director is final and binding. Should the decision be in favor of the applicant, the applicant will be admitted to his/her chosen program or an alternative should no place be available in his/her chosen program. Under no circumstance will a student already admitted to the College be disadvantaged by the findings of the Review Committee.

### Readmission Policy

- In case of interruption of study period less than two years, the student may be considered for readmission if there is any valid reason and proof.
- In case a student was suspended for one or two semesters because of disciplinary action, the student may be considered for readmission only on completion of suspension period.
- In case a student was suspended due to poor academic performance (failure or incompleteness of more than two modules) the student may be considered for readmission only on scoring pass grade in all pending modules.

### English Language Requirements:

Students who do not meet the minimum English proficiency requirements may be granted conditional admission and must complete the English for Academic Purposes (EAP) Program. These students may take only General Education courses.

## 2.4 Admission Policy (5 of 5)



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### English for Academic Purposes Program:

The English for Academic Purposes (EAP) program is an intensive (or remedial) set of courses designed for students who do not meet the minimum English language proficiency requirements for admission. Students enrolled in the EAP program study 5 to 10 hours of English each week. They have two semesters to improve their English skills and achieve the required English proficiency test scores. Students who obtain a passing test score may exit the EAP program immediately. However, failure to reach the minimum English requirements in two semesters usually results in dismissal from the College.

All students who enter the EAP program must take the English Placement Test. This test is conducted on-campus and takes about one hour to complete. It assesses the current English skill level of learners and is based on the Common European Framework of Reference (CEFR) standards. BACU uses these test results to place learners in the most appropriate EAP section. The EAP program is NOT a substitute for, nor does it exempt students from the three academic credit-bearing English courses at the College, i.e., English I, English II, and Technical Communication

Relevant forms	
Form #	Form Name
6aL3	Application Form For Admissions
6aL6	Application Form For Admissions

# 2.5 Transfer Admission Policy

(1 of 2)



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## Policy Purpose, Scope & Statement

### Purpose

This policy applies to all students aspiring to transfer from another accredited college or institution to BACU with the purpose of ensuring that the admission criteria are met, avoid repetition of courses studied in the previous institution, get equivalent grades for completed courses as per the policy and finalize the study plan.

### Scope

This policy applies to all students aspiring to transfer from another accredited college or institution to BACU.

### Policy Statement

Students who are transferring from another accredited higher education institution will be considered for admission at BACU upon meeting the entry requirements, if seats are available.

## Procedures

Students who apply for admission after the foundation year may be considered, provided they have attended at least one semester as a full-time student at another accredited College, or equivalent educational institution. They must also have a minimum of 50% aggregate marks / CGPA of 2.0 or above on a 4.0-point scale.

If a student is transferring to BACU from another similar institution, he/she may be accepted to the appropriate program at the College by meeting the following provisions:

- The student can be admitted onto an equivalent or similar course of study, taking into account the completed unit/subject credits, levels attained, or other studies undertaken as appropriate and in accordance with the College's Recognition of Prior Learning Policy. This will be managed and progressed through the BACU Admissions Team together with the appropriate Head of Schools and members of the Academic Committee
- Transferring student will have to meet the awarding body's requirements (Pearson or others).

If a student is transferring to another BACU program:

- The Head of School will liaise with the Academic Director to ascertain the feasibility of the request. The College's Recognition of Prior Learning Policy and Procedure will be referred to and followed
- The student will also need to meet any requirements and be approved by the awarding body.
- Such a transfer will only be accepted at the start of a semester

## Conditions

- The applicant submits an official transcript showing all credits and grades earned along with a detailed description of courses to the Student Affairs Office and Registrar
- Only coursework with a grade of pass/C (2.0) or higher and that is relevant to the program will be accepted
- The course must be approved by the respective Head of School
- The coursework must be equal to approximately 75-80% of the BACU course content and learning outcome needs to be met.
- No more than 50% of the total credits for the program may be accepted as transfer credit
- BACU will not accept credit twice for substantially the same course taken at two different institutions



# 2.5 Transfer Admission Policy

(2 of 2)



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**NOTE:** Grades for transfer subjects/units earned as per RPL policy at the institution transferred from are capped 'Pass'. To receive classification as a transfer student they must have previously spent one full academic semester at an accredited college.

Recognition of Prior Learning policy 6.6 is strictly applied in considering the completion of each learning outcome in every unit/module offered in a program to decide the units to be studied upon transfer to BACU.

Relevant forms	
Form #	Form Name
6aL3	Application Form For Admissions
6aL6	Application Form For Admissions
6f	Major Transfer Form

## 2.6 Recognition of Prior Learning Policy (1 of 2)



### Policy Purpose, Scope & Statement

#### Purpose

The purpose of this policy is to provide guidelines on how to evaluate, recognize and consider prior learning experiences obtained by incoming students to the college.

#### Scope

This policy applies to all current and new students to the college.

#### Policy Statement

The College recognizes prior learning experience by exempting the students from completing specific units/subjects in selected pathways. Learning obtained through life experiences or alternative means of educational provision such as work related, on-line or with different types of providers is considered in this Policy.

### Procedures

Recognition of Prior Learning (RPL) involves the assessment of previously achieved skills from formal education and unrecognized skills and knowledge achieved outside the formal education. If an applicant is seeking credit for prior learning, he/she needs to submit an official academic transcript showing all courses studied and the grades obtained, syllabi details (including detailed information on course content) for the courses successfully completed and an explanation of the grading system, or proof of their work experience or further training. Applicant eligibility for Credit for Prior Learning will be decided in consultation with the Academic Director and Head of Schools prior to the start of their studies at the college.

Following are the conditions applied in RPL:

- The request for RPL shall be evaluated by a committee assigned by the Academic Director. The committee members must be experienced in the subject, and possess excellent knowledge in the concerned program/course.
- There should be no double counting. The material submitted for RPL should not have been counted toward a previously earned and accredited academic qualification.

- For Higher nationals/Advanced Diploma, only courses of 100 and/or 200 code levels (UK Level 3, and UK Level 4) may be considered for RPL.
- A student will be awarded credit for a course/subject/unit, when he/she has demonstrated that he/she has successfully met the learning outcomes and assessment criteria of the course in question. The review/assessment of prior learning must show at least 80% similarity with the learning outcomes of the unit/subject being waived.
- The maximum credit allowance for RPL is limited to 50%.

### Principles of Assessing RPL:

Any decision on allowing RPL must be considered in accordance with the relevant course regulations. The RPL process must ensure:

- **Relevance:** There should be an appropriate match between the evidence and the intended study presented and the learning claimed.
- **Sufficiency:** The evidence that is submitted should demonstrate the achievement of the learning claimed and be sufficient to cover the learning outcomes of the units/subjects in the intended program. The evidence that is presented and the learning that is claimed must be at the appropriate level.
- **Authenticity:** The evidence should clearly relate to the applicant's own efforts and achievements.
- **Current:** The evidence should relate to current learning. This would normally be judged as learning that has been completed within five years of the claim.

## 2.6 Recognition of Prior Learning Policy (2 of 2)



### Principles of Assessing RPL:

Consideration may be given to learning that was completed more than five years ago but, in such cases, evidence will be required that the learning has been kept up to date.

### Process

- The applicant for admission wishing to receive credits for RPL must submit his/her request through the Registration Office/Registrar along with the supporting evidences.
- The registration office/registrar forwards the request to the Academic Director.
- The Academic Director will assign a committee to evaluate the case within a week from the receipt of the application.
- The assigned committee will review the application and make a recommendation on whether or not to accept the request based on the submitted documents, within two weeks. If the request is accepted, the committee shall prepare a report for the applicant.
- The registration office shall announce the result to the applicant within a week from the application date.

Following the approval by the Academic Director, all RPL decisions will be recorded and filed by the Registrar. It will be clearly identified on the applicant's Record of Progress / Transcripts and communicated with the awarding bodies.

#### **Notification to applicant:**

For successful and unsuccessful RPL applications, the Registrar (or nominee) should ensure the applicant is contacted and provisional feedback/feed-forward provided. If the applicant requires further clarification of the decision, or support and appeals information, this should be provided by the Academic Director.

#### **Unsuccessful applications:**

Unsuccessful applications for Admissions through RPL must be recorded and an annual report presented by each School to the Academic Committee.

Relevant forms	
Form #	Form Name
6b	Application form for RPL



## 2.7 Advanced Standing

### Policy Purpose, Scope & Statement

#### Purpose

The purpose of this policy is to provide guidelines on students' advanced standings evaluations and decisions.

#### Scope

This policy applies to all new and current students.

#### Policy Statement

- BACU does not offer advanced academic standing or award credits for the completion of portfolios, challenge examinations, completion of advanced secondary school courses such as A-Level or International Baccalaureate, etc.
- The Policy covers the process of applying for admission and advanced standing using RPL as well exemption from individual modules.

### Procedures

#### Definitions

- a) Advanced Standing: an applicant may be granted permission to begin a course of study with credit granted for a full level of the course already achieved in recognition of previously completed studies and/or prior learning.
- b) Credit Transfer: Where an individual has completed, within the last 5 years, the exact same module as currently exists in the course, this will be dealt with as a credit transfer. This will transfer the credits to the student's new course. If an individual has completed a previous level of a course, with the exact same modules, and is returning at a later point to complete the next level of a course this will be dealt with as Advanced Standing.

#### Decisions for Advanced Standing

- All other decisions relating to RPL are ratified at an appropriate Assessment Board or agreed via Head of School's Action, following a recommendation from the Academic Committee.
- Cases of RP(E)L involving Advanced Standing will be subject to normal assessment and feedback policies, including internal and external moderation processes.

- In order to ensure consistent decision making and adherence to operational processes, the Department RPL Co-ordinator will make the initial assessment and recommendation about the level and number of credits to be awarded, following consultation with Department subject expert(s) (and External Examiners for RP(E)L) about the application, and the Assessment Board will be asked to ratify their decision.
- All decisions, including the rationale for that decision, must be recorded by the School to which the application was made. This should include those where the student was not successful in their application.
- The outcome of the Assessment Board will be recorded in the Assessment Board minutes.
- If the application is unsuccessful, it will be reviewed by the Department RPL Coordinator (or nominee), to determine a way forward. Appropriate advice will be given to the applicant.

# 2.8 Learner Registration



## UK Level 3 learners

- BTEC Level 3 learners are required to be registered with Pearson before November of the year they commence their studies (or within six weeks for roll-on, roll-off programme).
- If programme of study being delivered from September to July it is vitally important that deadlines for assessed work are met to prevent any delays in your certification.
- If programme includes examination fees the cost of your first attempt is included in your registration fee if you are eligible and require a resit for any exams, you may be required to pay this additional charge.

## UK Level 4/5 learners

- BTEC Level 4/5 learners are required to be registered with Pearson before November of the year they commence their studies (or within six weeks for roll-on, roll-off programme).
- If programme of study being delivered from September to July it is vitally important that deadlines for assessed work are met to prevent any delays in your certification.
- If programme includes examination fees the cost of your first attempt is included in your registration fee if you are eligible and require a resit for any exams, you may be required to pay this additional charge.

## UK Level 6 learners (with Teesside University, UK)

- BTEC learners are required to be registered with Teesside University, UK before November of the year they commence their studies (or within six weeks for roll-on, roll-off programme).
- If programme of study being delivered from September to July it is vitally important that deadlines for assessed work are met to prevent any delays in your certification.
- If programme includes examination fees the cost of your first attempt is included in your registration fee if you are eligible and require a resit for any exams, you may be required to pay this additional charge.

## 2.9 Policy on Drop & Add Module



### Policy on Drop & Add module

Students who want to add or drop modules are allowed a timeframe of first two weeks of a semester after approved by advisor of the module and this will not reflect on the transcript. In this case, students are not subject to any financial penalty.

- The withdrawal of the student may be allowed from modules after the two weeks' period, however in this case a W grade will appear in the transcript.
- A student withdrawing in the fifth week will receive an F grade in the module that appears in the student's transcript.

#### Fees on Drop & Add Module

- Students who withdraw before program courses begin will receive a 100% refund of the tuition fee paid.
- Students who withdraw within one week after program courses begin will also receive a 100% refund of the tuition fee paid.
- Students who withdraw between 1st and 2nd week after the classes begin, will receive a 50% refund of the tuition fee paid.
- Students who withdraw from the start of 3rd week onwards after the classes begin, will not receive refund of tuition fee paid.

### Policy on Changing Major

Students are permitted to change major. The followings are the conditions to change major:

1. Upon the approval of the Head of the department, Assistant Dean(Academics) and Dean.
2. If Specific modules are considered prerequisite for the new major, pass in that module is required for a transfer.
3. Modules not relevant to the new major will be ignored for calculating the final awards and classification.
4. Change in Major will be informed to the External Standards Verifier and then modified in EDEXEL online.

# 2.10 Class Size Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose is to ensure that the class size does not exceed the students limit specified for different course types for effective teaching and learning.

### Scope

This policy applies to all programs offered.

### Policy Statement

BACU limits the class size for different academic activities to ensure that students benefit more from the face-to-face teaching and learning process. This enables the students to intellectually interact and adds a great deal of value to the overall learning process.

## Procedures

### College has developed and implemented the following principles for class size:

1. For courses related to General Education, the class size will not exceed a maximum of 30 students.
2. Information Technology related classes, the class size will not exceed a maximum of 20 students.
3. For all other courses, the strength in the classroom is limited to 25 students.
4. Lab sessions: Class size is fixed as maximum of 15 students, and a maximum of 5 students will be permitted to work in groups.



## 2.11 Learner Induction

### Learner Induction

An induction period will take place at the start of your course. The purpose of this is to ensure that the learners are clear about the systems and structure of their course and have information that will ensure their success on the qualification. The induction will include information on the following:

- Specific details about your BTEC qualification
- Centre Policies
  - Discipline
  - Malpractice
  - Health and Safety
  - Safeguarding
- Equality and Diversity
- The teaching team and timetables
- Where to seek support (pastoral/academic)

### Orientation every Academic Year

In the beginning of each academic year, college will organize an orientation. The main purpose behind orientation is to give students an introduction about the college as well as other relevant information and details which are required for smooth and easy transition in College life will be given in the orientation. In the orientation session, student will get a tour of the whole college as well as they will meet the academic heads.

Students can also get a chance to meet their academic advisors in order to discuss the study plan of the degree and major as well.

### Topics covered in induction to BTEC qualifications

#### Key document - Learner Handbook

The electronic version of the Learner handbook is available on the website. The learners will be made aware of it and it will be shared in the LMS portal.

#### Content and structure of the BTEC course

- Units being delivered
- Difference between Mandatory, Core and Optional
- Learning Outcomes (Aims)
- Grading Criteria & terminology

#### BTEC Quality Assurance

- Internal Assessment Rules
- External Assessment
- Appeals

#### Understanding Qualification

- Assessment Grades
- Calculating unit grades
- Calculating final grades
- Tracking your progress

#### Understand and interpret the content and design of assessments

- Assessment design
- Assessment deadlines
- Understanding the Scenario
- Producing independent and authentic work

#### Plagiarism

- What constitutes plagiarism?
- Consequences and impact on success
- Centre disciplinary process

#### Employer Involvement (if applicable to the qualification)

- Time required
- Type of work experience
- How to evidence

#### Subject-specific support

- Learning Resources
- Website key pages



# 2.12 Course information

(1 of 3)



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## UK Level 3 courses

### Units, credits and Total Qualification Time (TQT)

All units are usually 60 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

#### Guided Learning

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment

#### Unsupervised coursework

- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

### Programme structure

360 GLH Equivalent in size to one International A Level. Three mandatory units that are assessed by Pearson Set Assignment.

1. Mandatory content (50%)
2. External set assignment (50%)

Learners complete remaining optional units to the value of 180 GLH

### Guided Learning Hours (GLH)

Guided Learning Hours are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme.

This definition includes lectures, tutorials and supervised study in, for example, open learning provision and learning workshops. Guided Learning includes any supervised assessment activity.

This includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time.

All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competency-based and may be turned into a learning opportunity.

Students should be informed of the guided learning they should expect to receive in addition to the total number of additional study hours they will need to undertake independently to achieve the qualification.

### Modes of study

Students can study for the Pearson BTEC Level 3 as a full-time student. Whatever the mode of learning students should have access to a high-quality teaching and learning experience. This should include a qualified and experienced staff, an interactive and engaging curriculum, access to high quality learning material and a support system that caters for the pastoral as well as academic interests of students. Further guidance relating to teaching and learning can be found in the programme specification.

# 2.12 Course information

(2 of 3)



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## UK Level 4/5 courses

### Units, credits and Total Qualification Time (TQT)

All units are usually 60/15 credits in value, or a multiple of this. These units have been designed from a learning time perspective, and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment

Unsupervised coursework

- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

### Programme structure

Learners complete remainingThe programme structures for Pearson BTEC Higher Nationals specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units
- The optional units
- The maximum credit value in units that can be centre commissioned.

When combining units for a Pearson BTEC Higher National qualification, it is the centre's responsibility to the value of 180 GLHmake sure that the correct combinations are followed.

More detail of the specific structure of individual Pearson BTEC Higher National Certificate and Diploma programmes can be found in the qualification specifications.

QAA requirements specify that providers of higher education should establish a formal process for agreeing the programme structure and delivery. The purpose of this is to ensure that there is a strong academic case for the delivery of programmes and that they are embedded within the academic/quality structures of the organisation.

### Guided Learning Hours (GLH)

Guided Learning Hours are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme.

This definition includes lectures, tutorials and supervised study in, for example, open learning provision and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time.

All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competency-based and may be turned into a learning opportunity.

## 2.12 Course information

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Students should be informed of the guided learning they should expect to receive in addition to the total number of additional study hours they will need to undertake independently to achieve the qualification.

### **Modes of study**

Students can study for the Pearson BTEC Higher Nationals, either as a part time or full-time student or through a blended / distance learning approach. Whatever the mode of learning students should have access to a high-quality teaching and learning experience. This should include a qualified and experienced staff, an interactive and engaging curriculum, access to high quality learning material and a support system that caters for the pastoral as well as academic interests of students. Further guidance relating to teaching and learning can be found in the programme specification.



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# 3-Assessment & Grading

**British Applied College**  
Umm Al Quwain, UAE



# 3.1 Grading and Assessment Policy (1 of 14)



## Policy Purpose, Scope & Statement

### Purpose

- The purpose of this policy is to classify and rank the achievement of students based on their academic performance.
- It will provide the minimum standards and necessary criteria for the assessment of participants in HND to ensure that all participants receive appropriate assessment whereby all submissions are treated equally.

### Scope

This policy applies to all students, faculty and IQA of the College.

### Policy Statement

The policy is developed to provide the key elements and best practices of assessing student performance and achievements in their program of study. Also, the grading and assessment practices declare that each student is assessed with academic standards in a fair and impartial manner.

### Assessment Principles:

Assessments are designed to contribute to high-quality learning and underpin the development, delivery and quality assurance of courses. There are three types of assessment in each course –Pre-course assessment, assessment for learning (formative assessment) and assessment of learning (summative assessment). These assessments help students to:

- know where they stand (Pre-courses assessment),
- learn (formative assessment for learning) and;
- measure explicit evidence of their learning (summative assessment of learning).

## Procedures

In line with the guidance of the awarding body (Pearson's):

### Assessment tracking and recording:

- Assessment tracking and recording procedures enable a holistic approach to assessment of students' work in the program. These organize the sequence of delivery and assessment of different units/subjects. All assessment materials (Assignment Brief, Student submissions, Assessor feedback, Internal verification etc.) must be recorded electronically in such a way that:
  - Assessment evidence is clearly measured against the subjects/units learning outcomes
  - Student progress can be accurately tracked using assessment tracker sheets
  - The assessment process can be reliably verified
  - There is clear evidence that all data and materials of this process are safe

BACU assessors prepare assessment tracking sheets to record all assessment activities for the qualification on a unit-by-unit basis, at criterion level. Incorporate time for regular formative feedback which helps to motivate students and provide learning targets and goals. Track student progress by recording what each student has achieved and what still has to be done. This helps to ensure full coverage of the units to allow for reliable grading. It also helps enable internal verification and provide samples for External Examiners (EEs)/International Standards Verifiers (ISVs) and other external audits as required.

# 3.1 Grading and Assessment Policy (2 of 14)



BACU plans a timetable of assessment activities with clearly identified evidence requirements and target completion dates which includes the internal verification of:

- Assessment plans
- Assignment briefs prior to distribution to students
- Assessment decisions

The Assessor should first decide when the learners are fittingly prepared to undertake the assessment. Once learners start working on assignments, it is important they work independently to produce and prepare evidence for assessment.

Before the commencement of an assessment, the Assessor should take enough care and ensure each learner understands:

- The assessment requirements
- The nature of the evidence they need to produce
- The importance of time management and meeting deadlines

## Formative assessment

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff.

Formative assessment is an integral part of the assessment process, involving both the Assessor and the student in a two-way conversation about their progress. It takes place prior to summative assessment and does not confirm achievement of grades, but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be complete. Students should be provided with formative feedback during the process of assessment and be empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

Though the College does not prescribe any hard and fast rules relating to the nature of formative assessment, the role of feedback in motivating students must not be underestimated. The College recognises that informal verbal feedback is an ongoing process and is an important part of the Assessor/student relationship. However, it is good practice to plan for at least one formal opportunity to provide written formative assessment feedback on each assessment, at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted. This should be built into the Assessment Plan and be formally recorded. This will help Assessors to manage their assessment workload by avoiding multiple assessments, and also reduces the risk of malpractice.

Usually, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be the need for another formative assessment once issues have been addressed.

Professional judgment should be used to determine when this is appropriate and should ensure that an advantageous situation is not created for one student. All assessment procedures should be operated in line with the responsibility of being a member of a Pearson approved centre.



## 3.1 Grading and Assessment Policy (3 of 14)

Following formative assessment and feedback, students are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and final unit grade.

All records should be available for auditing purposes, as we may choose to interrogate records of formative assessment as part of our ongoing quality assurance.

### Summative assessment

- Summative assessment is the final consideration by an Assessor of a student's assignment, agreeing which assessment criteria the student has met in the assignment and recording those decisions. However, students should be aware that summative assessment is subject to confirmation by the Assessment Board, and thus is provisional and can be overridden by the Assessment Board.
- Assessors should annotate on the student work where the evidence supports their grading decisions against the unit grading criteria. It is not expected that students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the program Leader (Head of School).
- Students will need to be familiar with the assessment criteria so that they can understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

### Informal Feedback during Teaching and Learning

During teaching and learning, it is essential that the judgement of the assessor is professional and best about the nature, quantity or level of feedback.

The Assessor's informal feedback could include, for example :

- Feedback related to areas for learner progression, including strengths and challenges
- Explanation on how the College assessments work and what learners need to do in order to achieve a Pass, Merit or Distinction

- Mock tasks and scenarios to help learners understand what level they have reached and prepare for assessment
- Feedback on the learner's knowledge, skills, understanding, behavior, grammar, approach etc. and suggestions for improvement

### Guidelines during Assessment

During assignment period, although learners are working on their assignments, the assessor can continue to give only general feedback and support, mainly about the development of knowledge, understanding and skills.

Feedback during assignment could include guidance on, for example:

- How to approach and develop the knowledge and skills requirements
- Appropriate behavior and approach, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting
- Clarification of what the assignment brief requires

While learners are carrying out their assignments, assessors can continue to give only general feedback and support, particularly around the development of knowledge, understanding and skills detailed earlier. However, assessors should not give feedback on specific assignment evidence as the learners are generating it, or confirm the achievement of specific assessment criteria. This happens only when formal assessment takes place. Assessors should also supervise learners when they are carrying out assignment work in class though the work itself must be produced only by the learners themselves, inside or outside the class.



# 3.1 Grading and Assessment Policy (4 of 14)

## Feedback versus Coaching

Learners must demonstrate that they can produce evidence independently using their knowledge, skills and understanding gained through the learning and teaching process. Higher Diplomas are vocational qualifications, designed to help learners become independent workers in their chosen field. While it is important to continue giving general feedback and support during assessment, it is not appropriate for faculty members to:

- “Coach” the learners to produce the evidence itself
- Give specific list of actions they need to carry out to meet the assessment criteria or achieve a particular grade

## Preparing for assessment

- Before starting an assessment, the faculty member must ensure that each learner understands the requirements of assessment, nature of evidence to be produced and time management skills to meet the deadlines.
- While the learner is working on an assessment the faculty member must not:
  - provide specific assessment feedback on the evidence produced by the learner prior to submission for assessment.
  - Confirm achievement of specific assessment criteria before the assessment stage.

## Resources available to help learners generate evidence

While the learners are carrying out their assignment, they still have access to the following information to help them produce evidence:

- knowledge and skills gained during teaching on the program.
- handouts and learning resources available for the unit content, assessment criteria and assessment guidance in the qualification specification for the program.
- the assignment brief, detailing the scenario, specific tasks, evidence and information sources.

## Submission of evidence

Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

- Each learner should submit:
- Evidence towards the targeted assessment criteria

A signed and dated declaration of authenticity with each assignment which endorses they have produced the evidence themselves. The declaration can be on the assessment record or a separate learner authenticity declaration or an electronic platform or by including a learner declaration into an Assignment Brief front sheet.

