Student Handbook

British Applied College
Umm Al Quwain, UAE

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Approval Date	Sep 2024

Introduction

The British Applied College (BAC) Student Handbook is a comprehensive guide designed to assist students in understanding the institution's academic structure, policies, and support services. As a key resource, the handbook ensures that students are well-equipped with the information necessary to navigate their academic journey at BAC. It highlights the college's commitment to fostering an inclusive, diverse, and student-centered learning environment that promotes personal and professional growth.

BAC's vision is to be a leading institution in the UAE, specialising in applied sciences, engineering, and technology. The College aims to provide flexible, affordable, and innovative academic programs tailored to meet the region's growing demand for highly skilled professionals. Through its mission, BAC seeks to fully prepare students for future careers by fostering leadership, critical thinking, and problem-solving abilities. The institution emphasises experiential learning, ensuring that students gain real-world skills relevant to their fields.

This handbook outlines key policies, including admission requirements, grading and assessment procedures, academic progression, and student conduct expectations. It also details the various academic support services available to students, such as career guidance, counselling, and library resources. These services are designed to support students throughout their academic journey, ensuring they have the resources needed to succeed.

In addition to academic policies, the handbook covers important aspects of student life, such as extracurricular activities, grievance and appeals procedures, and health and safety guidelines. BAC places a strong emphasis on student well-being and engagement, encouraging students to participate in activities that enhance their overall college experience.

By familiarising themselves with the contents of the BAC Student Handbook, students can better understand their rights and responsibilities, as well as the standards of academic integrity and conduct expected of them. This understanding is crucial for navigating the academic landscape at BAC and achieving success in both academic and professional endeavours.

Revision log

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1	Updated Organization chart	1.2	20
2	Added an approved Academic Calendar	1.5	22
3	Updated Admission Policy – Learner selection, enrollment, and initial assessment procedures including standardized initial assessment, monitoring and transparency mechanisms, and provisions for special cases.	2.4	86
4	Updated Recognition of Prior Learning Policy – Applicant support, assessment process, grading scale alignment, recommended marks limit for RPL eligibility, credit application, applicant training and awareness, application process, notification to applicant, appeals, monitoring and reporting, RPL mapping and recognition guidelines to the ad hoc RPL committee.	2.6	93
5	Added an approved Discounts, Scholarships, Tuition Fee Payment Policy	2.13	106
6	Updated E-Learning Policy – Professional training, IT platforms and resources, support staff wellbeing, information on hardware and software to support digital learning, scheduling, communication, online class expectations for students, essential agreements, annual operational and improvement plan, and assessments and verification of authenticity.	2.14	110
7	Updated Grading and Assessment Policy – Assessment planning, and design, assessment and internal verification, feedback and timelines, monitoring and consistency in grading, improving student involvement, compliance with MOE guidelines.	3.1	114
8	Added an approved Qualification Completion and Certification Policy	4.1	140
9	Added an approved Learner Registration and Certificate Claim Policy	4.5	155
10	Updated Student Academic Integrity Policy – AI misuse in Assessment, instructions for students preparing an assignment, project, thesis or proposal, notifying relevant parties for learner malpractice, preventive measures, and quality assurance.	5.1	160
11	Updated Student Disciplinary Policy – Disciplinary processes and framework procedures, appeal process, monitoring and reporting.	5.2	172
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13	Updated Student Records Policy – Procedures for retention, archiving, retrieval, and confidentiality of records, monitoring, and auditing.	5.8	185
14	Updated Student Counseling Policy – Requirements for external documentation, monitoring and evaluating counselling outcomes, and proactive mental health programs.	6.3	195
15	Updated Career Services Policy – Detailed framework for career services operations covering internship coordination, job placement procedures, proactive career workshops, tracking career outcomes, and integration with alumni support.	6.4	197
16	Updated Internship Policy – Agreement with providers, alignment with learning outcomes, job descriptions for learners, contractual agreements for learners, policies governing to agreements during the internship, learner orientation program, compliance with employment laws and safety regulations policy, designated officer for internship implementation, designated assessor for internship, reflection and assessment opportunities, internship types and duration, finding an internship opportunity, roles and responsibilities for faculty and employers, guidelines for students, health, safety and welfare of students, monitoring & evaluation.	6.5	199
17	Updated Student Publications and Media Policy – Approval process for learner publications and media, risk management and measures, promoting inclusivity and diversity, monitoring and review mechanisms.	6.12	224
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22	Added an approved Policy BAC Computing Resources And Digital Platforms Policy	6.20	245
23	Added an approved Policy BAC Identity Cards Policy	6.21	248
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1-INTRODUCTION

British Applied College
Umm Al Quwain, UAE

1.1 Student Handbook Purpose

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.

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British Applied College
الـكـلية التطبيقيــة الـبريطانية

BAC History

- The **British Applied College in Umm Al Quwain (BAC)** was established in April 2017 as a premier applied higher education institution in the UAE.

- BAC 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, BAC concluded collaborative agreements with several national and international partners

BAC's Vision

Founded to address the need of the region for increased educational opportunities in applied engineering and technology-related fields, the vision of BAC 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.

BAC'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

BAC'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.

1.2 British Applied College

1.3 BAC's Organizational Chart

ORGANIZATION CHART

Version 3
September 2024

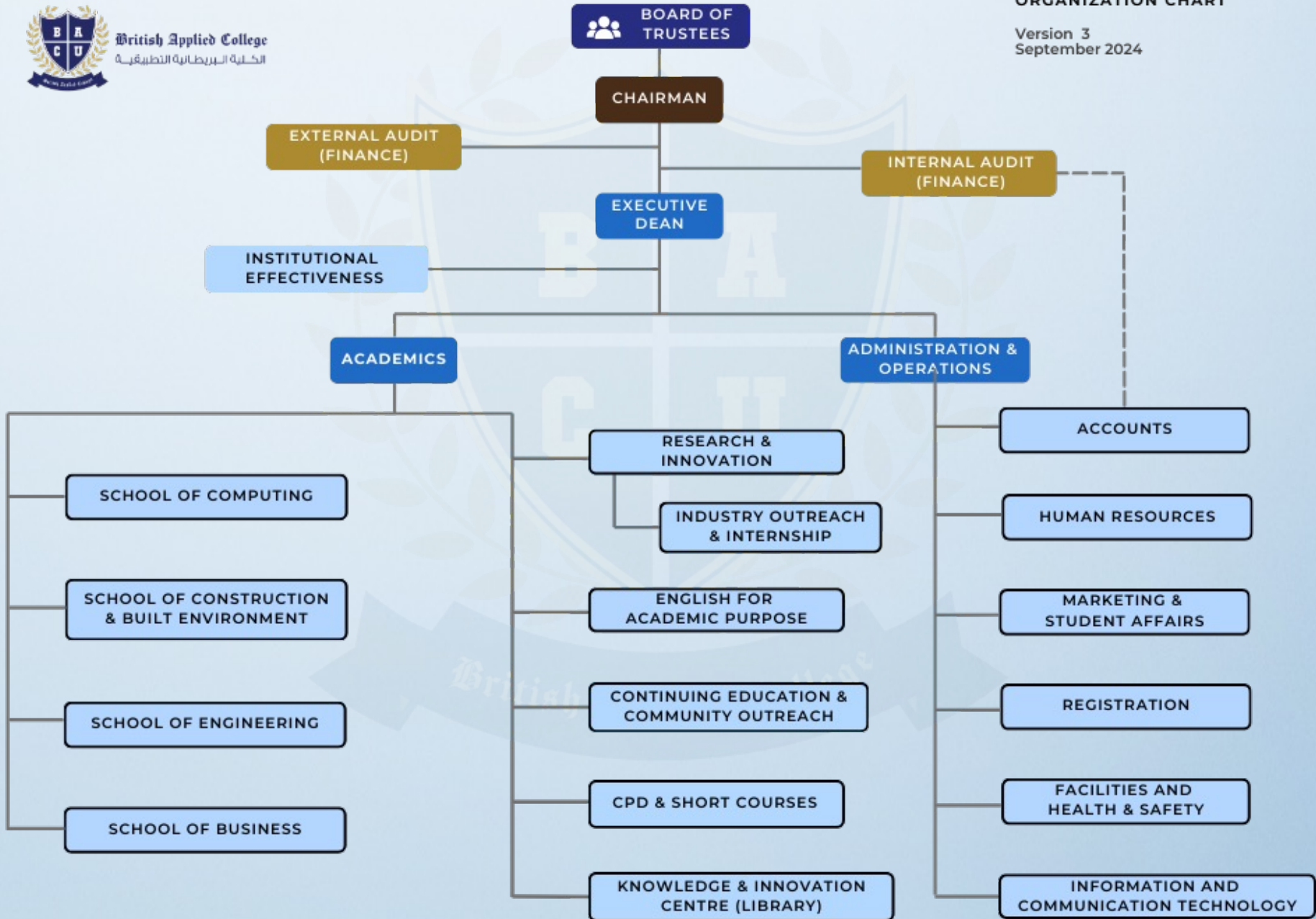**Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024**

1.3 BAC's Organizational Chart

1.4 Executive Dean's Message

Welcome to the British Applied College in Umm el Quwain (**BAC**), 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 top 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 BAC 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(Foundation), 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.

Prof. Mohamed K. Watfa
Executive Dean

British Applied College
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1.5 Academic Calendar 2024-2025

British Applied College
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Fall Semester- (September 23, 2024- January 19, 2025)

2 September 2024, Monday :	Last Day of Registration (Without Late Fees) - DEADLINE
13 September 2024 , Friday :	First Tuition Fees Installment – PAYMENT 1
15 September 2024, Sunday :	Prophet Mohamed's (PBUH) Birthday - HOLIDAY
16-20 September 2024 Mon-Fr	New Student Orientation Week
23 September 2024, Mon :	**Fall Semester Classes Begin**
30 September 2024, Mon :	Last date for dropping courses or registration suspension with a 100% refund (on tuition), or changing major.

7 October 2024, Monday :	Last date for dropping courses or registration suspension with a 50 % refund
08 October 2024 Onwards, Tue:	Dropping courses or registration suspension without any refund
21-25 October 2024, Mon-Fri:	In Course Assignment 1- issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED

1.5 Academic Calendar 2024-25

British Applied College
الكلية التطبيقية البريطانية

Fall Semester- (September 23, 2024- January 19, 2025)

3 November 2024, Sunday:	UAE Flag day
8 November 2024, Friday:	Second Tuition Fees Installment – PAYMENT 2
15 November 2024, Friday:	In Course Assignment 1 (student submission + Controlled Assessments) – DEADLINE
22 November 2024, Friday:	In Course Assignment 1 (Faculty Summative Online Feedback) - FEEDBACK
29 November 2024, Friday:	In Course Assignment 1 (Student Re-Submission) - DEADLINE
1 December 2024, Sunday:	Martyrs' Day (Commemoration Day) – HOLIDAY
2 December 2024, Monday:	UAE National Day - HOLIDAY
3 December 2024, Tuesday:	UAE National Day Holiday - HOLIDAY
6 December 2024, Friday:	Re-Submission Feedback & Informal Grades (Assignment 1) are released with comments (online) – INFORMAL GRADES
2- 6 December 2024, Mon-Fri	In Course Final Assignment - issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED
14 December 2024, Saturday:	Semester Break Begins – HOLIDAY STARTS

British Applied College
الكلية التطبيقية البريطانية

Fall Semester- (September 23, 2024- January 19, 2025)

1 January 2025, Wednesday:	New Year's Day - HOLIDAY
5 January 2025, Sunday:	Semester Break Ends – HOLIDAY ENDS
5 January 2025, Sunday:	In Course Final assignment (student submission) – DEADLINE
6 - 10 January 2025, Mon-Fri:	In Course Assignment 1 (Faculty Summative Online Feedback) - FEEDBACK
10 January 2025, Friday:	Last Day of Registration for New Students – Spring 2025 (Without Late Fees) – DEADLINE
15 January 2025, Wed:	In Course Final assignment (Faculty Summative Online Feedback) – FEEDBACK
15 January 2025, Wednesday:	Third Tuition Fees Installment – PAYMENT 3
20-24 January 2025, Mon-Fri:	New Student Spring Intake Orientation Week
24 January 2025, Friday:	In Course Final assignment (Student Re-Submission) – DEADLINE
24 January 2025, Friday:	**Fall Semester Ends**
29 January 2025 Wednesday:	Re-Submission Feedback & Informal Grades (Final Assignment) are released with comments (online) – INFORMAL GRADES
5- 7 February 2025, Wed-Fri :	BACU Internal Assessment Board Meetings

British Applied College
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Spring Semester (January 27, 2025 – May 16, 2025

27 January 2025, Monday:	Spring Semester Classes Begin
27 January 2025, Monday:	Last Day of Registration (With 10% Registration Late Fees) - DEADLINE
27 Jan- 9 Feb 2025, Mon-Sun:	Late Registration (Late Fees Apply) / Change Major
3 February 2025, Monday:	Last date for dropping courses or registration suspension with a 100% refund (on tuition), or changing major

10 February 2025, Monday:	Last date for dropping courses or registration suspension with 50% refund
13 February 2025, Thursday:	Global Day Event
17 February 2025 Monday Onwards:	Dropping courses or registration suspension without refund
24 February 2025, Monday:	TU Level 6 Assessment Boards – Fall 2024
24-28 February 2025, Mon-Fri:	In Course Assignment 1- issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED

Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024

1.5 Academic Calendar 2024-25

British Applied College
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Spring Semester (January 27, 2025 – May 16, 2025

1 March 2025 :	Ramadan (Date may vary)
March 2025:	Formal Grades of Fall 2024 released by the Registrar TBA
14 March 2025, Friday:	Fourth Tuition Fees Installment Payment Due – PAYMENT 4
21 March 2025, Friday:	In Course Assignment 1 (student submission + Controlled Assessments) – DEADLINE
24 March 2025, Monday :	Semester Break Begins – HOLIDAY STARTS
28 March 2025, Friday:	Semester Break Ends – HOLIDAY ENDS

29 March- 01 April 2025, Sat-Tue:	Eid Al Fitr (as Announced by UAE Authorities) – HOLIDAY
2 April 2025, Wednesday:	Classes Resume
3 April 2025, Thursday:	In Course Assignment 1 (Faculty Summative Online Feedback) – FEEDBACK
7-11 April 2025, Monday-Friday:	In Course Final Assignment - issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED

Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024

1.5 Academic Calendar 2024-25

Spring Semester (January 27, 2025 – May 16, 2025

11 April 2025, Friday:	In Course Assignment 1 (Student Re-Submission) - DEADLINE
21 April 2025, Monday:	Re-Submission Feedback & Informal Grades (Assignment 1) are released with comments (online) – INFORMAL GRADES
30 April 2025, Wednesday:	Research Open Day
28 April- 2 May 2025, Mon - Friday:	In Course Final assignment (Controlled Assessments) – DEADLINE
5 May 2025, Monday:	In Course Final assignment (Faculty Summative Online Feedback) – FEEDBACK
9 May 2025, Friday:	In Course Final assignment (Faculty Summative Online Feedback) – FEEDBACK
15 May 2025, Thursday:	Fifth Tuition Fees Installment Payment Due – PAYMENT 5
16 May 2025, Fiday:	In Course Final assignment (Student Re-Submission) – DEADLINE
16 May 2025, Friday:	**Spring Semester Ends**
23 May 2025, Friday:	Re-Submission Feedback & Informal Grades (Final Assignment) are released with comments (online) – INFORMAL GRADES
26- 28 May 2025, Mon - Wed :	BACU Internal Assessment Board Meetings

Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024

1.5 Academic Calendar 2024-25

Summer Session

19 May 2025, Monday:	**Summer Session Begin for UK Level 3, 4 & 5 (First, Second & Third Year Students)**
30 May 2025, Friday:	In Course Assignment 1- issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED
5-8 Jun 2025, Thurs -Sunday:	Arafat Day, Eid Al-Adha – HOLIDAY
9 June 2025, Monday:	In Course Assignment 1 (student submission + Controlled Assessments) – DEADLINE
11 June 2025, Wednesday:	In Course Final Assignment - issued. Dates Announced for Controlled Assessment. ASSESSMENT PUBLISHED
13 June 2025, Friday:	In Course Assignment 1 (Faculty Summative Online Feedback) - FEEDBACK
20 June 2025, Friday:	In Course Assignment 1 (Student Re-Submission)- DEADLINE
23 June 2025 Monday:	In Course Final assignment (student submission) – DEADLINE
25 June 2025, Wednesday:	Re-Submission Feedback & Informal Grades (Assignment 1) are released with comments (online) – INFORMAL GRADES
23-25 June 2025, Mon -Wed:	In Course Final assignment (Controlled Assessments) DEADLINE
26 June 2025, Thursday:	Islamic New Year
27 June 2025, Friday:	In Course Final assignment (Faculty Summative Online Feedback) – FEEDBACK

Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024

1.5 Academic Calendar 2024-25

British Applied College
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Summary Session

4 July 2025, Friday:	In Course Final assignment (Student Re-Submission) – DEADLINE
4 July 2025, Friday:	**Summer Session Ends for UK Level 3, 4 & 5 (First, Second & Third Year Students)**
8 July 2025, Tuesday :	Re-Submission Feedback & Informal Grades (Final Assignment) are released with comments (online) – INFORMAL GRADES
9 - 11 July 2025, Wednesday-Friday:	BACU Internal Assessment Board Meetings
15 July 2025, Tuesday:	Sixth (final) Tuition Fees Installment Payment Due: PAYMENT 6
11 August 2025, Monday:	TU Level 6 Re-Sit Examinations Begin
22 August 2025, Friday:	**TU Summer Session Ends**
28 August 2025, Thursday:	TU Level 6 Re-Sit Assessment Board - Summer 2024
August 2025:	Formal Grades released by the Registrar TBA

Figure 1.2-1: BAC - Approved Organizational Chart Sep 2024

2-Schools & Admission

British Applied College
Umm Al Quwain, UAE

2.1 BAC's Schools & Programs

Schools at BAC

School of Computing

School of Engineering

School of Construction & Built Environments

School of Business

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

2.1 BAC's Schools & Programs

Levels at BAC

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
Bachelors
With Teesside University, UK

2.2 BAC Levels & Degrees offered

Qualifications offered at UK Level 3 at BAC

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

Qualifications offered at UK Level 5 at BAC

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 BAC Levels & Degrees offered

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

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)

2.2 BAC Levels & Degrees offered

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

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.

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.

Sample Study Plan for Artificial Intelligence for 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.

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.

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.

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
CMP327	Transport Network Design	15
CMP337	Architecture	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.

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.

2.3 Study Plans

British Applied College
الكلية التطبيقية البريطانية

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
CMP323	Risk Analysis and System Design*	15
CMP337	Architecture	15
	Total	60

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

British Applied College
الكلية البريطانية التطبيقية

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

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
CMP325	Machine Learning	15
CMP328	Cloud Computing*	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 & Design Principles	15
CMP337	Architecture	15
CMP323	Risk Analysis and System Testing	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.

2.3 Study Plans

Sample Study Plan for Artificial Intelligence (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3035-N	AI Ethics	30
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3036-N	Applied Machine Learning	30
	Total	60

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

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

British Applied College
الكلية التطبيقية البريطانية

Sample Study Plan for Computing – Computer Science (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3039-N	Cloud Native DevOps	30
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3036-N	Applied Machine Learning	30
	Total	60

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

British Applied College
الكلية البريطانية التطبيقية

*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

Sample Study Plan for Cybersecurity (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3044-N	Security Analysis	30
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3045-N	Service Management and Information Governance	30
	Total	60

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

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

Sample Study Plan for Software Engineering (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3039-N	Cloud Native DevOps	30
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
CIS3040-N	Computing Project	30
CIS3043-N	High Integrity System	30
	Total	60

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

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

British Applied College
الكـلية التطبيقيـة الـبريطانية

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

British Applied College
الكـلية الـبريطانية التطبيقيـة

2.3 Study Plans

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

2.3 Study Plans

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

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 BAC webpage for the full list of Optional Units for this program.

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

2.3 Study Plans

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.

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.

2.3 Study Plans

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.

Sample Study Plan for Civil Engineering (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE204	The Construction Environment	15
CBE208	Mathematics for Construction	15
ENG101	English I	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE201	Construction Design Project (Pearson-set)	15
CBE206	Digital Applications for Construction Information	15
CBE219	Principles of Structural Design	15
CBE217	Civil Engineering Technology	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.

Sample Study Plan for Architectural Technology (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE204	The Construction Environment	15
CBE213	Building Information Modelling	15
ENG101	English I	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE201	Construction Design Project (Pearson-set)	15
CBE214	Principles of Refurbishment	15
CBE205	Legal & Statutory Requirements in Construction	15
CBE206	Digital Applications for Construction Information	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.

2.3 Study Plans

Sample Study Plan for Construction Management (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
CBE202	Construction Technology	15
CBE203	Science & Materials	15
CBE204	The Construction Environment	15
CBE212	Tender & Procurement	15
ENG101	English I	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE201	Construction Design Project (Pearson-set)	15
CBE206	Digital Applications for Construction Information	15
CBE205	Legal & Statutory Responsibilities in Construction	15
CBE217	Civil Engineering Technology	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.

Sample Study Plan for Civil Engineering (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
CBE 342	Hydraulics	15
CBE 339	Personal Professional Development	15
CBE 332	Advanced Construction Drawing & Detailing	15
CBE 333	Construction Technology for Complex Buildings Projects	15
ENG 301	Technical Writing	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE331	Advanced Structural Design	15
CBE334	Further Mathematics for Construction	15
CBE335	Sustainable Methods of Construction	15
CBE328	Group Project	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.

Sample Study Plan for Architectural Technology (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
CBE 329	Contracts and Management	15
CBE 339	Personal Professional Development	15
CBE 332	Advanced Construction Drawing & Detailing	15
CBE 333	Construction Technology for Complex Buildings Projects	15
ENG 301	Technical Writing	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE335	Sustainable Methods of Construction	15
CBE347	Advanced Building Information Modelling	15
CBE350	Building Management Systems	15
CBE322	Group Project	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.

Sample Study Plan for Construction Management (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
CBE323	Contracts & Management	15
CBE339	Personal Professional Development	15
CBE 332	Advanced Construction Drawing & Detailing	15
CBE 333	Construction Technology for Complex Buildings Projects	15
ENG 301	Technical Writing	10
	Total	70

Spring Semester

Unit Code	Unit Name	Credit
CBE335	Sustainable Methods of Construction	15
CBE330	Project Management	15
CBE350	Building Management Systems	15
CBE322	Group Project	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.

Sample Study Plan for Civil Engineering (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
MMD3058-N	Project	20
MMD3046-N	Hydrology and Hydraulic Systems	20
MMD3045-N	Design of Concrete Structure	20
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
MMD3058-N	Project	20
EAC 3019	Group design	20
MMD3043	Construction Management & Contracts	20
	Total	60

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

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

Sample Study Plan for Architectural Technology (Year 4)

Fall Semester

Unit Code	Unit Name	Credit
MMA3014-N	Writing Architecture	20
MMA3023-N	Building Rehabilitation	20
MMA3016-N	CAD visualization & BIM	20
	Total	60

Spring Semester

Unit Code	Unit Name	Credit
MMA3013-N	Research and development	40
MMA3013-N	Realization	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.

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.

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

Table 2.3-34: Study Plan Structure for the School of Business

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.

Sample Study Plan for Human Resource Management (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
BUS201	Contemporary Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Management of Human Resources	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.

2.3 Study Plans

Sample Study Plan for Accounting & Finance (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
BUS201	Contemporary Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Management of Human Resources	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 2.3-37: 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.

Sample Study Plan for Management (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
BUS201	Contemporary Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Management of Human Resources	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.

Sample Study Plan for Marketing (Year 2)

Fall Semester

Unit Code	Unit Name	Credit
BUS201	Contemporary Business Environment	15
BUS202	Marketing Processes and Planning	15
BUS203	Management of Human Resources	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.

2.3 Study Plans

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 Management	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
BUS348	Customer Value Management*	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.

Sample Study Plan for Accounting & Finance (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior Management	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
BUS331	Employee Relations*	15
BUS348	Customer Value Management*	15
	Total	60

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.

Sample Study Plan for Management (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior Management	15
BUS324	Managing 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
BUS332	Strategic Human Resource Management*	15
BUS348	Customer Value Management*	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.

Sample Study Plan for Marketing (Year 3)

Fall Semester

Unit Code	Unit Name	Credit
BUS319	Research Project (Pearson Set)	15
BUS320	Organizational Behavior Management	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
BUS330	Resource and Talent Planning*	15
BUS348	Customer Value Management*	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.

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)

*Optional Units for an optimum study plan.
Please refer BACU webpage for the full list of Optional Units for this program.

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)

*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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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)

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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.

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)

*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

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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 BAC 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 Higher/Advanced Diplomas

- To enroll in any BAC 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 V3

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 UK Level 3 - mandatory core units.

Admission Requirements and Procedures

Prospective students can apply to any of our programs online. Students can visit BAC 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.

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 BAC 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 BAC 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.

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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.

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.

2.4 Admission Policy V3

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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 incompletion 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.

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. BAC 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

Learner Selection, Enrollment, and Initial Assessment Framework Procedures

Step-by-Step Admission Procedures

- The Student Affairs Office will require all applicants to submit complete admission applications, including academic transcripts, identification documents, and any required standardized test scores.
- The Student Affairs Office will review applications to verify eligibility criteria based on program requirements and the completeness of supporting documents.
- Applicants will undergo academic readiness assessments, including English language proficiency tests and subject-specific evaluations for academic programs.
- Successful applicants will receive an admission offer letter. Enrollment will be confirmed upon submission of tuition fees as per the fee schedule and signed enrollment agreements.