The assessor should further formally record and confirm the achievement of specific assessment criteria

- Complete a confirmation that the evidence they have assessed is authentic and is the learner's individual work to the best of their knowledge
- Before your learners start an assessment, the assessor should:
- Be confident they are sufficiently prepared to commence assessment
- Encourage the learners to aim at “getting it right” on first submission so need not relying on a repeat submission or retake where applicable
- This should help learners to develop responsibility for their own achievement and prepare them for Higher Education.



# 3.1 Grading and Assessment Policy (5 of 14)

## Following Assessment

On the assessment record, the assessor should give clear and detailed feedback on what criteria the learner achieved giving explanation for assessment decisions, and what criteria not achieved although you should not provide a list of specific instructions on how to get a higher grade.

Assessor's feedback could include, for example:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief)
- General behavior and conduct, approach, grammar etc.

## Formal feedback to learners

Subsequent to assessment, the assessor formally records the assessment decisions against individual assessment criteria on the assessment record. The assessment record offers a formal opportunity for the assessor to give feedback to support learner progression:

The assessor should:

- give feedback on which criteria the learner has achieved – and not achieved – giving clear reasons why so that the learner can learn and progress.
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

During teaching and learning, the assessor makes best professional judgement about the nature, quantity or level of feedback.

## Annotating learner work

- The College guides all its Assessors/faculty members to make annotations on learner work during feedback. This enables the learners, Assessors, Internal Verifiers and International Standards Verifiers to identify the evidence towards

specific assessment criteria. Yet, the annotations themselves do not establish confirmation of achievement of specific assessment criteria; they are just indicators to where the evidence can be found.

## Marking spelling, punctuation and grammar

It is good practice for Assessors to "mark" spelling and grammar, i.e. correct mistakes on student work and expect the student to either correct them (at the formative feedback stage) or note them (at the summative feedback stage).

If student work has consistently poor spelling, grammar or language it should not be accepted for marking, but should be returned to the student to be corrected. The student must be given a deadline by which to correct the work.

Mistakes in spelling and grammar should not influence assessment decisions unless:

- The mistakes are so problematic that they undermine the evidence of student understanding, or
- Specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language.

# 3.1 Grading and Assessment Policy (6 of 14)



## Grading UK Level 3 units (RQF)

- To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.
- To achieve a Merit, a student must have satisfied all the Merit criteria (and the Pass criteria) through high performance in each learning outcome.
- To achieve a Distinction, a student must have satisfied all the Distinction criteria (and the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

## Grading UK Level 3 units

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60-GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, or PP to D\*D\*, or PPP to D\*D\*D\*.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

## Contextualising the generic grade descriptors

The generic Merit and Distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for Pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

# 3.1 Grading and Assessment Policy (7 of 14)

## Contextualizing the generic grade descriptors

The generic Merit and Distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for Pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

## Submission of late work

Meeting assessment deadlines and mitigating circumstances:

Setting and meeting deadlines for assessment is an essential part of BACU delivery process. Learners should be assessed consistently and fairly so that learners do not take undue advantage taking additional time to complete assignments. Assessors have the liberty to refuse to accept work that is late but should ensure that learners are informed well in advance and aware of the consequences of failing to meet deadlines.

The College has set best practices and procedures to allow learners to formally apply for an extension using Student Special Request Form if they have honest and genuine reasons for not meeting a deadline, such as illness. If an extension is approved, the new deadline should be followed and recorded. This should be covered with learners in their induction at the start of the program. For major extensions, the International Standards Verifier will be consulted.

## Grading Higher National Diploma units

The grading of Higher National qualifications is at the unit and the qualification level. Each successfully completed unit will be graded as a Pass, Merit or Distinction according to the following:

- **Pass(P):** A Pass is awarded for the achievement of all outcomes against all the specified 'Pass' assessment criteria in the unit/subject specification (syllabus)
- **Merit(M):** A Merit is awarded for the achievement of all outcomes against the specified 'Pass' and 'Merit' assessment criteria in the unit/subject specification (syllabus)
- **Distinction(D):** A Distinction is awarded for the achievement of all outcomes against the specified 'Pass', 'Merit' and 'Distinction' i.e. all assessment criteria in the unit/subject specification (syllabus), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

Assessment decisions are based on the specific criteria given in each unit and set at each level of attainment in that unit and at the qualification level. The criteria for each unit have been defined according to a framework provided by Pearson to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units/subjects are written provides a balance of assessment of understanding, practical skills and behavioral attributes appropriate to the purpose of the qualifications.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all of the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria.

# 3.1 Grading and Assessment Policy (8 of 14)



It should be noted that once evidence is accepted for assessment, learners are not to be penalised purely for late submission of work, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria prescribed for the units should be used for assessment decisions. The Assessment and Grading policy should be strictly followed.

In accordance with the College policy, Assessor will apply a grading cap to work that has been submitted late without any approved special consideration. However, the submitted work should be assessed 'without penalty' in the first instance, the late submission should be recorded, and the student should be made aware that the lateness of submission may have an impact on their grade. In addition, the student should be informed that they may wish to submit 'mitigating circumstances'; if there are circumstances that have related to the late submission.

A decision can then be made as to whether any exceptional/mitigating circumstances are accepted. Decisions will be ratified by the Assessment Board or some form of Exceptional/Mitigating Circumstances Panel.

### **Extensions:**

Students should only be given authorized extensions for legitimate reasons and extenuating circumstances, such as illness at the time of submission. It is best practice to have a clear, published assessment procedure (e.g. in the code of practice and program specification) for a student to formally apply for an extension if they have genuine reasons for not meeting a deadline. If an extension is granted, the new deadline must be recorded and adhered to.

Extension requests should be made prior to the assessment deadline and should be formally approved by the program Leader. The duration of extensions should be consistent across all students and should not be after summative feedback has been issued to the other students on the program. All extensions granted by the program Leader must be recorded and made available at the Assessment Board and to the External Examiner (EE). Recording details of extensions enables the Assessment Board and the EE to confirm that the program is operating consistently in accordance with the centre's and Pearson's policies and guidance.

### **Resubmission**

Because every assignment contributes towards the final qualification grade, learners may be eligible for one resubmission of evidence for each assignment submitted.

One resubmission is allowed if a student does not achieve a pass on first submission (same assignment).

The reassessment opportunity will be capped at Pass for that unit.

A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task
- For examinations, reassessment shall involve completion of a new task
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

# 3.1 Grading and Assessment Policy (9 of 14)



## Procedures for resubmissions

If the program Coordinator or Assessment Board authorizes a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation
- The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. We recommend that students be required to resubmit the pending work within 15 working days of the student being notified that a resubmission has been authorized
- The resubmission must be undertaken by the student with no further guidance
- The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full
- Arrangements should be made for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.

The program team may opt to conduct a resubmission of the assignment under supervised/controlled conditions, even if this was not necessary for the original assessment. For example, this may be necessary to ensure that plagiarism cannot take place.

The External Examiner (EE/ISV) is likely to want to include assessments that have been resubmitted as part of the sample they will review.

### **Repeat Units**

The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At the discretion of Assessment Board, decisions can be permitted to repeat a unit
- The student must study the unit again with full attendance and (if required) payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit

A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard resubmission rules and regulations as stated above.

If a student repeats a unit and still does not achieve a Pass in neither their first submission nor resubmission, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the college will make sure that the relevant rules of combination and requirements have been met.

The External Examiner (EE/ISV) is likely to want to include assessments that have been re-submitted as part of the sample they will review.

# 3.1 Grading and Assessment Policy (10 of 14)



## Reasons for a Learner to apply for 'Reasonable Adjustment in Internally assessed Units'

Reasonable adjustment should be put in place before the learner starts the assessment. The Assessor/IV/Assessment Board will identify whether any action is needed to help reduce the effect of any difficulty or disability, which will restrict a learner with substantial disadvantage in the assessment. The College will ensure that reasonable adjustments does not affect the reliability or validity of assessment outcomes or give a learner any advantage over other learners undertaking the same or similar assessments.

The College applies and manages any reasonable adjustments for its learners, in line with the Access Arrangements, Reasonable Adjustments and Special Consideration for Vocational qualifications. Since each learner's circumstances are different, the college reviews each case needs separately to ensure that the best type of support can be put in place for the learner.

Types of Reasonable Adjustments:  
The College may apply the following for reasonable adjustment:

- Changing usual assessment arrangements.
- Adapting assessment materials. Providing assistance during assessment.
- Re-organising the assessment physical environment.
- Changing or adapting the assessment method.
- Alternative ways of presenting responses.
- Using assistive technology.

## Forms and deadlines

If the Lead Internal Verifier/IQA does authorize a resubmission, it must be:

- Recorded on the assessment record giving a deadline for resubmission within 15 working days [15 working days must be within term time, in the same academic year as the original submission, and must not fall over a holiday period If learners are studying part-time. This is to ensure that the equivalent of 15 days of "study time" and the time limit is fair to all learners] of the learner receiving the results of the assessment
- Carried out by the learner with no additional guidance.

The feedback on assessment is given to each student after assessment. If a student has Referral grade, the students are given a minimum of two weeks for Assessment that covers four learning outcomes and one week for that covers only two learning outcomes. In case of any appeals from dissatisfied students, as the first step, the Internal Verifier will verify the justifications given by the Assessor to finalize the decision.

The students seeking resubmission beyond the deadline fixed or retake opportunities shall give a Student Special Request form to Academic Director through the Head of School within two weeks from the date of announcement of results. All written requests will be forwarded to the concerned program Coordinator for perusal and consideration. Based on the validity, reliability, and genuineness of each request, the final decision will be taken by the Assessment Board.

## Reasonable adjustments and special consideration in Internal Assessment

The College supports access to its learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromise in the assessment of the knowledge, skills, understanding or competence being measured. The college will apply to Pearson, and seek a reasonable adjustment to internally-assessed unit or qualification to decrease the effects of any difficulty or disability which would place a learner at a disadvantage in an assessment. For reasonable adjustments in such cases, the college will request Pearson for a special consideration to be applied to an assessment result.

# 3.1 Grading and Assessment Policy (11 of 14)



## Conditions applied for Special Consideration:

The College may apply for special consideration where:

- Performance in an assessment is affected by situations beyond the control of the learner, for example, an accident, recent personal illness, bereavement
- Part of an assessment was missed due to circumstances beyond the learner's control
- Learner's assessment work has been lost
- Posthumous certification is being requested
- Alternative assessment arrangements which were agreed in advance of the assessment proved inadequate or inappropriate. The learner cannot apply for special consideration on his own and certification claims should not be made until the application has been approved.

## Assessment procedure applied for the case of Reasonable Adjustments

The assessor will assess the work produced following the application of a reasonable adjustment in the same way as the work from other learners.

The College will record the reasonable adjustment using the RA1 form, and stored with the learner records for three years and must be available to Pearson official, if requested.

In case of any clarifications, the college will contact [uk.special.requirements@pearson.com](mailto:uk.special.requirements@pearson.com)

## Special Consideration for internally assessed units:

Special consideration is a post-assessment allowance to reflect temporary illness, injury or indisposition that happened at the time of assessment. Any special consideration granted is not planned to fully compensate for the difficulty faced by the learner at the time of assessment and can only be a small adjustment to ensure that the integrity of the assessment is not compromised.

Special consideration shall not give the learner any unfair advantage or mislead anyone regarding the learner's achievement. The learner's results must reveal real achievement in assessment and not his potential ability.

Special consideration is only to assist a learner affected by a potentially wide range of difficulties, either physical or emotional, which may affect their performance and shall not remove the difficulty faced by the learner. There may be situations where learners should not be permitted for an assessment if the Assessor/IV/Assessment Board believes that it is doubtful that they can meet the standard required. Only minor adjustments can be made to the achievement so that the standard of the qualification is not at risk.

# 3.1 Grading and Assessment Policy (12 of 14)



- Membership
- How the views of those unable to attend might be recorded
- The quorum for meetings and how to deal with the meeting being inquorate
- Provision for Chair's action, its limitations and the recording and reporting of such decisions
- The exercise of discretion in a consistent manner, for example in relation to extenuating/mitigating circumstances, and borderline cases.

Good preparation prior to the Assessment Board is essential if it is to be effective. Ways of ensuring this are to:

- Plan meeting dates for the academic year and circulate them to the members of the Assessment Board
- Ensure that these dates are aligned with the External Examiners' (EEs')/International Standards Verifier's (ISV) visits
- Collate all information regarding students' achievement and ask appropriate staff to indicate which students will need discussion at the Assessment Board, for example because of mitigating circumstances (this will save time during the meeting)
- Circulate an agenda in good time before the Assessment Board meeting and ask members to confirm their attendance. This is important as meetings must be quorate in accordance with the College's policies
- Include a declaration of Conflicts of Interest as a standing agenda item so that members can abstain from specific discussions if they need to
- Identify who will minute the meeting and that he/she is aware of the responsibilities of this role.

## Application procedure for special consideration:

- Learner cannot apply for special consideration on his own and certification claims should not be made until the application has been approved
- SC1 form should be filled at the time of application
- Applications will be accepted by awarding body only in extraordinary circumstances where all learners are equally affected. For example, if a fire has destroyed a cohort's work or there has been any notifiable disease that forced the college to be closed by law.

Given the nature of internally assessed units within vocational qualifications, where there is no single fixed assessment date, we would expect learners to be given the opportunity to complete the assessment at a later date.

## Assessment Board Membership and guidelines

The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual modules or units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students onto the next stage of the program
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic standards. The main Boards are normally held at the end of every semester. There may also be separate Boards to deal with matters such as repeat units and mitigating circumstances. The Assessment Board can also delegate certain responsibilities to program coordinators/Lead Internal Verifier, such as the power to authorise resubmissions. Assessment Board's reports and minutes provide valuable evidence for quality assurance review processes.

## Preparation for an Assessment Board

All members of Assessment Boards must be aware of the associated policies and procedures prior to the meetings taking place. Written information should be provided about:



# 3.1 Grading and Assessment Policy (13 of 14)



Whilst the majority of Assessment Board activity will be enacted at the Board itself, there may be rare occasions where this is not possible. The Chair of the Assessment Board has delegated powers to act between scheduled meetings on:

- Items of routine business that would not normally merit discussion at the meeting
- Matters relating to the implementation of decisions which have already been approved at previous meetings
- Issues that arise that, in the view of the Chair, are too urgent and important for consideration to be deferred until the next scheduled meeting.

Under such circumstances, the Chair will have delegated authority to take action, which may take the form of calling a special meeting of the Board or consulting with board members by correspondence.

The Chair will exercise care before taking action on behalf of the board member and if appropriate, may consult with senior colleagues. The Chair may take action on matters of importance where the delaying of a decision would disadvantage the College or the student. Where the Chair has exercised delegated authority, a written report of the action taken will be presented to the next scheduled meeting which shall give its formal endorsement or otherwise to the actions.

## Assessment Board Membership

At BACU, the Chair and the Secretary of an Assessment Board are, as far as possible, independent of the program under consideration. The College often uses the program coordinator of a different department, or a Head of School, or even a Director of Institutional Effectiveness to ensure this. Likewise, the Secretary can be from another department or from the Office of Institutional Effectiveness.

The College cannot insist that the External Examiners (EEs/ISV) attend Assessment Boards, although it is essential that they have the right to attend. It may be possible for the college to arrange with their External Examiner (EE) an examination visit that includes time for them to attend the Assessment Board. Alternatively, they will need to see the minutes from the most recent Assessment Board(s) held.

All members of the program team should attend the Assessment Board. Clearly, absences are sometimes unavoidable, but it would become a quality issue if certain members were regularly absent, or if attendance were to be persistently poor.

In addition to the Chair and Secretary, the membership of the Assessment Boards shall be as follows:

1. Executive Dean and/or Academic Director
2. Head of Schools
3. program coordinators and faculty members
4. Director of Institutional Effectiveness

Members of the Assessment Board shall make every possible attempt to attend the meeting. Where appropriate, a nominee will be proposed to the Chair. The meeting will be valid when 50% of the required attendees are present. If not quorate, the Assessment Board will proceed informally and the minutes will be shared to the absent members of the Board for review and confirmation of the minutes that they are appropriate and reflect the terms of reference. The Assessment board will normally be held at least once every semester for each program.

# 3.1 Grading and Assessment Policy (14 of 14)



## Assessment Board decisions

When results are provided by the assessors, the assessment board follows the guidelines in this policy to provisionally approve the final grades and make other recommendations. Each result is provisional until final approval is received from the External Examiner (EE/ISV). Students also need to be aware of the timescale for lodging an academic appeal or complaint following final results.

If an External Examiner (EE/ISV) attends an Assessment Board it is in the capacity of an adviser, they have no power of veto at the Board. If an EE/ISV feels that a wrong decision is being made, they can only register disagreement with the decision on their report.

## Minutes

Assessment Boards are responsible for ensuring that assessment decisions are recorded accurately, supported by taking adequate minutes of any discussions which, in particular, demonstrate the factors taken into account when discretion is exercised, or extenuating/mitigating circumstances are considered. Such an approach provides assurance and transparency. The minutes of the Assessment Board must be made available to the External Examiner (EE/ISV).

## Confidentiality

The College takes extremely care about what happens to the documentation used in the meeting. Only the Chair, program Coordinators and Secretary keep the documentation. The College has clear regulations on how students are informed of their results. No discussion of individual results or counselling of students should take place until after the results have been formally ratified and results lists have been published.

Relevant forms	
Form #	Form Name
P23aL3	Assessment Plan Template BTEC
P23aL4L5	Assessment Planning HN
P23bL3	Assignment Brief Template BTEC
P23bL4L5	Assignment Brief Template HN
P23cL3	Internal Verification of Assignment Brief Template BTEC
P23cL4L5	IV Assignment Brief Template HN
P23d	Student Assessment Submission and Declaration
P23eL3	Record of Practical Activity Template BTEC
P23eL4L5	Witness Statement HN
P23fL3	Assessment Record Template BTEC
P23fL4L5	Higher Nationals Summative Assignment Feedback Form
P23gL3	Internal Verification of Assessment Decisions BTEC
P23gL4L5a	IV Assessment Decision Template Single Student
P23gL4L5b	IV Assessment Decision Template Multiple Students
P23hL4L5	Witness Statement HN
3a	In-course Tracker Sheet
P3h	Reasonable Adjustments Form (RA1 form)
P3i	Special Consideration Form
36a	Student Special Request Form (SC1 form)
23j	Interview/Viva form

# 3.2 Examinations Policy

## - Level 6 (1 of 3)



### Policy Purpose, Scope & Statement

#### Purpose

The purpose of this policy is to clarify both students and faculty the guidelines for examination practices to evaluate the outcomes of College education outcomes.

#### Scope

This policy applies to all students and faculty members.

#### Policy Statement

The College uses exams as a form of academic assessment to measure student performance and also to evaluate the knowledge, intellectual skills and competencies of the course.

### Procedures

#### Module Assessment

All assessments should be submitted in English.

#### ASSESSMENT Strategy

Formative:

- Formative feedback will be provided to students on a continuous basis throughout the module, however, feedback on the assignments will be given two weeks after the hand in dates.

Summative:

- Summative: In course Assignment (ICA) X% comprising 2 elements and EA (100-X)%.
- End examination (2 ½ hours duration with a (100-X)% weighting, covering all the learning outcomes.
- To pass the module, students must achieve an overall module mark of at least 40%.

Note: Assessment submission dates are approximate and may be subject to change. Assessment Briefs & Criteria

- The in-course assessments will take the form of technical reports and presentations, assessing the students' ability to research, interpret and analyze problems associated with the module.
- The end examination will allow assessment of the student's understanding, application and overall competence within the areas of the module.

### Module Assessment

- Module Pass: The overall pass mark for each module is 40%.
- Module Pass with Multiple Components: Where the assessment strategy of a module is comprised of two or more components of assessment, a pass will be awarded where a student achieves at least 40% in the overall module mark. The student does not need to achieve a mark of 40% in each component.
- Pass/Fail Modules: The minimum criteria to pass a module approved to use only pass/fail grades is the achievement of an overall pass grade. If a combination of pass/fail grades and percentage marks are used then both minimum requirements must be met (i.e. a pass grade and a minimum aggregated mark of 40% in the other components). Pass/fail module credits will contribute towards progression and the award. In such modules, while a pass must be achieved, the module does not contribute to the calculation of level averages or to the classification/grading of an award.
- Passed Modules and Reassessment: A student who has passed a module at the first attempt either outright or by compensation may not be reassessed in the module in order to achieve a higher mark.

# 3.2 Examinations Policy

## - Level 6 (2 of 3)



### Module Reassessment

- I. **Limit to Reassessment:** Students who fail any module at the first point of consideration will be provided with an opportunity to undertake reassessment. In such cases, the student will be offered reassessment in the failed component(s) of the module. There is no limit to the number of modules eligible for reassessment. Students are normally only entitled to one reassessment attempt per module.
- II. **The Timing of Reassessment:** Reassessment opportunities will normally take place on an inter-sessional basis after the Level has been undertaken in full. However, Assessment Boards may be scheduled to determine and offer in-session reassessment where, for course specific circumstances, it is deemed beneficial to student completion and achievement.
- III. **Module Mark for Reassessed Modules:** When a student is reassessed in a module, the marks obtained in the component(s) of assessment passed at the first point of consideration shall stand whereas the maximum mark that may be awarded for the reassessed component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the reassessed components.

Where, exceptionally, capping at the component level results in a failed mark for the module overall, and where capping at module level would have resulted in a pass, the module shall be recorded as passed with a capped mark of 40%.

If the pass mark for the module has not been attained following reassessment, the mark that will stand is the higher of either the original module mark or the recalculated mark following the reassessment.

- I. **In-module Retake:** On a module basis, and only if approved as a specific reassessment strategy at the time of approval, courses may make arrangements for students to retake specific assessment tasks before the result has been formally ratified by a Module Assessment Board. In-module Retakes are permitted only where:
  - a) The assessment is not an examination.
  - b) The assessment has been subjected to full internal moderation processes.

c) Either the module pass mark has not been attained outright; or the module pass mark has been attained but the minimum required mark in specified assessment component(s) has not been achieved.

d) The module is designated as non-compensable.

e) The module has been attempted.

- In-module Retakes are not available for Foundation Year.
- When a student retakes an assessment, the marks obtained in the component(s) of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the retaken component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the retaken components.
- If the pass mark for the module has not been attained following the In-module Retake, the mark that will stand is the higher of either the original module mark or the recalculated mark following the retake.
- Students who fail to attain the module pass mark following an In-module Retake will be eligible for reassessment if permitted within the course regulations and the constraints of the award.

## 3.2 Examinations Policy

### - Level 6 (3 of 3)



**V. Exceptional Third Attempt:** On a module basis, and only if approved as a specific reassessment strategy at the time of approval<sup>8</sup>, course teams may make arrangements for students to undertake a second reassessment opportunity (i.e. a third attempt). Third attempts should normally only be used where:

Either the module pass mark has not been attained outright; or the module pass mark has been attained but specified assessment component(s) must meet a minimum level of achievement.

- a) The module is designated as non-compensable.
- b) An In-module Retake, is not available as an approved reassessment strategy on the module;
- c) There are no Fitness to Practice concerns (if applicable);
- d) The module has been attempted.
- e) Exceptional Third Attempts are not available for Foundation Year modules.
- f) When a student is reassessed for a second time in a module, the marks obtained in the component(s) of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the reassessed component(s) is 40%. The mark for the module will be recalculated on the basis of the original marks for the component(s) passed at the first attempt and the marks gained in the reassessed components.
- g) Where, exceptionally, capping at the component level results in a failed mark for the module overall, and where capping at module level would have resulted in a pass, the module shall be recorded as passed with a capped mark of 40%.
- h) If the pass mark for the module has not been attained following reassessment, the mark that will stand is the higher of either the original module mark or the recalculated mark following the reassessment.

# 3.3 Internal Assessments Policy



## Policy Purpose, Scope & Statement

### Purpose

This policy ensures that students are assessed fairly in any assignment/exam.

### Scope

This policy applies to all students enrolled at BACU.

### Policy Statement

BACU has a internal assessments policy to ensure there is an efficient system that allows faculty members to assess fairly the work submitted by students in uncontrolled assignments at different levels.

## Procedures

1. **UK Level 3/4/5 subjects** MUST be given a *minimum of one controlled* examination (preferably Assessment 2) to confirm standardization of the assessment process, and academic integrity.
2. **UK Level 6** uncontrolled assignments MUST allocate *at least 30%* of allocated marks for a *one on one viva/interview* evaluation. A summary slide/poster for each task is recommended.

UK Level 6 Projects MUST have two individual presentations by the learners:

- 20% of the final mark shall be awarded in Week1/Semester 2 on the Project Proposal Defense Presentation.
- 20% of the final mark shall be awarded in Week12/Semester 2 on the Project Defense Presentation.

Each head of school will form a committee (of at least 3 faculty members) to evaluate all project presentations using a uniform marking criteria.

## Project Proposal Guidelines

The Project Proposal shall cover (at least) the following topics:

- Project Title
- Introduction and Background
- Areas for investigation
- Literature review and existing state of art
- Research Questions

- Rationale for Project choice
- General objectives and specific objectives
- Designs and methodology
- Project Plan
- Tools required
- Budget
- Beneficiaries/Stakeholders
- Research Ethics
- References

The final project defense will include an update to the above along with a prototype demonstration and/or simulation. Exact timelines of the proposal and the final report presentation will be shared with the whole faculty in advance.

Relevant forms	
Form #	Form Name
34a	Research Ethics Approval Form

# 3.4 Withholding results and certificates



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to clarify when Pearson or BACU may withhold results or certificates from learners.