2.4 Admission Policy V3

Standardized Initial Assessment

•The Admissions Office will develop standardized tools for initial assessments, such as placement tests for English and Mathematics and program-specific evaluations to gauge academic readiness.
•Students with disabilities or requiring additional support will submit relevant documentation, such as medical or psychological reports, and be provided reasonable accommodations during initial assessments.

Monitoring and Transparency Mechanisms

•Academic Director and Director of Administration and Operations will oversee the fairness, transparency, and consistency of the admission process.
•The Student Affairs Office will conduct annual review of the admission process to ensure compliance with BAC policies.
•Registrar Office will collect feedback surveys from applicants to evaluate and improve the admission process.

Provisions for Special Cases

•Accommodations, such as assistive tools, extended assessment times, or tailored evaluation methods, will be provided for students with disabilities.
•Specific guidelines for international applicants will be developed, including visa support, documentation requirements, and orientation programs.

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

2.4 Admission Policy V3

Policy Purpose, Scope & Statement

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

Policy Statement
Students who are transferring from another accredited higher education institution will be considered for admission at BAC 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 BAC 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 BAC 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 BAC 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 BAC 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
- BAC will not accept credit twice for substantially the same course taken at two different institutions

2.5 Transfer Admission Policy

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 2.6 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 BAC.

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

2.5 Transfer Admission Policy V2

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 application and supporting evidence to the Registration office for RPL evaluation, and notification of the results. 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.

- **Applicant Support:**
  - Applicants will be provided with guidance by the Registration Office and Academic Director to prepare their RPL applications, including creating evidence portfolios and understanding college's expectations.

- **Assessment Process:**
  - The committee will evaluate applications using standardized rubrics that measure:
    - Alignment with learning outcomes.
    - Level of achievement equivalency (e.g., pass/fail or grade equivalence).

- **Grading Scale Alignment:**
  - American education systems typically use a 4.0 GPA scale or a percentage-based grading system. To align with RPL criteria, marks should reflect sufficient competence equivalent to the learning outcomes of the qualification.

- **Recommended Marks Limit for RPL Eligibility:**
  - A **minimum GPA of 2.5/4.0** (equivalent to 62.5%) is recommended for considering RPL.
  - For percentage systems, a score of at least 60% is generally accepted as meeting the Pass threshold.
  - Grade Conversions: For letter grades: A C grade or higher typically qualifies for RPL consideration.

- **Credit Application:**
  - Clearly defined criteria on how RPL credits apply to:
    - Core courses vs. electives.
    - Restrictions on capstone projects, thesis work, or major-specific courses.

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Conditions applied in RPL:

- The request for RPL shall be evaluated by an ad hoc committee overviewed and verified by the Head of School as assigned by the Academic Director. The committee 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.

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.

- **Applicant Training and Awareness:**

  o Provide workshops and training to guide applicants in compiling evidence portfolios.

  o Ensure applicants understand the institutional expectations for RPL submissions.

- **Faculty and Staff Training:**

  o Faculty and staff assessing RPL applications will undergo regular training on:

    ▪ Understanding RPL criteria and rubrics.

    ▪ Mitigating unconscious bias in decision-making.

Application Process

- The applicant for admission wishing to receive credits for RPL must submit his/her request filling **6b – RPL Mapping and Decision form** through the Registration Office/Registrar along with the supporting evidences listed below:

2.6 Recognition of Prior Learning Policy V3

- o Official academic transcripts showing all courses studied and the grades obtained
- o Syllabi details (including detailed information on course content) for the courses successfully completed
- o An explanation of the grading system
- o Proof of their work experience or further training (Letter of Experience).

- 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.

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.

Appeals

- Applicants denied RPL credit may appeal the decision within 10 working days.
- Appeals will be reviewed by an independent committee and decided within 15 working days.

Monitoring and Reporting

- The Institutional Effectiveness Office will monitor RPL trends and compliance annually.

- An annual report will be submitted to the University Advisory Committee detailing the outcomes and areas for improvement.

Unsuccessful applications:

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

RPL Mapping and Recognition Guidelines to the ad hoc RPL Committee

1. **Understanding Qualification Requirements**:

   - o The committee will review the qualification specification, including learning outcomes and assessment criteria.

   - o The committee will ensure that the evidence aligns with the required level and depth of knowledge, skills, and understanding.

2. **Evaluating Evidence Criteria**:

   - o The committee will ensure evidence meets the following requirements:

     - **Validity**: Relates directly to the learning outcomes and assessment criteria.

     - **Currency**: Reflects recent learning, typically within the last 5-7 years.

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o **Reliability**: Is verifiable and credible.

o **Authenticity**: Clearly demonstrates the candidate's own work.

o **Sufficiency**: Fully addresses all required outcomes.

3. **Using a Structured Mapping Process**:

o The committee will create a mapping document or grid to align evidence with specific learning outcomes.

o The committee will record how the evidence satisfies each criterion and identify any gaps.

o The following is the mapping criteria:

- P – Partial mapping (some topics from the Previous studied unit appear in the new unit)
- X – Full mapping (all the topics from the Previous studied unit appear in new unit studied)
- N – Not Studied

4. **Assessing Evidence Thoroughly**:

o The committee will review portfolios, prior certifications, or experiential learning records.

o When using RPL for Pearson Higher National awards, the underlying principle is that assessed evidence from certified learning should be at the same level of education for which RPL is being used. Pearson also acknowledges that RPL can be undertaken through assessment of previous experiential learning.

o No extra assessment is needed if a learner's previously achieved certificate or qualification meets the requirements of a whole unit.

o Where RPL is used to determine whether learning outcomes have been met on a Pearson Higher National award, the maximum grade that the student can achieve for that unit will be a Pass if the RPL has been undertaken through experiential learning.

o Where RPL is undertaken by assessing certified learning, for example via HN Flex, then centres must demonstrate clearly where RPL is able to meet Merit or Distinction criteria across all learning outcomes.

o The committee will use supplementary methods (e.g., professional discussions, new tasks) to address gaps.

o Assessment decisions will be documented, including the rationale for accepting or rejecting evidence.

5. **Recognizing Certified and Experiential Learning**:

o For certified learning:
- The committee will map prior certification directly to the learning outcomes.
- The committee will ensure additional assessment criteria (e.g., practical components) are fulfilled.

o For experiential learning:
- The committee will assess work-based or practical evidence and apply additional validation methods if necessary.

6. **Grading Limitations**:
o Achieving X for all learning outcomes in a unit refers to successful completion of a unit and a Pass grade will be awarded.

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- Achieving P for any learning outcome in a unit will result in only completing assessments for those learning outcomes only.
- Achieving N for any learning outcome in a unit will result in registering that particular unit, learning and completing assessments for those learning outcomes only.
- The committee will award a Pass grade for units achieved through experiential RPL.
- A learner ambitious to achieve higher grades can take full assessment of learning outcomes in a unit with RPL.

7. Documenting the Process:

- The committee will maintain records of evidence, mapping documents, and assessment decisions.
- The College ensures all documentation is available for internal and external verification.
- Adhering to Credit Limits:
- The committee will ensure RPL does not exceed 50% of the total credit value of the qualification.

8. Communicating Outcomes:

- The committee will provide clear feedback to candidates regarding assessment decisions to the Registrar/Registration Office.
- The Head of School will provide a clear tailored study plan for the partially achieved units, and new units to be studied to the Registrar/Registration Office.
- The Registrar/Registration Office will communicate the result to the applicant with the details of RPL award partially/Full/Not awarded, and a tailored Study Plan.
- The Registrar/Registration Office will inform candidates about the appeal process for disputed outcomes.
- The Head of school will share the records of the evidence for RPL decision should be kept and may be viewed by Pearson-appointed External Examiners.

9. Quality Assurance:

- The concerned Head of School will submit RPL decisions for verification by the College's Assessment Board.
- BAC will ensure compliance with the college and awarding body policies.

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

Policy Name	**Recognition of Prior Learning Policy**
Policy Number	2.6
Effective Date	May 2021
Revision Date	Sep. 2024
Version Number	Version 3
Responsible Officer	Registrar
Responsible Unit	Student Affair's Department and Registrar's Office

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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
- BAC 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.

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
BAC 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

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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

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.

UK Level 4/5 courses

Units, credits and Total Qualification Time (TQT)

All units are usually 6015 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.

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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Purpose

This policy defines the framework governing scholarships, discounts, and tuition fee payments for learners at British Applied College (BAC). The policy aims to promote transparency and fairness in awarding financial assistance, ensuring alignment with institutional objectives and compliance with BAC's management-approved guidelines.

Scope

This policy applies to:
- All learners applying for scholarships, discounts, or special fee arrangements.
- Committees and administrative offices responsible for managing tuition payments and financial assistance.
- International and local learners enrolling in BAC programs.

Policy Statement

BAC provides scholarships and discounts ranging from 10% to 100% of tuition fees to support deserving learners. These awards are subject to specific terms, conditions, and criteria outlined in this policy.

Scholarships and Discounts (Terms & Conditions)

1. The BAC Student Special Request, Scholarships, Tuition Fee & Discounts Committee retains the authority to approve or deny any scholarship requests in accordance with the following criteria. All scholarships will be granted within a range as approved by the BAC management from time to time, starting at 10%, extending up to 100% of Tuition Fee.

2. Scholarships / discounts will not applicable to: Registration fees, student accommodation charges, transportation fee, summer session fee, resubmissions, resit, retake, transfer, or any other service charges. Students applying for Scholarship must be fully registered and should not withdraw from the program before the specified program duration.

3. All scholarships are computed and applicable on the first Year (L3) Annual Tuition fee. The tuition fee is subject to revision periodically, contingent upon decisions made by the University Advisory Committee and the final Board approval. Every year, the student has to reapply for scholarship and qualify by achieving grades and attendance according to the scholarship requirements mentioned in clause 6 of this document

4. Students who have previously qualified for a scholarship but withdraw or transfer between programs for any reason will waive the scholarship privileges from retrospective effect and automatically revert to the regular fee category. This means they will need to pay the tuition fee for the specific program pro-rated. The college reserves the right to adjust this amount from the security cheque submitted by the student in such cases.

5. Scholarship students must reapply to qualify for a scholarship at the beginning of each year. In simple terms, they must earn their scholarship with a minimum attendance of 75% (unless there is a working student alternative class arrangement) and consistently achieve all Distinctions, with allowance for one 'M,' every semester.

6. If attendance and grades fall below the requirement, BAC will review the provision of the scholarship provided. The student may lose the scholarship if they do not have previous approvals, or meet the minimum attendance criteria with sufficient reasons or any mitigating circumstances justifying the same.

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7. Students may forfeit their scholarship privilege if the disciplinary committee applies any disciplinary action against the student or if the faculty raises complaints about proven student misdemeanors. Forgery or malpractices related to any of the submitted or qualifying criteria may lead to the automatic cancellation of approved scholarships.

8. The Student Special Request, Scholarships & Discounts Committee will conduct a review of all scholarships at the end of every semester to make renewal and cancellation recommendations.

9. All committee decisions will be submitted to the Executive Deans office for final approval, and the Executive Dean will hold the privilege to approve or deny scholarship discounts based on special conditions that will surpass decisions made by the Student Special Request, Scholarships & Discounts Committee.

10. To maintain transparency, the Student Special Request, Scholarships, Tuition Fee & Discounts Committee will assess all scholarship requests to render decisions on these applications. The conditions for approving scholarships ranging from 10% to 15% are outlined below.
a) Achieving 90% or higher in Grade 12 is a prerequisite for Scholarship eligibility. A self-attested final grades sheet of Grade 12, along with other required documents, must be submitted along with scholarship application form.
b) Applicants who furnish certificates or evidence of extra-curricular or co-curricular activities, exemplary sports achievements, and demonstrated leadership initiatives will be eligible for an additional reduction in the scholarship percentage requirements. This entails a qualification threshold of 80% or above for tuition scholarship consideration.
c) What are the additional fees to be paid if I qualify for Scholarship?
   i. **The registration fee is non-refundable** and is payable as One-time payment of AED 4000/- or Two yearly instalments of AED 2000/-each (*First registration fee instalment of AED 2000 during registration, and the remaining AED 2000 is due on or before 15 September of the following year. Any delays in payment will attract late registration charges*)

ii. **Technology, Online Resources & Activities fee**
A one-time nominal fee of AED 6000/- is applied for LMS, Technology, Labs, Online Learning Resources & Activities. On special approval, the Technology, online Resources & Activities fee is payable in two instalments of AED 3000 each semester. Payment is due within or before the first two weeks of the class start date - as published.

iii. **Security Deposit Cheque**: All students are required to submit an undated security deposit cheque of AED 2000, drawn in favour of BAC which will be returned upon successful completion of the program or when the student decides to leave the college, whichever is earlier. Security deposit will serve as collateral (not to be deposited) to ensure that students refrain from engaging in any activities causing physical damage to college property. BAC reserves the right to provide exemption to special cases on special request.

iv. A Graduation fee of AED 1200/- is chargeable to all the successful graduates for participating in the graduation event conducted by BAC (this may be changed by the BAC management during the final year of study).

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11. International students, applied directly to the college through leads, and those registered through partners and agent offices may have alternate prevailing tuition fee payment plan / payment schedule offered as per agreed terms during their registration.

12. All tuition Fee are to be paid by the student on or before specific deadlines agreed as per the signed and approved Annual Tuition payment plan.

13. BAC is authorized IELTS testing Centre in the Umm Al Quwain, United Arab Emirates. All BAC learners are to secure English language proficiency of CEFR (B2) or IELTS 5.5 equivalent as a pre-requisite before they reach Level 5. Our English language department supports our learners to improve their English Proficiency and to get IELTS certified through our own IELTS test facility. We provide mock exams and support the learners for registering for the official IELTS exam on campus.

Pearson Level 3 - Registration charges

#	Charges (AED)	Deadlines (Late payments added)
1	2200	From 1 JUL to 31 OCT
2	2310	From 1 Nov to 23 DEC
3	2420	From 24 DEC to 31 JAN
4	2750	from 1 FEB onwards

Pearson HND - Registration charges

#	Charges (AED)	Deadlines (Late payments added)
1	2200	From 1 JUL to 31 OCT
2	2705	From 1 Nov to 23 DEC
3	2834	From 24 DEC to 31 JAN
4	3220	from 1 FEB onwards

#	Retake / Resubmission Charges	AED (Per Unit/Module)
01	For retake of failed unit (Summer session)	1500
02	Resubmission Charges	250

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#	OTHER CHARGES	Processing time (working days)*	Amount (AED)
1	RPL Charges • All RPL applications will be considered as 'Conditional' until RPL process is completed and approved. • 50% of the units should be studied in our college or else one-year tuition fee should be cleared by the student with RPL	7	500
2	Cheque Return Charges (Bank charges for any returned cheque)	-	200
3	Unofficial Transcripts	3-5 working days	200
4	Graduation charges (covers the cost of cap, gown, photos/videos, and all other expenses associated with the graduation ceremony)		1200
5	Unit certificate charges (per certificate)	45	200
6	Arabic / English letters for charity and other organizations regarding learner enrolment status	1	50
7	Arabic Letter (Driving License)	1	100
8	Certificate / Transcript Duplicate Issue	60	450
9	Lost ID / Replacement of ID Card	7	100
10	Course Description / Syllabus (BAC stamped copy)	3	250
11	Major Transfer after approvals (within a month free) AED 250 + Replacement of ID card AED 100	7	350

Note: *The Processing days / dates may vary based on various circumstances.

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Policy Purpose, Scope & Statement

Purpose
The purpose of this policy is to provide e-learning as an alternative mode of learning.
Scope
This policy applies to students of the College and faculty members to implement e-learning as situation demands.
Policy Statement
The College does not offer e-Learning as a regular mode of learning. However, in case of an emergency such as COVID-19, e-learning will be implemented as per the guidelines of the Ministry of Education.

Procedures

BAC provides e-learning as an alternative mode of learning. This applies to students and faculty members to implement e-learning as situations demand.

The College does not offer eLearning as a regular mode of learning. However, in emergencies such as COVID19, e-learning will be implemented as per the guidelines of the Ministry of Education. Annual professional training for faculty on eLearning tools and software will be conducted. Smart learning platforms and guidelines will be provided to students and faculty.

Professional Training
For a successful distance learning process, the College conducts annual professional training for its faculty to use different e-learning tools and software. The College also provides smart learning platforms, and guidelines to students and faculty members on e-learning.

Remote Learning Principles
Create and Maintain Learning Conditions: Faculty members will lead and monitor student progress through a blend of synchronous and asynchronous instruction.
Emphasis on Wellbeing: Support for student wellbeing and provision of social-emotional support will be prioritized.

IT Platforms and Resources: Quality IT resources and continuous professional development for staff will be provided.

Support Staff Wellbeing: Remote learning expectations will consider the home-life situations of staff.

Information on hardware and software to support Digital Learning
- Microsoft Teams will be used as the main learning platform for online classes.
- Teaching Materials, assignments and resources will be clearly organized, and shared online.
- At BAC, our faculty members leverage the Moodle platform to enhance the learning experience by managing various aspects of their courses. This includes taking attendance, uploading videos, lecture notes, presentations, and other learning materials for each unit or module.
- Additionally, Moodle is used to create and administer assessments such as quizzes and assignments, feedback and grading, facilitating interactive and comprehensive learning environments for our students.

Scheduling
Digital Learning (Online) classes will be scheduled:

- In case of any adverse weather conditions or any other as announced by the UAE's Ministry of Interior made to ensure the safety and well-being of our students, faculty and staff.

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- In case of any special request by a group of learners.
- In case of any special request by a faculty member.
- Students will follow regular timetables.
- Each class will begin with a morning meeting and direct instruction at the start of core lessons.
- Teachers will be available for support during independent work.

Communication
Clear communication channels will be established. Microsoft Teams Classroom meeting links will be shared with the students, and also uploaded on Moodle page of each unit/module taught. Ongoing updates will be provided to learners, faculty and staff.

Online Class Expectations for Students
- Use the Digital Learning Online Class link you receive from your respective faculty members for the units/modules you study in any given semester.
- If you encounter any issues or have concerns, please do not hesitate to reach out to your faculty members or the Student Affairs office by Email: Sao@acuq.ae for support and guidance.
- If you have any ICT issues, you can contact the ICT Support Officer of the college by email: ict@acuq.ae for support and guidance.
- Students are expected to be kind and respectful.
- Attendance in classes with materials ready is required.
- Distracting backgrounds and noise should be avoided.
- Online etiquette and classroom courtesies should be followed.
- Engagement in all learning with academic honesty is essential.

Essential Agreements

Academic Director will:
- Establish clear communication channels to all concerned students for period of Online Classes including the units/module.
- Provide ongoing updates to students, and faculty/staff.
- Support all students in moving to the continuing learning plan.
- Provide guidance, models, and examples of strong distance learning units, lessons, feedback, and projects.

Faculty Members Will:

- Collaborate with other team and department members to design distance learning instruction.
- Foster a sense of community and connectedness among students.
- Send the Digital Learning Online Class link for the units/modules you study in any given semester by them.
- Will copy their Head of School, Academic Director, and Director of Institutional Effectiveness the digital Learning Online Class links for random Quality Assurance Check.
- Will support any student if they encounter any technical issues or have concerns in joining the classes online.
- Begin each class with a meeting and direct instruction at the start of core lessons.
- Teachers will be available for support during independent work.
- Provide students with timely communication and feedback.
- Take attendance, record absences, and maintain student files.
- Create assessments that gauge student progress during distance learning.
- Collect information and provide feedback for any online assessments.

Learners will ensure:

- Establishing routines and expectations for remote learning.
- Defining a distraction-free study space for their child.
- Setting up a school space at a table with a wall behind them, if possible.
- Monitoring communication from faculty members.
- Beginning and ending each day with a check-in.
- Taking an active role in learning.
- Establishing times for quiet and reflection.
- Effective use of online time.
- Keeping control over social media interactions.
- Engaging in all learning with academic honesty.
- To comply with College internet safety policies and online etiquette.

Annual Operational and Improvement Plan
BAC will aim to:
- Increase professional development opportunities for online teaching.
- Enhance student support and mentoring programs.
- Upgrade digital learning platforms and resources.

To achieve the aims, BAC will:
- Organize workshops and training sessions for faculty.
- Implement a mentoring program for students.
- Allocate budget for digital resource upgrades.

Assessments and verification of authenticity
BAC does not conduct any assessments using Digital Learning Environment. Students Assessments are either Assignments or Controlled Assessments in the classrooms proctored by the Assessors. Students will submit their assignments long with a plagiarism report, and Student assessment submission and Declaration.

Digital Learning (Remote Learning) Handbook
The Digital Learning (Remote Learning) Handbook for British Applied College, Umm Al Quwain, is designed to ensure a high quality, consistent, and engaging educational experience for all students. This handbook highlights our commitment to excellence in digital learning and outlines our strategies for continuous improvement.

2.14 E-Learning Policy V3

3-Assessment & Grading

British Applied College
Umm Al Quwain, UAE

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

Assessment Planning and Design

- A common Assessment Plan is prepared for the College.
- Head of School prepares the Course Assessment Plan (1 & 4) for each unit.
- Assessors fix the handout and hand in dates within the timeline.
- Learner needs, Assessment tools, and dates are mutually agreed by the Assessor and Students
- IV Reviews and approves the Assessment Brief confirming the standards.
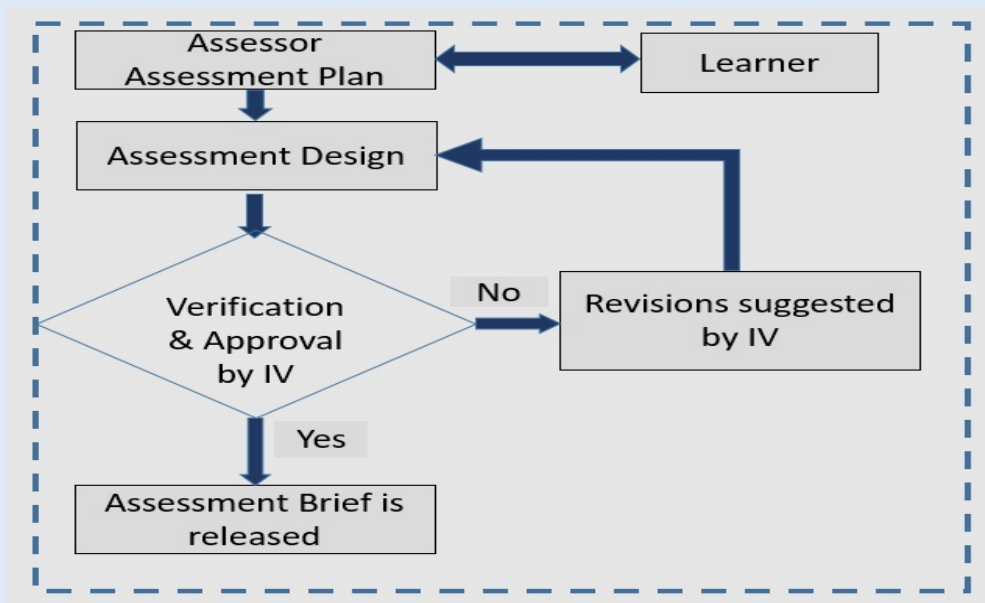
The flow of assessment planning and design process are shown below

Fig. 3.1.1 Flowchart

Assessment and Internal Verification

Description of the Flowchart

- **Assignment Brief Hand-out:** Learners receive the assignment brief detailing the tasks and expectations.
- **Formative Assessment:** Learners receive feedback during the learning process to guide their preparation for the final submission.
- **Hand-in by Learner:** Learners submit their completed assignments for assessment.
- **Summative Assessment:** The submitted work is graded based on the assessment criteria.
- **Internal Verification of Samples:**

  No: If issues are found during internal verification, learners may need to resubmit their work.

  Yes: If samples meet the standards, the process continues.

- **Resubmission by Learner:** Learners revise and resubmit assignments when required.
- **Feedback to Learner:** Feedback is provided on the performance to support future improvements.
- **Award Overall Unit Grade:** The final grade for the unit is awarded to the learner based on verified assessments.

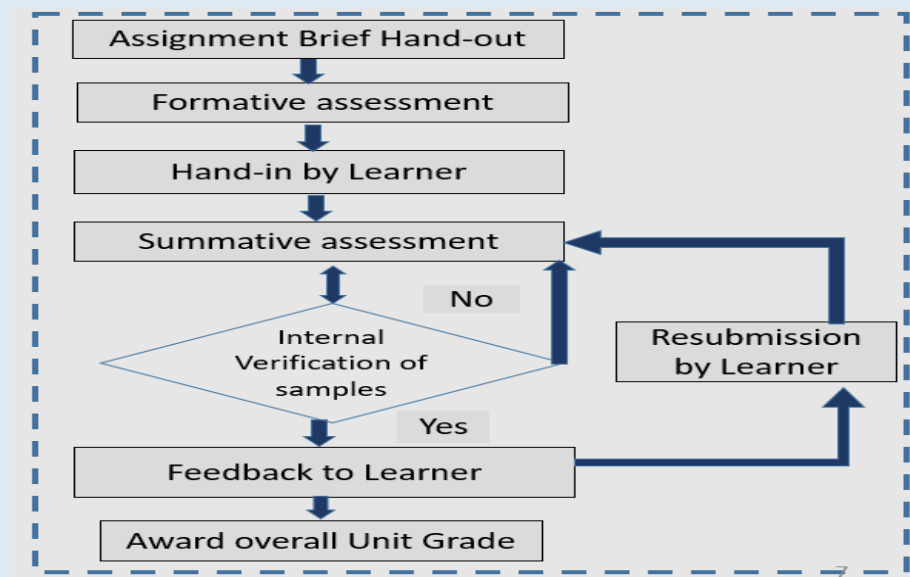**3.1 Grading and Assessment Policy V3**

Fig. 3.1.2 The flow of assessment grading and internal verification processes are shown below

Feedback and Assessment Timelines

To ensure transparency and consistency in the assessment and feedback process, the following guidelines will be implemented:

Assessment and Feedback Timeline:

1. Assessment Duration:

• For standard assessments covering **two Learning Outcomes**, the maximum assessment duration will be **4 weeks.**

• **Formative Feedback** will be provided until **one week before the summative assessment deadline.**

2. Summative Feedback:

• Assessors will provide **summative feedback within one week** of the summative assessment submission.