### Scope

This policy applies to all students enrolled at BACU.

### Policy Statement

BACU and Pearson has the right to withhold results and certificates from candidates and learners

## Procedures

1. There are very few cases where we would withhold results or certificates from learners. This may be necessary where:
  - There are cases of alleged centre or learner malpractice.
  - A result is issued in error.
  - There is reasonable evidence that there is a risk to the integrity of the results.
2. Pearson may ask BAC to withhold results or certificates from learners because there is an allegation of malpractice or a result has been issued in error. In such events, Pearson will ask BAC to hold or return results or certificates until any investigation is completed and any issues are resolved.
3. Pearson does not withhold learner results or certificates on financial grounds.
4. Any learner who is entered for an examination should expect to be awarded a certificate on successful completion of the relevant assessment. Except in cases described in section II above, you cannot withhold results or certificates from learners under any circumstances, including non-payment of fees. As recommended by Pearson, BAC will aim to have secured payment of course fees by the time of registering a learner for an examination.
5. BAC will report an incident or discuss concerns with Pearson by emailing to Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com).



British Applied College  
الكلية التطبيقية البريطانية

# 4- Qualification & Academic Progression Policy

**British Applied College**  
Umm Al Quwain, UAE





# 4.1 Qualification Completion and Certification Policy (1 of 4)



British Applied College  
الكلية التطبيقية البريطانية

## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to give clear guidelines on qualification completion requirements to obtain an award (credential).

### Scope

This policy applies to all students of the College.

### Policy Statement

- Students will qualify for an Award upon successful completion of the required number of Units in the Award.
- This policy complies with Awarding Bodies requirements and outlines the conditions under which Qualifications can be correctly awarded.

## Definition:

- Award – refers to a Certificate, Diploma, Higher National Diploma, Advanced Diploma or other accredited Qualifications.

## Policy Principles

- Students who complete part or all of their program of study are entitled to receive documentation recognizing and confirming their achievement.
- Partial completion of a program entitles the student to a Transcript/Statement of Attainment on leaving BACU.
- Full completion of a program entitles the student to a Qualification Credential and a Transcript/ Statement of Attainment
- All students who meet the requirements for course completion as set out below will be entitled to an Award.

## Procedures

### Eligibility for Award

- Students will qualify for an Award upon successful completion of the required number of Units/subjects in the Award.
- Where Recognition of Prior Learning (RPL) is applicable, students must complete a minimum number of Units/subjects at BACU in order to qualify for an Award.
- The BACU Assessment Board has authority to approve students who are eligible to graduate and to obtain their Qualification.

## Completion Requirements for Higher National Diploma (HND)

In order to be awarded a qualification, a student must complete all subjects/units, achieve a Pass or above in all mandatory subjects/units unless otherwise specified.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the required units at Pass or above, abiding by the minimum requirements in the compensation criteria
- achieve the minimum number of points at a grade threshold.



# 4.1 Qualification Completion and Certification Policy (2 of 4)

## Profile for Award Eligibility:

Students are considered for an HND award if they have satisfied the general credit requirements for the award and/or have satisfied the specific outcomes of the course set out in the program Specification. An award is conferred following the meeting of the relevant Assessment Board and the endorsement of the outcomes of that Board. Once an award has been made, students will not be allowed to restudy any part of that award. Students must satisfy all financial obligations with the College in the timeframe specified by the Registrar. Degrees and transcripts will not be issued for students with past-due accounts, loans, or other arrears.

## Graduation Requirements for UK Level 3

In order to be awarded a qualification, a learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified.

- To achieve any qualification grade, learners must:
- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the required units at Pass or above, abiding by the minimum requirements in the compensation table below
- achieve the minimum number of points at a grade threshold.

## Compensation table

Qualification	Compensation rule	Unit Equivalence
Subsidiary Diploma (360 GLH)	Mandatory must be passes, 60 GLH only at U grade permitted from optional	1*60 GLH Unit

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification. Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

## Academic Progression

To progress from level 3 to level 4, the learner must pass all mandatory units and permitted to take U grade in any one optional unit only.

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units, along with the optional units with the highest grades, will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below

Qualification	Available Grade Range
Subsidiary Diploma	P to D*

The Calculation of qualification grade table, given later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

# 4.1 Qualification Completion and Certification Policy (3 of 4)



Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units.

	Unit size		
	60 GLH	90 GLH	120 GLH
<b>U</b>	0	0	0
<b>Pass</b>	6	9	12
<b>Merit</b>	10	15	20
<b>Distinction</b>	16	24	32

## Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant Calculation of qualification grade table for the cohort. Upon qualification of Level 3, students will be progressed to Level 4.

Subsidiary Diploma (360 GLH)	Grades	U	P	M	D	D*
	Points Threshold	0	36	52	74	90

# 4.1 Qualification Completion and Certification Policy (4 of 4)



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## Graduation Requirements for UK Level 4/5

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years. The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study. Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards

Required combinations of units are clearly set out in Pearson specifications. All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to TQT include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience

- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

## Academic Progression

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years. It is expected that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study. Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of units are clearly set out in the programme specifications of Pearson.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of Total Qualification Time (TQT).

# 4.2 Qualification Audit Policy



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## Policy Purpose, Scope & Statement

### Purpose

The purpose is to ensure successful completion of Qualification.

### Scope

This policy applies to all students who are enrolled in programs offered at BACU.

### Policy Statement

The College conducts qualification Audit and analyzes student academic progress towards a qualification including intellectual and personal development of students for successful progress towards graduation.

## Procedures

1. The Degree Audit is not an official certification of student academic record--it is only a planning tool that an academic advisor uses to guide student progress.
2. Head of Schools and Academic Advisors analyze the student progress using 'Assessment Board Grade tracker' sheet.
3. The program coordinators/academic advisors map degree requirements and compare them with the student progress,
4. Then they identify student gaps in the study plan that the student needs to fill.
5. The program coordinators/academic advisors prepare an academic plan to select and schedule courses that the student needs to take.

# 4.3 Academic Progress Policy (1 of 4)



- d. Modules determined as non-compensable at approval are ineligible for compensation.
- e. Any module where academic misconduct has been proven will not be eligible for compensation.

**II. Marks for Compensated Modules:** Where a module is compensated, the original mark shall be used for the purposes of calculating Level averages and classifications. However, the mark that will be displayed on all communications notifying or documenting the student's achievement (e.g. record of progress, transcript, diploma supplement, etc.) will be 'Pass by Compensation'.

## Policy Purpose, Scope & Statement

### Purpose

The Regulations governing student progression apply to all BACU Undergraduate courses unless specific variance has been approved by, or on behalf of, Academic Board.

### Scope

This policy applies to all students.

### Policy Statement

A student is expected to complete every year satisfactorily passing all courses to progress to the next year and graduate. The College has set minimum criteria for academic progress to ensure effective and quality academic progress.

## Procedures

- The Regulations governing student progression apply to all BACU Undergraduate courses unless specific variance has been approved by, or on behalf of, Academic Board.

## Compensation of Failed Module

Compensation refers to the process of deliberately balancing a limited amount of under achievement in one aspect of a student's overall performance in a Level (Year) of a course against the otherwise positive performance in the Level as a whole. Where compensation is confirmed by an Assessment Board, credits will be awarded to the relevant module.

- I. **Application of Compensation:** Compensation will automatically be awarded at the earliest opportunity to any module up to a maximum of 20 credits in any Level of a course subject to the following conditions:
  - a) Compensation can only be applied at the formal point of progression on a Level- by-Level basis.
  - b) Compensation can only be awarded if an overall Level average of at least 40% and a total of at least 120 credits has been successfully achieved.
  - c) Compensation is only permitted if the failed module has been attempted at the first and/or second attempt.

## 4.3 Academic Progress Policy (2 of 4)



### Progression Decisions

- A Progression and Award Board may ascribe a formal progression decision to each student, as follows:

Progression Decision	Description
Proceed	A student has been awarded 120 credits at the current Level of the course and may proceed to the next Level.
Reassess	A student has not satisfied the progression criteria at first point of consideration for the current Level of the course but is offered the opportunity do so through reassessment.
Defer (student)	A student has not satisfied the progression criteria at either first or second point of consideration for the current Level of the course but has approved extenuating circumstances for one or more modules. Consideration of such students is formally deferred until the next meeting of the Assessment Boards.
Proceed Trailing	A student has passed a minimum of 120 credits at the current Level of the course and may proceed to the next Level trailing up to 20 credits (non-compensatable module(s)) to be attempted again in that Level. Students are permitted to trail a module on only one occasion within their course of study.
Proceed Under Provision	A student, at the second point of consideration, has not satisfied the progression criteria but either has approved extenuating circumstances or has been permitted to undertake reassessment by the Assessment Board. The student progresses to the next Level of the course but is required to successfully meet the progression criteria for the current Level within 6 weeks of the next academic year, otherwise progression is rolled-back and suspended.

Table 4.3-1: Progression Decisions table - I

## Students who do not Meet Minimum Credit Requirements for Award:

### Students who do not Meet Minimum Credit Requirements for Award:

- Students who have not achieved the necessary number of credits to be eligible for the named award within the normal period of registration may be permitted the opportunity, at the discretion of the Assessment Board, to continue to study by any approved mode of attendance to make good the deficient credit before being considered for the award subject to:

## 4.3 Academic Progress Policy (3 of 4)



## Progression between the Levels of a Course

In order to progress to the next Level of the course students must have attained or exceeded the following profile:

- Passed 120 module credits at the current Level.
- Achieved an average of 40% or more across all modules comprising the current Level.
- Attempted all modules that comprise the Level.
- Attained 140 credits in any and all previous Levels of the course.

Progression Decision	Description
Confer Intended Award	A student has satisfied all requirements for the intended award as detailed in the program Specification and the intended award is conferred.
Confer Intermediate Award	A student has not satisfied all requirements for the intended award as detailed in the program Specification and has either exhausted the opportunities to retrieve failure or is otherwise unable to complete the course. If the criteria for an intermediate award are satisfied, the intermediate award is conferred.
Cannot Proceed (Restudy)	A student has not satisfied the progression criteria for the current Level of the course at the second point of consideration but may remain on the course to retrieve failure through restudy in a subsequent academic year.
Discontinued (withdrawal)	A student has exhausted all opportunities to retrieve failure, has failed to meet the requirements to continue on their course of study, and is formally withdrawn by the Assessment Board. In such cases, it may also be possible to confer an intermediate award.
Decision deferred	A progression decision cannot be made. This may be because outcomes of other processes are pending (e.g. academic misconduct, extenuating circumstances), or due to the absence of, or errors in, the information presented to the Board. In such cases, the Board may defer the business to the next scheduled meeting, reconvene the meeting at a subsequent time, or delegate responsibility to Chair's Action.
Delegate Decision to Chair's Action	A progression decision cannot be made. Subject to the approval of the relevant external examiner(s), the Progression and Award Board agrees to delegate its responsibilities in the relevant matter(s) to the Chair.

Table 4.3-2: Progression Decisions table - II



## 4.3 Academic Progress Policy (4 of 4)



### Where this progression profile is achieved the student will be permitted to progress to the next Level of the program

- I. Progression with Compensation: If the student is eligible for the Assessment Board will confirm that the failure has been compensated and that credit has been awarded to the module(s).
- II. Progression and Trailing Modules with a Level Average of  $\geq 40\%$ : Where a student has passed 120 module credits in the Level has achieved a Level Average of  $\geq 40\%$  and has attempted all the modules but the failed module(s) are ineligible for compensation, the Assessment Board will confirm that the student is permitted to progress to the next Level of the course and to trail failed module(s) to be retrieved in that Level (this can be a single 20 credit module or two 10 credit modules).
- III. Progression under Provision: At the second point of consideration, students who have not achieved the necessary profile to progress to the subsequent Level, but either have approved extenuating circumstances or have an outstanding reassessment opportunity may, at the discretion of the Assessment Board, progress to the next Level of the course subject to the following provisions:
  - a) The student is informed that the progression criteria for the current Level must be attained within 6 weeks of the next academic year.
  - b) Assessment Boards are held in a timely manner after the 6-week period has passed to consider the outcome of assessments and make progression decisions.
  - c) Where the progression criteria have been successfully attained, the Assessment Board will ratify the progression and communicate to the student that they can continue with their studies.
  - d) Where the necessary progression criteria have not been attained, the Assessment Board will roll-back progression and determine a new decision based on consideration of the student profile in accordance with the provisions set out in these Regulations. This decision will be communicated to the student.

# 4.4 Grade Approval and Change Policy (1 of 3)



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## Policy Purpose, Scope & Statement

### Purpose

Students have the right to appeal a final grade for any semester course.

### Scope

This policy applies to all students at BACU.

### Policy Statement

The College promotes the ambience of equality and fairness. The College further reassures student to file an appeal who feels he or she was innocent. The petition will in no way have an impact on the subsequent actions or decision.

## Procedures

### The Purpose of Assessment

- A key function of assessment is to promote high-level learning. Assessment is also the primary mechanism that enables students to demonstrate they have achieved the learning outcomes of the course on which they are registered and fulfilled the standards required of the award. Given its dual purpose, assessment is not merely the evidence that learning outcomes have been achieved but a crucial aspect of a high-quality student learning experience.
- The Role of Academic Judgement
- The outcomes of high-level learning are assessed by professional examiners who use their academic judgement to determine the level of achievement demonstrated in student assessment. These judgements are based on associated criteria and standards. The academic judgement of examiners cannot, in itself, be questioned or overturned. As such, a common understanding of the meaning of those criteria and standards - both academic and professional - is based on mutual trust and meaningful dialogue between staff and students.
- Indeed, the assessment of student work is usually a matter of judgement, not merely of simple computation. Marks, grades and percentages are thus the means by which examiners communicate their judgement of a student's work and the different aspects of learning it demonstrates.

- Their purpose is to provide information for Assessment Boards who will make the final decision on a student's progress, achievement of learning outcomes, and the fulfilment and classification/grading of the award.
- These Regulations provide a framework within which professional academic judgement can be exercised in such a way that students are treated with equity, parity, and consistency across the College's undergraduate courses.
- Assessment Regulations for BACU Undergraduate Degree Awards

### Standard Regulations

- These Regulations are the standard regulations for all BACU Undergraduate Degree courses, including those with a Foundation Year. They will apply in their entirety to all undergraduate awards and to all students undertaking those awards, unless variance has been approved by, or on behalf of, Academic Board.
- Discretion

In clearly specified circumstances, Assessment Boards have the power to exercise their discretion in the light of their academic judgement to ensure that students are treated equitably and fairly, that academic standards are maintained, and students are not disadvantaged by administrative or procedural irregularities beyond their control. In exercising discretion, Assessment Boards must take account of the views of the external examiner(s) and should ensure that decisions are taken in the spirit of these Regulations to the benefit of students. Decisions reached as a result of the exercise of discretion must be minuted together with the reasons for the decision.

## 4.4 Grade Approval and Change Policy (2 of 3)



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### Chair's Action

An Assessment Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student, subject to the approval of the relevant external examiner(s). Delegated responsibility should only be exercised in exceptional cases, for example:

- a. To correct errors and/or omissions in the assessment marks and/or module results presented to an Assessment Board.
- b. To reconsider a decision of the Board in light of a recommendation made by an Academic Committee following consideration of the evidence relating to an Academic Appeal Application.
- c. To instigate the Irregular Results Procedure or otherwise ensure students are considered justly and consistently.
- d. To recommend conferment of an award in light of the above.
- e. To consider module results and/or the conferment of an award for a very small number of students where it is not practical to reconvene a Module and/or

Authority: The regulations in force at any time shall be those published on the Student Regulations section of the College Website unless otherwise specified. Students who register for an award part-way through an academic year of study, or resume study after a period of interruption, will be governed by the regulations in force at the time of such registration or resumption.

### Review and Approval of Regulations:

The Regulations are reviewed periodically to reflect changing institutional agendas and for the purpose of editorial amendment. This review process is informed by feedback from appropriate staff, students, and external examiners and, where appropriate, other agents external to the College. The Regulations pertaining to a semester will be published in advance of its commencement

### Changes to the Regulations:

- While the College reserves the right to amend the Regulations, changes will not normally be implemented within a year of study. In exceptional cases (for example, following major review and modification), amendment to the Regulations may result in different cohorts of students registered for the same award being considered under different Regulations. Students will be notified in such cases and every effort will be made to ensure no cohort is unduly disadvantaged.

## 4.4 Grade Approval and Change Policy (3 of 3)



### Assessment Boards

- **Impartiality of Assessment Boards:** An effective staff-student relationship requires a culture of trust, respect, and professionalism. As part of this, the assessment of students will take place with due regard to the principles of transparency, independence, equity, and impartiality. Assessment Boards will ensure there is no conflict of interest during the assessment process that might compromise this culture and these principles.
- Where a potential conflict of interest arises, the academic staff member(s) concerned will not have sole responsibility for assessing the work of any relevant student. In addition, a declaration of interest must be made to the relevant Assessment Board (or in advance to the Chair of the Board). Unless prior dispensation has been given by the Chair, the member of academic staff will leave the meeting of the Board when the individual case is being considered. This process will be recorded in the minutes.
- If a member of staff is a student on a module/course being considered by the Board, they will not be involved in the Board in any capacity.
- In instances where Assessment Boards are asked to consider outcomes from other regulatory processes (e.g. Academic Misconduct, Fitness to Practice), due regard will be given to the impartiality of the Chair and Members of the Board. If the Chair of the Board has had any previous formal involvement in a case to be considered, they will declare an interest and hand the Chair over to an impartial senior colleague during the discussion of the case. Similarly, if any Member of the Board has had formal involvement in a case to be considered, they will declare an interest and must not take part in the discussion and decision-making process. Such declarations and actions must be recorded in the minutes.
- **System of Assessment Boards:** The College employs a two-tier system of Assessment Boards to determine the outcome of student assessment. This system is conducted sequentially through Module Assessment Boards and Progression and Award Boards. Each Assessment Board will make judgements on student performance within its own approved terms of reference. It will minute the basis on which decisions are made and record these in the Student Information System [SIS] using the approved codes. The Terms of Reference for College Assessment Board are published on the College website.

### Grade Change Policy

- The policies and procedures related Grade Change is detailed in the section 6.25a Student Grievance and Appeal Policy

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)
6g	Retake form



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# 5- Student Academic Policies

**British Applied College**  
Umm Al Quwain, UAE





# 5.1 Student Academic Integrity Policy (1 of 9)

## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to inculcate and ensure academic integrity by moral and ethical code of conduct.

### Scope

This policy applies to all students.

### Policy Statement

The College has student academic integrity policy to prevent dishonesty and unethical behavior. Academic integrity refers to the ethical policy or moral code of the academic world.

## Procedures

The College is committed to safeguarding the standards of its academic awards by acting on alleged cases of Academic Misconduct. The Academic Misconduct Regulations are intended to allow the College to determine whether or not Academic Misconduct has taken place within a summative assessment. It is expected that Academic Misconduct suspected in formative work will be drawn to a student’s attention by staff.

Below are examples of the **definitions**, descriptions stages and recommended penalties.

Bribery	The offering of money or other incentives to a person, which may result in a student gaining an unfair advantage over their peers.
Collusion	Where two or more students collaborate to produce a piece of work which is then submitted by one or both students as their own work, or a student sharing with another student(s) a copy of their work whether in whole or in part when this is not a requirement of the assessment. In such cases, the originator of the work may also be liable to the charge of Academic Misconduct where it can be shown that the originator knowingly allowed their work to be used. If Academic Misconduct is suspected in respect of a piece of group work, and the originator of the work cannot be established, the entire group may be deemed responsible to a charge of Academic Misconduct

Table 5.1-1: Definitions table - I

# 5.1 Student Academic Integrity Policy (2 of 9)



Examination Irregularities

Engaging in any action with the intent of gaining an unfair advantage over other students taking the same examination or knowingly assisting others in this intent. This may include, but is not limited to:

- Copying, consulting or attempting to make use of a script from any other student(s) during an examination with or without their permission or knowledge or knowingly assisting others in this intent.
- Communicating or attempting to communicate during an examination with any person other than an authorized member of staff except where the Regulations specifically allow such communication.
- Taking into the examination room, or making use of, any written or printed materials, electronically stored or communicated information, or devices unless expressly permitted by the examination or course regulations that have been notified to the Senior Invigilator, or knowingly supporting others in this intent. Devices may include, but are not limited to, mobile telephones, smart watches, pagers, MP3/MP4 players, iPods, tablet computers, laptop computers, personal organizers, electronic dictionaries, and unauthorized calculators.
- Gaining access to any unauthorized material relating to an examination during or before the examination.
- Removing or attempting to remove, part of an examination script from the examination room.
- Impersonating, being knowingly impersonated or being party to impersonation of a student sitting an examination in place of another student with the intention to deceive or gain unfair advantage.
- Obtaining a copy of an 'unseen' examination question paper in advance of the date and time of its authorized release.
- Leaving the examination room, for instance during a comfort break, and consulting any material, which would give an unfair advantage or knowingly assisting others in this intent.
- Disruptive behavior during an examination.
- Leaving the examination room outside of the authorized timeframes without permission from the Senior Invigilator.

Table 5.1-2: Definitions table - II

# 5.1 Student Academic Integrity Policy (3 of 9)



Exceptional Cases	No evidence to support the allegation of Academic Misconduct but nevertheless needs to be dealt with insofar as possible.
Fraudulent Applications	Submitting a fraudulent case to obtain an extension, deferred submission or extenuating circumstances application in order to gain an unfair advantage.
Fabrication of data, evidence or results	The presentation of data purported to have been carried out by the student, or obtained by unfair means. This also includes the manipulation, tampering with and adding of data in experimental or similar situations.
Interfere with recorded marks	The interference with recorded marks which give a student an unfair advantage.
Modification	The submission of a piece of work known to have been originated by another but which the student has deliberately modified to make it appear as if it was their own piece of work.
Personation	The assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where one person assumes the identity of a student, with the intention of gaining unfair advantage for that student, or the student is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for themselves.
Plagiarism	The incorporation of another's work, which can include items or articles, images, equations, programming results or codes, test results, judgements or ideas in an assessment either verbatim or in substance without proper, clear and unambiguous acknowledgement of the source or content (for example, paraphrasing of a source with no attempt to acknowledge the source, or failure to reference appropriately the source of material used). This includes unacknowledged material downloaded from electronic sources, published sources or the work of another student.

**Table 5.1-3: Definitions table - III**



# 5.1 Student Academic Integrity Policy (4 of 9)



Purchase/ Commissioning (including Contract Cheating)	The purchase/commissioning of a piece of work from another party which is passed off as the student's own work, which can include work purchased from commercial internet assignment writing sites, organizations or private individuals.
Self-Plagiarism/ Duplication	Submitting or duplicating work which is in whole or part identical or similar to work already submitted by the student for another assessment within the College or elsewhere to gain credit. This will not apply to draft copies of work.
Theft	Theft of another student's work.
Unauthorized possession of confidential staff materials	The possession of confidential staff material which has been obtained without the consent of the member of staff relating to an assessment, which would give the student an unfair advantage.
Unethical Behavior	Conduct which deviates from acceptable behavior including breach of confidentiality or improper handling of privileged or private information on individuals gathered during data collection. In addition, failure by a student to gain appropriate ethical clearance before collecting data.
Any other Academic Misconduct	Any other practice or deliberate attempt, which the College considers to give a student an unfair advantage over other students.

**Table 5.1-4: Definitions table - IV**

# 5.1 Student Academic Integrity Policy (5 of 9)



## Stages for Academic Misconduct

Type	Example	Recommended Penalties
Stage 1	<p>Minor and/or first offences of Academic Misconduct, but not limited to cases which are:</p> <ul style="list-style-type: none"> <li>• Normally less than 40% of the assessed work was related to the Academic Misconduct.</li> <li>• The Academic Misconduct resulted primarily from the inclusion of unattributed material including poorly applied citation conventions.</li> <li>• Failure to follow assessment instructions.</li> <li>• The submission of work which has been previously submitted by the student (either at the College or at another institution), or work submitted for assessment that has previously been published elsewhere.</li> </ul>	Penalty 1, 2, 3 or 4
Stage 2	<p>Major cases and/or second or more offences of Academic Misconduct, but not limited to cases which are:</p> <ul style="list-style-type: none"> <li>• Normally more than 40% of the assessed work was related to the Academic Misconduct.</li> <li>• There are strong indications that the student has intended to gain an unfair advantage.</li> <li>• Exceptional Cases.</li> </ul>	Penalty 4, 5, or 6.

**Table 5.1-5: Stages of Misconduct**

## Recommended Penalties for Academic Misconduct

Penalty	Definition
Penalty 1	For the first violation, faculty will give appropriate advice and guidance on how to avoid Academic Misconduct in the future, and award a mark for the work omitting the Academic Misconduct issues.
Penalty 2	Failure of the work, with a reassessment opportunity granted where permissible. The relevant component will be capped at the relevant pass mark.
Penalty 3	Failure of the work, with a reassessment opportunity granted where permissible. The overall module result will be capped at the relevant pass mark.
Penalty 4	Failure of the module. The student may restudy the same module, or take an alternative module if permitted, at the next available opportunity.
Penalty 5	Failure of the module. The student may restudy the same module, or take an alternative module if permitted, at the next available opportunity to receive a capped mark.
Penalty 6	Failure of the module and withdrawal of the student from their course of study. Students retain the credits granted up to that point of study, with any award that this may lead to.

**Table 5.1-6: Penalties for misconduct**



# 5.1 Student Academic Integrity Policy (6 of 9)

## Recommended Penalties for Academic Misconduct

- The above mentioned penalties are available for proven cases of Academic Misconduct. No penalty may be imposed for Academic Misconduct other than in accordance with the provision of these Regulations as cited below.
- Any of the penalties/actions may also be applied to a student found to have committed academic misconduct during a reassessment. A penalty for a second or subsequent substantiated allegation of Academic Misconduct should be at least a penalty higher than the previously imposed penalty. When applying Penalty 2 and 3 care should be exercised to ensure that a student is not able to gain an unfair advantage.

### Instructions for Students Undertaking Examinations

By entering the Examination Room, a student agrees to be bound by the regulations of British Applied College, under the authority of the Senior Invigilator.

NOTE: Where reference to Examinations Office, BACU Student Card, and Head of Learning Environment etc. appears below, the equivalent will apply at Collaborative Partner Institutions and it will be the responsibility of the Collaborative Partner to advise the student on the alternative arrangements.

- a. A student must present themselves at the time and place appointed by the College for the examination. Failure to do so, or failure to submit work having so presented himself or herself, will normally be deemed to constitute failure in that assessment, unless there is some cause found valid on production of acceptable evidence to the relevant Mitigating Circumstances Board. Students are not allowed to bring a child or pet into the examination room, nor is a child or pet allowed to be left unattended outside of the examination room.
- b. Students should arrive at the examination room at least 15 minutes before the start of the examination. Students must not enter the examination room until permission is given by the Senior Invigilator, normally not more than 10 minutes before the scheduled start of the examination.

- c. Students must bring their BACU Student Card (or equivalent) identification to the examination room and this must be shown to the Invigilator, before entering the examination room. Students who do not provide appropriate identification will not be allowed to enter the room until appropriate identification is provided. Students permitted to enter the examination room must place their BACU Student Card face upwards on the desk at which they are sitting their examination. This card will be inspected by the invigilators during the examinations.
- d. Students must not communicate with each other whilst they are in the examination room. Students found to be communicating, looking at another student work, or using mobile telephones, pagers, mobile devices or any other similar devices may be classed as a case of Academic Misconduct, and this matter will be forwarded to the student's relevant School for consideration. Students must also behave in a quiet and orderly manner. Senior Invigilators have the authority to report, or remove, any student from the examination room who is acting in an inappropriate manner. Any allegations of inappropriate behavior may lead to disciplinary action.
- e. Students are not permitted to use dictionaries unless approval to do so has been granted by the Module Leader and notification subsequently made to the Invigilator.

## 5.1 Student Academic Integrity Policy (7 of 9)



- f. Students have a personal responsibility prior to an examination to ensure that non permitted items are not present within unauthorized areas of the examination room.

The College is not liable for any losses of personal belongings experienced during an examination. It is recommended that students do not bring valuables to an examination room. Students should only take into the examination room those essential items needed to complete the examination.

Students must leave all large items such as handbags, backpacks and coats in the area designated by the Invigilator.

Smaller personal belongings including, but not limited to, mobile telephones, smart watches, pagers, MP3/MP4 players, iPods, tablet computers, laptop computers, personal organizers, electronic dictionaries, and unauthorized calculators, wallets, purses, and keys (or any other similar item), and any other unauthorized material can be stored underneath a student's exam desk but these must be contained in a transparent pencil case or small transparent plastic bag, which can be provided by Invigilator on request. Please note that any electronic devices should also be switched off and not accessed for the duration of the examination. "Non-smart" wrist watches are permitted but Invigilators have the right to examine a watch if they suspect it may be used for misconduct.

Before the examination commences, students must place all essential equipment on their desk. These include: pens, pencils, highlighters, erasers (no correction fluid or tape is permitted), pencil sharpener, ruler, colored pencils; these must be contained in a transparent pencil case or small transparent plastic bag and must be visible to invigilators at all times. In addition, any examination materials that are listed on the rubric for the examination e.g. dictionaries, calculators, course notes etc. These materials may be checked for any suspected misconduct. Other items such as calculator cases and spectacle cases, must be placed (and all similar unauthorized small items) on the floor under their desks.

Students with alternative arrangements may have a specific item with them which is not listed above, provided it is recommended within their support plan, such as an insulin pen, medical device, or other item.

If unauthorized material is subsequently discovered not to have been placed in the appropriate area, such material may be confiscated at the discretion of the Invigilator. Receipts will be provided by the Invigilator for personal possessions, which are confiscated. If a phone rings or an alarm goes off during an examination, the device will be confiscated by the Invigilator for the duration of the examination and a log of the disruption made against the student's record.

If a student has any queries about what material is regarded as being unauthorized they must consult the Senior Invigilator before the examination.

A student found with unauthorized material in his or her possession during the examination will be reported by the Invigilator. This may be deemed as Academic Misconduct and be subject to action under the Regulations relating to Academic Misconduct. If a student does not cooperate with the Invigilator(s) this will be noted on the *Invigilators Report Form*, and this evidence will be considered within any suspected Academic Misconduct Hearing.

## 5.1 Student Academic Integrity Policy (8 of 9)



In examinations with durations that necessitate a break during which time bags, books, notes, etc. **must** be left in the examination room, the College will make reasonable efforts to ensure that such possessions remain secure but the exclusion of the liability for valuable items referred to above will apply to such possessions. Furthermore, the College's liability for loss or damage to a student's possessions will be limited solely to a proven loss of items necessary for the examination.

- a. Smoking, eating and alcoholic beverages are forbidden in the examination room, unless prior arrangements have been made in relation to the medical needs of a student. Students may bring a small bottle of water in a clear container.
- b. Each student must complete an attendance card and the front cover of any answer scripts before he/she commences the examination.
- c. Students will be informed by the Invigilator of any specific instructions and when they may commence the examination.
- d. Any student arriving late will be admitted providing they arrive no later than 30 minutes from the commencement of the examination. Students who arrive after the 30 minutes may be denied entry into the examination room and the Invigilator will record their details on the Invigilator's Report Form.
- e. Students must read all instructions carefully. Any queries about the contents of examination questions will not be answered. A student having any such query must note it in his or her answer script and, in the case of an apparently ambiguous question, must state the interpretation assumed in his or her answer
- f. Students must not leave their seats without permission from an Invigilator. Any student wishing to attract the attention of an Invigilator must raise his or her hand.
- g. Extra paper for rough work will not be provided. All work must be done in the supplied answer scripts and any rough work crossed out. Students must ensure that all work is written in a legible manner.
- h. Students wishing to leave the examination room because of illness or wanting to visit the toilet must be accompanied by an Invigilator. A student may only use toilets designated to them by the Invigilator, which may be inspected by them. Invigilators will indicate in the student's Answer Book the time the student left the Examination.

- i. Students should ensure that they do not consider leaving the Examination Room until they are sure they have completed. Students who have completed their work are not permitted to leave the examination room during the first 30 minutes or the last 15 minutes regardless of the duration of the examination. Students wishing to leave the examination must obtain permission from an Invigilator and will not be re-admitted.
- j. The Invigilator will formally announce the end of the examination at which time students must stop writing their answers. Students must remain seated and silent until dismissed by the Invigilator. Students will not be dismissed until all answer books, scripts etc., have been collected.
- k. The Regulations define Academic Misconduct in examination situations as engaging in any action with the intent of gaining an unfair advantage over other students taking the same examination or knowingly assisting others in this intent. This may include, but is not limited to:
  1. Copying, consulting or attempting to make use of a script from any other students during an examination with or without their permission or knowledge or knowingly assisting others in this intent.
  2. Communicating or attempting to communicate (by way of oral, written, electronic, non-verbal) during an examination with any person other than an authorized member of staff except where the Regulations specifically allow such communication.

# 5.1 Student Academic Integrity Policy (9 of 9)



3. Taking into the examination room, or making use of, any written or printed materials, electronically stored or communicated information, or devices unless expressly permitted by the examination or course regulations that have been notified to the Invigilator, or knowingly supporting other students in this intent.
  4. Gaining access to unauthorized material relating to the examination during or before the examination.
  5. Removing or attempting to remove, part of an examination script from the examination room.
  6. Obtaining a copy of an 'unseen' examination question paper in advance of the date and time of its authorized release.
  7. Impersonating, being knowingly impersonated or being party to impersonation of a student sitting an examination in place of another student with the intention to deceive or gain unfair advantage, or assisting others in this intent.
  8. Leaving the examination room, for instance during a comfort break, and consulting any material which would give an unfair advantage, or knowingly assisting others in this intent.
  9. Leaving the examination room outside of the authorized timeframes without permission from the Invigilator.
  10. Disruptive behavior during an examination.
  11. Breach of the Regulations with reference to the 'Instructions to Students undertaking Examinations.
- 
- l. Any student suspected of contravening these Regulations will be reported to the relevant Head of School and dealt with in accordance with these Regulations. The student(s) involved will be informed by the Senior Invigilator, at the time of the alleged contravention that this is going to happen.
  - m. During an examination, the interpretation of these Regulations is at the discretion of the Invigilator. A student dissatisfied with any such interpretation must send a letter to Student Affairs Office, within 4 days after the examination.
  - n. If following or prior to an examination the student feels his/her performance may have or may be affected by any extenuating or mitigating circumstances he/she must complete a *Special Request Form*, which is available from the Department Office.

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)
6e	Invigilators Report Form

# 5.2 Student Disciplinary Policy (1 of 3)



## Policy Purpose, Scope & Statement

### Purpose

The purpose is to ensure that students receive equal protection and that all actions and practices are applied equally in a fair, unbiased, and non-discriminatory fashion.

### Scope

This policy applies to all students enrolled at BACU.

### Policy Statement

The College has developed Disciplinary Policies and Procedures to prevent and correct any conduct that is inappropriate or does not comply with the College standards.

## Procedures

### Compliance with the Student Code of Conduct and Adjudication Procedures

- a. Students shall not assist, encourage or incite any other student to behave in a way which may constitute a breach of the Student Code of Conduct;
- b. Students may be held responsible for any breach of the Student Code of Conduct committed by any person whom they have invited to any part of the College (including Halls of Residence);
- c. Students may be held responsible for any misconduct which amounts to a breach of the Student Code of Conduct which occurred prior to enrolment at the College and which was not previously known to the College, which raises questions about the fitness of the student to remain a member of the College community, poses a threat to any Person or the discipline and good order of the College, or raises questions about the student's fitness to be admitted to and to practice any particular profession to which the student's course or program of study leads to directly;
- d. Students shall co-operate with the implementation of the Student Code of Conduct and any associated disciplinary action;
- e. Students shall comply with the outcome of any disciplinary process as a result of a breach of the Student Code of Conduct;
- f. Students shall not intimidate, victimize or threaten any person who has raised a complaint against them in respect of a breach of the Student Code of Conduct, or any witnesses who are involved in that complaint;

- g. Students shall not make false, frivolous, malicious or vexatious complaints about another person. Where they do they may themselves be deemed to have breached the Student Code of Conduct and will be subject to the procedures in investigating this breach.

### Compliance with the Law

- a. Students shall not engage in conduct which constitutes a criminal offence within the premises of the College, at institutions where students are placed or visiting as part of their studies, or elsewhere;
- b. Students shall report to the College immediately any instances in which they have been involved which gave rise to them being arrested, under police investigation, charged or convicted of a criminal offence;
- c. Students shall not deliberately do, or fail to do, anything which causes the College to be in breach of a statutory obligation;
- d. Students shall declare upon enrolment any criminal convictions which they have received prior to their commencement at the College.

## 5.2 Student Disciplinary Policy (2 of 3)



### Academic Misconduct

- a. Students must attend and fully engage in all learning activities and adhere to all attendance requirement of the College.
- b. Students must conduct themselves appropriately in all program-related activities, including placements;
- c. Students must comply with national regulatory framework/professional body/ external Health Trust, expectations, as required for the standards of professional conduct expected at the point in training that the concern is raised;
- d. Students shall not participate in any assessment offences, including making use of unfair means in any College assessment or assisting another Person to make use of such unfair means;
- e. Students shall not participate in any misconduct in the course of carrying out any research activities.

### Misconduct in Halls of Residence

- a. Students shall comply with the conditions relating to standards, behavior, and domestic arrangements required in Halls of Residence as outlined in their tenancy agreement;
- b. Students shall comply with a direction of any Person, in the execution of their responsibilities in relation to the Conditions of Halls of Residence.

### Outcomes and Penalties

- a. Dismissal of the case;
- b. Requirement for a verbal or written apology;
- c. Guidance and advice regarding future behavior;
- d. Informal warning (not held on student's file);
- e. Formal written warning, to be held on the student's file for a time limited period, which will be taken into account in any future disciplinary cases within that timescale;
- f. Formal permanent written warning to be held on the student's file for the duration of their study, and which will be taken into account in any future disciplinary cases;
- g. Requirement for student to sign a 'good behavior agreement';
- h. Order for restitution and/ or compensation for damage or loss;

- i. Order the withdrawal of any benefit, facility or privilege for such period as the considered appropriate, including notice to quit College Halls of Residence;
- j. Requirement for the student to attend a relevant support service;
- k. Reasonable requirement that the student should carry out an activity, which contributes to the College community, particularly where that activity relates to their offence;
- l. Reasonable restrictions on communication with named students or members of staff, either verbally or via written or electronic or other means;
- m. Production of an action plan for completion within a set period of time (normally a maximum of three months), where possible with the agreement of the student, setting out actions to be taken to address any issues, by whom, a completion date for any actions, and how and when a review of the action plan will be undertaken.
- n. Removal from an elected or appointed office
- o. Disciplinary probation with or without loss of privileges for a specified period
- p. Violating the terms of disciplinary probation or any subsequent infraction (results in automatic suspension)
- q. Suspension from the College for a specified period
- r. Expulsion from the College



## 5.2 Student Disciplinary Policy (3 of 3)



### Misconduct Resolution Procedures

- a. A faculty member should try to solve the situation individually with the student.
- b. If this is not possible, report the misconduct to the Student Affairs Head.
- c. The Student Affairs Head coordinates with the Grievance Committee to investigate the situation.
- d. The Grievance Committee interviews the faculty member, student, then investigates the situation.
- e. The Committee reports to the Student Affairs Head within two weeks.
- f. The Student Affairs Head reviews the report and issues a decision.
- g. The Executive Dean approves the decision.

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)
6j	Student Complaints/Compliments

# 5.3 Student Conduct

## (1 of 2)



### Policy Purpose, Scope & Statement

#### Purpose

The purpose of the policy to bring awareness to students about the conduct followed at BACU

#### Scope

This policy applies to all students.

#### Policy Statement

The College assures and encourages the students to follow proper code of conduct in BACU.

### Procedures

#### Student Conduct

- The College consists of individuals who interact with others to mutually benefit everyone. This eventually develops a culture with excellent and fair standards of conduct with distinguishable aims.
- The College follows a system that is based on freedom of choice that strives to create best possible educational and cultural conditions that lead to the full development of students and members of the community.
- Students who enroll at the College neither give up their personal freedom or their rights, nor do they escape from the duties and responsibilities of a legal UAE resident or citizen while they enjoy the excellent educational opportunities that the College has to offer.
- Students therefore have a responsibility to themselves, to their fellow students, to the UAE laws, and to the policies and procedures of the College where they have enrolled on their own free will.

#### Discrimination and Harassment

- The College believes in equal opportunity in education and employment and will not tolerate any behavior that is discriminatory or that constitutes harassment on the grounds of race, belief, color, national origin, religion, age, gender, or disability.

- Harassment is a type of discrimination. It is defined as an act or verbal expression intended against a person's race, belief, color, national origin, religion, age, gender, or disability with the aim of interfering with the ability of that person to find employment or study, or with the aim of frightening or creating a threatening or harmful environment.
- Any person engaging in discrimination or harassment is subject to disciplinary action.

#### Dress Code

- Faculty, staff, and students at BAC are expected to dress appropriately and respect the cultural and religious principles of the United Arab Emirates.
  - Inappropriate dress for males and females is unacceptable and not condoned at the College. Additionally, offensive words or pictures should never be displayed on items of clothing in any language.
- \* Report dress code violations to the appropriate manager, supervisor, or Student Affairs Department. Violators of the College dress code are subject to disciplinary action.

#### Smoking

BAC provides an environment free from exposure to tobacco smoke and other harmful agents such as "vaping." Smoking or the use of tobacco, electronic cigarettes or similar products is not permitted inside the College facilities.

## 5.3 Student Conduct (2 of 2)



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The College ensures No Smoking signs are properly placed and visible throughout its facilities.

### **Notification and Obligation to Read Email**

- For much of the communication that occurs at the College, email to a student's BAC email account is the official form of notification to the student, and emails sent by College officials to student email addresses are presumed to have been received and read by the student.
- Emails and forms delivered through an official BAC account by a student to the College may likewise constitute formal communication, with the use of the password-protected account that constitutes a student's electronic signature.

### **Visitors**

Visitors are not permitted in classrooms, laboratories, non-instructional, or student areas of the campus facility without approval from the management. Visitors may not pass further than the Campus Reception and waiting area without proper escort.

### **Change of Address**

Students must notify the Admission and Registration Office immediately if there is any address or name change. The Admission and Registration Office forwards this information to the appropriate academic or administrative department as required.

### **The Liberty for students**

The students are authorized to enjoy complete full freedom to perform academic activities and progress in their education. While exercising their academic liberty, the students should refrain from addressing certain issues that might offend the community or students/staff and should be subtle to the local custom, religion and culture.

### **The guide for Professional Ethics**

The college expects from students to follow high level of ethical standards while dealing with staff, fellow-students, and society in general. Below is the list of certain directions for students regarding professional ethics.

- To follow the college rules and regulations.
- To discourage all sorts of prejudice or discrimination.
- To promote culture of collaborative learning.

### **The Guideline for Intellectual Property**

According to the Federal Law No. 7 of 2002, UAE, all the individuals will be disciplined according to the college regulations. The College will not give permission to violate any of its facilities. In addition, the College will not make use of any resources that violate the copyrights.

# 5.4 Students' Rights and Responsibilities Policy (1 of 2)



## Policy Purpose, Scope & Statement

### Purpose

The purpose of the policy to bring awareness to students about their rights and responsibilities.

### Scope

This policy applies to all students.

### Policy Statement

The College assures and encourages fair treatment and equal opportunities to all students. Students are encouraged to be aware of their rights and responsibilities well in advance.

## Procedures

### Student Rights

Student rights include but are not limited to:

- The right to exercise the privileges of a legal resident in a higher education setting.
- The right to question and recommend improvements to policies, regulations, and procedures that affect student welfare. This right is often exercised by using the appropriate channels available through the Student Affairs Office. Students may also be a committee member where they participate in the governance of the College.
- The right to a counselor representation, a fair hearing, and to an appeal when disciplinary actions are taken against the student as an individual or as a member of a group.

### Student Responsibilities

Student are responsible for the following (but not limited to):

- Being fully aware of all published rules, regulations, and policies of the College and comply with them in the interest of maintaining an orderly and productive College community.

- Following the principles of common decency and acceptable behavior that are expected while pursuing a college education. This includes the obligation to respect the rights, freedoms, and property of others.
- Checking their College email account regularly, as this is the primary method of communication from the College
- Attending all learning and teaching activities, unless they have valid mitigating reasons for not doing so.
- Engaging fully with learning and teaching activities, including arriving punctually and remaining for the duration of the session.
- Notifying their Program Coordinator/Head of Schools, in a timely manner, of absence due to sickness, where possible and practical to do so.
- Notifying their Program Coordinator/Head of Schools of other periods of anticipated absence. In some circumstances, this may constitute an interruption of studies.
- Where a student is undertaking a work placement or internship, the student must notify both their School/Collaborative Partner and placement/internship provider in the event of absence.
- If they are unable to attend due to religious observance, the student must liaise with the Module Leader at the earliest opportunity in advance of the religious observance to agree an alternative approach to engagement in the learning experience.
- Familiarizing themselves with the content of this Policy and Procedure.

# 5.4 Students' Rights and Responsibilities Policy (2 of 2)



## Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

BAC follows Pearson's equality policy which requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic;
- all students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.
- Pearson's policy followed by BAC regarding access to its qualifications is that:
- they should be available to everyone who is capable of reaching the required standards;
- they should be free from any barriers that restrict access and progression;
- there should be equal opportunities for all wishing to access the qualifications.

BAC recruits students to BTEC Level 3 qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. BAC will review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a BTEC level 3 qualification.

BAC will take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student at BAC during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification.

# 5.5 Student Attendance Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose is to ensure that students attend classes and acquire knowledge by face to face teaching and learning.

### Scope

This policy applies to all students enrolled at BACU.

### Policy Statement

The College has student attendance policy to ensure there is an efficient system that students attend the college on time, regularly and maintain good attendance and face to face teaching and learning.

## Procedures

### Leave of Absence

- Students are required to attend all scheduled classes. Unexcused absence from class can never relieve students from the work necessary to satisfactorily complete a course. Excessive unexcused absence from courses results in the following measures:
  - First Warning: Unexcused absence for 10% of the total class hours
  - Second Warning: Unexcused absence for 20% of the total class hours
  - Final Warning: Unexcused absence for 25% of the total class hours (students must retake the module paying additional tuition fee for retake).

NOTE: Any exception to the above policy requires approval from the Head of School.

### Rules for Attendance

- Students may be marked absent but allowed to enter the classroom if they are:
  - a. More than 10 minutes late from the start of a class in the first class period of the day.
  - b. More than five minutes late from the start of a class for all other class periods.

- Students who remain absent claiming to attend rehearsals or events for College or intercollege programs, for example, will be marked absent unless they produce written permission from the appropriate faculty member or student services officer in advance.
- Leaving a classroom to answer telephone calls is never permitted.
- In extraordinary situations (valid and acceptable reasons) where student attendance is below 75% but not below 70%, they may be permitted to take part in final examinations with permission from the Head of School. An administrative fee may be charged in these cases.
- Head of Schools and faculty are required to ensure the above rules are enforced by managing daily attendance records and through other checks and monitoring means.

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)

# 5.6 Student Finance Policy (1 of 2)



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to elucidate student college fees and clarify BACU's norms and guidelines in offering financial assistance to students.

### Scope

This policy applies to all new and current students.

### Policy Statement

The College requires students to pay tuition fees depending on their levels in addition to other fees related to registration, activities among others. The college also offers financial assistance & scholarships to students based on norms and guidelines outlined in this policy..

## Procedures

### Tuition and Fees

- The British Applied College (BACU) charges the following tuition and fees for registered students:

Application • Admission • Registration Fees:		
Application Fees		One-time fee submitted with the application; non-refundable
Registration Fees		One-time fee submitted per year; non-refundable
Graduation Fees		One-time fee (Final Semester)
Tuition Fees:		
Tuition – For different Levels	Per year	Payment plans available
Other Fees:		
Late Registration Fees		
Activities & Technology Fees		
Other Fees		

**Table 5.5-1: Sample Fee Structure**

Students must refer to College Website for the latest approved Fees

### Refund Policy

- Admission and Registration Fee is non-refundable. Refer to *Refund policy* for details.

### Fees on Drop & Add Module

- Students who withdraw before program courses begin will receive a 100% refund of the tuition fee paid.
- Students who withdraw within one week after program courses begin will also receive a 100% refund of the tuition fee paid.
- Students who withdraw between 1st and 2nd week after the classes begin, will receive a 50% refund of the tuition fee paid.
- Students who withdraw from the start of 3rd week onwards after the classes begin, will not receive refund of tuition fee paid.

# 5.6 Student Finance Policy (2 of 2)



## Financial Aid, Discounts & Scholarships

The College offers the following discounts and scholarships for students:

- **Early Registration Discount:** A discount of **up to 10%** on the tuition fee for brothers, sisters, or spouses studying at BACU. (Both family members must be registered during the same semester to take advantage of this discount).
- **Financial Aid:** An Individual Needs Scholarship (Financial Aid) is a reduction of the tuition fee based on special needs. These scholarships are awarded on a case-by-case basis. Students are required to present evidence of financial hardship to the student affairs officer who will submit their case to the senior management for approval.
- **Merit Scholarship:** A Merit Scholarship provides **up to 50%** reduction of tuition fees. A designated committee chaired by the Executive Dean awards this scholarship to new students with high secondary school score averages (90% and above). Currently-enrolled students who earn an average of 90% marks or above (or All D's in UK Level 3,4, or 5) in the previous semester may also qualify for this award.
- Any scholarship/Special Discount/Financial Aid given to the student is only available for one academic semester. For this scholarship/Discount to continue in subsequent years, senior management will revise student performance and the necessary renewal approval will be required.
- For scholarship approval renewals, students must maintain class attendance of no less than 90% and earn an average of 90% marks or above (UK Level 6), or All Ds in UK Level 3,4, and 5 in each semester.

For any of the discounts, scholarships or financial aids, students must submit an Application For Scholarship, Discounts, & Other Financial Aids to the student affairs officer along with the registration form who will forward their request to the registrar for further processing. Students will be informed of the decision with five working days.

Relevant forms	
Form #	Form Name
6h	Scholarships, Discounts & Financial Aid – BACU
6j	Refund Request form





# 5.7 Student Records Policy

## (1 of 2)

### Policy Purpose, Scope & Statement

#### Purpose

The purpose is to inform the rights and responsibility of students on their College records and ensure the privacy of the records.