3 .Resubmission Timeline:

• Students will be allowed one to two weeks for resubmission as decided by the assessor

• Assessors will provide feedback for resubmission assessments within one week of the resubmission deadline.

3.1 Grading and Assessment Policy V3

3. Controlled Assessments:

- The time limit for controlled assessments will range from a minimum of 2 hours to a maximum, based on the quantum of work involved, as decided by the assessor.

Formative Feedback will be provided during the controlled assessment itself to guide students in real time

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

BAC 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 Inspections as required.

BAC 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.

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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 reviewing 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 **V3**

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 carryout 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.

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:
- Strengths of performance
- Limitations of performance
- Details of assessment criteria achieved (or not) by the learner and how the evidence is presented (or missing)
- Guidance to the students on how they have met the learning outcomes
- 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.
- Any improvements needed in future assessments

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.

Acknowledgement of Feedback by learners

The assessor shares the summative feedback with each learner and discusses the strength, limitations, and scope for future improvement. The learner signs the feedback form and acknowledges the receipt of the same.

3.1 Grading and Assessment Policy V3

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.

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 BAC 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.

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.

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.

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.

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.

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

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.

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.

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:

- 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.

Assessment Board Membership

At BAC, 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. 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.

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 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.

Monitoring and Consistency in Grading

To ensure fairness and consistency in grading across all departments, BAC employs a robust verification and review process. The Assessment Board plays a critical role in monitoring grading standards and addressing any discrepancies. This process includes:

1. Subject Report Review:

The Assessment Board reviews the Subject Report, which provides a comprehensive analysis of grading trends for a particular unit or subject over time. This report compares current results with those of previous cycles to identify potential issues such as:

- Over grading or under grading.

- Positive or negative skew in overall grades.

- Percentage of pass and fail rates.

2. Trend Analysis:

The board examines grading patterns to ensure alignment with expected learning outcomes and grading criteria. Any irregularities in the distribution of grades are flagged for further investigation.

3. Identification of Weaknesses:

The report identifies weaknesses or inconsistencies in grading practices. This includes reviewing whether assessment criteria have been applied uniformly and fairly across

all assessors and departments.

4. Standardization Measures:

Based on the analysis, the Assessment Board recommends measures to standardize grading practices. This may include:

- Training for assessors to enhance consistency in applying grading criteria.

- Clearer guidelines for assessors to reduce subjectivity in grading.

5. Continuous Monitoring:

The board continuously monitors grading trends to address issues proactively, ensuring that students are assessed fairly and that grades reflect true performance.

This systematic approach ensures that BAC upholds high standards of grading consistency and fairness while identifying areas for improvement to align with institutional and awarding body expectations.

Improving Student Involvement in Acquiring Assessment Feedback

1. Regular Feedback Review Sessions:

Assessors can schedule one-on-one or group sessions where assessors discuss previously provided feedback and guide students on how to apply it effectively in upcoming assessments.

2. Peer Feedback Mechanisms:

Assessors can introduce peer feedback in selected classroom activities where students assess each other's work based on rubrics. This encourages critical thinking and deeper understanding of assessment criteria.

3. Feedback Follow-Up Assignments:

Assessors can assign small tasks or reflections requiring students to apply feedback from previous assessments, reinforcing its utility and encouraging active engagement.

4. Assessors Monitoring Progress on Weaknesses:

Assessors should recall previously identified weaknesses in a learner's performance and ensure that subsequent feedback monitors progress in minimizing those weaknesses. This approach confirms that students are effectively utilizing feedback for continuous improvement.

5. Workshops on Feedback Utilization:

Faculty members can conduct workshops to train students on interpreting feedback, setting actionable goals, and leveraging feedback to enhance learning outcomes.

6. Feedback Logs:

Faculty members can encourage students to maintain a personal "feedback log" to track assessor comments, identify recurring themes, and set improvement goals for future assessments.

7. Interactive Feedback Tools:

Faculty members are suggested to use interactive tools like Moodle forums or live sessions where students can seek clarifications and discuss feedback with assessors in real time.

These strategies foster greater student ownership of the feedback process, encouraging active participation and continuous improvement in learning outcomes.

Compliance with MoE Guidelines on Assessment, Feedback, and Training Standards

BAC's policies for assessment, feedback, and training are explicitly aligned with the Ministry of Education (MoE), UAE, requirements to uphold national quality standards and ensure academic excellence. The following measures demonstrate compliance with MoE guidelines

1. Assessment Practices in Line with MoE Standards:

- At BAC, assessments are designed to align with the UAE Qualifications Framework (QFEmirates), ensuring that learning outcomes, grading rubrics of Pass, Merit, and Distinction, and evaluation criteria meet the prescribed descriptors for each qualification level.

- BAC ensures fairness, reliability, and validity in all assessments through standardized processes, including internal verification and external moderation, as recommended by MoE standards.

2. Feedback Mechanisms Aligned with MoE Quality Assurance:

- Feedback practices follow MoE guidelines emphasizing timeliness, relevance, and constructiveness to enhance student learning.

- Formative feedback is provided during the learning process to support improvement, while summative feedback explicitly addresses performance against assessment criteria.

- Feedback practices are integrated with student support services to promote holistic academic development, a core expectation of MoE guidelines.

3. Training Standards for Faculty:

- BAC mandates regular professional development programs for faculty to ensure alignment with MoE's standards for teaching, assessment, and student feedback.

- Faculty are trained to apply QFEmirates level descriptors, ensuring assessments are consistent with national and institutional benchmarks.

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

3.1 Grading and Assessment Policy V3

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- BAC faculty are given an induction on the teaching, assessment, feedback, and grading system.
- BAC faculty are directed to attend Pearson trainings on teaching, writing holistic assessments, and holistic feedback.
- BAC faculty are directed to attend Pearson training on Internal Verification, and quality assurance.
- BAC faculty are sponsored to take internationally recognized certification courses for Trainer, Assessor, and Internal Quality Assurance.

4. Quality Assurance Framework:

- Assessment and feedback mechanisms are embedded within BAC's broader Institutional Effectiveness Framework, which adheres to MoE's standards for continuous monitoring, review, and improvement.

- The Ad hoc team of experience academic faculty members work with IE Office and reviews assessment and feedback practices every academic semester to ensure compliance and alignment with Pearson, and MoE expectations

5. Documentation and Reporting:

- BAC maintains comprehensive records of assessment and feedback processes, as required by MoE, for audit purposes and accreditation compliance. All these records are stored in OneDrive of the College, within the Learner Portfolio.
- Annual reports detailing alignment with MoE guidelines are submitted to the University Advisory Committee and relevant stakeholders for review and action.

Relevant forms *(cont.)*	
Form #	**Form Name**
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

3.1 Grading and Assessment Policy V3

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.

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.

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V. Exceptional Third Attempt: On a module basis, and only if approved as a specific reassessment strategy at the time of approval8, 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

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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 BAC.

Policy Statement
BAC 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 BAC may withhold results or certificates from learners.

Scope
This policy applies to all students enrolled at BAC.

Policy Statement
BAC 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.

4- Qualification & Academic Progression Policy

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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 BAC.
- 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.
- All programs at BAC are mapped to QFEmirates standards by benchmarking qualifications against level descriptors, ensuring alignment with the UAE's academic and professional frameworks.
- BAC conducts periodic reviews to ensure equivalency of credit hours, learning outcomes, and graduate attributes with the QFEmirates qualification level criteria.

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 BAC in order to qualify for an Award.
- The BAC Assessment Board has authority to approve students who are eligible to graduate and to obtain their Qualification.
- Internal verifiers cross-check all grading outcomes for accuracy and consistency with Pearson's standards.
- BAC follows Pearson's policy for RPL by defining a clear process for assessing and accrediting prior learning or experience.
- The minimum number of credits or units that must be completed at BAC is explicitly stated to ensure students meet both institutional and Pearson requirements.
- 50% of total credits of all units that must be completed at BAC is explicitly stated to ensure students meet both institutional and Pearson requirements.
- The Assessment Board is responsible for validating students' eligibility for awards based on Pearson's guidelines. This includes verifying grading integrity, credit fulfillment, and compliance with qualification completion requirements.

4.1 Qualification Comp. and Cert. Policy V3

•The Pearson appointed International Standards Verifier (ISV) is responsible for standards verification and compliance as per Pearson Standards, and approving the award of grades, and qualification completion certification.
•Standards Verification takes place biannually.
•Faculty, staff, and students are provided induction training pertaining to the qualification completion policy and procedures for compliance and ensuring consistency.
•ISVs provide feedback to internal verifiers, assess, and students to refine procedures.
•Learner Handbook is shared with all students. All policies and procedures, and related college handbooks are shared with faculty and staff.

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
•Qualification completion processes, including grading, RPL, and certification issuance, are embedded into BAC's Quality Assurance Framework.
•The Institutional Effectiveness (IE) Office monitors compliance with awarding body standards and conducts quarterly audits of qualification procedures to ensure alignment with institutional quality benchmarks.
•KPI-based performance metrics track the effectiveness of qualification completion processes, feeding into annual quality assurance reviews.

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.

4.1 Qualification Comp. and Cert. Policy V3

Qualification Awards

Table 4.1-1: Qualification awards

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

Qualifications offered at UK Level 5 at BAC

Table 4.1-2: Qualification offered at UK Level 5

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)

4.1 Qualification Comp. and Cert. Policy V3

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

Table 4.1-3: Qualification offered at UK Level 6 (With Teesside University, UK)

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)

Graduation Requirements

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.

•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.

•To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

Completed units equivalent to 120 credits at level 5;

Achieved at least a pass in 105 credits at level 5;

Completed unit's equivalent to 120 credits at level 4;

Achieved at least a pass in 105 credits at level 4.

4.1 Qualification Comp. and Cert. Policy V3

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•Points per credit:

Pass   : 4
Merit   : 6
Distinction   : 8

Overall Grade:

Pass   : 420-599
Merit   : 600-839
Distinction   : 840+

•Example Credit points calculation: A learner has achieved Pass grade in 4 units with 15 UK credits, Merit in 2 units with 15 credits, and Pass in 1 unit with 30 credits, The Overall Grade points = No. of Units x credits x 4 (for Pass) + No. of Units x credits x 6 (for Merit) + No. of Units x credits x 8 (for Distinction).

Overall Grade Points = 4 x 15 x 4 + 2 x 15 x 6 + 1 x 30 x 4 = 540

420 < Overall Grade Points = 540) < 599, Hence the Overall Grade awarded is PASS.

•Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

Conditions for the award of a Subsidiary Diploma (UK Level 3)
Table below shows number of points for each unit based on grade and GLH.

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

Achieve a pass in all mandatory units
Only one 60 GLH optional unit is permitted for Unclassified grade
Complete and have an outcome (P, M or D) in all other units
Achieve minimum number of threshold points from table
Qualification suite from U to D*

Table below shows the number of points for different unit size and grade awarded.

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

4.1 Qualification Comp. and Cert. Policy V3

Example tables below shows how overall grade calculation is done for Level 3 Subsidiary Diploma Award

Example 1: Achievement of a Subsidiary Diploma with a P grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	60	Int Set	Pass	6
Unit 2	60	Int	Pass	6
Unit 3	120	Int Set	Merit	20
Unit 4	60	Int	Unclassified	0
Unit 30	60	Int	Pass	6
Totals	**360**		**P**	**38**

The learner has achieved P or higher in Units 1, 2, 3 and 30.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Subsidiary Diploma with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 57	60	Int Set	U	0
Unit 2	60	Int	Merit	10
Unit 3	120	Int Set	Merit	20
Unit 4	60	Int	Distinction	16
Unit 9	60	Int	Merit	10
Totals	**360**		**M**	**56**

The learner has sufficient points for an M grade.

Example 3: An Unclassified Result for a Subsidiary Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	60	Int Set	Merit	10
Unit 2	60	Int Set	Unclassified	0
Unit 3	120	Int	Distinction	32
Unit 4	60	Int	Merit	10
Totals	**360**		**U**	**52**

The learner has a U in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirement for a P or higher in Unit 2.

Academic Progression

To progress from UK Level 3 to UK 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.

4.1 Qualification Comp. and Cert. Policy V3

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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 such as extended diploma.

To progress from UK Level 4 to UK Level 5, 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.

Compensation

It is the responsibility of BAC to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units 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.

4.1 Qualification Comp. and Cert. Policy V3

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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 BAC.

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.

Policy Purpose, Scope & Statement

Purpose
The Regulations governing student progression apply to all BAC 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

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.

   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'.

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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 **V2** |

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

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:

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

4.3 Academic Progress Policy V2

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 ≥40%: Where a student has passed 120 module credits in the Level has achieved a Level Average of ≥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.

4.3 Academic Progress Policy V2

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 BAC.

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 BAC Undergraduate Degree Awards

Standard Regulations
- These Regulations are the standard regulations for all BAC 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 App. and Change Policy V2

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 App. and Change Policy V2

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 7.1a Student Grievance and Appeal Policy

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

4.4 Grade App. and Change Policy V2

Policy Purpose, Scope & Statement

Purpose
This policy establishes detailed guidelines for learner registration and certificate claims for Pearson UK programs offered by BAC, including the Level 3 Subsidiary Diploma and the Higher National Diploma (HND) for approved pathways and programs. The policy ensures compliance with Pearson UK standards while addressing key processes for registration, certificate issuance, and replacement requests.

Scope
This policy applies to all staff, learners, and stakeholders involved in the delivery, assessment, and administration of Pearson qualifications at BAC. It covers processes including learner registration, internal and external assessment entries, certification claims, appeals, and adherence to Pearson's quality requirements.

Policy Statement
BAC is committed to ensuring that all policies and procedures related to BTEC qualifications are implemented effectively, in line with Pearson's guidelines, to support learners in achieving their qualifications. The institution will:

•Uphold the principles of integrity, fairness, and transparency in managing BTEC programmes.

•Maintain robust processes for registration, assessment, and certification to ensure compliance with Pearson's standards.

•Provide accurate information, support, and resources to learners and staff.

•Regularly review and update policies to reflect changes in Pearson's requirements and institutional needs.

•For Admissions Policy – please refer to **6.2 Admissions Policy**

•For Qualification completion requirements – refer to **3.3 Qualification**

Completion and Certification Policy

Registration Policy Aims

1. To register individual learners to the correct programme within agreed timescales.
2. 2. To enter individual learners for assessment, where required, by published deadlines.
3. 3. To claim valid learner certificates within agreed timescales.
4. 4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

To do this, BAC will:

1.Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment.
2.Register each learner to meet with Pearson requirements.
3.Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity.
4.Provide a mechanism for programme teams to check the accuracy of learner registrations.
5.Make each learner aware of their registration status.
6.Inform the awarding body of withdrawals, transfers, or changes to learner details.
7.Ensure registration data on Edexcel Online is accurate and up to date, including learner estimated completion dates (ECD)'.

4.5 Learner Registration and certificate Claim Policy V1

To do this, BAC will: (continue)

8. Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines.

9. Provide a mechanism for programme leads to check the accuracy of individual learner entries.

10. Ensure that certificate claims are timely to meet Pearson published deadlines.

11. Audits on certificate claims made to Pearson.

12. Audit the certificates received from Pearson, to ensure accuracy.

13. Furnish the learner registration information to National Qualifications Centre portal with all relevant records to facilitate Pearson certificate attestation process

14. Keep and maintain accurate learner records safely and securely for three years post-certification, in line with Pearson Terms and Conditions.

BAC will cover all the following as a minimum. These will be done in a format that suits the Pearson requirements.

• Programme Approvals
• Registration
• Transfer
• Withdrawal
• Internal/External assessment entries
• Unit Certification
• Certification

Staff roles and responsibilities for each process, are defined for Student Affairs Office (SAO) & Registrar in liaison with relevant Head of Department (HoD). Learners must be registered on Edexcel Online on the appropriate programme code at the start of teaching and prior to any assessment of a BTEC qualification.

1. Registration Requirements

Learners must register for the respective Level 3 Subsidiary Diploma and HND programs in accordance with Pearson policies. Registrations should be completed within the designated timelines to avoid penalties or additional charges.

Registration Deadlines and Charges

Program	Registration Period	Charge (AED)
Level 3 Subsidiary Diploma	1 JUL – 31 OCT	2000 (1st instalment)
	1 NOV – 23 DEC	2310 (late charges added)
	24 DEC – 31 JAN	2420 (late charges added)
	From 1 FEB onwards	2750 (late charges added)
HND	1 JUL – 31 OCT	2000 (2nd & Final instalment)
	1 NOV – 23 DEC	2705 (late charges added)
	24 DEC – 31 JAN	2834 (late charges added)
	From 1 FEB onwards	3220 (late charges added)

Note: Charges are approximate and subject to change as per Pearson fee revisions and exchange rate fluctuations.

4.5 Learner Registration and certificate Claim Policy V1

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2. Registration
1. **BAC Application Submission:** Learners must complete the appropriate registration form for the level (UK) they are applying to and provide the required supporting documents, including a valid ID, academic transcripts, and proof of registration fee payment.
2. **Verification:** The Student Affairs Office verifies all submitted documents and ensures compliance with eligibility criteria and requests the clearance from the relevant Head of Department (HoD) and Academic Director.
3. Once the application is fully approved by the academic team, the SAO will initiate the email ID, Learning Management System (LMS) registration request with the ICT department. If the application gets rejected for not meeting the entry criteria as per Pearson requirements, the same is informed to the applicant and the registration fee will be returned.
4. **Submission to Pearson:** BAC Registrar submits the learner registration details to Pearson UK for validation and Pearson ID.
5. **Confirmation:** Learners receive confirmation of their registration, along with their unique email ID and Moodle ID and login credentials.

Certificate Claim Policies and Procedures

1. First-Time Certificate Claims
Certificates for the Level 3 Subsidiary Diploma are issued upon the successful completion of the HND program (Level 4 & Level 5) or when a learner withdraws or transfers to another institution, whichever occurs earlier.

Steps for First-Time Claims
1. **Eligibility Check:** Verify that the learner has met all program requirements or has officially withdrawn/transferred. This is done by SAO in collaboration with the HoD, Academic faculty and Registrar.
2. **Application Submission:** Learners must submit a Certificate Claim Form to the SAO.
3. **Processing:** The SAO processes the request and submits it to Registrar for claiming the certificate from Pearson UK.
4. **Issuance:** Pearson issues the certificate, which is couriered to BAC and later handed over to the learner within 45-60 days post financial clearance. If there are any learner tuition fee clearance issues, BAC reserves the right to withhold certificates of the learner.

2. Unit Certificates for Partial Completion
If a learner does not complete the full Level 3, Level 4, or Level 5 award, unit certificates shall be requested from Pearson. These certificates indicate the completion of specific units within the program. If there are any learner tuition fee clearance issues, BAC reserves the right to withhold unit certificates of the learner.

Unit Certificate Process
1. **Request Submission:** Learners submit a request form for unit certificates.
2. **Verification:** The SAO verifies completed units in collaboration with the HoD, relevant Academic team and the Registrar.
3. **Submission to Pearson:** The Registrar will place a unit certificate request to Pearson UK.
4. **Issuance:** Unit certificates are issued within 45-60 days, subject to processing time.

Lost/ Duplicate Certificate Request

Process for Replacing Lost or Duplicate Certificates
1. **Application Submission:** Submit a Duplicate Certificate Request Form with a valid reason for the replacement.
2. **Fee Payment:** Pay the duplicate certificate fee of AED 450 as per the fee schedule.
3. **Verification:** The SAO verifies the request and ensures all dues are cleared with the Accounts office.
4. **Submission to Pearson:** The request is submitted to Pearson for processing.
5. **Issuance:** Duplicate certificates are issued within 45-60 days.

4.5 Learner Registration and certificate Claim Policy V1

Compliance with Pearson UK policies

All registrations and certificate claims comply with the latest Pearson guidelines. Learners and staff must adhere to timelines, documentation requirements, and fee structures set by Pearson.

Appeals and Discrepancies

Learners may appeal registration or certificate issues by submitting a student special request form to the SAO. Appeals are reviewed within 5 working days, and resolutions are communicated promptly to the learner.

4.5 Learner Registration and certificate Claim Policy V1

5- Student Academic Policies

British Applied College
Umm Al Quwain, UAE

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

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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 Acad. Integrity Policy V3

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 Acad. Integrity Policy **V3**

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. AI Misuse in Assessments: AI misuse occurs when students use AI tools (e.g., ChatGPT, Jasper, Turnitin) to produce work that does not reflect their independent effort, understanding, or creativity. Examples include: Submitting AI-generated content without proper acknowledgment. Copying AI-generated responses for assignments or exams, using AI to bypass learning objectives or assessment criteria etc.
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 Acad. Integrity Policy **V3**

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Stages for Academic Misconduct

Type	Example	Recommended Penalties
Stage 1	Minor and/or first offences of Academic Misconduct, but not limited to cases which are: • Normally less than 40% of the assessed work was related to the Academic Misconduct. • The Academic Misconduct resulted primarily from the inclusion of unattributed material including poorly applied citation conventions. • Failure to follow assessment instructions. • 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.	Penalty 1, 2, 3 or 4
Stage 2	Major cases and/or second or more offences of Academic Misconduct, but not limited to cases which are: • Normally more than 40% of the assessed work was related to the Academic Misconduct. • There are strong indications that the student has intended to gain an unfair advantage. • Exceptional Cases.	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

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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, BAC 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 BAC 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 BAC 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.

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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 maybe 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.

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.

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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 Affair's 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.

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Instructions for Students Preparing an Assignment, Project, Thesis, or Proposal

By submitting an assignment, project, thesis, or proposal, a student agrees to abide by the academic and ethical regulations of British Applied College (BAC), under the authority of their respective Program Coordinator or Academic Supervisor.

O Submission Deadlines: Students must submit their work by the deadlines specified by the instructor or supervisor. Late submissions without valid mitigating circumstances will incur penalties or may not be accepted. Extensions may only be granted by the relevant authority upon receiving acceptable evidence of mitigating circumstances.

O Authenticity: All submissions must be the student's original work. Proper citations must be provided for all referenced sources, following the prescribed referencing style (e.g., APA, MLA, Harvard). Harvard referencing style recommended. Students must submit a signed declaration of authenticity with their work to affirm that the content is free from plagiarism.

O Use of AI Tools: Students may use AI tools for research or generating ideas but must clearly acknowledge and document such use. Direct submission of AI-generated work without verification or acknowledgment will be considered academic misconduct.

O Formatting: Refer to the guidelines given in the assessment brief.

O Assignment: Ensure that the assignment directly addresses the task, topic, or question set by the instructor. Assignments must include table of contents, an introduction, main body, and conclusion, along with properly formatted citations and references

O For Project Thesis, ensure compliance with the specific thesis or proposal guidelines provided by the department.

O Permitted Resources: Students may use college-provided software and databases, including plagiarism checks and library access for research articles.

O Unauthorized use of online solutions, essay mills, or pre-written assignments is strictly prohibited. File Format and Submission: Submit digital assignments in the required file format (e.g., PDF, Word) via the designated Learning Management System (LMS) or as instructed by the supervisor.

O Plagiarism: Using uncredited sources, copying others' work, or paraphrasing without acknowledgment constitutes plagiarism and will result in disciplinary action. Assignments must achieve a similarity index within the acceptable range specified by the course instructor (<20%).

O Collaboration: Students must work independently unless the task explicitly permits group collaboration. If working in groups, students must clearly outline individual contributions.

By following these instructions, students ensure that their work meets the academic and ethical standards of BAC, contributing to a fair and transparent assessment process. Non-compliance may result in penalties as per BAC regulations.

Notifying Relevant Parties for Learner Malpractice

To ensure compliance with accrediting body standards, British Applied College (BAC) will report cases of learner malpractice to the relevant accrediting bodies with a commitment to timely and transparent communication. Notification:

• In all cases of confirmed learner malpractice, these details will be included in the Assessment Board Meeting Minutes of each department/School. This report will be shared with the Pearson appointed International Standards Verifier for the respective department/school.

• BAC will notify the awarding organization about the investigation and the outcomes.

• Where necessary, BAC will investigate learner malpractice in accordance with both college policies and awarding body regulations.

• For cases involving severe misconduct or fraudulent activity, BAC may also notify local authorities or law enforcement agencies.

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Content of the report:
The report will include:
- A detailed description of the malpractice, including the nature of the offense (e.g., plagiarism, collusion, or AI misuse).
- Evidence collected during the investigation, such as submitted work, plagiarism reports, and witness statements.
- Disciplinary actions or penalties imposed on the learner.
- Preventive measures implemented to avoid similar incidents in the future.

Follow-Up:
- O Responsible Party: The Academic Director or his will coordinate with the accrediting body to address any concerns, answer inquiries, and provide further documentation as requested.
- O BAC will submit follow-up reports to outline corrective actions taken, such as revising policies, conducting training, or updating procedures.

Record-Keeping:
- o Responsible Offices: Academic Director/Head of School and the Institutional Effectiveness Office will maintain a comprehensive log of all learner malpractice reports submitted to accrediting bodies.
- o Records will include:
    - Copies of reports, evidence, and investigation findings.
    - Correspondence with accrediting bodies.
    - Follow-up actions taken by BAC.
- o These logs will be available for auditing and quality assurance purposes to ensure institutional compliance.

Preventive Measures

To minimize malpractice and uphold academic integrity, the following preventive measures will be implemented:

Training and Awareness
- o Workshops for Students: Mandatory workshops on academic integrity will be conducted during orientation for all newly admitted students.
- o The Academic Director and Heads of Schools will deliver biannual inductions on academic integrity, emphasizing the institution's values, expectations, and consequences of malpractice.
- o Workshops for Faculty: Faculty members will undergo continuous professional development on detecting, handling, and preventing malpractice.

Technological Tools
- o Plagiarism Detection Software: Tools such as Drillbit/Turnitin etc. will be used to evaluate all student assignments for originality and proper referencing.
- O AI Misuse Detection Tools: Awareness on plagiarism check tools giving AI tool usage, to identify inappropriate use of generative AI in assignments and assessments.

Inductions and Training
- o Technology Usage Induction: The ICT Office will provide training sessions on the fair use of technology, focusing on ethical practices in using digital tools for academic purposes.

Detailed Training by Heads and Faculty:
The Heads of Schools and faculty members will conduct sessions to:
- o Explain the proper use of AI tools and plagiarism detection software.
- o Provide guidance on accrediting body standards and expectations.
- o Train students on assessment guidelines and ethical practices to avoid malpractice.

Quality Assurance: Academic Integrity Policy
- Periodic Audits: The Academic Director and Department Heads will regularly audit student submissions and assessment processes to ensure compliance with academic integrity guidelines.

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• Collaboration: Directors and Heads will work with the IE Office to monitor academic misconduct trends and identify systemic issues.
• Tracking Metrics: The IE Office will track key metrics, including the number of misconduct cases, resolution timelines, and recurrence rates, to guide improvements.
• Policy Updates: Findings from audits will inform periodic policy reviews and updates to address emerging challenges.
• Preventive Actions: Insights will support targeted training and awareness programs for students and faculty.

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

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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 BAC.

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.

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

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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.

Disciplinary Process Framework Procedures

a. Disciplinary concerns will be reported in writing to the Disciplinary & Grievance Committee (DGC) by students, faculty, or staff.
b. The Committee will collect evidence, gather witness statements, and conduct confidential interviews to establish facts.
c. Serious violations will involve a hearing conducted by the Committee with the involved student(s) and witnesses. A resolution will be communicated within five working days after the hearing.

Appeal Process

a. Students will submit appeals within seven working days of receiving the disciplinary resolution.
b. The University Advisory Committee will review the appeal and issue a final decision within 10 working days.

Monitoring and Reporting

a. The Disciplinary & Grievance Committee (DGC) will maintain records of all disciplinary actions, including outcomes and sanctions applied.
b. Annual review will be conducted by the Student Affairs Office to analyze trends and recommend policy improvements.
c. An annual report summarizing disciplinary cases, outcomes, and recommendations will be prepared and submitted to the Directors, IE Office, and Executive Dean for review and actions in the University Advisory Committee.

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

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Policy Purpose, Scope & Statement

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

Scope
This policy applies to all students.

Policy Statement
The College assures and encourages the students to follow proper code of conduct in BAC.

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

5.3 Student Conduct

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.

5.3 Student Conduct

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.

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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.

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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 BAC.

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.

Enhanced Attendance Monitoring Procedures

- Faculty must maintain accurate attendance records for all scheduled classes.
- Faculty must submit daily attendance logs to the Student Affairs Office for the first two weeks of every semester to confirm registration and participation.
- Faculty will notify students of attendance shortages via email bi-weekly.

5.5 Student Attendance Policy **V3**

British Applied College
الكلية التطبيقية البريطانية

- The Head of School will review attendance data monthly and send email notifications to students falling below the 75% threshold.
- The Student Affairs Office will review attendance data weekly to identify students at risk of falling below the 75% threshold. The SAO will communicate with the students by email, and over telephone, to follow-up with such cases.
- Students must notify the Student Affairs Office of planned absences in advance and submit valid documentation along with a Special Request Form for unplanned absences within five working days.

Early Warning System

•Students missing 10%, 20%, and 25% of class hours will receive email notifications.
•Academic advisors will be notified when students reach 20% unexcused absences to arrange a support meeting.

Provisions for Genuine Absences

•Students with genuine reasons, such as medical emergencies, must submit:
❏ A medical certificate from a licensed practitioner.
❏ A completed Special Request Form, available on the college portal (Moodle page).
•Students may appeal attendance penalties by submitting the Special Request Form with supporting evidence to the Student Affairs Office for approval by the Head of School.

Analysis of Attendance and Academic Performance

- The Student Affairs Office will generate biannual reports correlating attendance rates with academic outcomes.
- At-risk students will be offered targeted interventions, including:
  - Counseling sessions.
  - Academic support plans to improve engagement.

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

5.5 Student Attendance Policy V3

Policy Purpose, Scope & Statement

Purpose

The purpose of this policy is to elucidate student college fees and clarify BAC'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 (BAC) 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.

Financial Aid, Discounts & Scholarships

The College offers the following discounts and scholarships for students:

- **Early Registration Discount**: A discount of **up to10%** on the tuition fee for brothers, sisters, or spouses studying at BAC. (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 – BAC
6j	Refund Request form

5.7 Student Finance Policy V2

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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 BAC includes:
- Essential student identification information
- A listing of all coursework accepted for transfer by the College
- Current list of BAC 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 BAC.

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.

Record Retention and Archiving
- The IE Office store Learner Portfolio records online.
- The Registrar will retain learner academic records, including transcripts, enrollment details, and disciplinary actions, for a minimum of seven years after the student's graduation or withdrawal.
- Financial and payment-related records will be retained for five years, as per regulatory requirements.

- Records no longer in active use will be securely archived in a centralized digital database and physical storage. The Registrar will ensure proper cataloging and indexing for easy retrieval.

Record Retrieval and Access Framework

- The Student Affairs Office will receive requests for learner records via a Special Request Form, submitted either by email or in person.
- Valid identification and, when applicable, signed consent must accompany each request.
- The Registrar or designated officer will verify requests before granting access. Internal requests will be processed within three working days, and external authorized requests within five working days.
- Authorized personnel, including the Registrar, Student Affairs Office staff, and relevant faculty, will access records only for legitimate academic or administrative purposes.

Confidentiality and Data Protection

- The ICT Department will store learner records securely in password-protected digital systems and locked physical storage. Regular backups will be conducted to prevent data loss.
- Role-based access will be implemented, ensuring only authorized staff can retrieve or modify records.
- Staff handling learner records will sign confidentiality agreements and undergo training on data protection laws and institutional guidelines. Any unauthorized access or breaches will result in disciplinary action.

5.8 Student Records Policy V3

Monitoring and Auditing

- The IE Office will conduct annual audits to ensure compliance with retention, archiving, and confidentiality standards.
- An annual report summarizing compliance status, identified breaches, IE Office.

5.9 Student Information Release Policy

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 BAC.

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 BAC 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.

5.9 Student Information Release Policy **V2**

6-Student Support

British Applied College
Umm Al Quwain, UAE

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

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, OrificeMeter, 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

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Notable lab setup in the School of Construction & Built Environment
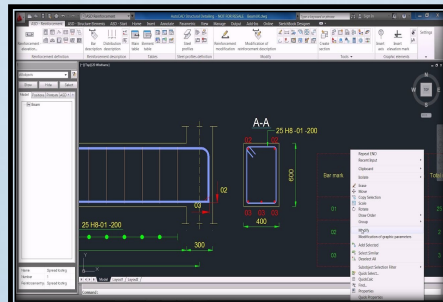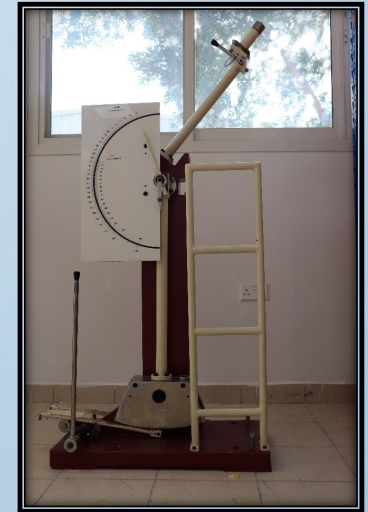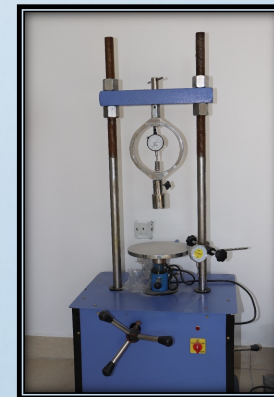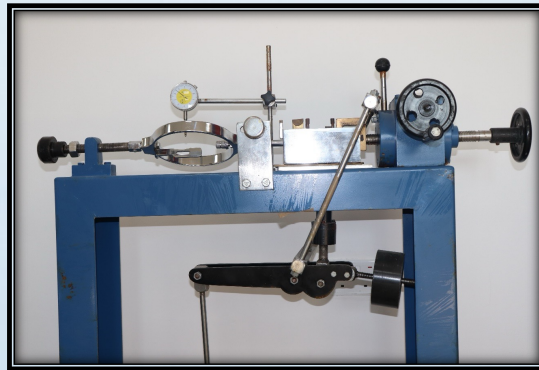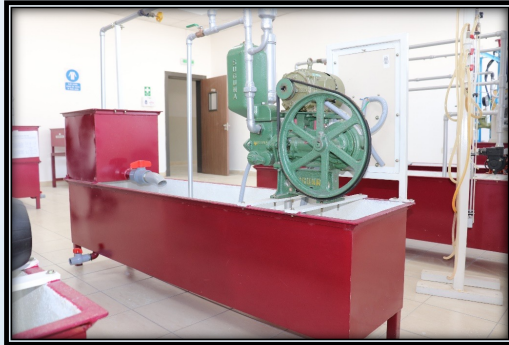
Labs in the School of Engineering

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

Some key Notable lab setup in the School of Engineering

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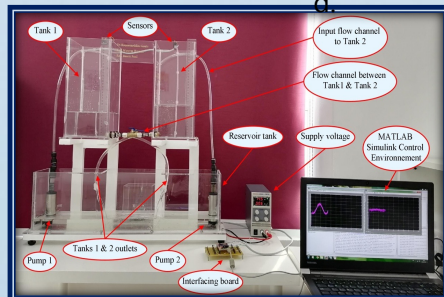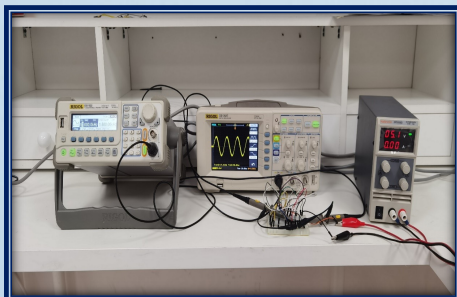
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6.1 Physical Resources

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

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Some key Software Screenshots used in the School of Computing
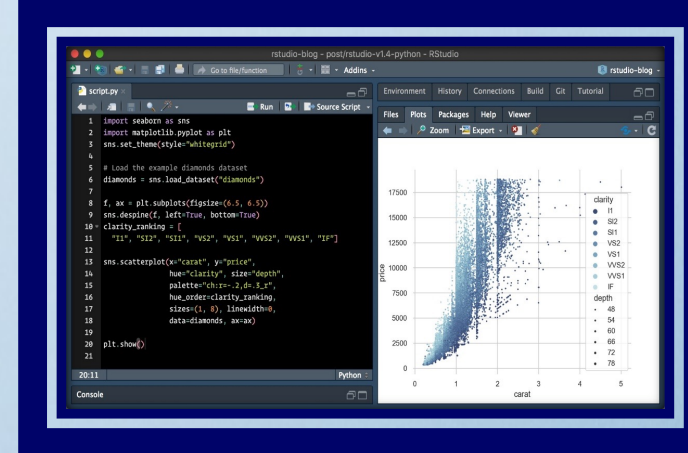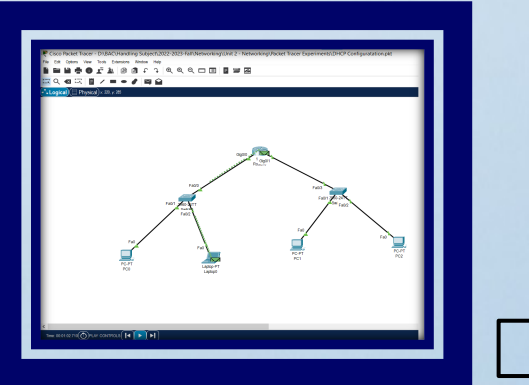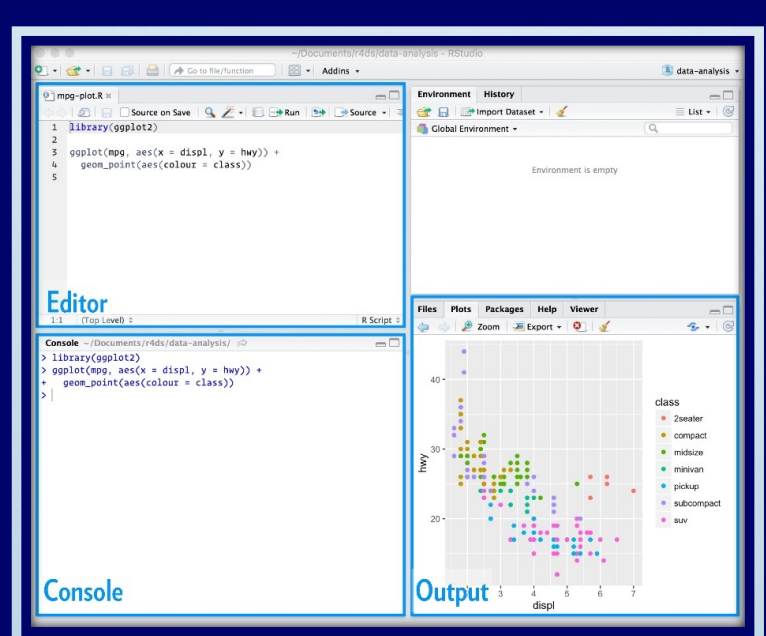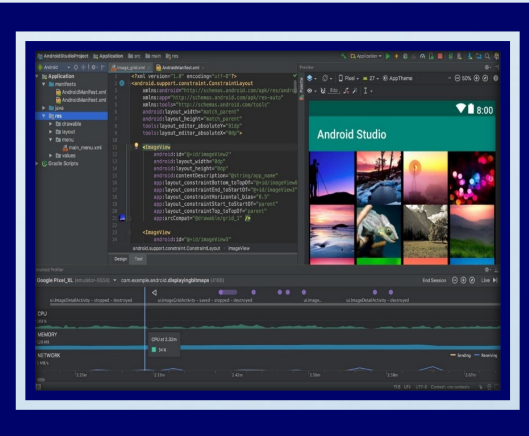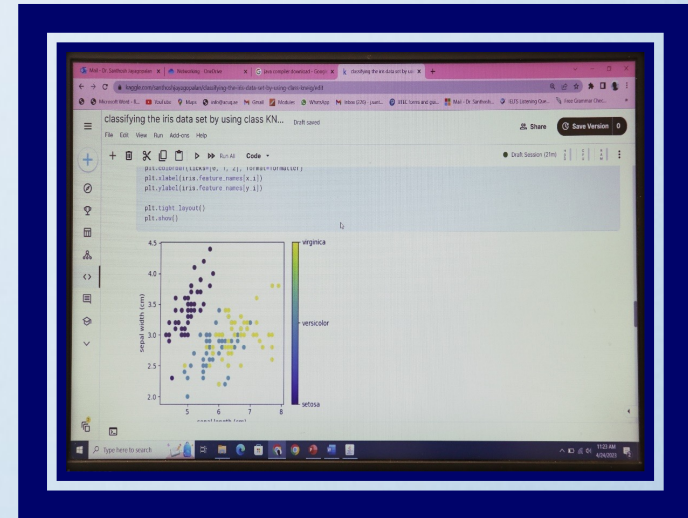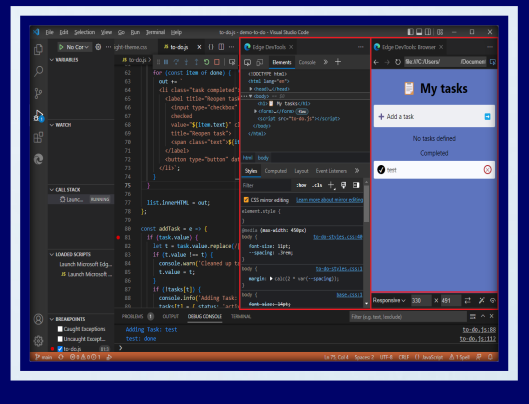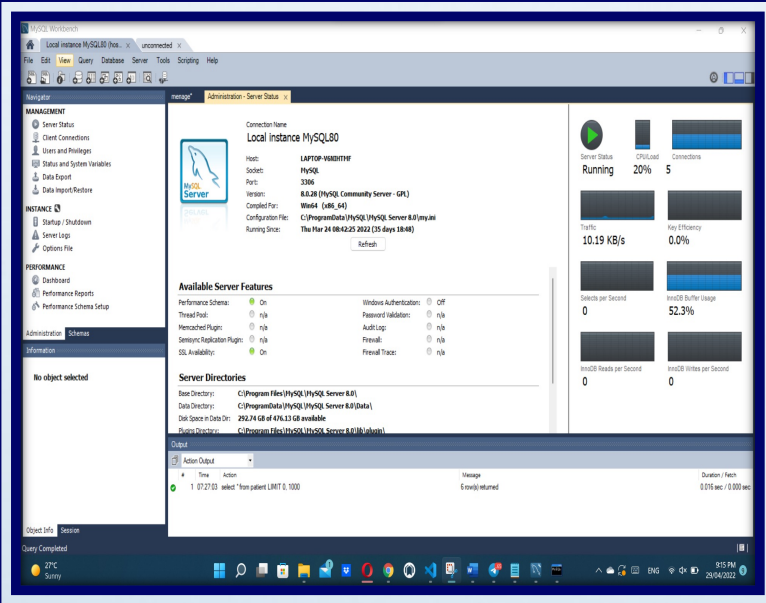
6.2 Academic Advising Policy

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

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 BAC 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.

  - o Any student requiring counselling support should contact Student Affairs Office and make an appointment.
  - o All administrators, faculty, and staff should refer students to Student Affairs Office for counseling services when necessary.
  - o 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.

Requirements for External Documentation

- External medical or mental health documentation must be issued by a licensed medical or mental health professional.

- The certification must not be older than 12 months from the submission date.

- Students must submit their documentation via:

  - o Email: Send to counseling@BAC.ae.

  - o In-Person: Submit at the Counseling Office located in the Student Affairs Office.

- Acknowledgment of documentation submissions will occur within two working days.

- Decisions regarding the approval or denial of accommodations will be communicated within five working days.

6.3 Student Counseling Policy V3

Monitoring and Evaluating Counseling Outcomes

- Counseling outcomes will be reviewed every six months.

- Reviews will be conducted using anonymous feedback collected via student surveys and statistical analysis of service utilization, trends, and satisfaction rates.

- Key outcome metrics include:

  - Student satisfaction with counseling services.

  - Percentage of students reporting positive impacts on academic and personal performance.

- The Student Affairs Office will prepare an annual report summarizing:

  - Counseling service outcomes.

  - Identified challenges and proposed improvements.

Relevant forms	
Form #	**Form Name**
6c	Student Counselling Record Form

Proactive Mental Health Programs

- Annual workshops will be conducted on topics such as stress management, mindfulness, time management, and academic planning.
- Special sessions will focus on coping strategies for international students and students facing cultural transitions.
- A peer mentorship program will be established, where trained student volunteers offer emotional support under the guidance of professional counselors.
- Mental health awareness campaigns will be conducted during key academic events, including orientation and examination periods, to reduce stigma and encourage help-seeking behavior.

6.3 Student Counseling Policy V3

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 BAC.

Procedures

The Student Affairs Office at BAC 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 BAC 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	BAC 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

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 BAC 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 BAC that is industry-ready to meet the demands of the employers and society.

Detailed Framework for Career Services Operations:

Internship Coordination:

•Students must submit a formal Internship Application Form to the Student Affairs Office.
•The Special Request Forms submitted pertaining to Internship will be forwarded to the respective Head of Schools.
•Applications will be reviewed by the concerned School, and students will be matched with approved internship providers based on their academic discipline and career goals.
•Monitoring: Faculty advisors will supervise internships through regular progress reports submitted by students.

Job Placement Procedures:

•Student Affairs Office will compile the vacancy details from Employers seeking to hire BAC students.
•On-campus and virtual job fairs will be organized biannually to connect employers with students and alumni.

Proactive Career Workshops:

The Student Affairs Office will organize the following workshops each semester:
•Career Planning and Exploration: Identifying career interests and paths.
•CV and Cover Letter Preparation: Professional training on drafting resumes and cover letters.
•Interview Techniques: Mock interview sessions with industry experts to enhance employability skills.

Tracking Career Outcomes:

•Annual Surveys: Employment outcomes of graduates will be tracked through annual surveys sent to alumni. Metrics collected include job placement rates, average salaries, and alignment of employment with academic disciplines.
•Employment Reports: A comprehensive report will be prepared each year, detailing:
❑ Success stories of alumni.
❑ Placement statistics and trends.
❑ Recommendations for improving career services.

Integration with Alumni Support:

An Alumni Mentorship Program will be established to:
•Facilitate mentorship opportunities between alumni and current students.
•Provide networking opportunities for students to explore job and internship openings.

6.4 Career Services Policy V3

British Applied College
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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

Internship programs are designed with the following objectives in mind, aiming to create a mutually beneficial relationship between interns and host organizations,
- To provide students with hands-on experience in their field of study or area of interest, enabling them to apply theoretical knowledge in real-world situations.
- To develop specific industry-related skills and competencies that are often not attainable through classroom learning alone.

- To allow interns to understand the day-to-day workings of a professional environment, including industry standards, practices, and ethics.
- To enable interns to build and expand their professional network by connecting with professionals in their field, which can be invaluable for future job searches and career advancement.
- To create opportunities for students to earn academic credit, linking their academic studies with practical experience in their field.
- To develop soft skills such as communication, teamwork, problem-solving, and time management, which are crucial for professional success.

BAC will co-ordinate to organize internship programs for its students for hands-on practical work experience. The following includes a list of conditions related to the internship.
1. Agreements with Providers: BAC will enter into a Memorandum of Understanding with the Internship providers that includes:
    i. Start Date: The date the MOU begins.
    ii. End Date: The date the MOU concludes.
    iii. Planned Work: A clear description of the work to be performed by the learner.
    iv. Renewal Date: Where applicable, agreements will include renewal provisions.

6.5 Internship Policy **V3**

v.   Document Access: Both the Industry and the College will have access to a copy of the agreement outlining the responsibilities of the college, learner, and work site. These documents are shared with learners in the Moodle portal.

All agreements are drafted by the Head of Research and Innovation for internships. Agreements are signed by the concerned Industry provider and the college. Research and Innovation Department maintains the list of MOU's available for internships and the company names will be shared to the Head of Schools for further communication with faculty and students via Moodle page or an email.

2. Alignment with Learning Outcomes: Internship work tasks are planned with relevant LOs. And it's designed and mapped well with QFE Level 6. Detailed mapping can be seen in mapping documents -NQF folder. For CBE School programs, Group Project LOs are aligned with QFE frame works, students need to complete internship to acquire the LOs. Similarly for other schools units such as Research projects, Project Management etc. More can be seen on mapping documents. This confirm that placement sites by the college's academic board to ensure that work opportunities meet qualification criteria.

3. Job Descriptions for Learners: Industry partners and work sites are required to provide a detailed job description for each learner's role as part of the internship placement process. These job descriptions must outline the specific tasks, responsibilities, and expected outcomes associated with the role. Each job description will be reviewed and approved by the Head of School to ensure alignment with the learning objectives (LOs) of specific units related to the learner's academic program before placement confirmation (Form 3e).

Linking Job Descriptions to Qualification Learning Outcomes: Beyond the review process, job descriptions serve as a critical tool to bridge academic learning with practical application. Job descriptions often include collaborative responsibilities, such as working with teams to design, implement, or evaluate projects.

These tasks enable learners to develop skills in teamwork, problem-solving, and project management, directly supporting LOs such as coordinating group activities, managing resources effectively, and delivering successful outcomes within set timelines. For example, roles involving project planning, client interaction, or solution development are closely aligned with the competencies emphasized in Group Project units. Roles requiring learners to engage in organizational tasks, supervise activities, or analyze business processes align with the LOs of management-focused units. Tasks such as resource allocation, performance monitoring, and process optimization help learners apply theoretical knowledge in areas like operations management, decision-making, and leadership. This alignment ensures learners gain practical insights into managerial practices while achieving the academic goals of their qualification.

By embedding respective learning outcomes into the core responsibilities outlined in job descriptions, the internship program ensures that learners gain the skills, knowledge, and competencies necessary to excel in their academic and professional journeys.

4. Contractual Agreements for Learners: Learners are required to sign a contractual agreement that will be shared with both the provider and the college. Each learner's contractual agreement outlines key aspects of their internship, including:

i.   Learning Expectations: A clear outline of the learning goals to be achieved during the internship.

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ii.   Assignments: Expectations for learner assignments and responsibilities during the program.

iii. Evaluation: Criteria for assessing learner performance and learning outcomes.

iv.   Staff Supervision: Details of the supervision and support arrangements provided by the College.

v.   Provider Supervision: Information on supervision and mentorship arrangements provided by the employer.

These agreements are actively monitored through regular updates from both the provider and department supervisors to ensure compliance and address any issues that arise (Form f- Learners Contractual Agreements). Head of School will prepare and recommend a Bonafide Certificate duly signed and issued by Academic Director for the successful start of Internship.