#### Scope

This policy applies to all documents, records and transcripts of college students

#### Policy Statement

The College keeps students' records and ensures the confidentiality and safety of student data.

### Procedures

Each student's permanent record maintained at BACU includes:

- Essential student identification information
- A listing of all coursework accepted for transfer by the College
- Current list of BACU courses/subjects/units completed
- Marks earned each semester
- Documents that pertain to academic probation, suspension, or dismissal
- Degree completion documentation for a student who has graduated

Student records are considered permanent and will be kept as active records perpetually. The institution will never dispose of these records as they are the permanent and official records of all grades, credits, and degree earned by students at BACU.

Scanned archive copies of student records are maintained electronically through the network server system at the College and on electronic media securely stored at an off-campus location. The College stores active student records in fireproof file cabinets on campus.

The college has developed procedures for an effective and efficient record keeping of the students' data as well as ensuring the confidentiality of the records. However, students can access their own data on written request. The college will not fulfill the request if student has to pay the outstanding balance on his or her account.

In addition, college personals that have a valid reason to access the student's record can access the data however in order to do this, the Dean's approval is mandatory. Furthermore, all the data has backup and student record is kept in soft copy with must backup file. The data of the students is safe and maintained in the fire proof place to avoid any problem.

### Maintenance and disposal of students' records

Students' original records, such as 12th grade transcript, Transfer certificate and other relevant photocopy of documents are maintained safely by the Registration Officer. These records are secured in a fire-proof storage and backed up off-site.

The registration officer prepares and maintains the semester-wise assessment report summary of all students up to the end of his or her studies in the college. The registration office maintains hard and soft copy of theses transcripts permanently.

Students' attendance records and assessment records are maintained at concerned academic departments. The academic department also maintains information about other achievements of students such as participation and winning in various competitions, Symposiums, Conferences conducted by different colleges.

# 5.7 Student Records Policy

(2 of 2)



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BAC maintains records of assessment for each student. Records include assessments taken, decisions reached and any adjustments or appeals. for audit by Pearson. Student work will be retained for a minimum of 3 years after certification has taken place. All these records will be made available to External Examiners upon request.

# 5.8 Student Information Release Policy



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## Policy Purpose, Scope & Statement

### Purpose

The purpose of the policy is to inform that the secrecy of all relevant data or information are maintained.

### Scope

This policy applies to every student at BACU.

### Policy Statement

The College does not release student information to any third party without a valid authorization from the student.

## Procedures

No person other than the Registrar and assigned staff has access to student information and the College will not disclose any information from a student's permanent academic record without the written consent of the student concerned.

Access to student records is only given to authorized individuals at BACU who have an official requirement to view information about completed courses and grades earned by students to fulfill administrative responsibilities and assist students with registration, advising, degree completion, and career counseling.

Student grades and any other relevant data will not be made available to other people or any third party without an authorization letter signed by the student. Moreover, all the students can request their transcripts anytime when needed. Official transcript will be given to the students free of cost for the first time.

Additional copies of the transcripts will be charged at 100 AED per copy. In this case, transcripts cannot be handed over to any third party without an authorization letter and Identity proof of the third party. It is the individual student's responsibility to get attestation of the transcripts if any required from the ministry of higher education.



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# 6-Student Support

**British Applied College**  
Umm Al Quwain, UAE



# 6.1 Physical Resources

## (1 of 7)



## Physical Resources established for learners

The following table shows that most of the laboratory requirements for the first and second year segments of the Level 3 Diploma programs established at the College to support the curricula proposed by the Curriculum Committee. The table below shows the established basic resources required for all students and staff such as classrooms, library, cafeteria, prayer rooms, computer labs, offices, drawing room, and rest rooms.

Common Service Facility Requirements	
Facility	Quantity
Classrooms	25
Computer Labs	4
Laboratories	7
Drawing Room	1
Faculty and Staff Offices	16
Library	1
Maker's Space	1
Innovation Room	1
Cafeteria	1
Student Center	1
Gym	1
Closed Auditorium	1
Open Hall Auditorium	1
Playground	4
Prayer Room (Male)	1
Prayer Room (Female)	1
Male Washrooms	18
Female Washrooms	18

**Table 6.1-1: Support services for students**

# 6.1 Physical Resources

## (2 of 7)



British Applied College  
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## Labs in the School of Construction & Built Environment

The School of Construction & Built Environments hosts:

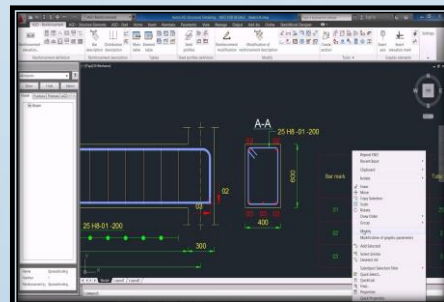
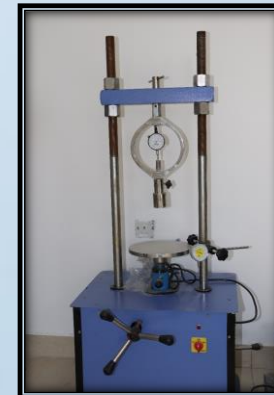
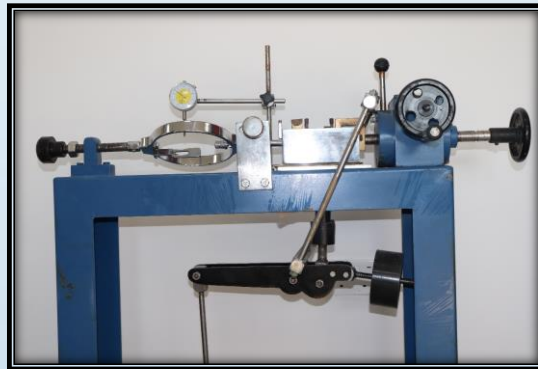
- **Strength of Materials Laboratory** with Universal Testing Machine, Charpy Impact Test, Torsion Test, Spring Test for Rigidity Modulus, Beam Deflection Test.
- **Fluid Mechanics and Hydraulics Laboratory** with Metacentric Height, Pipe Losses, Venturimeter, Orifice Meter, Rotometer, Pelton Turbine, Reciprocating Pump, Centrifugal Pump.
- **Concrete Laboratory** with Vicat apparatus, concrete mixer, vibrator, curing tank, slump cone test apparatus and moulds.
- **Highway Engineering Laboratory** with Los Angeles, California Bearing ratio test, aggregate impact test, Ring and ball test equipment.
- **Geotechnical Laboratory** with Castigliano's apparatus, sand replacement method set up, core cutter apparatus, direct shear test set up and proctor compaction instrument.
- **Surveying Laboratory** with Total Station, Dumpy Level, Theodolite, Prismatic Compass.
- **Design Studio & Workstations** with Revit, AutoCAD, SketchUp, STAAD PRO

# 6.1 Physical Resources

(3 of 7)



## Notable lab setup in the School of Construction & Built Environment



6.1 Physical Resources

# 6.1 Physical Resources

## (4 of 7)



## Labs in the School of Engineering

The School of Engineering hosts:

- **Computer Labs & Workstations** with the latest simulation software and virtual labs.
- **Electronics Laboratory** with Function Generators, Analog or Digital Integrated Circuits, Oscilloscopes, PCs with specialized electronic design software, Fixed and Variable Power Supplies and Arduino Kits.
- **Control System Laboratory** with a hand robot, coupled tanks, industrial control systems, microcontroller boards from Matrix (E-blocks2) and Field Programmable Gate Arrays (FPGA) kits. The equipment is used for teaching process calibration, open loop and closed-loop systems, and PID controllers. The lab is also equipped with digital oscilloscopes, arbitrary sweep generators and Flowcode and Matlab/Simulink software.
- **Fluid Mechanics Laboratory** with Metacentric Height, Pipe Losses, Venturimeter, OrificeMeter, Rotometer, Pelton Turbine, Reciprocating Pump, Centrifugal Pump and Digital Viscometer.
- **Strength of Materials Laboratory** with materials samples, Single and Double Rotor System, Rockwell and Brinell Hardness Test, Torsion Testing Machine, Beam Deflection Test Apparatus, Spring Testing Machine, Izod Testing Machine, Microstructure test setup, Non-destructive test setup and Universal Testing Machine.
- **Dynamics & Workshop Laboratory** with Transverse Vibration Setup, Spring Mass System, CNC Milling Machine, Lathe Machine, Milling and Drilling Machine, Portable Welding Machine.
- **Thermal Engineering Laboratory** with Section of 2 Stroke Petrol Engine, Section of 4 Stroke Petrol Engine, Section of 4 Stroke Diesel Engine, Forced Convection Heat Transfer, Natural Convection Heat Transfer, Emissivity of A Gray Surface and 4 Stroke Diesel Engine with Mechanical Loading

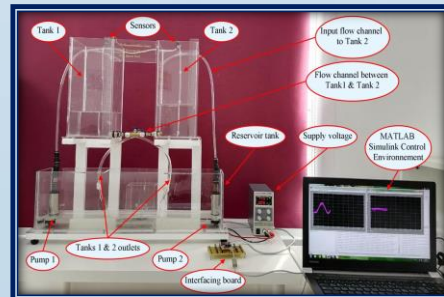
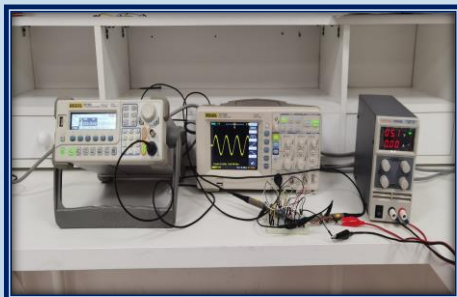


# 6.1 Physical Resources

(5 of 7)



## Some key Notable lab setup in the School of Engineering



6.1 Physical Resources

# 6.1 Physical Resources

## (6 of 7)



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## Labs in the School of Computing

The School of Computing hosts:

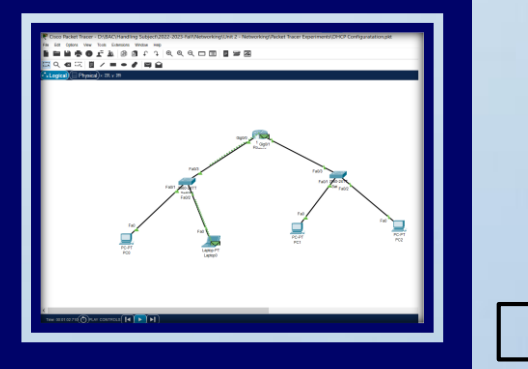
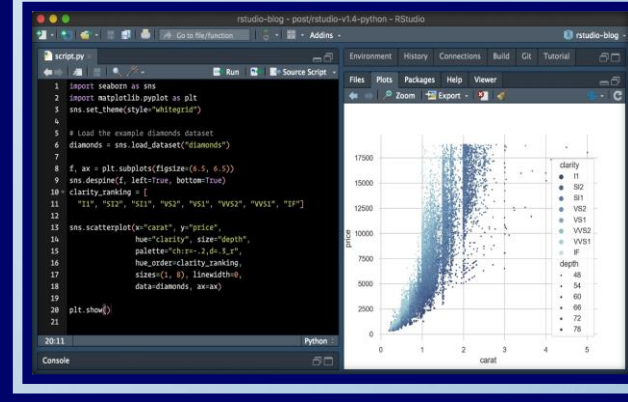
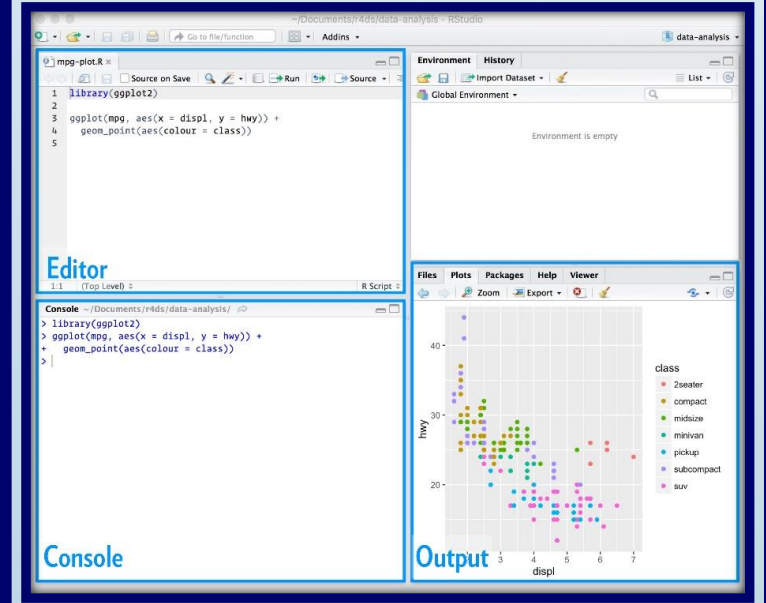
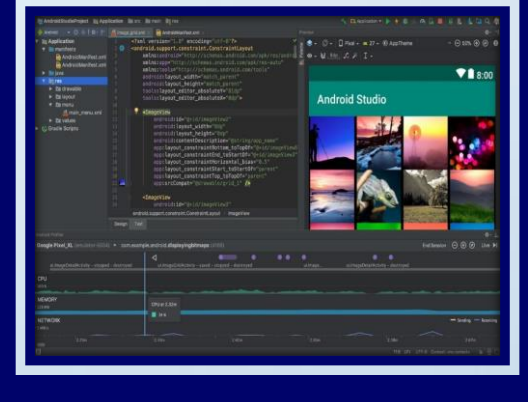
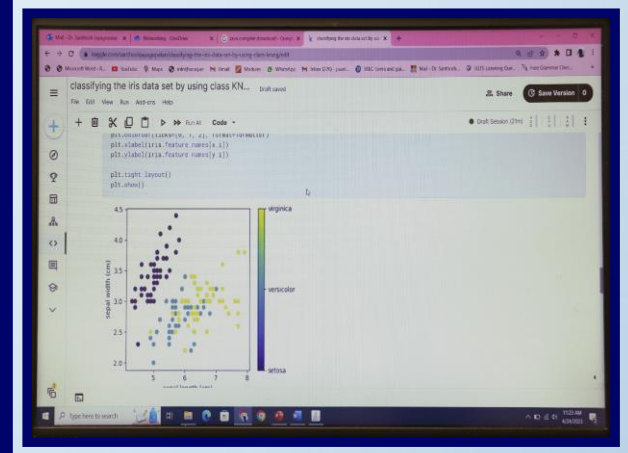
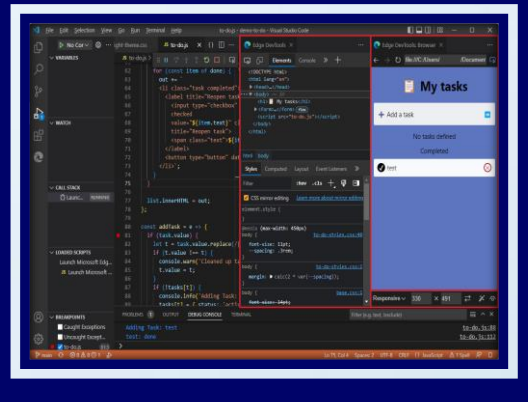
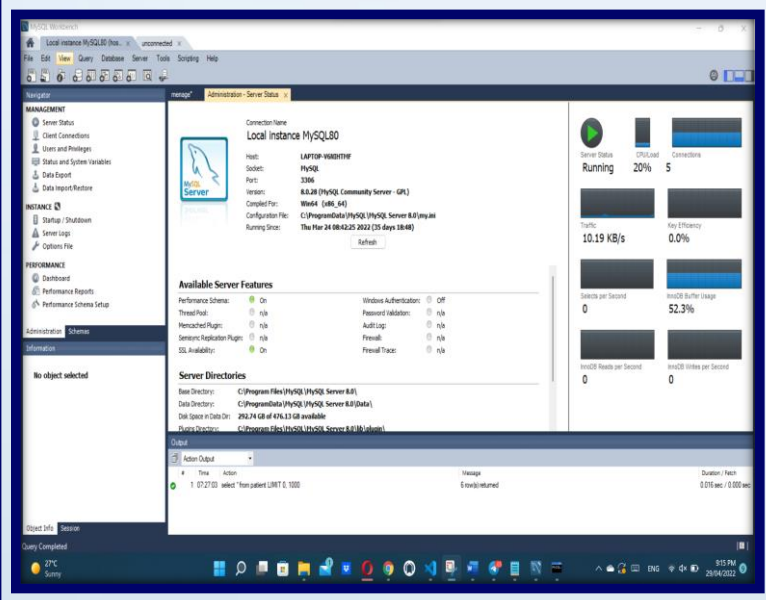
- a wide range of computing resources and laboratories available to support its educational and research missions.
- In addition to 100+ workstations (with the latest software), the school has a number of high-end shared-memory multiprocessor compute servers and file servers and multiple specialized research labs for individual research groups including IOT, Network, Computer Vision and Robotics Labs.
- **Programming** with Visual Studio 2022, Eclipse IDE, Notepad++, Java
- **Website Development** with Visual Studio Code/ Sublime Text
- **Mobile Apps Development** with Android Studio, MIT App Inventor, and Java
- **Networking and Security** with Packet Tracer and Wireshark
- **Database Management System** with MS SQL Server Management Studio, Visual Studio, MySQL, and MS Access.
- **Internet of Things(IoT)** with Arduino, Raspberry Pi, Python IDE, Thony python, and Raspberry PI OS
- **Artificial Intelligence** with Clojure, Tensorflow, R Programming, and R Studio
- **Machine Learning and Deep Learning** with R Programming, R Studio, Keras API, TensorFlow API, and Python

# 6.1 Physical Resources

(7 of 7)



## Some key Software Screenshots used in the School of Computing



# 6.2 Academic Advising Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to provide guidelines on how to improve the intellectual and personal skills of students and hence succeed in academics.

### Scope

This policy applies to all students.

### Policy Statement

The College provides academic advising for intellectual and personal development of students for successful progression towards graduation.

## Procedures

- Every student has an Academic Advisor assigned to them by the respective Head of School for the duration of their degree program.
- Academic Advisors assist students with:
  - choice of major
  - semester course selection including choice of program electives
  - registration-related matters
  - academic progression
  - internship guidance and support
  - career goals.
- Advisors are available to students on a daily basis by appointment or in non-scheduled sessions. Advisors primarily discuss goal-setting, answer questions about academic programs, review student registration forms for courses, and refer students to College and off-campus resources as required.
- The optimal advisor-to-student ratio is 1 advisor for every 25 students.

## Assistance to poor academic performers

Students whose performance is poor in academics are identified by the academic advisors. They are advised individually to identify the reasons behind poor academic performance. The academic reasons identified are addressed on a case to case basis. Necessary academic support is arranged by the head of the department.

. The concerned faculty members provide necessary guidance and teaching apart from regular contact hours in his office to guide the student for his academic betterment. Any non-academic reasons are sorted by advising or discussing with the parents/guardians of the advisee.

Relevant forms	
Form #	Form Name
6d	Academic Advising Session Record Form

# 6.3 Student Counseling Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to provide guidelines on supporting students with proper counselling in a healthy and safe study environment.

### Scope

This policy applies to all students.

### Policy Statement

The College helps students understand their strengths and weaknesses and resolve their educational, vocational, and personal problems. The Student Affairs Office will have basic counselling services for students. The College provides counselling through the Student Affairs Office to all enrolled students. The student counsellor works with students struggling with a variety of personal issues such as:

- Adjustment to college life
- Academic challenges
- Emotional issues or distress (anxiety, stress, grief, depression)
- Low self-esteem - feelings of inadequacy
- Relationship issues (friends, classmates or roommates)

## Procedures

- The Student Affairs Office will provide confidential counselling services and general advising to BACU students. Its goal will be to help students reduce stress, maximize opportunities for academic and personal success, enhance personal development, and make important life changes.
  - Any student requiring counselling support should contact Student Affairs Office and make an appointment.
  - All administrators, faculty, and staff should refer students to Student Affairs Office for counseling services when necessary.
  - If the student is currently seeing a Medical/Mental Health Professional, the student will need to provide documentation from the Medical/Mental Health Professional.

- The Students Affairs Office maintains a record each student who has taken the counselling services. It contains the notes of the counselling session and the information provided by the student.
- To obtain any special facility or accommodation for a disability, a current medical certificate from a recognized medical practitioner needs to be submitted. The certification must not be older than one year from the date on which it is being submitted to the institute.

Relevant forms	
Form #	Form Name
6C	Student Counselling Record Form

# 6.4 Career Services Policy (1 of 2)



The Student Affairs Office will collaborate with employers in these ventures:

- Ask employers to post key contact information for student and alumni access
- Invite private and public sector companies or agencies to participate in Career Services-sponsored job fairs and workshops
- Schedule on- and off-campus interviews for organizations who wish to hire BACU students and alumni
- Encourage employers to list job vacancies and internship opportunities with the Student Affairs Office
- Enable employers to search student and alumni resumes on file at the campus for possible internship positions and full-time employment

Career Services plans to regularly engage College faculty, and staff to update them on additions to the services it offers and to encourage them to remind students to take advantage of its service offerings. The faculty and staff are also excellent sources for providing job referrals for students and potential employers.

The Student Affairs Office will employ staff with the appropriate skills and expertise to achieve its mission. Career Services expects to meet the College mission through the many top-quality services it plans to offer.

Thus the mutual benefits of industrial training, internship, and job placement for our students, developing industry required applied research by faculty, and man power support from BACU that is industry-ready to meet the demands of the employers and society.

**6.4 Career Services Policy V2**

## Policy Purpose, Scope & Statement

### Purpose

Career Services department plans to meet its mission by supporting students, future alumni, faculty and staff, and through collaboration with local area, regional, and international employers. They will also offer the best possible suggestions and solutions with access to the most current employment information and career resources available. They plan to offer on-line interaction for off-campus clients.

### Scope

This policy applies to all college students, faculty and staff.

### Policy Statement

The College offers career services to students through the Student Affairs Office and the Schools at BACU.

## Procedures

The Student Affairs Office at BACU will provide advice, counseling, and information to students and future alumni as a key part of the Student Affairs Office. Career Services will do its best to provide BACU students and future graduates with a clear purpose and the sound decision-making skills required to be confident and competitive in managing their careers and in advanced academic pursuits.

Career Services plans to meet its mission by supporting students, future alumni, faculty and staff, and through collaboration with local area, regional, and international employers. They will also offer the best possible suggestions and solutions with access to the most current employment information and career resources available. They plan to offer on-line interaction for off-campus clients.

The Student Affairs Office intends to provide the following training (seminars, workshops) and support services for students and future alumni:

Career Planning	Job Search Techniques	BACU Alumni Directory
Career Interest Surveys	CVs and Cover Letters	Links to Employer Databases
Career Assessment Tools	Employment Interviews	Links to Employment Agencies
Internship Opportunities	Employment Workshops	Career Opportunities Abroad

**Table 6.4-1: Support services for students**

## 6.4 Career Services Policy (2 of 2)



British Applied College  
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Thus the mutual benefits of industrial training, internship, and job placement for our students, developing industry required applied research by faculty, and man power support from BACU that is industry-ready to meet the demands of the employers and society.

# 6.5 Internship Policy

## (1 of 2)



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to expose the students to the real-life industrial experience which will allow them to be involved in existing engineering applications development, as well as gain practical knowledge and experience related to the major.

### Scope

This policy applies to all students interested in doing internships (usually after completing UK Level 4).

### Policy Statement

- All students are highly encouraged to be enrolled in the internship programs with local industry. The internship location can be a public or private organization that is involved in services related to the students' major.
- The Student Affairs Office is responsible for coordinating with Head of Schools and interested students regarding internships and other forms of experiential learning at the College.
- This policy describes the Internship Program along with the roles, responsibilities, and completion requirements for faculty, staff, students, and employers involved.

## Procedures

Currently, the internship program is zero credits and non-compulsory but, it is highly recommended. However, BACU has future plans to make internship as a core requirement in the study plan. The following include a list of conditions related to the internship.

- The Internship course requires at least 25 workdays in the private or public sector.
- Students need to choose to perform internship duties in areas related to their program of study.
- The College approves the desired or selected workplace.
- Students can perform academic projects/research projects proposed by faculty members or project leaders from the industry.
- Tenure of this project will be during summer vacation (preferably after UK Level 4).
- This internship should be preferably aligned with their Program Learning Outcomes (PLOs).

Following are the details regarding the procedures to be followed for enrolment and participations in internships:

- Head of Schools will prepare an up-to-date list at end of every academic year of local companies (public/private) that offers services related to the program they are enrolled to.
- Head of Schools will communicate and create alliances with managers and directors from the list of companies in attempt to secure internships for interested students.
- The list of potential companies will be published on the college website and made available to all students.
- Interested students will submit the 'Students Internship Application Form' (Form #3b) to the Student Affairs Office.



# 6.5 Internship Policy

## (2 of 2)



- The Student Affairs Office will forward the student internship application form to the respective Head of schools through Academic Director's Office.
- Arrangements to secure the internships with the student's preferences will be made accordingly by the Student Affairs Office in coordination with the Head of Schools.
- The approved students will start the internship after end of UK Level 4 during the summer session.
- The Faculty member/advisor need to monitor the student's performance by interacting with the Internship on-site mentor and by getting weekly progress reports from the students.
- At the end of the internship program, students need to submit a final report and present their work to the members of the School.