Following are the Policies Governing to Agreements during the Internship: Internship agreements may require updates due to unforeseen circumstances or evolving needs. The following policies guide any modifications:

i.   Extension or Reduction of Internship Duration: Changes to the internship duration may arise due to unforeseen delays, project requirements, or other valid reasons. Any extension or reduction of the internship period must be discussed and agreed upon by the learner, the provider, and the college. These changes must be formally documented in an updated agreement, with clear timelines and justifications to avoid any misunderstandings or misalignments with academic requirements.

ii.   Change in Learning Assignments or Projects: Adjustments to a learner's assigned tasks or projects may be required to accommodate shifts in organizational priorities or unforeseen challenges. These changes must align with the original learning objectives to ensure the internship continues to provide valuable educational outcomes. Any proposed changes must be reviewed and approved by the college to maintain the academic integrity of the program.

iii. Supervision Adjustments: Supervision arrangements, both from the college and the provider, are critical to the learner's success. If there is a need to adjust these arrangements—such as a change in the designated supervisor or mentorship approach—it must be communicated promptly and clearly to all parties. The adjustments must ensure continuity of guidance and support for the learner, with formal documentation reflecting the updates.

iv.   Learner Role Modifications: In some cases, the learner's role within the internship may need to be redefined due to changes in organizational needs or performance considerations. Any modifications to the learner's responsibilities must be justified and documented, ensuring they remain consistent with the internship's learning goals. This process involves a collaborative review by the college and the provider to safeguard the learner's educational outcomes.

v.   Health, Safety, or Legal Considerations: The safety and well-being of the learner are paramount. Should any health, safety, or legal issues arise during the internship, immediate action will be taken to update the agreement as necessary.

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This may involve altering the internship environment, tasks, or duration to ensure compliance with safety standards and legal requirements while minimizing disruption to the learner's experience.

vi. Learner Performance Issues or Provider Concerns: If issues related to the learner's performance or concerns raised by the provider emerge, a structured review process will be initiated. This process involves identifying the root cause of the issue, engaging in dialogue with all stakeholders, and determining the appropriate course of action. Potential actions may include revising the agreement, providing additional support or training, or, in extreme cases, terminating the internship agreement. All decisions will be documented and implemented transparently.

By following these policies, the college ensures that internship agreements remain flexible and responsive to both learner and provider needs, while maintaining alignment with academic and professional standards.

5. Learner Orientation Program:
Each learner must complete an Internship orientation program covering the knowledge, skills, and behaviors necessary for success in the work environment.
Head of Research, Innovation & Industry outreach will identify an Internship coordinator from each school. The concerned Internship coordinators will provide an orientation covering industry expectations, professional behavior, health and safety regulations, and other necessary preparatory skills. Orientation must be completed before the placement start date. (Form 3g-Internship Orientation Feedback).
The orientation program for internships, organized by the Internship coordinator from each school for students before their placement begins. The orientation will typically span 2-3 hours to ensure comprehensive coverage of key topics without overwhelming students. It should be scheduled well in advance of the placement start date, allowing sufficient time for students to assimilate the information and ask questions.

The content of the orientation will be divided into the following key sections:

i. Industry Expectations: This part will focus on the skills, behavior, and performance expected from students during their internship. Topics like professionalism, time management, communication, and teamwork will be covered, helping students align their behavior with industry standards.

ii. Professional Behavior: Students will be guided on the importance of maintaining professionalism in the workplace. This includes adhering to workplace norms, proper attire, punctuality, and maintaining a positive attitude. Ethical considerations such as respecting confidentiality and integrity will also be addressed.

iii. Health and Safety Regulations: It is critical to ensure that students understand workplace health and safety protocols, especially for internships in fields like engineering, construction, or laboratories. This will include emergency procedures, safe handling of equipment, and awareness of potential hazards.

iv. Preparatory Skills: Students will be trained in any specific skills required for their role, such as using relevant software, conducting research, or operating industry-standard tools. This ensures they are technically prepared for the tasks ahead.

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To ensure the effectiveness of the orientation program over time, a feedback mechanism will be established. After each orientation session, students will be asked to complete a short survey or questionnaire to evaluate the clarity of the information presented, its relevance, and the overall usefulness of the session. This feedback will be analyzed regularly to identify areas for improvement, allowing for adjustments to the program content or delivery methods as necessary. Additionally, periodic follow-ups with students and employers during and after the internship can provide insights into how well the orientation has prepared students for their roles, further enhancing the quality and relevance of the orientation program.

6. Compliance with Employment Laws and Safety Regulations Policy:
The Internship Coordinators will ensure that all work sites comply with UAE employment laws and adhere to health and safety regulations. The Head of Research, Innovation & Industry Outreach shall confirm compliance with national employment and safety regulations in the Memorandum of Understanding.

To ensure continuous adherence to employment laws and safety regulations, the following monitoring mechanisms will be implemented at BAC:

i.   Regular Site Audits or Employer Audit Reports: Internship Coordinators will conduct periodic on-site inspections to verify compliance with employment and safety standards. Document findings and share comprehensive audit reports with relevant stakeholders. Address non-compliance issues identified during audits through corrective action plans. Utilize external auditors when necessary for unbiased evaluations.

ii. Provider Compliance Reports: The Head of Internship Coordinator will collect compliance reports from external service providers on a regular basis. Ensure these reports demonstrate adherence to the agreed-upon legal and safety standards. Establish a process for verifying the accuracy and authenticity of submitted reports. It will be advised to take corrective actions, if providers fail to meet compliance benchmarks.

iii. Learner Feedback Mechanism: Students can directly inform about the work conditions and legal compliance directly to their respective Internship Coordinators. Students will be asked to give feedbacks about work conditions and legal compliance. Feedbacks will be reviewed regularly to identify recurring issues or potential risks. Further feedbacks will be used to improve policies, processes and training programs.

iv. Incident Reporting System: Students can inform to their Internship Coordinators for any reporting incidents or unsafe practices. Further, Internship Coordinators reviewed and investigated promptly. College will implement corrective and preventive measures to address reported issues. College will track and analyze incident trends to identify systemic issues and inform policy updates.

v.   Standardized Checklists: Detailed checklists will be developed to assess compliance during inspections and audits. Use checklists to monitor critical safety and legal compliance aspects regularly. Update checklists periodically to reflect changes in regulations and best practices.

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vi. Annual Review of MOUs (Memoranda of Understanding: Review agreements with partners and employers annually to ensure they align with current laws. Update terms as necessary to reflect changes in safety or legal requirements. Confirm partners' continued commitment to upholding compliance standards. Document and archive reviews for accountability and reference purposes.

vii. Training and Awareness Programs: College will conduct workshops and training sessions on compliance requirements for employees and learners. Focus on topics such as workplace safety, employment rights, and ethical practices. Use interactive methods to engage participants and ensure retention of key concepts. Internship Coordinator Head is responsible and provide accessible resources for self-study and ongoing awareness.

7. Designated Officer for Internship Implementation:
The Head of Research, Innovation & Industry Outreach is the designated Officer for Internship implementation coordinating with Internship Coordinators of different Schools. The designated officer is responsible for overseeing Internship implementation, ensuring that all policies are followed, managing agreements, monitoring internships, and being the main point of contact for both learners and providers.

The designated officer performance needs to be evaluated and it will be evaluated to ensure accountability and continuous improvement. Feedback from Internship Coordinators across various schools will be gathered to assess the officer's effectiveness in coordination and communication. IE Office will conduct periodic surveys with learners and internship providers to evaluate the officer's responsiveness, problem-solving abilities, and overall support during the internship process. Compliance with shared policies, deadlines, and the quality of documentation, agreements, and reports will be monitored as a measure of the officer's organizational efficiency. Annual performance reviews, led by senior management, will include measurable KPIs such as the number of successfully completed internships, satisfaction ratings, and the time taken to resolve issues. Additionally, the quality and relevance of partnerships facilitated by the officer will be assessed, along with the findings from internship-related audit reports, to identify areas of strength and improvement.

These mechanisms collectively ensure that the designated officer consistently meets collegial standards and enhances the internship experience for all stakeholders.

8. Designated Assessor for Internship:

Each Head of School designates students to different faculty members to oversee and assess their internship performance. (Form 3h: Designated Assessors). Internship coordinators play an important role in managing the internship process, ensuring smooth communication between students, and the industry. They are responsible for assigning students to appropriate faculty members who will oversee and assess their performance. The coordinators ensure that students are placed in internships that align with their academic and career goals, provide necessary support during the internship, and track their progress. Additionally, coordinators assist in troubleshooting issues that arise during the internship period and maintain regular contact with both the students and employers.

For assessors, there are specific guidelines to ensure a fair and comprehensive evaluation of internship performance. Assessors are expected to consider the students' ability to apply academic knowledge to real-world scenarios, their engagement with assigned tasks, and their overall contribution to the organization. They should assess the quality of work, problem-solving abilities, initiative, communication skills, and professional behavior. More on evaluation process can be seen in Section 9.

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9. Reflection and Assessment Opportunities:

At the end of the internship program, learners submit a Report on Internship and present their Internship experience to the Assessor. The assessor evaluates their achievement of qualification learning outcomes pertaining to Internship, during evaluation Assessor considers the evaluation report received from the employer as well and submits their assessment report to the respective Head of School.

To standardize and enhance the assessment process, learners' oral presentations are evaluated based on a structured framework that aligns with the qualification standards. The framework uses the following assessment criteria levels: Pass (P), Merit (M), and Distinction (D).

Pass (P) - Clear explanation of the internship tasks and responsibilities. Basic understanding of the connection between the internship and course learning outcomes. Use of appropriate verbal communication with limited use of supporting visuals.
Merit (M) - Detailed and well-organized description of internship tasks, with examples of problem-solving or achievements. Strong linkage between internship experience and qualification learning outcomes. Confident delivery with effective use of visuals and audience engagement.
Distinction (D) - Comprehensive and insightful analysis of internship tasks, achievements, and challenges, including innovation or leadership demonstrated. Deep understanding and critical reflection on how the internship contributed to personal and professional growth. Exceptional delivery, with professional-level communication, impactful visuals, and strong audience engagement.
Resit or Resubmission (R) option will be given to the students who fail to achieve minimum Pass criteria.

This structured framework will be followed across the schools that ensures consistency in assessment while encouraging learners to reflect critically and present their experiences effectively

9. Annual Evaluation and Feedback:

Internship Coordinators will compile Feedback surveys from Learners and Internship providers at the conclusion of each Internship. (Form 3i and Form 3j: Feedback survey). These surveys will form the basis of an annual evaluation process aimed at continuously improving the internship program. The Internship Coordinators will be responsible for gathering and organizing the survey data. The Head of Research, Innovation & Industry Outreach will analyze the information and prepare a comprehensive report. This report will outline key findings, propose actionable improvement plans, and be presented to the University Advisory Committee for review and further recommendations.

Evaluation Metrics: The evaluation process will utilize both quantitative and qualitative data from surveys, focusing on the following key metrics:

i. Learner Satisfaction Scores: Ratings on overall internship experience, including clarity of expectations, support provided, and perceived value of the internship.

ii. Employer Feedback Ratings: Employers' evaluations of learner performance, adaptability, and contribution to workplace objectives.

iii. Learning Outcomes Achievement: Assessment of how effectively the internship supported learners in meeting program-specific learning outcomes..

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iv. Alignment with Qualification Goals: Evaluation of whether the internship aligned with academic and professional qualification requirements.

v. Workplace Skills Acquisition: Evidence of skills development, such as communication, teamwork, problem-solving, and technical expertise.

vi. Project Completion Rates: Analysis of the percentage of learners successfully completing assigned tasks or projects during their internships.

vii. Health and Safety Compliance Observations: Feedback on adherence to workplace safety standards and protocols

Timelines for Implementing Improvement Actions:
i. Survey Distribution: Surveys will be distributed to learners and employers within one week of internship completion.
ii. Data Collection and Analysis: Internship Coordinators will compile responses and submit the data to the Head of Research, Innovation & Industry Outreach within two weeks.
iii. Report Preparation: A detailed analysis report, including identified trends, challenges, and proposed improvements, will be completed within four weeks of data collection.
iv. Presentation to Advisory Committee: The report will be presented to the University Advisory Committee in the next scheduled meeting to ensure timely review and recommendations.
v. Implementation of Improvements: Actionable recommendations will be implemented in the following academic cycle, with progress tracked quarterly to assess effectiveness and identify any further areas for enhancement.

By using above targeted metrics and adhering to defined timelines, the process supports continuous alignment with learner, employer, and academic expectations.

Internship types and duration at BAC

The internship programs at BAC can be diversified to address the needs of different types of students, in the form of their academic profiles, career aspirations and development needs. Internship programs that could be available are:

❑ Short-term internship programs - 2 weeks to 4 weeks (non-credit)

❑ Credit-based internship programs - 15 UK Credits (aligned with Project LOs)

Finding an Internship Opportunity

Students can secure an internship through following channels:

❑ Via the Student Affair Office (SAO) at the BAC: Students can apply to internships posted by the SAO, which liaises with companies to detail the internship program's requirements and the roles expected of the intern.

❑ Via Academic Departments: Students can find internships through their department's connections, facilitated by department faculty.

❑ Through Personal Professional Networks: Students may leverage their own professional contacts to find a hosting company for their internship.

❑ Students needs to apply for Internship program using the form 3b-Students Internship Application Form

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1. Internships via Student Affair Office:

When the SAO learns of a potential internship, it shares with the hosting company a set of requirements that outline the company's responsibilities and asks for a detailed job description. Once the SAO reviews and approves the opportunity based on the school's criteria, it's announced to students through the BAC Academic Department. Students interested in these opportunities should consult their academic advisors and apply through the Forms (Form # 3b), attaching all required documents for review and approval by the department head.

2. Internships Found through Personal Networks:

Students who find internship opportunities through their UAE professional networks must communicate with the SAO to obtain the necessary documentation for host companies, including a sample acceptance letter. Once the company commits to hosting BAC students and returns the signed acceptance letter, the student can proceed with the registration process using form (Form # 3b).

3. Internships via Academic Department:

Internships may also be arranged through the contacts of an academic department or faculty member with local businesses. The SAO will provide the company with the requisite hosting requirements. Upon agreement, the company should return a signed acceptance letter to the student, who will then proceed with the documents for the internship's approval process.

In all scenarios, before beginning their internship, students must receive approval from the School Head or Department Chair, and the faculty internship supervisor will serve as the initial liaison between BAC and the hosting company, overseeing the student's performance throughout the internship.

Roles and Responsibilities for Faculty and Employer

The Responsibilities for British Applied College Internship Program encompass active student engagement in fulfilling academic requirements, adherence to guidelines, goal identification, professionalism, and timely completion of tasks. Industry experts are tasked with providing meaningful experiences, guidance, and a safe environment, while faculty members facilitate partnerships, oversee student progress, and ensure alignment with academic objectives. Following are roles and responsibilities,

1. For Faculty:

- Develop and maintain partnerships with industry experts and host companies to facilitate internship opportunities.

- Provide guidance and support to students in identifying suitable internship placements.

- Ensure that internship programs align with academic objectives and meet college standards.

- Conduct orientation sessions to prepare students for the internship experience.

- Assign faculty supervisors to oversee and evaluate students' progress during internships.

- Monitor students' adherence to internship guidelines and address any issues that arise.

- Collaborate with industry experts and host companies to ensure a positive and valuable experience for students.

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- Facilitate communication between students, industry experts, and host companies as needed.

- Provide resources and support for students to reflect on their internship experiences and integrate learning into their academic coursework.

- Evaluate students' performance and provide feedback to help them achieve their learning goals.

2. For Industry Experts In charge:

- Provide meaningful learning experiences that align with the student's academic and professional goals.

- Collaborate with the student to develop a clear understanding of internship objectives and expectations.

- Offer guidance, mentorship, and constructive feedback to help the student succeed.

- Facilitate opportunities for the student to apply theoretical knowledge in practical settings.

- Ensure a safe and supportive work environment for the student.

- Communicate regularly with the student to assess progress and address any challenges or concerns.

- Share industry insights, trends, and best practices to enrich the student's learning experience.

- Encourage the student to take initiative, ask questions, and actively participate in relevant activities.

- Provide opportunities for networking and professional development.

- Participate in evaluation processes and provide input on the student's performance and growth.

Guidelines for Students, British Applied College

The Guidelines for Students at British Applied College outline essential responsibilities and recommendations for students undertaking internships, emphasizing professionalism, learning objectives, and effective communication between students, industry experts, and faculty mentors.

1. Student Responsibilities:

- Attend orientation sessions and adhere to the guidelines provided by the college.

- Identify personal learning goals and objectives for the internship experience.

- Complete required paperwork and documentation promptly.

- Maintain regular communication with the industry expert and faculty supervisor.

- Demonstrate professionalism, punctuality, and a positive attitude throughout the internship.

- Follow the policies and procedures set forth by both the college and the host company.

- Seek feedback and guidance from the industry expert and faculty supervisor to enhance learning and performance.

- Complete assigned tasks and projects within agreed-upon timelines.

- Reflect on learning experiences and participate in evaluation processes as required.

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- Discuss and undertake mini projects, assignments, and case studies with industry authorities.

- Adhere to industry rules and regulations.

- Obtain prior permissions from relevant industrial authorities for the use of any industry documents.

- Abide by ethical practices and standard operating procedures of the industry.

- Follow health and safety precautions mandated by the industry.

- Maintain weekly communication with academic guide to report progress.

- Prepare an internship report in consultation with the academic guide.

2. General Internship Recommendations:

- Set clear goals before starting the internship and focus on achieving them.

- Utilize the opportunity to learn about various departments in large organizations.

- Approach tasks with enthusiasm and a positive attitude.

- Avoid negativity and embrace opportunities for learning.

- Be inquisitive and seek maximum knowledge and exposure.

- Identify a mentor within the company and initiate new projects.

- Aim to enjoy the internship and achieve tangible accomplishments.

- Maintain a regular internship schedule agreed upon with the project head.

- View the internship as a transition from college to the workplace and demonstrate honesty, punctuality, and a willingness to learn.

- Adhere to company policies and business practices.

3. Student's Diary/Daily Log::

- Attend orientation sessions and adhere to the guidelines provided by the college.

- Identify personal learning goals and objectives for the internship experience.

- Complete required paperwork and documentation promptly.

- Maintain regular communication

4. Internship Report:

- Prepare a comprehensive report highlighting observations and learnings.

- Consult with Industrial Supervisor/Faculty Mentor for assigned topics.

- Utilize daily diary entries to aid in report writing.

- Ensure the report is signed by the Internship Supervisor and Faculty Mentor.

- Evaluation criteria include originality, adequacy, organization, learning experience variety, and practicality.

Health, safety, and welfare of students

BAC is committed to prioritizing the health, safety, and welfare of students during internships. Specifically, when students undergo training in high-risk areas like the mining industry, Chemical Plants etc., BAC ensures they are covered by insurance, treating them as if they were employees in terms of health and safety provisions.

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Moreover, in line with industry standards, the college provides clear instructions to students regarding the necessity of obtaining insurance coverage for their protection during internships.

Monitoring & Evaluation

Monitoring Procedure

1. At the Industry Side –

- Develop an internship schedule ranging from 4 to 8 weeks, providing a copy to the departmental project guide/faculty mentor/supervisor.

- Each student maintains an Internship diary/notebook, updating it daily and getting it reviewed by the industrial mentor/supervisor.

- Students prepare monthly reports and presentations, verifying them with the industrial mentor/supervisor.

- Ensure adherence to formal entry and exit procedures for internship commencement and closure.

- Discuss any early termination or extension of internship tenure with the departmental project guide/faculty mentor/supervisor, coordinating with the departmental internship coordinator and head.

2. At the College Side –

- Students submit monthly reports and presentations for verification by the departmental project guide/faculty mentor/supervisor.

- Present monthly activities online/offline to the departmental project guide/faculty mentor/supervisor.

- Present a comprehensive overview of internship activities online/offline to the departmental project guide/faculty mentor/supervisor at the internship's conclusion.

- Conduct surprise visits by Faculty Mentor/Internship Coordinator/Head of the Department or Academic Director to verify students' physical presence; unauthorized absences may result in cancellation of training or disciplinary action.

- Students may avail 1-day leave every 4 weeks, with prior permission from the respective industry mentor and notification to the Faculty Mentor, Internship Coordinator and Head of Department, at least one day in advance via email.

Evaluation Procedure

The evaluation procedure involves several steps to assess the progress and performance of interns during their internship period. Industry mentors will be evaluating the student using forms (Form No. 3d) and submit it to the Faculty, BAC. Further BAC will evaluates and grades accordingly meetings the LO's Requirements.

The evaluation procedure systematically assesses the progress and performance of interns throughout their internship. The process involves collaboration between industry mentors, faculty evaluators, and the learners themselves to ensure alignment with qualification learning outcomes (LOs) and maintain consistency in evaluation.

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i. **Industry Mentor Evaluation:** Industry mentors at the host company are responsible for completing the Internship Evaluation Form (Form No. 3d) to assess the intern's performance across key skill areas. The evaluation form includes criteria such as punctuality, initiative, professionalism, adaptability, technical skills, problem-solving, creativity and innovation, work quality, understanding of industry, teamwork and collaboration, and communication skills. Each criterion is rated as Excellent, Good, Average, or Poor.

    Additionally, mentors provide qualitative feedback in the Comments and Observations section, offering constructive insights into the intern's strengths and areas for improvement. They also evaluate whether the intern met the agreed goals and objectives, as outlined in the Overall Internship Experience section. The completed and signed form is submitted online to the student's faculty internship supervisor.

ii. **Faculty Evaluation and Grading:** Upon receiving the mentor's evaluation, the faculty assesses the intern's overall performance, ensuring alignment with the qualification LOs. The faculty grades the intern based on both the mentor's evaluation report and the learner's deliverables, such as the Internship Report and Oral Presentation.

iii. **Learner Deliverables and Presentation Assessment:** At the end of the internship, learners submit a comprehensive Report on Internship detailing their experiences, tasks, and learning outcomes. They also present their internship experiences in an oral presentation evaluated by the faculty using a structured framework that aligns with the qualification standards. Presentation Framework and Criteria are follows,

Pass (P) - Clear explanation of the internship tasks and responsibilities. Basic understanding of the connection between the internship and course learning outcomes. Use of appropriate verbal communication with limited use of supporting visuals.

Merit (M) - Detailed and well-organized description of internship tasks, with examples of problem-solving or achievements. Strong linkage between internship experience and qualification learning outcomes. Confident delivery with effective use of visuals and audience engagement.

Distinction (D) - Comprehensive and insightful analysis of internship tasks, achievements, and challenges, including innovation or leadership demonstrated. Deep understanding and critical reflection on how the internship contributed to personal and professional growth. Exceptional delivery, with professional-level communication, impactful visuals, and strong audience engagement.

Resit or Resubmission (R) option will be given to the students who fail to achieve minimum Pass criteria.

4. **Assessment Consolidation and Reporting:** The assessor evaluates the learner's achievement of LOs by considering the employer's evaluation, the internship report, and the oral presentation. The final assessment report, summarizing the learner's performance and alignment with LOs, is submitted to the respective Head of School for review and records.

5. **Standardized evaluation across Schools:** The structured use of Form No. 3d, combined with the standardized oral presentation framework, ensures consistency in the evaluation process across all schools. It encourages critical reflection and effective communication from learners while maintaining alignment with academic and professional standards.

This evaluation procedure ensures a holistic assessment of learners, fostering meaningful feedback loops between industry, faculty, and learners for continuous improvement and professional growth.

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Summary

This Internship Manual for British Applied College (BAC), reflect on the critical role that internships play in bridging the gap between academic theories and the practical demands of the professional world. Our dedicated approach ensures that students are not just placed in internships but are given the tools and guidance necessary for true professional and personal development. We recommend students to make use of this manual as a roadmap to navigate your internship journey.

Relevant forms	
Form #	**Form Name**
3b	Students Internship Application Form
3d	Internship Evaluation Form
3e	Job Description for Learners
3f	Contractual Agreements for Learners
3g	Internship Orientation Feedback
3h	Department wise details of Internship Coordinators and Supervisor names
3i	Internship Feedback Survey - Learner feedback
3j	Internship Feedback Survey - Provider feedback

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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.

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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 BAC 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 BAC 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, BAC 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.

Head of Marketing and Student Affairs:
The College has a Head 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 Occup. Health and Safety Policy V2

British Applied College
الكلية التطبيقية البريطانية

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 BAC 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 BAC 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 Occup. Health and Safety Policy V2

British Applied College
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BAC Emergency Evacuation Procedure

1. **Evacuation** – In case of an emergency where outside the College premise is safer than that inside the building, all staff and students will be guided by the emergency operations team to leave the building without any stampede. People will be directed to use the nearest exit.
2. **Reverse Evacuation** - In case the situation outside the College premise is not safe, all staff and students will be guided by the emergency operations team to safeguard the places inside the building.
3. **Lockdown** – In case, any person or situation threatens the staff and students in the building, the staff and students are isolated within the building by closing all exterior doors, classroom, and laboratory doors and remain in their offices.
4. **Shelter-in-Place** – In case of any weather threat outside, where the situation inside the building is safe, all staff and students are inside the building in safe areas.
5. **Hazardous Material** - Inside the building or laboratory situation is handled by immediate evacuation of staff and students from the laboratory, and moved to a safe place. Doors and windows are sealed to ensure the safety of the students and staff isolated and ensure that all ventilation systems are closed. In case of hazardous material release outside, students and staff are isolated inside the building with all doors and windows sealed and ensured all ventilation systems are closed.
6. **Earthquake** - There is no pre-warning to predict earthquakes. Earthquakes may damage essential services such as power, lifts, staircases, and may also cause fire or flooding. All students and staff will be instructed to drop down to the ground, take shelter under a strong table or desk until shaking stops. Moving away from external walls, internal glass or windows to ensure safety. Usage of emergency staircases and elevators should be avoided. All should be instructed to leave the building only after the shaking stops.
7. **Fire** – In case of fire, the staff are instructed to use the fire extinguisher available in the laboratories and corridor. The emergency operations team will report to the fire station in UAQ -telephone number - 997, hospitals, and clinics nearby. First aid will be provided to any injured. Ambulances (Telephone number -998) will be called to take the casualties immediately to the hospitals for treatment.
8. **Flooding** - In case of flooding, it is ensured that all electrical equipment is switched off, especially for equipment on the floor. Important equipment and records are placed on table tops or shelves at a safe height. Evacuation of all staff and students is ensured for safety. In the worst case, the staff and students will be relocated to first or higher floors in the building safely ensuring enough resources are available for survival.
9. **Special Consideration for Persons of Determination** - Students who are classified as determined persons have ramps and elevators provided to reach any building(s), facilitating free movement to the cafeteria, washrooms, classrooms, laboratories, Library, offices, recreation facilities, etc., without any inconvenience. Persons will be identified and designated to support determined staff or students and will take care of them until the completion of the evacuation process. Determined persons will be evacuated using the ramp. Determined persons will be isolated from any potential stampede. Quickly locating the determined person is very important to evacuate them quickly. People who are in a wheelchair, people who use crutches, canes or walkers, will be identified and handled suitably for quick evacuation.
10. **Female Learners and Staff in an Emergency-** Since the average physical ability of females is often less than that of males, priority and consideration is given more to female learners and staff in cases of emergency evacuation. The emotional ability to handle emergencies is also somewhat lower in females when compared to that of males.

6.7 Occup. Health and Safety Policy V2

Females will be instructed to remove their high-heel shoes or sandals to ensure that they are able to walk or run quickly and safely.

Risk Assessment:

The college will undertake risk assessments to identify hazards and assess the level of risk associated with each hazard. The results of the risk assessment will be used to implement appropriate control measures to reduce the risks to an acceptable level.

Control Measures:

The Health and Safety Officer will propose to the management and implement appropriate control measures to reduce the risks associated with identified hazards. These measures may include:

- Providing suitable and sufficient training and information to employees, students, and visitors.
- Ensuring that all equipment and machinery is safe to use and properly maintained.
- Providing suitable and sufficient personal protective equipment where required.
- Ensuring that all premises are safe and properly maintained.
- Providing adequate welfare facilities.
- Ensuring that there is an effective system of reporting and investigating accidents, incidents, and near-misses.

Training:

The college will provide suitable and sufficient training to employees, students, and visitors to ensure that they are aware of the health and safety policy, and their responsibilities under the policy.

Review:

This policy will be reviewed and updated annually, or as necessary, to ensure that it remains relevant and effective.

Conclusion:

The British Applied College, UAQ is committed to providing a safe and healthy environment for all employees, students, and visitors. This policy sets out our commitment to health and safety, and the responsibilities of all individuals involved. By working together, we can ensure that our college is a safe and healthy place to work, study, and visit.

Relevant forms	
Form #	**Form Name**
7a	BAC Housekeeping Checklist
7c	Firefighting & Fire Alarm Maintenance Checklist Record
7d	First Aid Treatment & Accident Record
7e	Incident, Accident & Damage Investigation Report
7h	Monthly Health & Safety Inspection Report
7i	Workers Log Record

6.7 Occup. Health and Safety Policy V2

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 BAC.

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 BAC.

Transportation to Medical Facilities

In emergency situations, BAC 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 V1

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
الكلية التطبيقية البريطانية

Policy Purpose, Scope & Statement

Purpose
The purpose of this policy is to ensure the provision of high-quality, accessible, and timely academic and research materials to support the learning and development needs of students, faculty, and staff.

Scope
This policy applies to all students, faculty, staff, and guests of the British Applied College (BAC).

Policy Statement
The Library and Learning Resources Center (LLRC) at BAC is committed to supporting academic excellence by providing access to a wide range of physical and digital resources. The library promotes a conducive environment for learning, research, and personal growth through efficient services and adherence to proper library etiquette.

Procedures

Resource Availability:
The library maintains a diverse collection of print and electronic resources, including books, periodicals, e-journals, databases, and multimedia materials (e.g., CDs, DVDs).Electronic research materials (e-books and e-journals) and printed resources are made available to facilitate coursework, research projects, and other academic needs.

Access and Usage:
- All members of the BAC community, including guests, can access library resources during operational hours.
- Students, faculty, and staff may download and print materials using library computers, provided there are no copyright restrictions.
- Notifications about new arrivals or changes in resources will be communicated to all stakeholders via the college email.

Support for Research and Learning:
- The library actively supports academic excellence by acquiring materials that meet international standards for a research-driven institution.
- Special assistance is provided to students and faculty for accessing digital databases and resources.

•Printing and Copyright Compliance:
- Printing services are available for materials without copyright restrictions.
- Students are responsible for ensuring compliance with copyright and patent laws while using library facilities.

•Technology Integration:
- Computers and internet services are provided for research and learning activities within the library premises.
- Training workshops are offered to enhance digital literacy and maximize the use of online databases

Library Code of Conduct

- To maintain an environment conducive to learning and research, all library users are expected to adhere to the following rules:
- Maintain complete silence within the library premises.
- Use mobile phones in silent mode only; calls are strictly prohibited.
- Consumption of food and beverages, except water, is not allowed in the library.
- Activities within the library must not disturb other users.
- The use of sound-producing devices and video games is prohibited.
- Users must carry a valid BAC ID and present it upon request by library staff.

* Failure to follow this basic code of conduct will result in adverse action against the offender

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6.9 Library Policy V3

6.10 Copyright Policy

Policy Purpose, Scope & Statement

Purpose
The purpose of this policy is to promote academic integrity, avoid plagiarism, and ensure adherence to copyright laws within the BAC community.

Scope
This policy applies to all students, faculty members, staff, and visitors who use the library and its resources at British Applied College (BAC).

Policy Statement
BAC is committed to fostering a culture of respect for intellectual property rights. Library users are encouraged and instructed to follow copyright laws and fair use policies to prevent violations and maintain ethical academic practices.

Procedures

Fair Use Compliance:
The library adheres to a fair use clause that allows photocopying of up to 10% of any given work for academic purposes.
Users must ensure their use of photocopied materials complies with this guideline to avoid infringement.

Photocopying Restrictions:
•Entire works, such as books or journals, cannot be photocopied. This ensures adherence to copyright regulations.
•The library staff will monitor and enforce these rules at all copying stations.

Prohibited Materials:
• The library does not include or distribute any illegally photocopied or pirated materials within its collection.
•Users found attempting to introduce such materials will be subject to disciplinary action as per

BAC guidelines.

Awareness and Communication:
• The library will promote awareness of copyright laws and fair use policies through visible notices on the campus, library notice boards, and the official BAC website.
• Regular workshops and training sessions will be conducted to educate users on copyright compliance and ethical academic practices.

Digital Resources and Online Usage:
• Digital materials, including e-books and e-journals, must be used in accordance with the licensing agreements of the respective publishers.
• Sharing or reproducing digital resources beyond permitted limits is strictly prohibited.

Violation and Enforcement
Users found violating copyright policies will be subject to corrective measures, including but not limited to:
•Warnings and educational guidance on copyright laws.
•Restrictions on library access or privileges for repeated violations.
•Reporting severe cases to relevant academic or legal authorities.

6.10 Copyright Policy V3

6.11 Circulation Policy

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
1. Resources can be renewed only twice and each time for 7 days
2. Periodicals and AV Resources can be renewed once for 2 days
3. Resources are not allowed to renew if there is any reservation

Return
1. Resources are to be returned on or before the due date indicated
2. Overdue reminders will be sent through email or SMS to the user if delayed

Reservation
1. Library resources are allowed to be reserved, if they are checked-out
2. User will be informed by email if the reserved item available
3. Reservation will be cancelled, If the reserved item is not collected in 2days 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:
1. Books: 1.00 AED / day
2. Periodicals: 1.00 AED / day
3. Recalled Items: 2.00 AED / day

6.11 Circulation Policy V2

6.11 Circulation Policy

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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6.11 Circulation Policy **V2**

British Applied College
الكلية التطبيقية البريطانية

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

BAC 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 BAC 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.

Approval Process for Learner Publications and Media

- The Student Affairs Office will receive all proposed publications and media content for initial review.

- The Research & Ethics Committee will review and approve proposals to ensure alignment with BAC values and publication standards.
- All content must adhere to responsible journalism practices, ethical use of images, quotes, and data, and institutional branding guidelines. Any content deemed indecent, libelous, or objectionable will be rejected.

Risk Management Measures

- The Student Affairs Office will conduct a pre-publication review of all content to identify and mitigate potential risks, such as libel or copyright infringement.
- Supervisors will verify the authenticity and appropriateness of content submitted for publication.
- Emergency protocols will be established to address incidents involving misuse of learner-operated media, including immediate takedown of content and corrective actions.

Promoting Inclusivity and Diversity

- Learner publications will include diverse perspectives to ensure representation of cultural backgrounds, gender, and minority voices.
- The Student Affairs Office will design publications to be accessible to all readers, including students with disabilities.

6.12 Student Pub. and Media Policy V3

Monitoring and Review Mechanisms

•The Student Affairs Office and Research & Ethics Committee will conduct an annual review of learner publications to evaluate content accuracy, appropriateness, and compliance with institutional policies and ethical standards.
•Feedback will be collected from readers through surveys to improve the quality of publications.
•An annual report summarizing achievements, challenges, and areas for improvement in learner publications will be prepared and submitted to the Directors and IE Office.

6.13 Alumni Relations Policy

Policy Purpose, Scope & Statement

Purpose
The purpose is to get updated information about their employment status, the value of BAC 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 BAC.

Policy Statement
The College maintains Alumni relations through the Alumni Association coordinated by the Student Affairs Head and the Schools at BAC

Procedures

Alumni Network and Engagement:
The College Alumni Association facilitates opportunities for graduates to engage with current students, faculty, and industry professionals through events, workshops, and career fairs.
Alumni are encouraged to participate in mentorship programs to guide and support current students.

Contact Management:
The contact details of all alumni are collected, updated, and maintained in a secure database managed by the Alumni Association. This ensures regular communication and engagement with graduates.

Surveys and Feedback:
An annual survey is conducted to gather data on alumni employment status, industry opportunities, satisfaction with their learning experience at BAC, and suggestions for program improvement.
Survey results are analyzed to enhance the educational programs and services provided by BAC.

Career Development and Support:
•The Alumni Association collaborates with the Career Services Department to offer job placement assistance, resume-building workshops, and industry-specific training for graduates.
•Alumni are invited to participate in guest lectures, panel discussions, and networking events to share their expertise with current students.

Recognition and Celebrations:
BAC celebrates the achievements of its alumni through awards, newsletters, and social media spotlights, fostering a sense of pride and belonging.
Regular alumni reunions and gatherings are organized to maintain personal connections and strengthen ties with the institution.

Data Privacy and Security:
All alumni information is handled with strict confidentiality and used solely for communication and institutional purposes.

6.13 Alumni Relations Policy V3

6.14 Safeguarding Policy

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 V1

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

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 (BAC) 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. BAC 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 BAC. 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

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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 BAC 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 BAC 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 BAC 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 V2

6.15 Mitigating Circumstances Policy – Appendix 1

Acceptable Examples of Mitigating Circumstances

Acceptable Circumstances	Unacceptable Circumstances
• Significant illness or accident affecting the student • Bereavement - death of a close relative or significant other • Significant adverse personal or family circumstances (e.g. students with caring responsibilities) • Other significant exceptional factors that are outside the student's control or for which there is evidence of stress caused • 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 • Severe adverse weather, political unrest, or natural disaster	• Holidays or other events that were planned or could reasonably have been expected • Assessments that are scheduled close together or on the same day, or that clash due to incorrect registration by the student • Misreading the timetable for examinations or otherwise misunderstanding the requirements for assessment • Inadequate planning or time management • Last-minute or careless travel arrangements • Consequences of paid employment for full-time students • Exam stress or panic attacks not supported by medical evidence

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.

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6.15 Mitigating Circumstances Policy V2

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6.15 Mitigating Circumstances Policy – Appendix 2

Actions Following MC Application Submission

1. Accepted for referral to the Mitigating Circumstances Committee for a mitigation decision.	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).
2. Not Accepted or Rejected (with reasons provided).	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.
3. Referred to the MC Committee for a decision whether to accept or reject the mitigating circumstances.	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: 　Accept the reasons and evidence, and determine what mitigation to apply to the particular course(s) 　Reject the reason(s) and evidence, providing an explanation for the decision
4. MC Committee.	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. Note: This may include no requirement for mitigation dependent on the extent of impact.
5. Recommendation for mitigation to Exam Boards.	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.

Table 6.15-2: Actions Following MC Application Submission and unacceptable examples of Mitigating Circumstances

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.
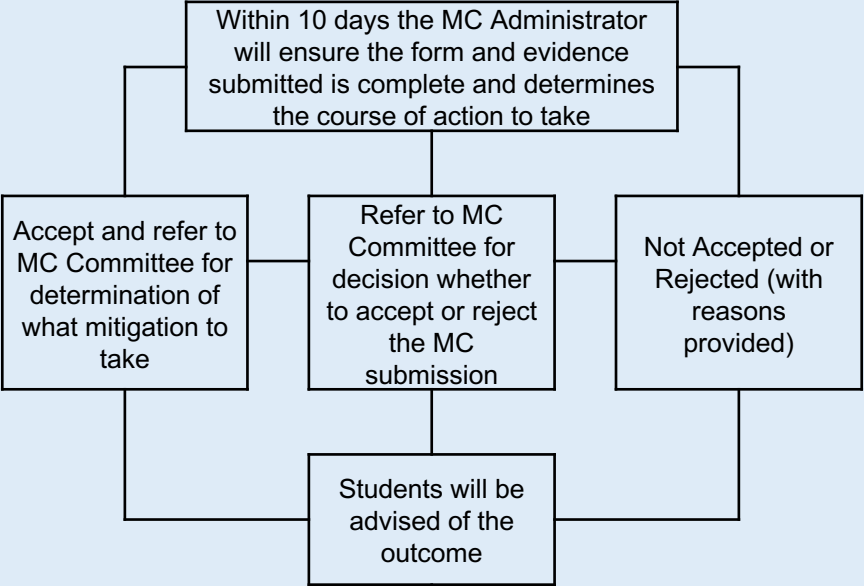
6.15 Mitigating Circumstances Policy – Appendix 3

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)
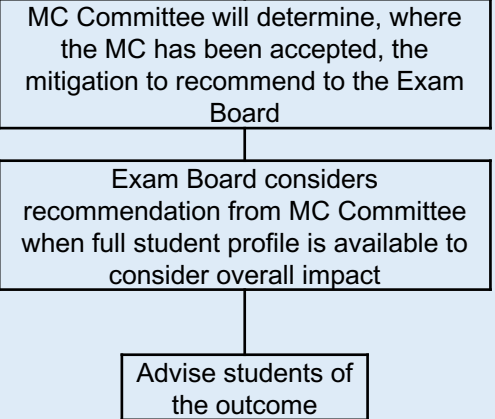
Stage One

Within 10 days the MC Administrator will ensure the form and evidence submitted is complete and determines the course of action to take

Accept and refer to MC Committee for determination of what mitigation to take

Refer to MC Committee for decision whether to accept or reject the MC submission

Not Accepted or Rejected (with reasons provided)

Students will be advised of the outcome

Stage Two

MC Committee will determine, where the MC has been accepted, the mitigation to recommend to the Exam Board

Exam Board considers recommendation from MC Committee when full student profile is available to consider overall impact

Advise students of the outcome

Figure 6.15-3: Flowchart & Notification Timeline

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Introduction

Office of Information and Communications Technology (ICTO) at the BAC is committed in providing comprehensive IT assistance and support to faculty, students and staff. These resources includes but not limited to Internet, computer hardware, software, telephones, e-mail, Printing resources, ID cards, Wired/Wireless internet access etc., This Manual overviews the Mission, Vision, and goals of the ICTO, and sets out relevant policies and procedures.

Mission

The ICTO will provide the highest quality technology-based services, in a cost-effective manner, to facilitate the BAC's mission to be achieved as it applies to the management, teaching, learning, research and administrative functions.

Vision

The ICTO will promote effective uses of information technology within the BAC through innovative applications. ICTO will provide effective strategic planning in the use of technology and a highly effective support system using reduced human resources. ICTO will also provide fast & reliable access to all information systems, and maintain highly effective, reliable, secure systems to support instructional, research and administrative functions.

Goals

- Provide effective technology support for audio/visual, computer, multimedia, voice, video, and web based applications and services at BAC.
- Promote the effective integration of technology into the mission through planning, procuring, training, consulting, and other support activities.
- Develop, enhance, and effectively manage the ICT infrastructure to provide secure, fast, reliable, and highly functional information technology resources.
- Facilitate security and integrity of electronic data while ensuring appropriate levels of access.
- Provide the necessary reliability and capability including periodical upgradation and management of broadband, Web-based technologies, telecommunications, software procurements at BAC in line with teaching and research requirements.

Definitions

Hw / Sw – Hardware / Software

ICT –Information and Communications Technology

ICTO –Information and Communications Technology Office

BAC – British Applied College, Umm Al Quwain

Computing Resources: All computers, systems, workstations, networks, networking equipment, peripheral devices, servers, and any other property attached to the BAC network. Includes all software, files, documents, and databases stored in BAC computing systems. It does not include equipment of Internet Service Providers and personal equipment owned by members or students of the BAC or the community who may use this equipment to access BAC and its computing resources.

Wireless Network: Local Area Network technology other than wired technology, including, but not limited to, technology that uses radio frequency spectrum, to connect computing devices to the BAC network infrastructure.

Access Point(s): Electronic hardware that serves as a common connection point for devices in a wireless network. An access point acts as a network hub that is used to connect segments of a LAN, using some means other than wired ports for access by multiple users of the wireless network.

Wireless Infrastructure: Wireless access points, antennas, cabling, power, and network hardware associated with the deployment of a wireless communications network.

Accounts: Email, Moodle, Online / Offline systems used to gain access to the teaching / learning /financial and communication resources owned and operated by BAC.

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Policy Statement

Access to BAC and its computing resources is a privilege granted on a presumption that every member of the BAC will exercise it responsibly. Because it is impossible to anticipate all the ways in which individuals can damage, interrupt, or misuse BAC computing facilities, this policy focuses on a few simple rules. These rules describe actions that users should avoid and the principles behind them. Each rule is followed by a list of examples of actions that would violate the rule.

Scope and Purpose

This policy applies to all students, faculty members, administration staff, and contractors. Purpose of this policy is to provide effective guidance for usage of computing resources within BAC.

Procedure

The ICTO will monitor and educate BAC users on proper usage of all computing resources, software and ICT infrastructure. If the ICTO observes someone engaging in activities that would seriously compromise the security or integrity of a system or network, e.g., unauthorized access, intrusions, break-ins, service or access denials, injecting viruses and Trojan horses, the ICTO may take immediate action to stop the threat or minimize the damage. This may include termination of processes, scanning for rogue programs, disconnection from a network, protecting and gathering evidences for an impending investigation, or temporary suspension of an account. Account suspensions must be reported immediately to the University Advisory Committee and later to the concerned person involved.

Responsibilities:

ICTO is granted the necessary authority to override or alter access controls, configurations, and passwords, which they should exercise with great care and integrity. ICTO manages all the BAC owned computing resources and supervises and administer the working policies of these computing resources.

Rules of use:

1) Use BAC Computing Resources consistently with the stated priorities. These priorities are set for the use of BAC computing resources:

   High: All educational, research and administrative purposes of BAC.
   Low: Other uses indirectly related to purposes that have an educational or research benefit, including news reading, Web browsing, chat sessions, and personal communications.
   Forbidden: Engaging in commercial activity not sanctioned by the BAC management; intentionally denying or interfering with any network resources, including spamming, jamming, crashing / physically damaging any computing resource; using or accessing any BAC computing resource, or reading or modifying files, without proper authorization;

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using the technology to in any way misrepresent or impersonate someone else; sending chain e-mails; violating UAE laws & BAC policies & procedures etc.,

2) Accounts should not be used for illegitimate purposes.

Your account username identifies you to the entire international Internet user community. You are held responsible for another person's actions in your account. If that person violates any policies, his or her actions will be traced back to your username and you may be held responsible. If you have a legitimate reason to give someone access, keep it strictly temporary, and change your password after that person finishes using your account. If someone else offers you the use of an account that you are not authorized to use, decline. If you discover someone's password, don't use it; report the access of the password to the owner or to the ICTO.

3) Honor the privacy of other users:

Respect the desire for privacy, and refrain from inspecting user's files, except in certain well defined cases by authorized ICT personnel who carry out standard administrative practices - e.g., ICT audit reports, statistical usage information, back-up of server data, cleaning up trash or temporary files, or searching for downloaded rogue programs/ applications do not represent violation of privacy.

a) Accessing the files of another user without explicit authorization from that user is not permitted.
b) Intercepting or monitoring any network communications not explicitly meant for you is prohibited.
c) Use of the systems to transmit personal or private information about individuals (unless you have explicit authorization from the individual) is not permitted. Distribution of such information without permission from those individuals is also disallowed.

d) Creating/installing programs that collect information about users are prohibited. BAC- computing resources are subject to the same guidelines for protection of privacy as any other information-gathering project. Users are not allowed to use BAC-computing resources to collect information about individual users without their consent. It is to be noted that most systems keep audit trails and usage logs (e.g., for ftp, login, object access etc.,); these are not secret and are considered normal part of system administration.

4) Don't impersonate any other person:

Using BAC computing resources to impersonate someone else is wrong and illegal. If you use someone else's account without their permission, you may be committing acts of fraud because the account owner's name will be attached to the transactions you have performed. If, you are using someone else's account with their approval, and you communicate with others, you should clearly identify yourself as doing so.

5) It goes without saying that the BAC computing resources should not be used to violate any of the UAE laws and BAC policies and procedures. Examples are given below to assist you to avoid inadvertent violations. This list is not comprehensive, in case of further questions, you may contact the ICTO.

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a) Don't violate copyright laws and licenses. Many programs and their documentation are owned by individual users or third parties and are protected by copyright and other laws, licenses, and contractual agreements. You must abide by these restrictions; to do otherwise may be illegal.

b) Don't extend the BAC ICT network without explicit permission from the ICTO. Unauthorized use of routers, switches, modems, signal boosters and other devices can impact the security and stability of the network.

c) Don't use BAC computing resources for unauthorized access on other computers, accounts, of other users or intentionally launch viruses, worms, Trojan horses, or other attacks on computers in the campus or elsewhere.

d) Do not perform unauthorized vulnerability scans on systems; such scanning is considered to be a hostile act.

e) Do not use BAC computing resources to harass or threaten others.

f) Do not use BAC computing resources to transmit or forward fraudulent messages.

g) Don't use BAC computing resources to transmit, store, display, download, print or intentionally receive obscene material, or to distribute such material to minors or anyone. All users of BAC   computing resources are subject to UAE law. Employees should also be aware of laws prohibiting the use of equipment to access, store, print or download sexually explicit material.

h) Bandwidth is precious and is required by the faculty for smooth functioning of online classes. BAC internet/intranet connection must not be used to download or stream music, videos or any unlicensed software.

6) Taking borrowed ICT equipment out of the country:

> Faculty / staff have to give a written application to the ICTO in advance for taking borrowed BAC ICT properties outside of the UAE. Once approved by the ICTO, it is the responsibility of the employee to bring the same back without damages.

Compliance

a) First Warning

The ICTO after consulting with the SAO, Academic Director / Director of Administration and Operations, will send a warning letter /email to the alleged perpetrator(s) of the improper use of BAC computing resources. This warning ensures that the alleged perpetrator(s) are aware that a policy violation may have occurred and that there was a complaint. It offers a chance to desist without having to admit guilt and a chance to secure their account against unauthorized use.

b) Second Warning

If there is a second offense from an account that already received a first-warning letter, the ICTO after consultation with SAO, Academic Director / Director of Administration and Operations, will issue a second warning and may require that the account holder attend an interview.

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The ICTO can and will recommend to authorize a temporary suspension of access to the user's account if the individual fails to attend the interview.

c) Disciplinary Procedures

If the previous TWO warnings do not convince the perpetrator(s) to desist, the matter will be turned over to the University Advisory Committee through formal channels to form an investigation committee. The ICTO will make available all the information and evidences it has on such cases to the investigation committee. Upon the review of the case, the Committee may recommend appropriate disciplinary actions to the University Advisory Committee.

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6.17 Computer Lab And Library Computer Usage Policy

Policy Statement

The ICTO intends to offer state of the art computer lab and software to assist with the academic operations.

Scope and Purpose

ICTO manages and maintains three computer labs including one in Library at the BAC premises. Computer Lab 1, 2 and the Library browsing center. This policy applies to all the ICTO managed computer labs for academic and administration purposes. This will ensure effective usage guidance for the computer labs in BAC.

Procedure

The ICTO will monitor and review computers, software and network infrastructure in the computer lab. Users concerns on hardware or software will be reviewed periodically. Equipment may be replaced and maintained - if required. The licensed software will be upgraded to keep in line with the requirement of different programs offered at BAC.

Rules of Use

The Computer Lab 1 has 14 high performance desktop computers and these are primarily used for conducting software based training sessions. Computer lab 2 contains 15 laptop computers which are stored in the Server room charging station cum cabinet. These lower-end laptops (i3 Processor) are pre-booked based on requirements. When the classes are not in session, students may use this lab#2 using their own laptops for class purposes. Gaming is not allowed in any of the BAC owned computers or labs.