Relevant forms	
Form #	Form Name
3b	Students Internship Application Form

# 6.6 Health Services Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to provide guidelines on healthcare services available for students, faculty and staff.

### Scope

This policy applies to all students, faculty and staff.

### Policy Statement

The College is dedicated to provide proper healthcare services for all stakeholders including a healthy and safe environment that promotes wellbeing of the students, faculty and staff.

## Procedures

- All students, faculty members and staff must be covered by health insurance. As a part of the registration process during admission, every student will be required to enroll for health insurance if they do not have any other insurance.
- Students and staff can access the health services through the health insurance scheme in designated hospitals and clinics. Administration Office will provide the list of designated hospitals and clinics.
- For any minor health-related services, students, faculty and staff can contact health care clinic at the college.

# 6.7 Occupational Health and Safety Policy (1 of 3)



British Applied College  
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## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to ensure health and safety of all its stakeholders within the College premises.

### Scope

This policy applies to British Applied College community which includes faculty, staff, students, guests and visitors.

### Policy Statement

In accordance with the United Arab Emirates Laws and Regulations regarding health and safety, the College provides safe and healthy environment for the BACU community which includes faculty, staff, students, guests and visitors. The College will comply with all required legislation relating to health and safety. This Policy provides staff and learners guidance regarding their responsibilities to ensure a safe place to learn and work.

## Procedures

The BACU ensures that this Health and Safety Policy is implemented on a day-to-day basis and that sufficient resources are made available to achieve this. In accordance to this policy, BACU is committed to:

- Providing a safe and healthy working and learning environment at the college
- Preventing accidents and work-related ill health
- Assessing and controlling risks from academic and non-academic activities
- Ensuring safe working methods and providing safe equipment and tools
- Providing effective information, instruction and training to learners, staff and faculty
- Monitoring and reviewing systems to make sure they are effective
- Promoting a positive health and safety culture through communication and consultation with employees, students and their representatives on health and safety matters
- Ensuring adequate welfare facilities exist at the college
- Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable
- Reporting any hazardous or unsafe condition identified to concerned person in the office/building
- Investigating any accidents occurred at work and appropriate reports are made for the purpose of minimizing any recurrence

## Responsibility

### Executive Dean:

Dean has ultimate responsibility/accountability ensuring the implementation of this policy.

### Director of Marketing and Student Affairs:

The College has a Director Marketing and Student Affairs who is responsible for ensuring legal and regulatory compliance and for ensuring this Policy is implemented.

### Responding to Safeguarding Concerns

#### Chairman:

- Is accountable for ensuring an appropriate health and safety policy is in place and it is implemented.
- Assign and communicate safety and health responsibility to all staff levels.

#### Executive Dean:

Executive Dean is responsible for the day-to-day management of the college and shall be responsible for the following:

- Promote and implement the Health and Safety policy.
- Ensure that the Policy is communicated adequately to all relevant persons.
- Ensure appropriate information on significant risk activities is given to faculty, staff, Students and visitors.
- Provide sufficient resources to enable faculty, staff and students to comply with Health & Safety Requirements.

# 6.7 Occupational Health and Safety Policy (2 of 3)



British Applied College  
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## Health and Safety Officer

Health and Safety Officer will act as the main point of contact for all premises Health and Safety issues and will advise on any Health and Safety issues and methods of resolving the H&S issues. Health and Safety Officer will:

- Ensure that the activities conducted within the college comply with the Health and Safety policy
- Formulate and promulgate safety rules for the activities conducted within the college.
- Ensure that all staff and faculty are provided with adequate information, instruction and training on health and safety issues.
- Make suitable arrangements for the identification of hazards and the completion of risk assessments for departments and working practices to be undertaken.
- Ensure safe systems of work are in place as identified from risk assessments.
- Ensure that emergency procedures are in place.
- Ensure that equipment is inspected and tested to ensure it remains in a safe condition.
- Ensure records are kept of all relevant health and safety activities e.g. assessments, inspections, accidents, etc.
- Ensure arrangements are in place to monitor Health and Safety performance.
- Ensure trained first aid personnel are available.
- Ensure that all accidents are investigated, and any remedial actions required are completed.
- Provide Report annually on the health and safety performance of the college.
- Review and up-date policy as appropriate

## Facility Manager:

- Ensure the safety, security and maintenance of BACU premises.
- Ensure fire risk assessment and ensure adequate evacuation procedures are in place including for persons who require assistance during an emergency evacuation and the adequate provision of appropriately trained staff to enact evacuation.
- Ensure that fire safety equipment are adequately maintained and tested in accordance with statutory requirements.
- Ensure premises inspections are completed to ensure maintenance and safety issues are monitored and identified for action as appropriate.
- Provide suitable resources where appropriate.

## Heads of Department

- Promote the Implementation of the BACU Health and Safety Policy to their own department or area of work and ensure that faculty are aware of their responsibilities for the application of the Health and Safety policy.
- Ensure there is effective supervision of their students.
- Ensure that everyone in their department comply with all arrangements in place for the promotion of Health and Safety.

## Faculty and Staff

- Follow the particular Health and Safety measures to be adopted in their own teaching areas
- Give clear health and safety instructions and warnings to students when necessary.
- Use all work equipment and substances in accordance with instruction, training and information received.
- Report all accidents, near misses/dangerous occurrences and defects to their Head of School or Health and Safety Officer.
- Act in accordance with any specific health and safety training received.

## Individual Responsibilities (students)

- Understand their responsibilities within the Health and Safety Policy.
- Follow safe working practices
- Report any hazardous and unsafe condition to their health and safety representative

## Visitors

Adhere to college policies and procedures  
Follow college site safety rules at all times.

## 6.7 Occupational Health and Safety Policy (3 of 3)



In the near-term, the College will coordinate with local Civil Defense authorities to determine the type of safety training that will be required for employees and students to increase safety awareness and strictly follow safety rules.

Safety equipment and other protective clothing for students is available to assure safety in laboratories and workshops where they handle different types of equipment. Emergency equipment is in place at proper locations to handle fire, injury, or other emergency that may arise.

Different sets of warnings and safety rules have been developed for each laboratory. Special protective gear and clothing is specified in accordance with these rules. Instructions for equipment operation have also been prepared and must be strictly followed.

ITEM	QUANTITY	LOCATION
First Aid Kit	5	All Laboratories and Workshops
First Aid Box	5	Clinic
Burn Kit	5	Workshop, Thermal Laboratory, Energy Lab, and Cafeteria
Oxygen Cylinder	2	Clinic (when built)
Fire Extinguisher (Powder)	26	Laboratory, Cafeteria, and Corridors
Fire Extinguisher (CO2)	28	Laboratory, Cafeteria, and Corridors
Emergency Lighting Units	Available in the building in the event of a power outage	Classrooms, Corridors, Laboratories, and Offices

**Table 6.7-1: Emergency Equipment**



# 6.8 First Aid Policy

## (1 of 2)

### Policy Purpose, Scope & Statement

#### Purpose

The purpose of this policy is to first aid treatment is available within the College premises for injured or ill person when necessary.

#### Scope

This policy applies to British Applied College community which includes faculty, staff, students, guests and visitors.

#### Policy Statement

British Applied College is committed to encourage and promote good health and to deal efficiently and effectively with illnesses and emergencies that may arise at the campus. The policy ensures that the College has adequate and appropriate equipment, facilities and procedures to provide appropriate First Aid.

### Responsibility

#### Executive Dean

Deans is responsible for ensuring that an appointed persons and adequate equipment are available to provide first aid for faculty, staff, students and visitors at BACU.

#### Health and Safety Officer

- Ensure first aid arrangements are communicated to staff, pupils and visitors, through induction, briefings and signage.
- Ensure any first aid kits held locally by the department are periodically checked and appropriately stocked.
- Carry out a first aid needs assessment to ascertain the needs of the College.
- Arrange appropriate first aid training.

#### First-Aider

First Aiders are staff who hold a current first aid certificate issued by an approved Health & Safety training organisation. First-Aider will:

- Provide first aid, as required.
- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Respond promptly to all requests for assistance.
- Summon further help if necessary.
- Look after the casualty until recovery has taken place or further medical assistance has arrived.
- Report details of any treatment provided to the person completing the College Accident/Incident Recording form.

#### Obtaining First-Aid

When immediate first aid is needed because of a minor accidental injury or illness, faculty, staff and students should obtain treatment through Health Clinic at BACU.

#### Transportation to Medical Facilities

In emergency situations, BACU will provide transportation to nearby Medical Health Center. For serious-situation, Nurse/First aider will call 997 for ambulance.

#### Recording Injuries and Illnesses

All work-related injuries and illnesses must be recorded and reported to the injured person's supervisor in case of faculty and staff and in case of students, parents should be informed.

# 6.8 First Aid Policy

## (2 of 2)



### First Aid Supplies:

Basic First Aid kits are available. They are easily identifiable and must be kept in a clean dry area. They are checked on every quarter to ensure the contents are there and up to date. The kit should contain at least the following:

10 adhesive dressings (plasters) of assorted sizes

- 3 medium sterile dressings
- 1 large sterile dressing
- 3 small sterile dressings
- 1 extra-large sterile eye patch
- 2 triangular bandages
- Safety pins
- Disposable latex gloves
- 2 small plastic bags- for disposable of soiled items
- 1 guidance card and contents list

### Training

Training and renewal of first aid qualifications will be coordinated and arranged through Health and Safety Department.

## 6.9 Library Policy



British Applied College  
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### Policy Purpose, Scope & Statement

#### Purpose

The purpose is to provide and ensure quality, and timely availability of academic and research materials for study and reference.

#### Scope

This policy applies to the entire College community, guests, or visitors.

#### Policy Statement

The Library and Learning Resources Center provides high-quality resources to the right learner at the right time.

### Procedures

- The Library supports the institution in developing an internationally reputed research institution. The Library will proactively reach out to the user community to facilitate learning resources to meet the demands of the academic community. The Library will acquire collections of print and electronic resources which includes books, periodicals, online databases, CD/DVDs, e-Books, e-Journals, training manuals, and other reference materials.
- The library has electronic research materials (e-books and e-journals) as well as printed versions to help students with coursework, research projects, and other academic activities.
- All students, staff, and faculty members can access the reference materials and books at the College as well as General Education reference books.
- Library users can download and print the articles using the computers installed in the library.
- Students at the College can print material that has no copyright or patent restrictions. If the library receives new journals, books, or other materials, this information will be circulated to students, staff, and faculty members through College email so that they are informed about new resources available in the library.

## Library Code of Conduct

- Maintain complete silence inside the library
- Use of mobile phones is strictly prohibited (keep phones in silent mode)
- Food and beverages are not allowed inside library, except water.
- Student activities should be conducted quietly and must not disturb others
- The use of any sound-producing devices is prohibited
- Video games are not allowed inside the library
- Library users should produce a valid College ID on request by the library staff

*\* Failure to follow this basic code of conduct will result in adverse action against the offender*



# 6.10 Copyright Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to avoid plagiarism and copyright violations in academia.

### Scope

This policy applies to the entire College community and visitors or guests who use the library

### Policy Statement

Library users will be encouraged and instructed to follow the copyright policy (fair-minded use) to avoid the copyright violation. .

## Procedures

1. The library follows a fair-use clause that states that 10 percent of any given work may be photocopied
2. Keeping that in mind, the library does not allow the photocopying of entire works of books or journals
3. The library collection does not include any illegally photocopied materials
4. Library will announce the policy through the notice board and website

# 6.11 Circulation Policy

## (1 of 2)



### Policy Purpose, Scope & Statement

#### Purpose

The purpose is to limit the borrowing of library resources for different user groups on the basis of their demand and to provide guidance for borrowing, return, renewal, reservation, and overdue fines.

#### Scope

This policy applies to students, faculty, staff, and alumni.

#### Policy Statement

The College has developed a needs-based guideline for circulation of library resources to its users

### Procedures

#### Borrowing Limits

Resource	Qty	Duration
Books	4	14 days
Module Reserved [Text/Reference]	-	Reference Only
Periodicals [back issues]	2	7 days
AV Resources [CD/DVDs]	2	7 days

**Table 6.11-1: Browsing Limits for Students**

Resource	Qty	Duration
Books	10	Semester
Module Reserved [Text/Reference]	-	Reference Only
Periodicals [back issues]	2	7 days
AV Resources [CD/DVDs]	2	7 days

**Table 6.11-2: Browsing Limits for Faculty**

Resource	Qty	Duration
Books	3	30 Days
Module Reserved [Text/Reference]	-	Reference Only
Periodicals [back issues]	2	7 days
AV Resources [CD/DVDs]	2	7 days

**Table 6.11-3: Browsing Limits for Administrative Staff**

#### Renewal

- Resources can be renewed only twice and each time for 7 days
- Periodicals and AV Resources can be renewed once for 2 days
- Resources are not allowed to renew if there is any reservation

#### Return

- Resources are to be returned on or before the due date indicated
- Overdue reminders will be sent through email or SMS to the user if delayed

#### Reservation

- Library resources are allowed to be reserved, if they are checked-out
- User will be informed by email if the reserved item available
- Reservation will be cancelled, if the reserved item is not collected in 2 days of intimation

#### Overdue Fines

Library strongly encourages users to return the borrowed items on time without delay beyond the due date. Fines will be calculated as follows:

- Books: 1.00 AED / day
- Periodicals: 1.00 AED / day
- Recalled Items: 2.00 AED / day

# 6.11 Circulation Policy

## (2 of 2)



### Lost or Damaged Resources

- If a borrowed item is lost or damaged, the borrower will be responsible for the replacement cost including additional cost of AED 25 (for shipping and handling) to be paid within 30 days.

### Library Technical Support

1. Library technical support services are provided on daily basis of a KOHA library management systems, Online Public Access Catalogue, Online database access and hardware available at the library
2. Technical support is prioritized and followed-up with the ICT support staff
3. Critical issues on computers and internet problems will be sorted out by calling the ICT support staff on an immediate basis
4. Standard MS Office application software is installed on all library workstations for patrons

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# 6.12 Student Publications and Media Policy



British Applied College  
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## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to establish administrative, editorial, and budgetary responsibilities for the publication, and provide facilities to improve such publications.

### Scope

This policy applies to students' research publications in print and media. This policy does not apply to brochures and leaflets of only few pages.

### Policy Statement

All students at the College are encouraged to contribute to publications of academic research in media and print, College website or under the supervision of faculty members in collaboration with Student Affairs Department.

## Procedures

BACU supports an atmosphere of free and responsible discussion along with the use of media (social media and other electronic means) throughout the education process. However, all student-generated publications and media, financed and published by the College, must conform to the standards and norms of responsible journalism and common decency.

These publications must never contain libelous, indecent, objectionable, or harassing material in any form. These same publication policies apply when deciding what material can be included on the College website developed and managed by BACU or the use of College logos, trademarks, and other branding images.

The Executive Dean has the ultimate authority to determine the acceptability of any questionable material in student publications.

# 6.13 Alumni Relations Policy



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## Policy Purpose, Scope & Statement

### Purpose

The purpose is to get updated information about their employment status, the value of BACU education system, the scope for improving the programs delivered, and provide future career guidance to the current batch of students.

### Scope

This policy applies to all graduates passing out from BACU.

### Policy Statement

The College maintains Alumni relations through the Alumni Association coordinated by the Student Affairs Head and the Schools at BACU

## Procedures

- The College Alumni Association offers graduates the opportunity to network with students, faculty and potential employers. The contact details of the alumni are maintained. Survey on their present employment status, opportunities in the industry, learning experience at BACU and their satisfaction are carried every year.

# 6.14 Safeguarding Policy

## (1 of 2)



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## Policy Purpose & Scope

### Purpose

The purpose of this policy is to assist the college in fulfilling its official duties and to reduce the risk of injury to students under 18 and vulnerable adults.

### Scope

This policy applies to all faculty, staff and students.

### Policy Statement

The British Applied College is fully committed to safeguarding the welfare of all students, faculty, staff and other stakeholders. The College recognizes its responsibility to take all steps possible to promote safe practice and to protect students and vulnerable adults from harm, abuse, and exploitation whenever they are on campus and/or engaged in college activities..

## Procedures

### Definitions:

**Child:** References to “child” or “children” in this policy means anyone under the age of 18 years.

**Adult at Risk:** Adult at Risk is someone over 18 years of age who (i) has needs for care and support; and (ii) is experiencing or is at risk of abuse or neglect; and (iii) because of those needs, he/she is unable to protect himself or herself against the abuse or neglect the risk of it.

- The College ensures that this policy complies with the legal obligations of the college, and that all those who are under the control of the college adhere to it.
- The College will act appropriately in response to any allegations, injury, reports, or suspicions of abuse.
- The College is a higher education institution and provides an adult learning environment.
- The College does not directly engage with children under 18 except the circumstances when children, young people and adults at risk may interact with faculty, staff and students at the college during its activities which include, but are not limited to:
  - school visits, and other activities
  - outreach or widening participation activities taking place on or off campus
  - public events and conferences

- career guidance, admission counselling, placements and other professional activities
- fieldtrips, excursions, and other volunteering activities

## Responsibility

### Executive Dean:

The Executive Dean has the ultimate responsibility and accountability ensuring the implementation of this policy.

### Director of Marketing and Student Affairs:

The College has a Director of Marketing and Student Affairs, who is responsible for ensuring legal and regulatory compliance and for ensuring this Policy is implemented.

### Responding to Safeguarding Concerns

Where any member of the College becomes aware of a possible safeguarding concern or receives a disclosure or an allegation they should:

- make a written report of all the relevant details: name, student number (if relevant), and details of the person raising the concern, reasons for the cause for concern including any specific incidents, actions or observations.
- Contact the Director of Marketing and Student Affairs without delay and send them the written report

# 6.14 Safeguarding Policy

## (2 of 2)



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### Responsibility (cont.)

- The Director of Marketing and Student Affairs will be responsible for responding to the concern:
  - ❑ Wherever possible and appropriate, meet with the person about whom the concerns have been raised, usually (unless in exceptional circumstances where this is impossible or inappropriate) with an appropriate professional member of staff to obtain their views of the situation
  - ❑ Take a written record of any such meeting
  - ❑ Reach a decision on what action is required appropriate to the person's safeguarding needs and the situation, including referral to external agencies where appropriate

# 6.15 Mitigating Circumstances Policy (1 of 2)



British Applied College  
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## Policy Purpose, Scope & Statement

### Purpose

This document outlines the College Mitigating Circumstances (MC) Policy. It should be read while referencing the Coursework Submission Policy. It is important to notify students who have submitted an MC application at every stage of the process. The underlying principle of this policy is that the College will always act in the best interests of its students by establishing a consistent and connected process from application through to resolution.

### Scope

The policy applies to all students who study British Applied College (BACU) courses of study and includes all types of summative assessment (including examinations).

### Policy Statement:

There are certain circumstances which, through no fault of the student, mean that they have not been able to perform to their potential. These instances are commonly known as **mitigating circumstances**. This policy outlines how students can request that their studies be considered for mitigating circumstances (or MC) to be applied. BACU has a clear and transparent set of acceptable situations that will normally be recognized as grounds for consideration. This also encompasses circumstances which affect groups of students. Refer to Appendix 1 for additional details.

The confidential nature of information that students provide to support an application for consideration of MCs will be respected by BACU. Confidential information can only be shared with authorized individuals within the College on a need-to-know basis. These persons are required to keep applications securely to avoid unauthorized access or other breaches of information security.

This policy is designed to offer students an opportunity to apply for mitigating circumstances and receive from an **MC committee** (a sub committee of the **Disciplinary & Grievance Committee**) one of these courses of action within 10 working days from the time of submission:

- Accepted for referral to the MC Committee for the mitigation decision
- Not Accepted or Rejected (with reasons provided)
- Referred to a department MC Committee for a decision on whether to accept or reject the mitigating circumstances

## Procedures

- Students are required to submit their request for an entire semester and are not advised to submit requests for every individual assessment type. Instead of submitting multiple MC applications, students should summarize their entire MC case at the end of a semester.
- Students applying for mitigating circumstances should do so as soon as possible. However, the College will accept retroactive applications until the deadline date for submissions, for all assessed work (e.g. coursework and examinations) with appropriate supporting evidence.
- The dates for the two semesters will be agreed on prior to each academic year and published in the Academic Calendar.
- The Student has the option to request that their MC application applies to any or all of the courses in which they are enrolled for that semester only.
- In exceptional or extreme circumstances, the Chair of the MC Committee may coordinate with the Dean (or nominee) to determine the mitigation for a student prior to an MC Committee meeting. In such cases, the Chair's Actions must be recorded and reported to the appropriate Examination (or Exam) Board. However, this would be rare and abnormal event.
- Any case which has not already been agreed on should be referred to the MC Committee. The MC Committee will determine the course of action agreed on.

**6.15 Mitigating Circumstances Policy V2**



# 6.15 Mitigating Circumstances Policy (2 of 2)



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## Stages of Approval

The approval process for considering whether mitigation ought to be applied is as follows:

**Stage One:** Within 10 working days from receipt of an MC application, an MC Administrator (to be nominated by the chair of the **Disciplinary & Grievance Committee**) will review the application and ensure that the evidence submitted is complete and determine the proper course of action.

**Stage Two:** MC Committee Actions:

1. Review all applications that have been accepted for referral to the MC Committee and determine the mitigation decision
2. Consider all applications that have been referred to the MC Committee for a decision and either:
  - Determine the mitigation decision to be made (where the mitigating circumstances are accepted)
  - Provide a reason(s) as to why the mitigating circumstances have not been accepted (i.e., rejected).
4. Advise students of the Stage Two outcome following the applicable Exam Board.
5. Exam Board (if required): The Exam Board must consider the recommendation from the relevant MC Committee.
6. Advise students of the Exam Board outcomes.

**NOTE:** Adverse circumstances related to completed examinations should not be dealt with through this policy. The College Examination Policy applies if a completed examination goes missing or is damaged and becomes illegible.

## Implementation

It is the responsibility of the Registrar's Office to deliver a solution that enables:

- Students to complete an MC application online and upload all relevant evidence
- Students to receive timely notifications of the status of their application
- Build and maintain the approval process as outlined above
- Build and maintain a report that enables Schools at BACU to view students who met the criteria for mitigating circumstances to be considered by an MC Committee

It is the responsibility of the Schools at BACU to:

- Adhere to the policy and timelines outlined in this policy
- Support, inform, and manage academic progression situations relating to each student who has submitted an MC application
- Conduct MC Committee meetings, which are normally held after the final assessment date of a semester

It is the responsibility of the Office of Institutional Effectiveness to monitor the effectiveness of the policy and process by reviewing annual reports and feedback from the Schools at BACU and the Office of the Registrar.

It is the responsibility of the Student Affairs Office to research previous examples and issues which have arisen and how these can be managed in a consistent manner across the College.

# 6.15 Mitigating Circumstances Policy –



## Appendix 1

### Acceptable Examples of Mitigating Circumstances

Acceptable Circumstances	Unacceptable Circumstances
<ul style="list-style-type: none"> <li>◆ Significant illness or accident affecting the student</li> <li>◆ Bereavement - death of a close relative or significant other</li> <li>◆ Significant adverse personal or family circumstances (e.g. students with caring responsibilities)</li> <li>◆ Other significant exceptional factors that are outside the student's control or for which there is evidence of stress caused</li> <li>◆ Circumstances affecting the College's ability to schedule, set, or deliver courses or assessments, including marking assessments, e.g. staff participation in industrial actions, or problems affecting infrastructure or IT systems</li> <li>◆ Severe adverse weather, political unrest, or natural disaster</li> </ul>	<ul style="list-style-type: none"> <li>◆ Holidays or other events that were planned or could reasonably have been expected</li> <li>◆ Assessments that are scheduled close together or on the same day, or that clash due to incorrect registration by the student</li> <li>◆ Misreading the timetable for examinations or otherwise misunderstanding the requirements for assessment</li> <li>◆ Inadequate planning or time management</li> <li>◆ Last-minute or careless travel arrangements</li> <li>◆ Consequences of paid employment for full-time students</li> <li>◆ Exam stress or panic attacks not supported by medical evidence</li> </ul>

**Table 6.15-1: Acceptable and unacceptable examples of Mitigating Circumstances**

## Supporting Evidence

Students are required to submit supporting evidence that accompanies every MC application. Every piece of evidence must state the period of time covered (from and to dates). Examples of what constitutes acceptable supporting evidence include:

- Medical letter or certificate
- Statement from a qualified practitioner (e.g. Counsellor)
- Official documentation (e.g. Death Certificate) outlining the death of a relative
- Evidence outlining severe adverse weather or a natural disaster
- A doctor's letter that confirms student responsibility to care for a close friend, relative, or neighbor, and any perceived impact on the student

## Approved Absences

Although not usually approved as a matter of course, there are also situations where students can apply for an approved absence such as religious and cultural observance, representing the College at an academic event, or participating in some other significant or prestigious activity.

## MCs for Groups of Students

In other cases, such as adverse weather, significant computer software or hardware issues, political unrest, or industrial action, which could be common to a group of students, there is a requirement for active management by the Dean, working together with the senior management team. In such cases, the responsibility for initiating action lies with the Executive Dean.