Computer labs are open from 09:00 AM till 6:00 PM from Sunday through Thursday, and will be scheduled for classes on specific periods during which other students cannot use the lab. Software requirements for computer labs and faculty/staff computers are to be provided by the concerned department HOD in advance providing enough room and time for procurement process, installations and licensing. In the BAC library computer browsing center, 8 desktop computers available for library catalog searching and research purposes. The library computer lab is open from 10:00 AM till 6:00 PM, Sunday through Thursday (2-3 lunch break).

Rules to be followed in computer labs

- Food / drinks are strictly not permitted inside the computer labs.
- Installation of any other software which is not approved by the ICTO using CD, USB, LAN, internet, etc., is strictly prohibited.
- Reconfiguring the hardware configuration by unplugging the plugs and moving the hardware physically etc., is prohibited.
- Remember when there are too many files on the computer; it affects the performance of the PC. Students may notify the ICTO, if the performance of a computer is slower than it used to be. The ICTO will look into such issues.
- Downloading copyright protected Video, Audio, Pictures etc… from the internet to the computers are prohibited.
- Computer labs should be used for educational purpose only. No chatting / messaging is allowed during class hours.
- Installing or playing games, listening to streaming music, video etc are not allowed in the computer labs.
- Computer labs will be monitored at all times by CCTV surveillance system for protecting the ICT assets.

Policy Purpose, Scope & Statement

Purpose
This policy establishes the framework for the secure storage, backup, and recovery of all employee/employment-related data and learner records at British Applied College (BAC). It ensures compliance with data protection regulations, minimizes the risk of data loss, and supports operational continuity.

Scope
This policy applies to all academic units and administrative departments, including Construction and Built Environment (CBE), Engineering, Computing, Business, and any other operational units at BAC. It covers all forms of data storage, backup procedures, recovery strategies, and the role of the ICT department in supporting each unit.

Data Storage Systems

- **Cloud Storage:** BAC's secure Online OneDrive platform serves as the primary off-site storage location for critical data.

- **In-House Storage:** A file server with an 80TB NAS (Network Attached Storage) Box configured with a Redundant Array of Independent Disks (RAID) ensures high reliability and security for local data backup.

- **Access Control:** All systems are securely accessed through user login credentials and role-based permissions.

Backup Policy

BAC's backup policy ensures that critical data is regularly and securely backed up to prevent data loss and maintain operational continuity. Daily, weekly, and monthly backups are performed systematically, with primary backups stored on the secure OneDrive platform and secondary backups maintained on the NAS Box. Backup procedures are automated and monitored by the ICT department to ensure compliance with retention schedules. Data integrity checks are conducted regularly to ensure backups are complete and recoverable.

- **Frequency of Backups:**
  - **Daily Backup:**
    - Employee-related data (HR files, payroll records, and contracts).
    - BAC learner records, including academic progress and assessments.
  - **Weekly Backup:**
    - Departmental operational data.
    - Administrative records and reports.
    - Incremental backup of cloud and local storage to ensure continuity.
  - **Monthly Backup:**
    - Comprehensive full backup of all institutional data, including archived records.

- **Backup Locations:**
  - **Primary Backup:** Cloud storage via OneDrive.
  - **Secondary Backup:** On-site NAS Box.

- **Data Retention:**
  - Daily and weekly backups are retained for one month.
  - Monthly backups are retained for one year.
  - Data archiving solution are executed with trusted data archival solution providers.

▪ **Data Integrity Checks:**

To ensure the reliability and recoverability of backups, data integrity checks are performed as follows:

- **Daily**: Verification of critical backups to ensure no data corruption or loss.

- **Weekly**: Random sampling of backed-up files to test recoverability.

- **Monthly**: Comprehensive integrity audits, including hash verification and restoration tests, to confirm backup consistency.

These checks are logged and reviewed by the ICT department to identify and address potential issues promptly.

Recovery Policy

The recovery policy is designed to restore critical data promptly in the event of data loss, corruption, or system failure. The ICT department prioritizes minimizing downtime by adhering to predefined Recovery Time Objectives (RTOs) and Recovery Point Objectives (RPOs). A clear recovery process is followed, involving the verification of backups, restoration of data from OneDrive or the NAS Box, and thorough communication with stakeholders throughout the process. Regular disaster recovery drills are conducted to ensure the effectiveness of recovery protocols.

- **Recovery Objectives:**
  - **RTO (Recovery Time Objective):** Data restoration within 24 hours of a reported incident.
  - **RPO (Recovery Point Objective):** Minimize data loss to a maximum of 24 hours.

- **Recovery Process:**
  - Incident detection and logging by the ICT department.
  - Verification of the latest backup for affected data.
  - Restoration of data from cloud or NAS systems based on priority.
  - Communication to stakeholders upon completion.

ICT Department Support for Academic Units

The ICT department ensures continuous support to all academic units by:

- **Construction and Built Environment (CBE):**
  - Assisting with specialized design software installations, license management and updates (e.g., AutoCAD, Revit, 3D Studio Max, etc.,).
  - Managing digital submissions and assessments.

- **Engineering:**
  - Providing support for simulation tools and software such as Ansys, Solidworks etc.,
  - Ensuring secure storage of project and research data.

- **Computing:**
  - Maintaining programming environments and secure coding repositories.
  - Supporting virtual labs and cloud-based learning tools such as GNS3, Cisco Packet Tracer etc.
  - Supporting Hardware and Networking practical session and its demonstrations.

- **Business:**
  - o Assisting with management tools like ERP systems and financial analysis software.
  - o Ensuring secure access to case studies and research material in collaboration with Library and Learning Resources.

ICT Case Escalations

- **Initial Support:** Student trainees in the ICT support team are trained to handle first-level support for basic queries and troubleshooting.

- **Escalation to ICT Support Officer:** If the issue requires advanced troubleshooting or exceeds the trainee's capability, it is escalated to the ICT Support Officer.

- **Escalation to ICT Administrator:** For complex or critical issues that cannot be resolved by the ICT Support Officer, the case is escalated to the ICT Administrator for resolution.

Feedback Collection Mechanism

- After resolving an ICT-related issue, a simple survey will be shared to collect feedback from the affected stakeholders. The survey will measure satisfaction, identify areas for improvement, and ensure continuous course corrections in ICT support services.

- Survey results will be reviewed monthly by the ICT department to implement necessary improvements. Survey results will also be shared with the Office of Institutional Effectiveness (IE) to ensure alignment with compliance indicators and KPI markers.

Data Security Measures

- **Encryption:** All data in transit and at rest is encrypted using industry-standard protocols.

- **Access Control:** Role-based access ensures data security and minimizes unauthorized access.

- **Audit Logs:** Regular monitoring and logging of data access and changes.

Roles and Responsibilities

- **ICT Department:** Oversee the implementation and maintenance of data storage, backup, and recovery systems.

- **Academic Units:** Ensure timely submission of data for backups and report issues promptly.

- **HR Department:** Maintain and organize employee-related data.

Policy Review

This policy will be reviewed annually by the ICT department in consultation with academic and administrative units to ensure its effectiveness and compliance with evolving requirements.

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Policy Purpose, Scope & Statement

Purpose
The purpose of this policy is to ensure that all students have access to a secure and confidential process for reporting and resolving personal safety concerns. This policy aims to foster a safe and inclusive environment while outlining the steps for investigation, the roles of stakeholders, and the College's responsibilities.

Scope
This policy applies to all enrolled students at BAC and addresses personal safety concerns such as harassment, threats, unsafe conditions, and emergencies that impact a student's well-being.

Policy Statement
Students have the right to report personal safety concerns in a secure and confidential manner. This policy provides a structured process for reporting, investigating, and resolving these concerns effectively while maintaining confidentiality and fairness throughout the procedure.

Procedures

Complaint Submission
•A personal safety concern is submitted to the Health and Safety Officer or the Disciplinary and Grievance Committee (DGC) via:
- ❑ Email: Send a detailed report to the Health & Safety Officer at hs@BAC.ae.
- ❑ Submit a completed Student Special Request Form, available on the BAC website or in person at the Student Affairs Office.
- ❑ In-Person: Submit a written complaint at the Student Affairs Office.

•The Health & Safety Officer and Student Affairs Office keep the information confidential and communicate only to the concerned Directors (Academic, and Administration & Operations).
•The complaint must include a detailed description of the issue and supporting documentation, if applicable.

Role of the Disciplinary and Grievance Committee (DGC)

•The DGC is responsible for overseeing the investigation and resolution of complaints, ensuring compliance with institutional policies and promoting fairness and neutrality in resolving disputes.
•The committee comprises the DGC Chairperson (who leads the investigation process), faculty or staff members appointed for impartiality, and a student representative for cases involving academic or student concerns.
•All decisions are made collectively by the committee based on evidence and policy guidelines. Recommendations are approved by the Executive Dean.

Initial Review

•The DGC Chairperson or Health and Safety Officer reviews the concern to determine if it falls within the committee's scope and assesses the complexity and urgency of the matter.
•Valid concerns are formally acknowledged within 48 hours, and the investigation process begins.

Assigning Investigators

•An investigation team is appointed, which may consist of the Health and Safety Officer, SAO, the DGC Chairperson (if escalated to the DGC), and additional committee members as needed for specialized expertise.

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Fact-Finding Process

•Evidence is collected by gathering written statements from all involved parties, including the complainant, respondent, and witnesses.
•Relevant documents, emails, or institutional policies are reviewed.
•Physical or digital evidence related to the concern is obtained.
•Confidential interviews are arranged with relevant stakeholders to ensure neutrality, transparency, and respect during the questioning process.

Analysis of Findings

•The investigation team evaluates all evidence to validate the concern and identify potential breaches of policies, regulations, or ethical guidelines.
•A comprehensive report is prepared, summarizing findings, conclusions, and recommended actions.

Resolution Recommendation

•Based on the findings, the DGC or investigation team proposes corrective actions such as policy adjustments, disciplinary actions against individuals involved, or mediation and counseling services for affected parties.
•Recommendations are submitted to the DGC Chair for approval of any disciplinary measures.

Communication of Outcome

•Both the complainant and respondent are informed of the investigation outcome, including any actions taken, while maintaining strict confidentiality in all communications.

Follow-Up

•The Health and Safety Officer and the SAO monitors the implementation of corrective actions.
•Follow-up meetings with the complainant ensure the resolution's effectiveness and their continued safety.
•Additional resources, such as counseling services, are provided if needed.

Emergency Escalation

•If an immediate threat exists, the SAO or Health and Safety Officer or DGC will contact local law enforcement or emergency services.
•The Directors, Executive Dean and other relevant authorities will be notified for coordinated action.

Documentation

•All findings, actions, and resolutions are securely recorded in the grievance file.
•Records are retained for a minimum of five years for institutional learning and compliance.

This integrated policy ensures that personal safety concerns are addressed systematically and effectively, leveraging the roles and responsibilities of the Disciplinary and Grievance Committee (DGC), SAO and the Health and Safety Officer.

6.19 Personal Safety Concerns Policy V1

Policy Statement

The ICTO intends to offer state of the art digital platforms to assist with the administrative and academic operations of the College.

Scope and Purpose

This policy applies to all students, academic, administration staff and contracted workers. The purpose of this policy is to provide the College community with guidance on operating and maintaining Computing resources and Digital Platforms.

Procedure

The ICTO will monitor and review all computing resources and digital platforms. Different departments at BAC operate computers and networks to support their missions. This policy will ensure that all the digital platforms, servers, computers etc., owned and operated by the college is kept updated.

BAC E-mail and Moodle Learning Management System (LMS):

- BAC uses the Microsoft Azure based e-mail system. All BAC faculty, staff, and students are given an account on this system for sending and receiving of e-mails. By using its Web interface, (www.outlook.com) this system allows the authorized individual to access his/her e-mail from where there is an active Internet connection and a compatible web browser.
- BAC email system offers free licenses for Office 365 and 100 GB (One drive) storage space for each of its authorized user.
- Emails to college operated email distribution lists will be wither pre-approved for appropriate groups for academic and administration HOD's by the ICTO. Other group messages will be approved on a case to case basis after confirmation with the sender. This will help prevent group reply messages from the recipient or accidentally sending email messages from being sent to the mailing distribution lists.

- The Moodle Learning Management System (LMS) is extensively used by faculty members and students for study materials, attendance management and assignment submissions.
- Induction is provided for faculty /staff members and students on how to use these digital platforms
- Login ID and Password from the ICTO Once the login credentials are provided, one may visit **www.outlook.com** for activating their email ID. **moodle.acuq.ae/moodle** is used for accessing and operating the Moodle LMS account. Follow the instructions provided in the activation guide to activate the Digital Platform accounts.

Computing resources and Digital Platforms

BAC e-mail, electronic files etc., maintained on the equipment and personal Web pages are part of a unique electronic information environment. This environment creates privacy issues that involve UAE laws as well as all the relevant BAC Policies and procedures.

- Most systems have public directories for temporary files. Examples are print spoolers, system-wide Web caches, and cookies used by websites, apps, document editors etc., The temporary

6.20 BAC Computing Resources And Digital Platforms V1

files stored in these directories are usually restricted to being readable only by the owner. To protect privacy and prevent these directories from overflowing, system administrators empty them regularly. One should never count on these files surviving after he/she logs out from the computer.

- The ICTO reserves the right, to the fullest extent permitted by law, to inspect user files and communications for the purposes of investigating allegations of illegal activity, violations of BAC policies, or to protect the integrity and safety of its systems.

- It is the responsibility of each BAC computing resource user to take regular backup of their respective computer data onto a USB drive / One drive. ICTO recommends BAC users to take routine data backups to avoid data loss, in case of a hardware failure.

- E-mails can be easily forwarded to a multitude of recipients and may be altered. Intruders to the network may be able to bypass your password protection. Mail undelivered for any reason may be copied to the mailbox of a "postmaster" on the sender or recipient computers. Similarly the ICTO may get automatic notifications based on the spam settings of all suspicious activities with the actual email content appended to such notifications. For all of these reasons and others, one's expectations of privacy concerning e-mail and electronic files should take these realities into account.

- No user may intentionally read personal files, including those stored in e-mails, without the owner's consent. In the event of a lawful investigation of misconduct, law enforcement officials and college officials involved in the investigation may inspect user files and communications.

College Website / Social Media accounts etc.

- BAC official Web pages and social media pages may contain public information about BAC offerings, programs, and promises to students and the concerned audience. These pages project the public identity of the college and are its first electronic point of contact with the general public, students, parents, and employers. The college exercises editorial control over the content of its official Web pages.

Personal Web pages and Social Media Accounts

- BAC is not responsible for information, including photographic images, published on or accessible through independent personal web pages, including Social media accounts. The individual creating or maintaining such personal Web pages /accounts may be held criminally or civilly liable for the materials posted on such Web sites. For example, an individual who posts obscene material may be subject to criminal prosecution and an individual who posts copyrighted material might be liable to the owner of the copyrighted material under copyright law.

6.20 BAC Computing Resources And Digital Platforms V1

- Personal Web pages and social media pages contain the personal expression of their creators. The contents, including link identifiers, of these pages include academic subjects, hobbies, religion, art, and politics, as well as materials that some viewers may find offensive. Neither the contents nor the link identifiers are reviewed or endorsed by BAC.

- The College will investigate all complaints involving personal Web pages and will remove or block material or links to material that violate United Arab Emirates or The Umm Al Quwain Free Trade zone law or the college policy.

6.20 BAC Computing Resources And Digital Platforms V1

6.21 BAC Identity Cards Policy

Policy Statement

The ICTO will issue ID cards to all the Students, Faculty and Staff members of BAC

Scope and Purpose

This policy applies to all students, academic administration staff. The purpose of this policy is to provide ID cards for all the employees and students.

Procedure

BAC ID cards will be issued to all faculty, students and staff members by an ICTO trained staff member. For issuing identity cards, faculty, students and staff will provide the following details to the Registrations (for students) / HR & Administration department (for faculty & staff). After processing the information the same will be forwarded to the ICTO for ID cards.

   a) Full name of the student, faculty or staff
   b) ID number
   c) One scanned / hard copy of recent color Passport size photograph
   d) Visa information (Visa number, Visa expiry date)

The identity cards (with Barcode) may be used for borrowing library books, and for identity proof outside and inside the BAC. ID card printer and its software will be operated by ICTO trained personnel because the ID card machine comes with a proprietary software and a hardware dongle key which must be handled by the ICT representative. ID card data will be processed by Admissions / Registrations department for students and by the HR department for faculty and staff members. ID card design, barcode settings, order, service and replacement of ribbons, RFID card configuration, card alignment settings, calibration, printer head cleaning etc., are technical in nature and will be performed by the ICTO.

6.21 BAC Identity Cards (ID CARDS) V1

Policy Statement

The ICTO will ensure the security of the BAC wireless network infrastructure.

Scope and Purpose

This policy applies to all students, academic, administration staff, contractors etc., The purpose of this policy is to ensure wireless standards and security within all the college owned and operated premises.

Procedure

A secure and reliable Wireless network is a critical component of the BAC ICT infrastructure. While wireless networking devices can be useful tools for enhancing productivity and convenience, they can also negatively impact the availability and security of the network if improperly connected or administered. This section defines the roles and responsibilities of the ICTO and the BAC user community with respect to planning, deploying, and managing and general usage of wireless technology. Wireless Network Policy applies to all the BAC students, faculty, staff, visitors, including conference participants, members of organizations, and contractors. The policy applies to persons participating in or supporting any activity in any academic and operational buildings, and offices of BAC owned and leased.

Wireless users must follow all provisions stated in computer usage policy. Wireless access points must abide by all local laws, rules or regulations pertaining to wireless networks. The location of all wireless access points must be registered with the ICTO.

Deployment by Students

Students are not permitted to connect wireless access points to the network, unless they are working under the direction of ICTO.

Interference

Wireless networking technology uses unlicensed RF frequency bands to create small interconnected local mesh networks. Since unrelated devices such as cordless telephones, wireless audio speakers, and even microwave ovens may also use these same frequency bands, the potential for disruption of service exists when multiple devices are placed in close proximity to one another. Interference or disruption of other authorized devices that result from the intentional or incidental misuse of wireless network radio frequency spectrum is prohibited.

Students / guests will be provided with separate Wi Fi connection and passwords. BAC employees will have a separate, secure Wi Fi access to local network, print devices, server(s) etc., Wireless access will be scheduled to operate between 8:00 AM to 8:00 PM on all working days and the network will be scheduled to automatically turn off and save power during weekends. If someone needs the network connection on weekends, they may either use a cable to connect to the network or request the ICTO for enabling the wireless network for such dates in advance.

6.22 Wireless Network Policy V1

Student / Guest wireless will be auto-disabled during weekends and after college working hours. The BAC Wi-Fi signal strength will be regulated in different areas based on traffic / load.

In the event that a wireless device interferes with other equipment, ICTO will work with the affected areas to resolve the interference.

Security Requirements

Improperly secured wireless access points can compromise the security and performance of the network, providing easy access for intruders to steal passwords, destroy data, and use network and Internet resources for unauthorized purposes. ICTO will ensure that wireless networking devices must, at a minimum, follow basic security practices.

a) The default administrative password for a wireless access point shall be changed to a non-trivial string.

b) Encryption is enabled on all wireless access points. Encryption provides a minimal level of protection only, and not to be relied upon as protection against intrusion or data theft.

c) All the laptop / desktop computers using the wireless access points must install updated antivirus software in their computers.

Disconnect Authorization

Any wireless network that poses a security threat may be disconnected from the backbone network. If a serious security breach is in process, ICTO may disconnect the network immediately and will do the necessary measures to fix the same. ICTO has the authority to disconnect any wireless network from the network backbone whose traffic violates practices set forth in this policy, the responsible use of computing resources policy. It is the responsibility of the student, faculty and staff to be knowledgeable regarding the provisions of these policies.

Compliance

ICTO is authorized to take whatever reasonable steps that are necessary to ensure compliance with this, and other network related policies that are designed to protect the integrity and security of the network backbone. After taking such steps, the same will be recorded and reported to the department head for the records and corrective actions.

6.22 Wireless Network Policy V1

6.23 Print, Copy And Scan Policy

Policy Statement

The College printers are managed by the ICTO to ensure that print, copy and scan functions are not interrupted for the different departments. Access levels are defined on the network printer/scanner for efficient utilization of print resources. One heavy duty color network printer is placed in the Library for ease pf access and print costs are set for students as an extended service.

Scope and Purpose

This policy applies to students, faculty and administrative staff members. The purpose is to ensure maintenance of print/scan resources within the college premises.

Procedure

The printers are important pieces of support equipment and must be used properly. It is not cost-effective to send a print command for several hundred color copies of a document. Not only it is costly, but also it denies the use of the printing equipment to others, and will produce excessive load on the printer. Please follow the network printing policy outlined by the hereunder.

- Print / copy user accounts are defined by the ICTO and handed over to faculty and staff members upon joining BAC
- Print jobs will have a higher priority set for administrative and academic department heads
- Every user will have a print account that will record the number of print, copy & scan operations done. This is for statistical purposes and for estimating the required number of consumables like paper and toner cartridges for each semester.
- For most of the faculty and staff members, the color print privilege will not be enabled by default and the same can be done based on HOD approved requests- on a case to case basis.

- Marketing department will always have color printing privilege set as default for printing sample flyers and marketing materials.
- Library department will support ICTO in printing and collecting the required amount from the students who do not have printing privileges
- Color printouts for students are charged @ AED-0.50 fils per A4 page and AED 2.00 per A3 page - assuming that the color content will only cover less than 30% of the page. If it exceeds the prescribed percentage the ICTO / Library may charge double the amount mentioned above.
- The collected amount and the student ID numbers must be logged into a copy/print logbook. The amount will be handed over to the Accounts department with the logbook copy - when the collected amount reaches/exceeds AED-50/-

6.23 Print, Copy And Scan Policy V1

7- Student Grievance and Appeals Policy

British Applied College
Umm Al Quwain, UAE

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.
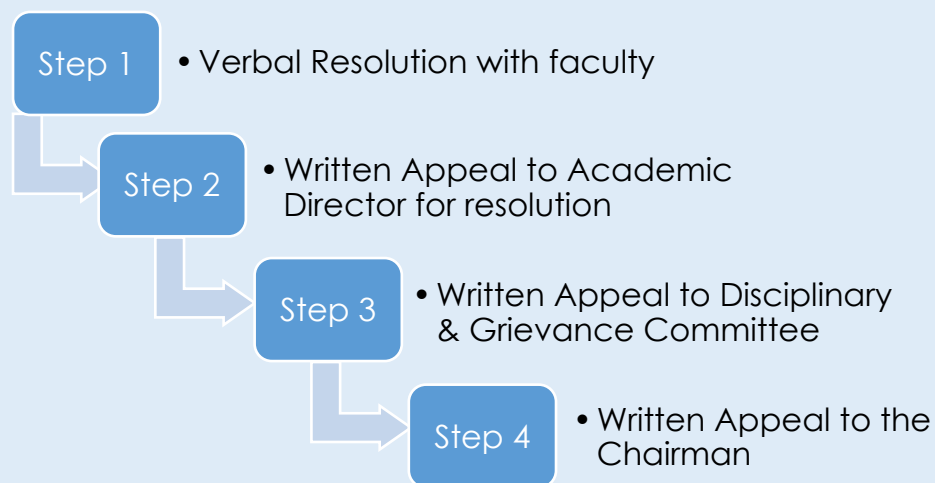
7.1a Student Griev. and Appeal Policy V3

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Figure 7.1a-1: Flowchart summarizing Procedures for Student Grievances and Appeal

Step 1 — • Verbal Resolution with faculty
Step 2 — • Written Appeal to Academic Director for resolution
Step 3 — • Written Appeal to Disciplinary & Grievance Committee
Step 4 — • Written Appeal to the Chairman

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.

Grievance and Appeals Framework Procedures

•Students will submit grievances in writing to the Student Affairs Office or through the online portal, providing specific details, evidence, and any previous attempts at resolution.
•The Student Affairs Office will acknowledge complaints within 48 hours of receipt.
•An independent investigation team will be assigned to collect evidence, gather statements, and conduct confidential interviews with all involved parties.
•A formal resolution will be communicated to the complainant within 10 working days.
•Unresolved grievances may be escalated to the University Advisory Committee within seven working days. The Committee will issue a final decision within 10 working days.

Monitoring and Reporting

•The Student Affairs Office will maintain a secure database of all grievances and appeals, including their resolutions.
•Annual reviews will be conducted to identify trends, common issues, and areas for improvement.
•An annual report summarizing grievance type, resolutions and recommendations will be prepared and submitted to the Directors, IE Office, and Executive Dean for review and actions in the University Advisory Committee.

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

7.1a Student Griev. And Appeal Policy V3

7.1b Academic Grievance and Grade Appeal Policy

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 BAC'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

a. An **Academic decision** is a determination made by BAC in accordance with academic policies and procedures.
b. The **Academic judgement** is a 'judgement that is made about a matter where only the opinion of an academic expert is sufficient'
c. An **Assessment Board** is the board with authority to approve grades and certification or award.

d. 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.
e. 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.
f. 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

a. 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.

b. 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 Acad. Griev. and Grade App. Policy V2

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 Acad. Griev. and Grade App. Policy V2

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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.
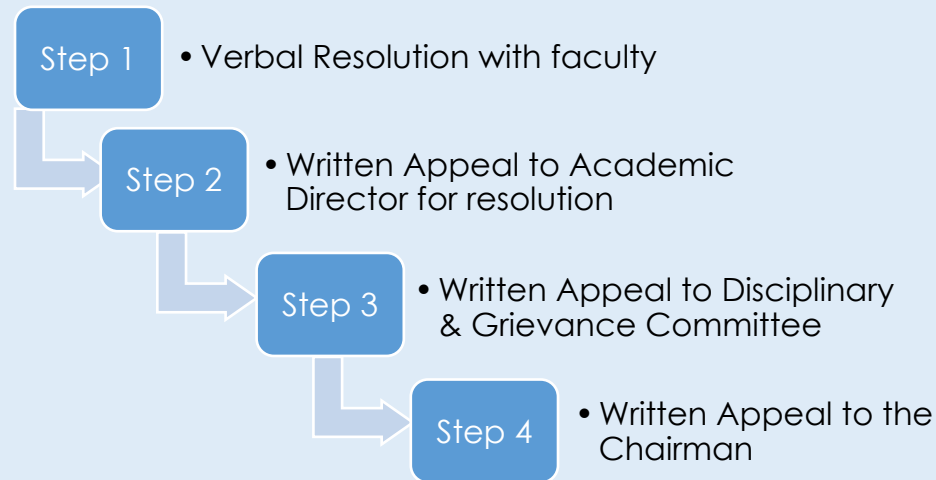
Step 1 • Verbal Resolution with faculty

Step 2 • Written Appeal to Academic Director for resolution

Step 3 • Written Appeal to Disciplinary & Grievance Committee

Step 4 • Written Appeal to the Chairman

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.