- The Executive Dean, when proposing to take action, should coordinate with the Academic Director in the first instance
- The circumstances should be evaluated, taking into consideration factors such as the number of students affected, the extent of the disruption, the delay until the next scheduled exam, etc.
- A decision will then be made either to reschedule an examination (or assessment) or to take another form of action, as appropriate

If action is taken by the Executive Dean, students affected are not required to submit an application form and supporting documentation for consideration of mitigating circumstances. However, such students should contact their department chair as soon as possible to provide information on their situation.

# 6.15 Mitigating Circumstances Policy – Appendix 2



## Exceptional Circumstances

In exceptional and extreme circumstances, the Chair of the MC Committee may consult with the Dean (or nominee) to determine the mitigation for a student prior to an MC Committee.

Chair's action will allow for timely and straightforward decisions to be made only for students where:

- It is clear that difficult circumstances have affected their wellbeing and ability to perform to their potential
- The relevant MC Committee has well-established practice with respect to how to mitigate the circumstances reported by the student

In such cases, Chair's Actions must be recorded and reported to the appropriate MC Committee and Exam Board.

However, this would be rare and non-normal event. Any case which was not on agreed Mitigating Circumstances Student Guide, should be referred to the Mitigating Circumstances Committee to determine the agreed course of action.

## Actions Following MC Application Submission

<p><b>1. Accepted for referral to the Mitigating Circumstances Committee for a mitigation decision.</b></p>	<p>The application reason(s) and evidence meets the requirements acceptable for having a detrimental impact on the student's ability to perform to their potential. The case will therefore be referred to the Mitigating Circumstances Committee to determine what mitigation to apply to the particular course(s).</p>
<p><b>2. Not Accepted or Rejected (with reasons provided).</b></p>	<p>The application reason(s) and evidence does not meet the requirements acceptable for having a detrimental impact on the student's ability to perform to their potential.</p>
<p><b>3. Referred to the MC Committee for a decision whether to accept or reject the mitigating circumstances.</b></p>	<p>The application requires consideration as to whether the reason(s) and evidence meet the requirements acceptable for having a detrimental impact on the student's ability to perform to their potential. The case will therefore be determined by the Mitigating Circumstances Committee as to whether to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accept the reasons and evidence, and determine what mitigation to apply to the particular course(s)</li> <li><input type="checkbox"/> Reject the reason(s) and evidence, providing an explanation for the decision</li> </ul>
<p><b>4. MC Committee.</b></p>	<p>A Mitigating Circumstances Committee is defined as: A small committee of academic staff acting together to determine the impact of mitigating circumstances affecting one or more students, with the authority to agree on the extent of the impact and to advise the Exam Board on mitigation action to be taken. The MC Committee will advise on mitigation actions to be taken.</p> <p>Note: This may include no requirement for mitigation dependent on the extent of impact.</p>
<p><b>5. Recommendation for mitigation to Exam Boards.</b></p>	<p>To ensure that a student's confidential mitigating circumstances are not discussed at Exam Boards, the Mitigating Circumstances Committee will provide a recommendation for mitigation to the relevant Exams Boards.</p>

Table 6.15-2: Actions Following MC Application Submission and unacceptable examples of Mitigating Circumstances

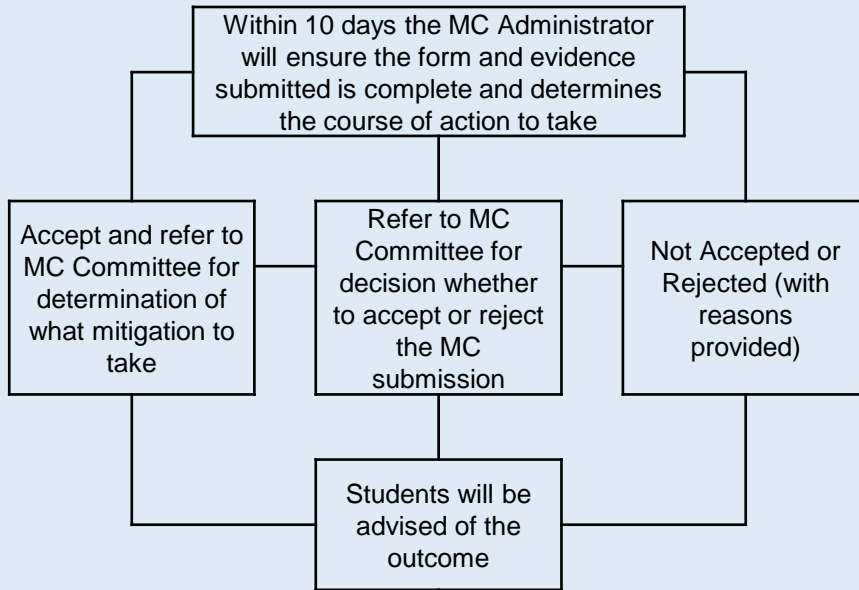
# 6.15 Mitigating Circumstances Policy – Appendix 3



Students should talk to their course instructor and also consider online support to ensure that this is the best option available for them.

- Student considers submitting a mitigating circumstance (MC) application
- Student submits a completed MC application with relevant supporting evidence (via the online MC workflow form)

## Stage One



## Stage Two

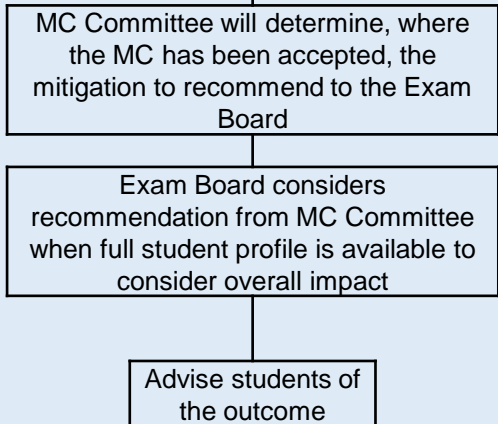


Figure 6.15-3: Flowchart & Notification Timeline



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# 7- Student Grievance and Appeals Policy

**British Applied College**  
Umm Al Quwain, UAE





# 7.1a Student Grievance and Appeal Policy (1 of 2)

## Policy Purpose, Scope & Statement

### Purpose

The policy provides reasonable assurance that all practices and actions are relevant and realistic, and that they are applied in an unbiased and nondiscriminatory manner.

The purpose of the policy is to ensure good student relations, handle grievances efficiently at a level closest to the problem, and establish a fair problem-solving environment for academic and non-academic grievances with total student participation.

### Scope

The student grievance and appeals policy applies to all students.

### Policy Statement

The College has a mechanism to solve grievances raised by students. This encourages fairness and safeguards them from any discriminatory conduct by the staff or fellow-students.

All grievances and complaints are confidential.

## Procedures

- If a student feels that she/he has been treated unjustly, she/he may submit a complaint or grievance to Student Affairs, using Special Request Form, without fear of retribution, interference, or harassment from the faculty or administration.
- A written grievance will contain a clear and concise statement of the grievance, refer to the actual policy that is alleged to have been violated, the date the incident took place, the issue involved, and a proposed solution. The following steps must be followed to reconcile a grievance:

### Step 1:

The grievant will discuss the nature of the grievance with the source of the problem within five working days after the date the grievant became aware that the problem occurred. The faculty or staff member involved will verbally inform the aggrieved person of a decision to the problem within five working days.

### Step 2:

If not satisfied with the decision, the grievant may submit a written appeal (using Special Request Form) to the Academic Director or next higher level of supervision within five working days after the Step 1 decision. A written decision will then be made by this supervisor within five working days after receipt of the grievant written statement.

### Step 3:

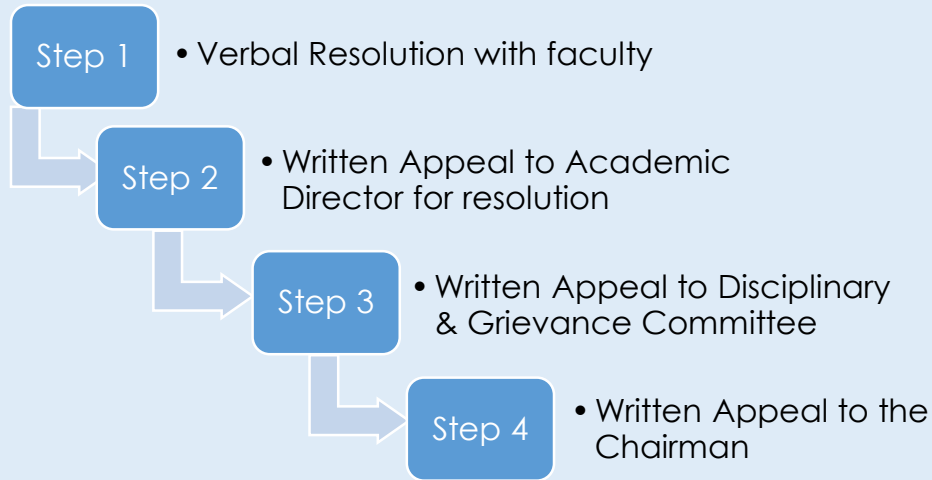
If the grievant remains dissatisfied after Step 2, the grievant may then appeal, within five working days of the receipt of the Step 2 decision to the Disciplinary & Grievance Committee through the Student Affairs Office. The Committee will conduct hearings, ensure due process, determine the facts, produce a record, and submit a written recommendation to the appropriate Head of Schools.

### Step 4:

An appeal to a Step 3 decision may be made by the grievant in writing within five working days to the Chairman. The Chairman or a representative from the Chairman's Office will review the case and a meeting with the grievant may take place. The Executive Dean will render a written decision within seven working days after receiving the appeal.

A summary of the above four step procedure is shown in Figure 7.1a-1.

# 7.1a Student Grievance and Appeal Policy (2 of 2)



**Figure 7.1a-1: Flowchart summarizing Procedures for Student Grievances and Appeal**

### Time Limits

If the grievant fails to meet the time limits at any step, the grievance is automatically considered dropped. If the administration or other College staff fail to meet the time limits at any step, the grievance case automatically advances to the next step. The Executive Dean may authorize an extension of time limits for any step upon timely receipt of a written request.

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)

# 7.1b Academic Grievance and Grade Appeal Policy

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## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to provide students with a fair, timely and consistent process to appeal decisions that impact their academic standing or progression.

### Scope

The Academic Grievance and Grade appeal policy applies to all students.

### Policy Statement

Students are responsible for meeting the standards of academic performance established for each study or course in which they are enrolled.

Faculty are responsible for establishing methods and criteria for assessment and evaluating a student's performance awards of academic credit.

Academic judgments are based upon academic performance and the application of relevant assessment and academic policies.

Students may appeal an academic decision if they believe that an academic judgment was unfair or that the BACU's academic policies were not followed or were applied incorrectly

## Policy Reference:

### External References to Policy: Pearson and NQC

- The Academic Grievance and Grade Appeal Policy has been developed to ensure that it fully meets the expectations of the awarding bodies including Pearson for International Qualifications and National Qualification Center (NQC) from NQC endorsed qualifications.

## Definitions

- An **Academic decision** is a determination made by BACU in accordance with academic policies and procedures.
- The **Academic judgement** is a 'judgement that is made about a matter where only the opinion of an academic expert is sufficient'
- An **Assessment Board** is the board with authority to approve grades and certification or award.

- An Academic Committee is not constituted as an Assessment Board, and does not have the authority to set aside the decision of an Assessment Board however, it can request that an Assessment Board reconsider its decision.
- An Academic Grievance is any dissatisfaction or feeling of injustice a student or prospective student may have while associated with the College. A grievance can result from any valid and reasonable academic disagreement.
- An Academic Appeal is a request for a review of an academic decision made by an Assessment Board charged with making a decision about a student's assessment, progression and/or award. Throughout these Regulations, use of the term 'Assessment Board' normally means a Progression and/or Award Board

## Fair Treatment

- No student submitting an Academic Appeal under the Early Resolution or Formal Stages, whether or not it is successful, will be treated less favorably by any member of staff. If evidence to the contrary is found, the member of staff may be subject to action under the College's Disciplinary Procedure.
- Where a student or staff member believes that consideration of an Academic Appeal is likely to affect their relationship, all parties will be expected to continue that relationship in a professional manner.



# 7.1b Academic Grievance and Grade Appeal Policy

## (2 of 13)



British Applied College  
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Only in exceptional circumstances will the appropriate Head consider agreeing to a request for alternative working arrangements whilst the Academic Appeal is being investigated.

- c. Where a student has declared a disability and/or learning difficulty as part of this process, the College will endeavor to ensure that information is available to the student at all stages of the procedure in appropriate formats, and where needed, reasonable adjustments will be made.

## Confidentiality, Consent and Documentation Retention

- a. All parties are required to keep confidential matters, which are raised in the context of an Academic Appeal, as failure to observe confidentiality may prejudice the outcome of an investigation.
- b. Information provided by students will be handled in confidence, and released only to those members of staff who require it for the purposes of investigating and responding to the Academic Appeal. Any breach of confidentiality may result in formal disciplinary action being taken.
- c. Where a student has submitted an Academic Appeal, it may be necessary for the College to gather all information considered relevant to the case. This may include obtaining information held by staff and other departments and in some cases third parties, explicit consent of the data subject will be obtained prior to the collecting of the information. Where consent of the data subject is not supplied to access special category data, which is considered relevant to the issues raised, the student should be aware that this may affect the College's ability to adequately investigate the Academic Appeal and that the College will be required to make a determination without all the relevant facts.
- d. Any outcome of a meeting/hearing is confidential until formal notification is sent to the parties involved.
- e. Where a student submits a complaint to the Ministry of Higher Education (MOHE), UAE relevant information shall be disclosed to the MOHE in order for the review to take place. This will include all personal data, including special category data, which has been considered by the College during its investigations

- f. Any documentation obtained, or produced, as part of this process will be retained by the College.
- g. For the use of this process, third party data will normally only be accepted from a student with the written consent of the individual concerned. Where third party data is submitted without the consent of the individual, it should be anonymized (i.e. names should be redacted). Students should be aware that documents may not be accepted where third party data submitted without consent has not been anonymized, but that they may be re-submitted once anonymization has been carried out, or consent provided. Where non-anonymized third party personal data has been accepted in error, the College reserves the right to redact personal data. Processing of personal data in this way will be under the lawful basis of legitimate interest and in the public interest.

## Procedures

### Academic Grievance

The student is encouraged to resolve problems where they arise and with the parties involved. Only when the problem cannot be solved informally in conference with the involved faculty or staff member, should the student resort to the formal grievance process. At this stage, the student should seek the advice of the Student Affairs Office about a proper course of action.

# 7.1b Academic Grievance and Grade Appeal Policy

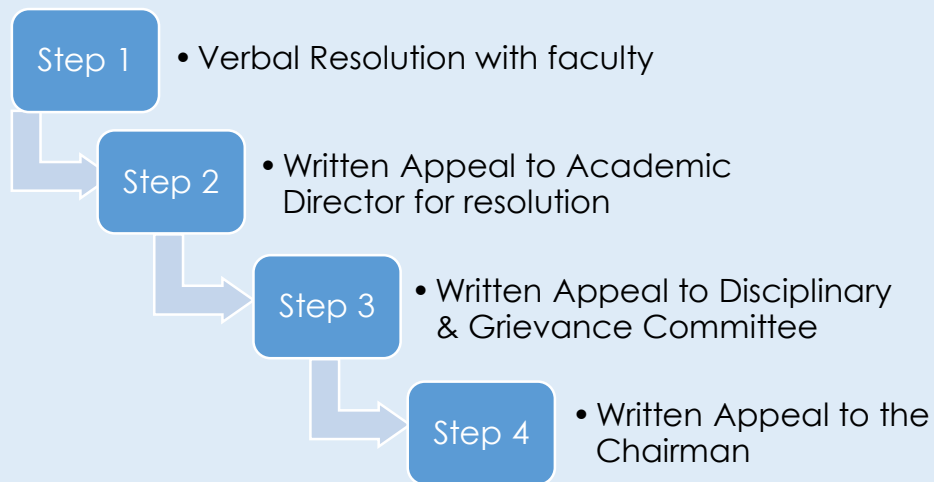
(3 of 13)



A student who has an academic grievance should take the following actions:

**Step 1:**  
The student will discuss the nature of the grievance with the faculty or staff within five working days after the date the student became aware that the problem occurred. The faculty or staff member involved will verbally inform the aggrieved student of a decision to the problem within five working days.

**Step 2:**  
If not satisfied with the decision, the student may submit a written appeal (using Special Request Form) to the Academic Director or next higher level of supervision within five working days after the Step 1 decision. A written decision will then be made by this supervisor within five working days after receipt of the student written statement.



**Figure 7.1b-1: Flowchart summarizing Procedures for Academic Grievance and Appeal**

**Step 3:**  
If the grievant remains dissatisfied after Step 2, the student may then appeal, within five working days of the receipt of the Step 2 decision to the Disciplinary & Grievance Committee through the Student Affairs Office. The Committee chaired by Executive Dean will conduct hearings, ensure due process, determine the facts, produce a record, and submit a written decision to all concerned parties.

**Step 4:**  
An appeal to a Step 3 decision may be made by the student in writing within five working days to the Chairman. The Chairman or a representative from the Chairman's Office will review the case and a meeting with the grievant may take place. The Executive Dean will render a written decision within seven working days after receiving the appeal.

A summary of the above four step procedure is shown in Figure 7.1b-1.

### Time Limits

If the student fails to meet the time limits at any step, the grievance is automatically dropped.

If the administration or other College staff fail to meet the time limits at any step, the grievance case automatically advances to the next step.

The Executive Dean may authorize an extension of time limits for any step upon timely receipt of a written request

### Group Academic Grievance and Appeal Applications

A group of students may use the same above procedures (Step 1 to 4), which will be considered as one collective Academic Grievance and Appeal.

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The Special Request Form should include the names of all students, including their BACU student numbers, who wish to bring the Academic Appeal. A lead student should be identified on the form who will act as a spokesperson and correspondent. Students who have not associated themselves with a group Academic Appeal at the point of submission will not normally be permitted subsequently to do so.

### Third Party Academic Grievance and Appeal Applications

Academic Grievance and Appeals submitted by third parties (for example, legal representative, parent, guardian, or spouse) will not normally be accepted for consideration except where written consent is provided by the student. Where written consent is provided and accepted by the College, all further communications will be via the nominated individual only.

### Legal Proceedings

If a student chooses to start legal proceedings against the College, any Academic Appeal will be stayed until legal proceedings are completed. If a determination on the matters subject to the appeal is made during legal proceedings, the College may terminate consideration of the Academic Appeal and the student will be issued with a decision letter.

### Frivolous, Vexatious or Fraudulent Applications

- a. If a student submits an Academic Appeal or an Academic Appeal Review, which in the opinion of Student Affairs Office is deemed to be frivolous or vexatious, Student Affairs Office will forward the application to the Academic Director for consideration as to whether their application is acceptable for consideration or should be rejected. Frivolous or vexatious applications may include:
  - Academic Appeals which are obsessive, harassing or repetitive.
  - Insistence on pursuing unrealistic Academic Appeals and/or unreasonable outcomes.
  - Insistence on pursuing Academic Appeals in an unreasonable manner.
  - Academic Appeals designed to cause disruption or annoyance.

- b. If it is believed that a student has submitted a fraudulent Academic Appeal or Academic Appeal Review, Student Affairs Office will liaise with the Academic Director to determine whether the application should be stayed and the matter considered under the relevant Academic Misconduct Regulations. Where it is determined that the student's application is fraudulent, the Academic Director may dismiss the application.
- c. The decision of the Academic Director is final and not subject to further review. In such cases, the student will be issued with a decision letter from Academic Director Office.

### Academic Progress during an Appeal.

- a. The published decision of an Assessment Board is valid until such a time that it may be amended by a reconvened Assessment Board or Chair's Action following a successful Academic Appeal.
- b. If a student has been granted a reassessment or restudy, they should continue to work towards this, pending the outcome of their Academic Appeal unless otherwise advised by the Assessment Board.
- c. If a student has failed or been withdrawn from their course, the College will not normally allow them to continue or progress whilst an Academic Appeal is pending. However, this may be granted on an exceptional basis by the appropriate Head.

# 7.1b Academic Grievance and Grade Appeal Policy

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- d. In the above instance, if an Academic Appeal is unsuccessful, the student will be discontinued from their course with immediate effect. The decision of the Head on whether or not to exceptionally allow a student to continue is final and not subject to further appeal.
- e. A student is not typically required to be physically present at the relevant institution for an Academic Appeal to be investigated, though participation in a meeting/hearing may be necessary via electronic communication, such as Skype/Microsoft Teams.

### Academic Appeal for Grade or award

If the student who is not satisfied with the decision of assessment board about his/her assessment grades, progression and/or award, he/she can appeal against the decision.

### Grounds for Appeal

An Assessment Board may be asked to reconsider a decision at the request of a student in the following circumstances only:

- The student's academic achievement or progression was adversely affected by illness or other factors which the student was unable, for valid reasons, to bring to the attention of the relevant Academic Committee.  
and/or
- The student's performance in an assessment was adversely affected by a material administrative error attributable to the College, or to an agent acting on behalf of the College, or that an assessment was not conducted in accordance with the current College Regulations (Procedural Error).

The following DO NOT constitute grounds for an Academic Appeal:

- Questioning the academic judgement of a properly convened and constituted Assessment Board.
- Questioning the assessment of the quality of one or more pieces of work by another student.
- Questioning marks or grades awarded for other students.
- Questioning provisional (unratified) results.

- Questioning the overall decision on a student's progression or on the final level of award based on the marks or grades awarded.
- Complaints made against the College or its staff, or the level of supervision and teaching. These should be made using the College's Student Grievance Policy within the stipulated timescales

### Procedures for Academic Appeal for grade or an award

#### Step 1: The Early Resolution Stage

- a. If a student considers that they may have grounds to request reconsideration of a decision by an Assessment Board, they are normally expected to attempt to resolve the issue informally. The Early Resolution Stage must be commenced within five working days of the date of publication of results.
- b. Students, in the first instance, should contact the appropriate Head of School. At this time, the student should also provide the relevant evidence to support their case. If the matter has previously been brought to the Department's attention and no resolution has been reached, it may not always be helpful to try and resolve the matter informally.

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- c. Where this is the case, the faculty must decide whether they wish to engage with a student using the Early Resolution process. If necessary, the faculty will inform the student why the Early Resolution process is not suitable, and inform the student that they can make a formal Academic Appeal using the Special Request Form, clearly setting out the timescales in which to do so (Refer to Step 2 below).
- d. Commencement of the Early Resolution Stage does not prevent the student from submitting a formal Academic Appeal. Any formal Academic Appeal must be submitted in accordance with the timescales outlined in these Regulations. If a student submits a formal Academic Appeal late because of a delay in resolving their issues informally, then the Academic Appeal will be considered, subject to confirmation from the Academic Director that the delay was due to undertaking the Early Resolution process. If the relevant Head of School is unable to confirm that an Early Resolution process had taken place, then the Academic Appeal will be considered.
- e. The Early Resolution Stage should normally be resolved within five working days of approaching the Head of School. At the conclusion of the Early Resolution Stage, the student will be informed, in writing, of the outcome. A copy of the outcome will be kept in the student's file, and may be circulated, in confidence, to relevant members of staff.
- f. In the event that the student is dissatisfied with the outcome at the Early Resolution Stage, the student may submit an Academic Appeal Application Form under the Formal Stage of the process within five working days of the date of the written outcome of the Early Resolution Stage.

### **Step 2: Formal Appeal Stage** **Submitting an Academic Appeal (Procedures)**

#### **1st Stage: Submission of the appeal**

- a. Students must submit their formal request by submitting a filled Academic Appeal Application as a part of Special Request Form which is available in College's website.
- b. Students may only submit one Academic Appeal against an Assessment Board decision. and should include all relevant grounds in their Academic Appeal.

- c. The Academic Appeal must be submitted to Student Affairs Office within five working days of the date of formal publication of results. Only in exceptional circumstances will an Academic Appeal be accepted after the cut-off date. If a student submits an Academic Appeal Application outside of the defined timeline, he/she must provide a valid reason with supported evidence to the Academic Director or his/her designated nominee. The Academic Director or his/her nominee's decision will be final and is not subject to further review. If the decision is not to accept a late Academic Appeal, the student will be issued with a decision letter.
- d. An Academic Appeal must clearly identify the relevant ground(s) in which a student must normally submit their Academic Appeal with clear and legible documentary evidence. The evidence should normally be the original, for example a Doctor's note, and not a photocopy.
- e. Where the submission of supporting documentary evidence is not possible at the time of the submission of the Academic Appeal, due to circumstances outside the student's control, the Academic Appeal should be submitted prior to the deadline date together with a clear statement that evidence will follow, normally within five working days. If no subsequent supporting evidence is received, Student Affairs Office will process the Academic Appeal based on the available documentation.

# 7.1b Academic Grievance and Grade Appeal Policy

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- f. Student Affairs Office, on receipt of the Academic Appeal, reserves the right to request further clarification and/or information from the student prior to referring the Academic Appeal to the relevant Head of School.
- g. Students are advised to retain a copy of their Academic Appeal. Documents submitted as part of the application process will not be returned. Where photocopies of documents are submitted, the student may be required to provide Student Affairs Office with sight of the original documents in order to verify their authenticity. If evidence is provided in a language other than English, it is the student's responsibility to have it independently translated.
- h. The College reserves the right to contact any person named in the submission to seek clarification or further information.

### **Review of 1st Stage of Appeal**

- a. The process is started by the submission of an Academic Appeal.
- b. Receipt of the Academic Appeal will normally be acknowledged by the Student Affairs Office within 5 days.
- c. The Student Affairs Office will send the Academic Appeal to the Head of School for consideration and review.
- d. If the Head of School believes that there is a case for the decision of the Assessment Board to be reviewed, they may, if necessary, request further clarification directly from the student and reconvene, if appropriate, the Assessment Board to consider the case. In cases where there may be a delay in convening an Assessment Board, it may be necessary for the Assessment Board Chair's Action to be taken. In this event, the decision must be formally recorded for ratification at the next appropriate Assessment Board.
- e. The Academic Director/Head of School must inform the student, in writing, of the decision of the Assessment Board, and/or the decision taken by Chair's Action. A copy of the decision must be sent to the Student Affairs Office.
- f. If the Head of School finds that there is no valid reason for the decision of the Assessment Board to be reviewed, they must provide a written report to the Student Affairs Office within 5 working days of receipt of the Academic Appeal by the Head of School.
- g. The Report must normally contain:

- A clear statement relating to the Academic Appeal to the Academic Committee/Assessment Board at the time of the decision. The Report must be confined to factual comments on the case and must not include comments on the merits of the Academic Appeal.
  - A copy of the relevant part and appropriately redacted Assessment Board minutes which have been endorsed by the Chair of the Assessment Board.
  - A copy of the relevant Internal Verifier's Confirmation of Endorsement of Assessment Process Form.
  - The outcome of any Early Resolution discussions.
- h. The Head of School is responsible for ensuring that an appropriate member of staff is available to provide the Report within five working days. Where complex matters are identified, an extension to this timescale may be granted by the Student Affairs Office on request. Where an extension is granted, the Student Affairs Office will inform the student of the delay in processing their Academic Appeal.

The Head of School must advise the student of their right to continue to pursue the case through the formal Academic Appeal process, and to contact the Student Affairs Office if they remain dissatisfied with the decision (Refer to 2nd Stage). If no such request is received from the student within 5 working days, the case will be closed.

# 7.1b Academic Grievance and Grade Appeal Policy

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### 2nd Stage:

If the student remains dissatisfied with the decision of 1st Stage, they can pursue the case with the Student Affairs Office. Within five working days of receipt of the 'Report', the Student Affairs Office will communicate with the Disciplinary & Grievance Committee. It will be chaired by Executive Dean, and will also include a student representative who has had no prior involvement with the student, or previous participation in the case under consideration. A Secretary (staff member) shall also be in attendance.

The purpose of the Committee is to facilitate the consideration of the case based on the information discussed below. The student or relevant Department will not be invited to attend this meeting. The Committee will consider:

- The student's Academic Appeal;
- The Report;
- Any other additional relevant information

### Step 3: Decision and Communication

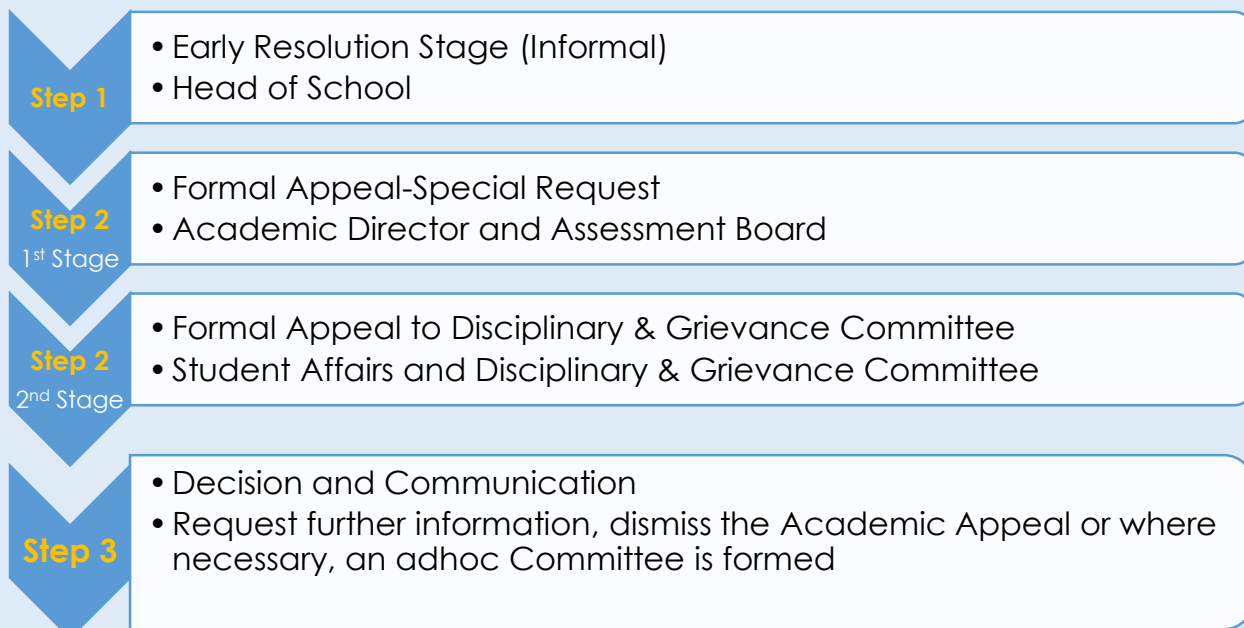
After consideration of the available evidence, the Committee may:

- Request further information from the Department or student, or any other relevant person. This information should normally be provided to the Secretary within 5 working days of the request
- Dismiss the Academic Appeal
- Where it is felt that further investigation is required, the Committee can form an adhoc Committee to consider an Academic Appeal.

a. The Chair of the Committee will write to the student and Department with the decision of the Committee normally within 5 working days of the meeting. A copy of the Report, and any additional documentation, will be provided to the student along with the Committee's decision. If the Academic Appeal is unsuccessful, the student will be informed that they have the right, in certain circumstances, to request a review of the decision under the Review Stage process.

b. In cases where the Department, having reviewed the decision of the Academic Appeal that an Academic Committee should be convened, believe that there is a case for the decision of the Assessment Board to be reviewed, they may reconvene the Assessment Board, or take Chair's Action, to amend the Assessment Board's previous decision rather than proceed with the Academic Committee. In this event, the decision must be formally recorded for ratification at the next appropriate Assessment Board. In cases where the decision of the Academic Committee is to dismiss the Academic Appeal and the student fails to submit a request for a review of the Academic Appeal decision, the Chair's letter concludes the College's deliberations on the appeal. Provision for independent external review is made through the existence MOHE Office, UAE. Should a student wish to take their case to the MOHE, they will need a written letter. A student must request a written letter from Students Affairs Office within five working days from the issue date of the letter from the Chair of the Academic Committee.

# 7.1b Academic Grievance and Grade Appeal Policy (9 of 13)



**Figure 7.1b-2: Flowchart summarizing Procedures for Grade Appeal Reconsideration**

## Procedures for the Hearing of the Committee for Appeal

- Meetings of the Committee will normally be held within five working days of a request for a Committee to be convened. The student and the relevant Department representative will be advised of the date and time of the hearing.
- The Committee will normally be held at the College's campus. Students and staff based in other locations may attend in the Campus or participate in the Committee Hearing electronically for example, Skype/Microsoft Teams. Those who wish to do so must inform the Student Affairs Office prior to the Hearing. Where the Committee is being held electronically the identity of the student may need to be verified at the start of the meeting/hearing.
- It will not normally be possible for the date of the Hearing to be changed. This will only be done in exceptional circumstances. Any requests to change the date of the Hearing must be submitted in writing to Student Affairs Office, and the decision will be at the discretion of the Chair.

- Where a decision to re-arrange a Hearing has been refused, the student and Department will be informed, in writing, of the refusal and the case will be considered in the absence of the student or Chair of the relevant Assessment Board.
- Only the student, accompanied by one friend, and the Chair of the relevant Assessment Board, accompanied by one other Department representative, may be present throughout the whole of the Committee except when the decision is being debated. If either party wishes to request the attendance of additional friends, this will be at the discretion of the Chair and all relevant parties will be informed of this prior to the Hearing.
- At least 5 days prior to the Hearing, the student and the Chair of the relevant Assessment Board should confirm, to Student Affairs Office, the names of those who will be attending.
- In considering the Academic Appeal, the Chair may call any appropriate members of staff to give evidence with at least 5 days' notice of the Hearing. The member of staff may be accompanied to the hearing by one 'friend', and Student Affairs Office will provide this person with a copy of the appropriate documentation. If it appears to the Chair that the evidence presented raises allegations of misconduct this may lead to Staff Disciplinary Regulations being invoked.



# 7.1b Academic Grievance and Grade Appeal Policy

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- The documentation to be considered by the Committee will be circulated to all parties prior to the Hearing. Following which, the presentation of any new documentation, by either party, will only be accepted in exceptional circumstances with agreement of the Chair. In this event, a suspension of proceedings may be necessary in order to provide all parties with the opportunity to consider the new documentation.
- The student, their friend and the relevant member(s) of staff from the Department will normally be allowed to be present throughout the whole of the Hearing except when the decision is being debated. If the Committee, in its absolute discretion, determines that the presence of any party is not appropriate throughout the whole hearing or during any specific part of it, the Chair shall use reasonable endeavors to ensure that such person is given an adequate opportunity to present their case.

## During the Hearing:

- The Chair will outline the procedure of the hearing to all parties;
- The Chair will ask the student and/or friend to present their case in support of their Academic Appeal;
- Members of the Committee may ask questions of the student and/or friend;
- The Department may ask for clarification on any representations made by the student by addressing questions via the Chair;
- The Chair will ask the Department representative(s) to present their case;
- Members of the Committee may ask questions of the Department representative(s);
- The student may ask for clarification on any representations made by the Department addressing questions via the Chair;
- The Chair will give each party the opportunity to sum up their case;
- The Chair will ask the student, their friend and the Department representative(s) to leave the hearing;
- The Committee will consider the evidence in private and reach a decision.
- The Committee has the authority to adjourn the Hearing at any time, or any reason, for such a period as it, in its absolute discretion, thinks fit.

## Decision of the Committee on the appeal

- The decision of the Committee will be by majority decision.
- After consideration of the available evidence relating to the Academic Appeal, the Committee may reach any of the following decisions:
  - a. The Academic Appeal is rejected;  
or
  - b. The Academic Appeal is upheld and the Assessment Board will be asked to reconvene to reconsider its decision along with any additional recommendation(s)/direction(s) made by the Committee.

## Procedures following decision of Committee

- The student and the Department shall be informed, in writing, normally within 5 days of the decision of the Committee.
- This decision will be circulated to the student, the Department and when appropriate, to the Committee with overall responsibility for assessment matters, so that any issues of principle or general interest may be identified and acted upon. The Committee will also keep a record of its proceedings.
- Where an Academic Appeal is rejected, the decision of the Committee shall be immediate.
- When it is determined that an Assessment Board shall be reconvened at the earliest opportunity normally, within 15 days. In cases where there may be a delay in reconvening a Board, it may be necessary for Chair's Action to be taken

# 7.1b Academic Grievance and Grade Appeal Policy

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- In the event of a Chair's Action, the decision must be formally recorded for ratification at the next appropriate Assessment Board.
- No member of staff directly involved in the Department's submission to the Academic Appeal shall act as Chair, or as a panel member, for the reconvened Assessment Board
- Student Affairs Office will advise the student if there is likely to be a delay before a final decision is reached.
- The student will be given the opportunity to provide the reconvened Assessment Board, in writing, with any new information presented orally to the Academic Committee for Appeal.
- The Executive Dean's nominee will forward the documentation considered by the Committee to the Chair of the reconvened Assessment Board (together with the reasoned decision of the Committee) unless, in exceptional circumstances, the Chair of the Committee directs that it would be appropriate to withhold some of the documentation or agrees with a request by the student to withhold sensitive personal information.
- It is not necessary for the reconvened Assessment Board to comply with the standard quorum requirements of attendance; however, it is the responsibility of the Chair to ensure an appropriate balance in the circumstances.
- The appropriate external examiner(s) must normally be invited to attend the meeting, but their absence will not invalidate the decision of the reconvened Assessment Board which is properly constituted in all other respects, and the views of external examiner(s) must have been ascertained before the decision of the Board is published. The comments of external examiner(s) who are unable to attend must be recorded and attached to the minutes
- The Chair of the Committee may nominate an Observer to attend the reconvened Assessment Board. The name of the Observer will be communicated to the reconvened Assessment Board by Student Affairs Office. The Observer shall, if requested, provide clarification to the reconvened Assessment Board on the recommendation of the Committee.
- The reconvened Assessment Board should normally implement the recommendation(s)/direction(s) made by the Committee unless it determines that these recommendations/directions are unreasonable or contrary to the College's Regulations.

- The Chair of the reconvened Assessment Board is responsible for communicating the outcome to the student and to Student Affairs Office in writing, within 7 days. If the reconvened Assessment Board amended its previous decision, then the communication should give reasons for the decision and when the remedy will be implemented. The student should be informed of the right to appeal the decision of the reconvened Assessment Board.

## Timescales

- a. Procedures shall normally be completed within the timescales cited in these Regulations however, there may be occasions where the timescales cannot be met. In this instance the College must keep the student and the Department updated on progress. The College also expects students and the Department to meet the timescales unless there are exceptional circumstances beyond the reasonable control of the student or the Department. In such circumstances, the student or Department should contact Student Affairs Office to discuss the feasibility of an extension to the relevant timescale.
- b. Reference to timescales in these Regulations relate to calendar days, excluding the UAE Government Holidays and College closure period.
- c. Attendance and Representation at Meetings or Hearings

# 7.1b Academic Grievance and Grade Appeal Policy

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- d. During the course of investigating an Academic Appeal it may be necessary for the representative from the Department considering the case (Chair) to meet with the student and/or relevant member(s) of staff. A note taker may be in attendance at such meetings/hearings.
- e. If the student or relevant member of staff does not attend a meeting/hearing without providing a good reason for their non-attendance in advance, the meeting/hearing may proceed in their absence. In this instance, the Academic Appeal will be considered on the evidence available at the time.
- f. If, the student or relevant member of staff is unable to attend a meeting/hearing, then they may request that it is postponed until a later date. The decision on whether a meeting/hearing will be deferred will be made by the relevant Chair.
- g. If the student and/or their friend has a disability or learning difficulty and requires additional facilities or adjustments, those requirements should be made known to Students Affairs Office prior to the meeting/hearing in order that, if possible, appropriate arrangements can be made.
- h. The student or member of staff also has the right to be accompanied to a meeting/hearing by one friend who may not act as a representative or attend in any legal capacity unless permitted by the person conducting the proceedings.
- i. If the student, or member of staff presenting the case is accompanied at any meeting/hearing by a friend, it is their responsibility to provide all relevant communications, and documents to their friend.
- j. The student, or member of staff, must provide the name of the friend to the relevant Chair 5 days prior to any meeting/hearing via Student Affairs Office.

## Attendance at an Award Ceremony

Students who are eligible to receive a College award may attend an Award Ceremony. In such cases the award will be the one that was previously determined by the Assessment Board. If the award is subsequently amended, there will be no further opportunity to attend an Award Ceremony. If preferred, students may defer attendance at the Award Ceremony until the outcome of their Academic Appeal.

Should the student receive a Certificate of Award whilst an Academic Appeal is ongoing and the Assessment Board amends its decision, the Award Certificate must be returned to the College and a replacement will be issued. Attendance at an Award Ceremony does not prevent a student from submitting an Academic Appeal.

## Behavior at Meetings/Hearings

All participants at meetings/hearings are expected to behave in an orderly and non-confrontational manner. If the appropriate Chair of a meeting/hearing believes it necessary, they may adjourn or halt proceedings if, in their opinion, progress of the meeting/hearing is being hampered by a participant's behavior.

## Recording of Proceedings

The audio recording of meetings/hearings is prohibited subject to such reasonable adjustments as may be agreed by the College.

## Monitoring and Evaluation

On an annual basis, Student Affairs Office shall provide a written report to relevant College Committees. The report shall provide anonymous statistical data, identify any trends or wider issues, and make any observations and/or recommendations, which may assist the College to further good practice in the management of this process.

# 7.1b Academic Grievance and Grade Appeal Policy

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## Expenses

The student or member of staff will be responsible for any associated costs related to the appeal process which will be communicated by the Student Affairs' Office.

## Advice and Guidance

1. Students and staff can obtain advice on these Regulations from a number of sources. In particular, their respective faculty Adviser and/or the Student Council who can provide students with advice, independent of the College. This can include, assistance in submitting an Academic Appeal and attending meetings/hearings in a supporting role. Staff and students can also seek advice and support on understanding the Regulations from Student Affairs' Office.
2. Staff in Student Affairs' office can only provide advice on the operation of these Regulations, and are unable to provide advice to students on their individual circumstances.

## Appeal against the College to Pearson

If the student is not satisfied with the outcomes of BACU Appeals Policy, can appeal to Pearson. Such appeals are received and processed as per the Appeals Procedures of Pearson.

Students studying HND with BACU will write to Pearson at :  
<https://qualifications.pearson.com/en/contact-us/students.html>

Relevant forms	
Form #	Form Name
36a	Student Special Request Form (SC1 form)



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# 8- Student Services & Facilities

**British Applied College**  
Umm Al Quwain, UAE



# 8.1 Students Activities Policy (1 of 2)



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## Policy Purpose, Scope & Statement

### Purpose

The purpose is to plan and establish students' activities in BACU and outside, for active participation and overall development technologically and as a matured dependable, social minded person.

### Scope

This policy applies to all students.

### Policy Statement

Student Affairs Office of BACU plans schedules and establishes student development activities, and organize co-curricular activities coordinating with the Schools at BACU involving student leaders, student council or other organizations.

## Procedures

### New Student Orientation

- Student orientation programs are designed to help first year, transfer, and non-traditional students adjust to the academic and social life of the College.
- The primary purpose of the BACU orientation program is to help students understand the nature of the College, the educational opportunities available to them, the values and functions of the College community, and the central objectives of BACU as an academic enterprise.
- It is also intended to give students information on placement testing, academic advising, and involvement in committees where they can participate in College governance, and to inform them about matters relating to student registration, campus activities, and other aspects of life at BACU.

### Students run Media

All the students of the College are encouraged to take part in development activities and develop a website (subject to college approval). For this purpose, students are allowed to use an infrastructure for websites. The head of the student's affairs has the authority to approve the relevant content and item on the website. Students are allowed to use the wireless internet connection for their personal usage and social networking as well.

However, it is expected from the students to maintain the reputation of the college and act as a good will ambassador of the college. It is also required from the students to adhere to the college's high ethical standards while using any IT services.

### Social Gatherings and Activities

- a) The British Applied College will plan and design a number of cultural and social activities for students all over the academic year. Among these activities some of the notable are listed below:
  - International celebrations
  - Dinners
  - Guest lectures
  - Picnics, Desert safaris and other occasions
- b) The College will have controlling authority over all the activities and organizations of students.
- c) The ideas of Students for an appropriate student activity will be supported and assisted by the College management.
- d) To ensure effective utilization of College facilities and buildings and to safeguard the reputation and integrity of the College, no permission will be granted to the student organization to use any of the College amenities without prior approval. For getting approval, students can send their request to the Assistant Dean of Student Affairs by email.
- e) Students and their guests are liable to abide by the UAE law. Students or their organization will be responsible to take all the preventive measures.

# 8.1 Students Activities Policy (2 of 2)



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- f) Students behavior should be responsible and respectfully when taking part in any activities and abstain from any violations described in the section of Student Discipline.
- g) Besides, any existing disciplinary procedures and penalties will be applied to students violating discipline in the College. Such actions might include expulsion or suspension of students or termination or suspension of a specific club or activity.
- h) Any group/ individual violating these rules will be answerable to the College management and will be subject to suitable disciplinary action.

## Student Clubs

In the college, the students enjoy the opportunity to join several clubs where they can play a part in diverse activities. The faculty members of the college offer sponsorship to these clubs and offer their guidance and supervision to them.

## Sports Events and Activities

The sport events and activities include the inter-collegiate and in-house tournaments in Football, Bowling, and Table Tennis. All the tournaments are held as per the plan. The successful individuals and teams are endowed with dissimilar prizes from the college.

## Entertainment Events and Activities

Entertainment activities and events are organized for the College students to refresh and re-energize them and result in an improved academic performance and expose them to the actualities of real life. The entertainment programmes comprise the educational cum outside recreational trips for the students such as the famous Dubai Festivals, Dubai Technology Fair (GITEX), Ice Rink, trips in Dubai and various parts of the United Arab Emirates.

## Use of electronic Information Resources and Student Media

Student in the College may use different electronic information resources, including e-mail, Internet and Web sites to acquire information and news, to make communication with other individuals and students and to consult with mentors. The College management reserves the right to restrict or remove student media accessibility to electronic and on-line material.

## Social Media Networks

Students at the College can use social networking of their choice. The users should comprehend that any content they expose to public via digital platforms or on-line social media is required to follow the social ethics and adequate social behaviors.

## Athletics and Recreation

- The College has arranged access to gyms and athletic facilities with the Al Arabi Sports and Cultural Club in Umm Al Quwain. This arrangement provides access for the use of athletic facilities and outdoor recreation areas by BACU students.
- In addition, the Student Affairs Office will organize, implement, and supervise College athletic events. It plans to develop collaboration arrangements with other institutions in Umm Al Quwain and the surrounding area for various forms of student competition and activities.

# 8.2 Student Council Policy



## Policy Purpose, Scope & Statement

### Purpose

The purpose of this policy is to establish a Student Council to identify and communicate their opinion, interests and goals for the college.

### Scope

This policy applies to all students.

### Policy Statement

The College establishes Student Council to serve as a forum for student opinion.

## Procedures

The primary purpose of the Student Council will be to serve as a forum for student opinion. The Student Council will be elected annually by the student body.

The Student Council will operate within the laws of the United Arab Emirates and will establish rules and procedures for fiscal control, faculty or staff advisors to guide the council, and conducting a range of community engagement activities for approval by the College.

*Activities:* The activities of the BACU Student Council may include, but will not be limited to, the following:

- Identify programs, interests, and goals of students for the College
- Communicate those interests, programs and goals of the student majority to the College administration
- Assist BACU by providing students with programs to meet the needs of its students
- Elections: Council elections will be conducted according to an Election Code that the Student Council will develop.
- The College emphasizes that participating in organizations and clubs is an effective means of establishing interpersonal relationships, developing leadership skills, and generally enhancing the overall academic programs.



## 8.3 Residential Life & Facilities (1 of 2)



British Applied College  
الكلية التطبيقية البريطانية

### Policy Purpose, Scope & Statement

#### Purpose

The purpose is to clarify our goals and commitments in providing on campus accommodation to the students.

#### Scope

This applies to all students interested to live on campus.

#### Policy Statement

The College has no accommodation facility for the students at present. After development of the College, student residence halls will be built.

### Procedures

#### Housing

The College does not currently provide student housing. The Student Affairs Office will manage any future student housing programs.

#### Prayer Rooms

The College has on-campus prayer rooms for both males and females.

#### Computing Facilities

- There is a sufficient number of computers in the Computer Lab that are available for student use when needed. However, students are encouraged to bring their own devices including laptops because there is a Wi-Fi connection at the College that students can use any time without restriction.
- The Computer Lab has a network printer that is available during study hours.
- All relevant applications are installed on lab computers.
- Students are not allowed to use College computers for improper purposes.

#### Cafeteria

All BAC students and visitors may use the cafeteria provided at the campus.

#### Transportation

The College provides student transportation with shuttle buses to and from the campus.

## Learning Management System

Registered students have access to Moodle which is used to share information related to general matters, announcements, College policies, and material related to a course including sample papers, course guides, and similar documents.

### Institutional Facilities Use and Support

Students are required to follow these rules concerning the use and support of institutional facilities:

- All users who have a valid College ID may use the library computers and internet facilities
- Computer's use is granted on a first-come, first-served basis
- Computer use is limited to 60 minutes for individual sessions when others are waiting
- Reservations should be made well in advance for individual or group sessions
- Viewing or downloading any restricted, unethical, or illegal internet content is prohibited
- Penalties will be assessed for damaging any lab, classroom, or library property

### Student ID

All the students of the college are provided and issued a College ID upon admission. It is important to note that, all the students are required to use this ID, while using the facilities and services of the college like borrowing a book from the library etc. In addition, students must keep their IDs with them and must present them during exams or on request.

## 8.3 Residential Life & Facilities (2 of 2)



### Email as an Official means of Communication

The college is responsible to provide each and every student with an Email account. This email address can be used by the college to communicate with the students regarding any matter. So, it is the responsibility of the students to stay updated and check his or her email account.

The college will use email as a primary source to get connected with the students and to send the notifications and other communications. Administrative staff, faculty and other academic staff can use the email address to communicate with the students and to convey important information and notices related to time-sensitiveness as well.

### Usage & Support Policy on institutional facilities

Students should be adhering the following usage and support policy on institutional facilities.

- Using of library computers and internet facilities are allowed to all the users who has the valid college ID card.
- Computers are allowed to use on first-come-first-served basis.
- Computer and internet usage is limited to 60 minutes for the individual sessions when the others are waiting.
- Reservations can be made well in advance for individual or group sessions.
- Any unethical and illegal use of internet contents are restricted.
- Penalty will be enforced for Damaging any of lab/class room/library property.



British Applied College  
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# 9- Services Contact Information

**British Applied College**  
Umm Al Quwain, UAE



# 9.1 Contact Information



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