7.1b Acad. Griev. and Grade App. Policy **V2**

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The Special Request Form should include the names of all students, including their BAC 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 Affair's Office is deemed to be frivolous or vexatious, Student Affair's 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 Affair's 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 Acad. Griev. and Grade App. Policy V2

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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 Affair's 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 Affair's Office will process the Academic Appeal based on the available documentation.

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f. Student Affair's 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 Affair's 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 Affair's Office within 5 days.

c. The Student Affair's 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 Affair's 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 Affair's 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 Affair's Office on request. Where an extension is granted, the Student Affair's 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 Affair's 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.

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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 Affair's Office. Within five working days of receipt of the 'Report', the Student Affair's 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 Affair's Office within five working days from the issue date of the letter from the Chair of the Academic Committee.

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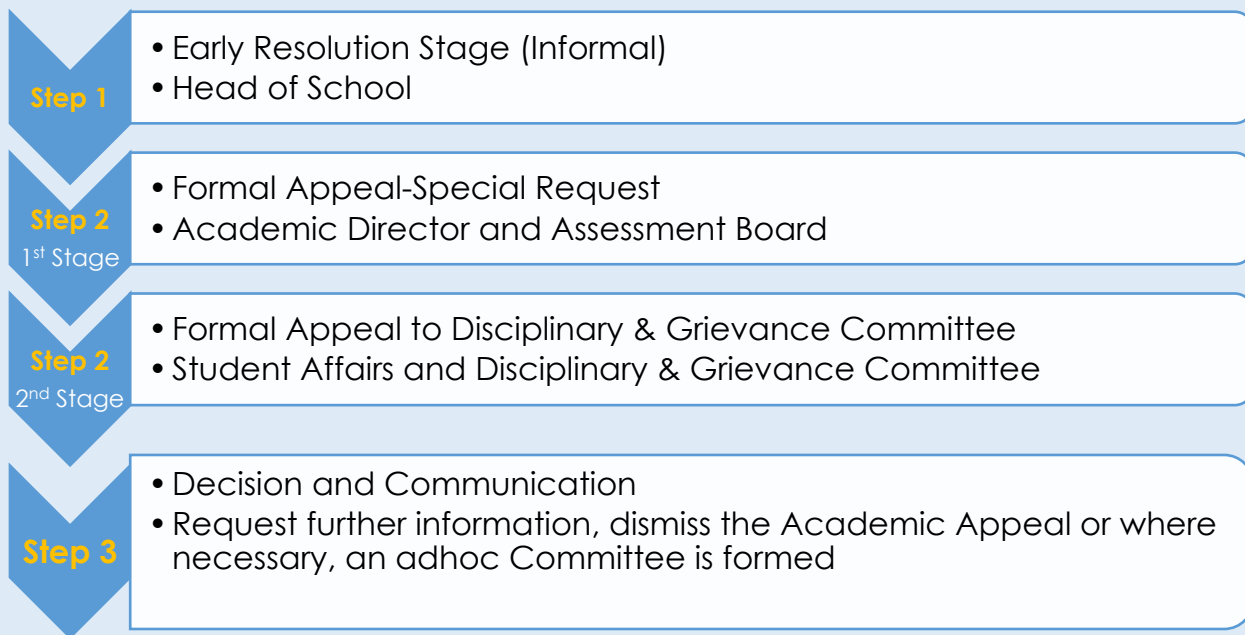| Step 1	• Early Resolution Stage (Informal) • Head of School
Step 2 1st Stage	• Formal Appeal-Special Request • Academic Director and Assessment Board
Step 2 2nd Stage	• Formal Appeal to Disciplinary & Grievance Committee • Student Affairs and Disciplinary & Grievance Committee
Step 3	• Decision and Communication • Request further information, dismiss the Academic Appeal or where necessary, an adhoc Committee is formed

Figure 7.1b-2: Flowchart summarizing Procedures for Grade Appeal Reconsideration

Procedures for the Hearing of the Committee for Appeal

a. 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.

b. 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 Affair's 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.

c. 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 Affair's Office, and the decision will be at the discretion of the Chair.

d. 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.

e. 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.

f. At least 5 days prior to the Hearing, the student and the Chair of the relevant Assessment Board should confirm, to Student Affair's Office, the names of those who will be attending.

g. 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 Affair's 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.

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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

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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 Affair's 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 Affair's 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 Affair's 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 Affair's 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

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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 Affair's 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 conducing 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 Affair's 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 Holt 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 Affair's 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 Acad. Griev. and Grade App. Policy V2

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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 Affair's Office.
2. Staff in Student Affair's 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 BAC Appeals Policy, can appeal to Pearson. Such appeals are received and processed as per the Appeals Procedures of Pearson.

Students studying HND with BAC 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)

7.1b Acad. Griev. and Grade App. Policy **V2**

8- Student Services & Facilities

British Applied College
Umm Al Quwain, UAE

Policy Purpose, Scope & Statement

Purpose
The purpose is to plan and establish students' activities in BAC 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 BAC plans schedules and establishes student development activities, and organize co-curricular activities coordinating with the Schools at BAC 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 BAC 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 BAC 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 BAC.

Social and Cultural Activities
- Student Affairs will organize, implement, and supervise social, cultural, and entertainment programs for students at the College. Its main objective will be to help students to develop their interests and abilities, and practice their hobbies through assorted programs and activities.

- The College believes these extracurricular activities promote personal development and enhance social skills. It plans to help students develop their many talents and abilities, and use of their leisure time constructively by forming student cultural and scientific clubs or groups.
- The College also encourages students to meet each other in the friendly atmosphere of its surroundings. Almost every academic department has a student society or club, the purpose of which is to unite students and have them participate to accomplish a set of academic objectives that enrich student life. To this end, the Schools at BAC organize lectures, present book and cultural exhibits, celebrate national occasions, and support intramural sports activities.

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 BAC 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.

8.1 Students Activities Policy V3

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Student-Led Activities: Supervision and Risk Management

Risk Management and Safety Measures

- The Health & Safety Officer will conduct risk assessments before all activities to identify and mitigate potential hazards.
- The Health & Safety Officer will develop and share emergency response plans for each event, ensuring first aid and safety protocols are in place.
- The SAO will obtain permissions and agreements for on-campus and off-campus activities, ensuring third-party compliance with safety and liability standards from relevant authorities.

Inclusivity and Accessibility

- The SAO will ensure accessible venues, interpreters, and assistive tools for students with disabilities.
- The SAO will incorporate multicultural events and promote equal participation for all students.

Feedback and Continuous Improvement

- The SAO will collect anonymous feedback through surveys or focus groups to evaluate activities.
- The SAO will use the feedback to refine future activities for better engagement and inclusivity.

Measuring Outcomes

- The SAO will track KPIs, including the number of participants, activity diversity, and student-reported benefits.
- The SAO will prepare an annual report detailing participation rates, outcomes, challenges, and recommendations for improvement.

8.1 Students Activities Policy V3

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

Membership
All BAC students are eligible to be a member of the SC. Student membership ends once the SC term is over or when a student is no longer enrolled in the College.

Objectives
The Student Council aims to:
- Coordinate between students and the College administration
- Advocate for the academic and non-academic needs of the students
- Contribute to College policies to serve the students better
- Promote and be models of ethical behavior and student integrity
- Assist in organizing and promoting student activities and clubs in collaboration with the Student Affairs Office (SAO)
- Achieve harmony and assure that no student is discriminated against with regard to gender, nationality, ethnicity, religion, age, etc. (see the Student Handbook)

General Duties and Responsibilities
- Create activities and services that are beneficial to students
- Develop an agreed minimum number of events each academic year that includes at least one social event, one educational event, and one charitable event (in coordination with the SAO)
- Submit a register of Student Council members to the Student Affairs Office (SAO) and ensure that their contact details are up-to-date and available to all students and the SAO

- Collaborate with other student groups and forums to improve communication and collaboration between students in every department
- Report to and coordinate with the SAO on student issues
- Adhere to the policies and procedures of the College as applicable

Structure
The Student Council consists of eight members. All members are elected through general elections by the students.

SC Members consist of the following:
1. President
2. Vice-President
3. Secretary (or Administrative Assistant)
4. Treasurer (or Finance Coordinator)
5. Freshman (Level 3) Representative
6. Sophomore (Level 4) Representative
7. Junior (Level 5) Representative
8. Senior (Level 6) Representative

Specific Duties and Responsibilities

President
- The representative and spokesperson for the SC and students
- Act as the main point of contact between the SC and the SAO
- Serve as the representative for any issues related to academic and nonacademic programs or events
- The President and the Finance Coordinator are in charge of planning the annual SC budget and allocation of funds

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8.2 Student Council Policy V3

- Subcommittees are needed for programs and events; the President forms the needed committees for any project in coordination with the SAO
- The President has full administrative authority to supervise the functions of elected SC members and to chair SC meetings
- Assess resources and financial allocation, and strengthen coordination and collaboration between the students, faculty, and staff of the College

Vice-President
- Assists the President in carrying out SC-related tasks
- Assumes the role of the President if the President is absent or in emergencies
- Attends most of the SC meetings with the President
- Serves as the first point of contact for students on any non-academic problems and coordinates them with the SAO
- Tracks the progress and completion of academic and non-academic SC projects
- Coordinates and ensures all SC projects are completed on-time and in a wellorganized manner
- Leads SC meetings in the absence of the President

Secretary (Administrative Assistant)
- Creates agendas and records meeting minutes for all SC meetings
- Distributes meeting minutes to the SC for approval
- Shares copies of meeting minutes with the SAO
- Maintains attendance records and assists the President and Vice-President to ensure proficiency in SC operations and equal contribution from SC members
- Communicates all official information to SC members through the Secretary (Administrative Assistant)
- Manages SC email and all other communications
- Responsible for all SC documents and related files
- Stores and certifies documents through the Secretary (Administrative
- Assistant)
- In coordination with the Vice-President, finalizes proposals and reports related to SC programs and events, which are then communicated to the SAO

Treasurer (Finance Coordinator)
- Manages all funds received by the SC
- Collects, manages, and distributes funds related to any SC programs, events, and activities
- Prepares financial records, documents, and reports
- Coordinates and communicates annual SC budget allocations with the SAO

SC Representative
- Communicates ideas and suggestions from students to the SC
- Attends all SC meetings when required
- Conveys matters on behalf of students to the SC
- Reports any student concerns or issues to the appropriate SC member
- Manages committees for any projects, events, or activities organized by the SC
- Volunteers when needed by the SC and SAO

Term of Office

- All SC members hold office for the duration of the full academic year in which they were elected.
- Re-election to the same position on the SC is permitted once per academic programme. Students who have served on the Council can be nominated for positions other than those in which they have served.
- Student Council elections will be organized by the SAO and held at the end of every spring semester.

8.2 Student Council Policy V3

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Removal from the Student Council
- A member of the SC can be removed from office before the end of term for any of the following reasons:
- Misuse of an SC position
- Missing two or more SC meetings without notice or valid reason
- Subject of a disciplinary action that results in suspension or expulsion from the College
- Confidentiality agreement violation
- Failing to accomplish the duties required by the position

Election of Student Council Members

General Procedures
At the end of each academic year (spring semester), all SC positions are elected to serve in the following academic year. The method of election is done through electronic voting. The time frame for voting will be made public one week before the day of voting. BAC credentials of each student are required to vote.

Candidacy-General Eligibility
To be eligible to run for a post on the Student Council, a student must satisfy the following conditions:

- Be a member of the student body
- Maintain good academic standing
- Complete at least two semesters at the College
- Have no academic integrity or student code of conduct violation
- (before, during, or after the elections)

Any student who has been suspended for cause by due process from a previous position on the Student Council is ineligible to apply for any position. A student may only apply for one post during each election. Students may run an unlimited number of times over their stay at the College.

Campaigning
The following campaign methods include (but are not limited to):
- Personal conversations for the purpose of promoting a candidate
- Public announcements (posters, flyers, handouts, or any other promotional methods or materials)
- Candidates may campaign during the election period. Campaign materials, activities and their use must be approved by the Student Affairs Office

The duration and dates for campaigns are decided by the Student Affairs Office. No campaign related materials will appear before the beginning of the designated campaign period. Violations of this rule will result in candidate disqualification.

Debates
Candidates who nominate themselves must participate in a debate with the other candidates for that post. The debate will be public, and anyone may ask questions of the candidates on any relevant topic.

Voting
- The election is hosted on a secure online platform
- Students must login to the election platform using their BAC credentials to cast their votes
- Incomplete ballots are permitted (for example, a student may wish to vote only for the Presidency, and not for any other post); however, that student may not go back later to add to or amend the vote
- Students should only vote for one candidate per post
- Candidates may vote for themselves

8.2 Student Council Policy V3

Language
The language of the SC is English. All official business and all SC resolutions must be in English.

Student Council Pledge and Contract
Newly elected Student Council members take a pledge and endorse the script written by the Student Affairs Office in the presence of the Faculty, Staff, all SC members, and the student body. This will take place one week after official election results have been announced.

All members of the SC sign a contract as soon as they are elected. This clause is considered an enacted lawful document. At the bottom of the document, signatories add their full name as it appears on the Banner, the SC position held, the date the document was signed, and their signature.
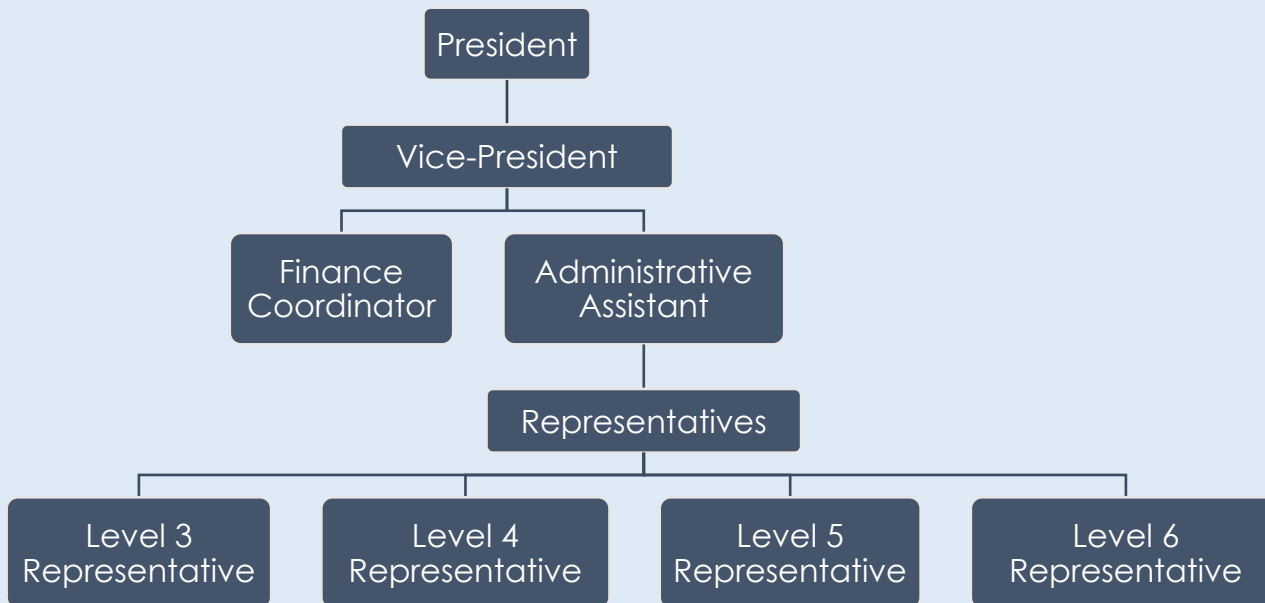

Figure 8.2-1: Student Council Organization Chart

Student-Led Activities: Supervision and Risk Management

Supervision of Student-Led Activities

•The Student Affairs Office will approve all proposed events to ensure alignment with BAC values and safety standards.
•Trained faculty or staff will supervise all student-led activities to monitor safety and provide support during the event.

Risk Management for Student-Led Events

•The Student Affairs Office will conduct risk assessments for fundraisers, workshops, and off-campus initiatives.
•Health and Safety Officer will ensure risk assessment and emergency plans will be developed, and event organizers will be briefed on safety protocols.

Inclusivity and Accessibility
•The Student Affairs Office will ensure equal opportunities for all students to participate in Student Council-led initiatives.
•Culturally enriching events will be organized to promote diversity and inclusion.

8.2 Student Council Policy V3

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Feedback and Reporting Mechanisms

•The Student Affairs Office will gather participant feedback through surveys to assess the effectiveness of student-led activities.
•The Student Council will submit an annual report to the Student Affairs Office summarizing events conducted, participation rates, outcomes achieved, challenges faced, and recommendations for improvement.

8.2 Student Council Policy **V3**

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Policy Purpose, Scope & Statement

Purpose
The purpose of this policy is to ensure laundry services provided to students are clean, safe, efficient, and meet health and hygiene standards. (Applicable only if housing provided by BAC in future)

Scope
This policy applies to all student accommodation facilities for male, female, and People of Determination in compliance with UAE health and safety regulations.

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

- The College does not currently provide student housing. The Student Affairs Office will manage any future student housing programs.

Service Details

- **Facilities Provided:**
  - ❑ Designated laundry rooms equipped with washing machines, dryers, and ironing facilities for student use.
  - ❑ Separate and exclusive laundry areas for male and female residents to ensure privacy and cultural considerations.
  - ❑ Special assistance for People of Determination, such as accessible machines, assistance from staff, or tailored laundry services.
- **Operating Hours:**
  - ❑ Laundry rooms will operate daily from 7:00 AM to 10:00 PM.
- **Laundry Rules:**
  - ❑ Students must use machines responsibly and adhere to the operational guidelines displayed in the laundry rooms.
  - ❑ Use only approved detergents and cleaning materials to ensure machine longevity and safety.
  - ❑ Clothes must be removed from machines promptly to maintain availability for others.
  - ❑ Misuse of machines or tampering with equipment is strictly prohibited.

- **Hygiene and Maintenance**
  - ❑ Machines and equipment will be sanitized weekly by trained staff to ensure compliance with hygiene standards.
  - ❑ Regular inspections will be conducted to ensure machines are functioning properly.
  - ❑ Students are required to report malfunctioning machines or cleanliness issues immediately to the facilities team.
- **Monitoring and Support**
  - ❑ Staff will regularly monitor laundry usage to prevent misuse and ensure fair access to all residents.
  - ❑ Support staff will provide additional laundry assistance to People of Determination, where needed.

Hygiene Standards
To ensure a clean and healthy living environment, the following hygiene standards are maintained in student housing facilities:

General Housekeeping: Professional cleaning services are employed to clean common areas, including lounges, corridors, restrooms, and kitchens, on a daily basis. Student rooms are cleaned weekly or as per the scheduled maintenance program

Catering Hygiene: Food preparation areas adhere to the highest food safety standards in compliance with UAE Food Code regulations. Kitchen staff are trained in hygiene practices, including personal protective equipment (PPE) use and proper handwashing techniques.

8.3 Residential Life Policy V3

All utensils, cutlery, and cooking equipment undergo daily sanitization using approved disinfectants. .

Laundry Facilities: Laundry equipment (washing machines and dryers) is cleaned and disinfected regularly to ensure hygiene. Students are provided with guidelines for using laundry facilities responsibly, including washing their personal items at appropriate temperatures to maintain cleanliness.

Waste Management: Garbage is collected daily, and waste bins are disinfected regularly. Recycling protocols are encouraged to promote environmental sustainability.

Periodic Inspections
To maintain high-quality housing standards, periodic inspections are carried out by the Health and Safety Team and Residential Management:

 Room and Facility Inspections: Regular inspections of individual rooms and common areas are conducted to identify and resolve cleanliness issues, damages, or maintenance needs. Students are encouraged to report maintenance issues promptly through the housing support portal.

Catering Inspections: Food preparation and dining areas undergo periodic health and safety inspections to ensure compliance with hygiene standards. Unscheduled inspections may be conducted to monitor the quality and safety of food services.

Laundry and Hygiene Audits: Laundry facilities and equipment are inspected for proper functioning, safety, and hygiene adherence. Reports are generated to identify areas needing improvement.

Health and Safety Compliance Checks: Regular inspections of fire safety systems, emergency exits, and ventilation systems are performed to ensure compliance with UAE regulations. Safety teams ensure proper signage and functioning of emergency response equipment.

Quality Control Processes
BAC implements stringent quality control measures to ensure housing facilities and associated services meet high standards of safety, comfort, and hygiene.

Performance Monitoring: Monthly performance reviews of catering, laundry, and cleaning services are conducted to ensure service providers meet predefined quality benchmarks. Feedback from students is actively sought to improve service quality and address concerns promptly.

Health and Safety Standards Compliance: Housing facilities comply with UAE Ministry of Health guidelines and Environmental Health and Safety (EHS) protocols. Contractors and service providers are audited for compliance with BAC's health and hygiene requirements.

Health Services
To ensure a safe and healthy environment for students, staff, and visitors, the following measures are implemented:

1. Medical Facilities:
- A fully equipped clinic with a dedicated nurse is available on campus for emergency medical care.
- Regular medical check-ups for students are scheduled to ensure well-being and prevent health issues.
- Contact details for nearby hospitals, clinics, and emergency services are displayed prominently across the campus.

8.3 Residential Life Policy V3

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2. Hygiene Standards:
- All medical equipment and first aid supplies are sanitized weekly and replenished regularly.
- Sterile procedures are strictly followed in all medical treatments.

3. Emergency Response:
- A trained medical team ensures immediate response to injuries, illnesses, or accidents.
- CPR and first-aid training programs are conducted annually for staff and students.

Laundry Facilities

The laundry services provided in BAC accommodations ensure cleanliness, safety, and efficiency for all residents.

1. Facilities Provided:
- Separate laundry rooms are provided for male and female residents, operational daily from 7:00 AM to 10:00 PM.
- Laundry rooms are equipped with washing machines, dryers, ironing stations, and accessible machines for People of Determination.

2. Hygiene Standards:
- Laundry machines are cleaned and sanitized weekly to maintain hygiene standards.
- Approved detergents are recommended for use to prevent machine damage and ensure cleanliness.

3. Periodic Inspections:
- The facilities team conducts weekly inspections of machines and laundry rooms.
- Malfunctioning machines are repaired or replaced immediately.

4. Usage Guidelines:
- Students must remove laundry promptly after each cycle to maintain availability.
- Misuse or damage of equipment will lead to disciplinary action.

Catering Facilities

Catering services on campus are designed to meet high hygiene and safety standards, ensuring nutritious and safe meals for all students.

1. Hygiene and Food Safety:
- All food handlers undergo mandatory health and hygiene training annually.
- Strict compliance with the UAE Food Code ensures the safe preparation, storage, and serving of food.
- Kitchens and dining areas are sanitized daily using approved disinfectants.

2. Periodic Inspections:
- The catering facilities undergo weekly audits for hygiene, food quality, and equipment maintenance.
- Unscheduled checks ensure compliance with food safety regulations.

3. Quality Control Processes:
- Food quality is monitored through regular student feedback and random taste testing.
- Suppliers are audited to ensure fresh and safe ingredients.

4. Dietary Considerations:
- Special dietary options are available for students with specific health, religious, or cultural needs.
- Proper labeling of allergens is strictly enforced in dining facilities.

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Management: Ensure compliance with UAE health and safety laws. Provide adequate resources for maintenance, safety inspections, and training. Monitor and improve safety measures periodically.

Facilities in charge: Conduct routine inspections of facilities for hazards. Maintain cleanliness and ensure timely repairs of faulty equipment. Provide clear communication on safety rules and emergency procedures.

Students: Must follow the accommodation's health and safety guidelines. Report hazards, accidents, or unsafe conditions immediately. Participate in fire drills and other safety training sessions.

Reporting: Any incident, accident, damage, maintenance issue, medical emergency, or any other urgent situation must be reported immediately to the building accommodation security guard, facilities officer, Health and Safety Officer, or Student Affairs office.

Hygiene Standards for Health Services, Laundry, and Catering

1. Health Services:
- Regular disinfection of all medical equipment and surfaces within the clinic.
- Proper disposal of biomedical waste in compliance with UAE health regulations.
- Availability of personal protective equipment (PPE) for clinic staff and patients.
- Regular replenishment of first aid kits with sterile and high-quality supplies.

2. Laundry Services:
- Weekly deep cleaning of washing machines and dryers to maintain hygiene.
- Use of eco-friendly detergents that meet UAE health standards.
- Ensuring clothes are dried at proper temperatures to eliminate bacteria and allergens.
- Availability of separate washing cycles for individuals requiring allergen-free processes.

3. Catering Services:
- Daily cleaning of kitchen surfaces, utensils, and storage areas.
- Staff must wear gloves, hairnets, and masks while handling food.
- Periodic health checks for kitchen staff to ensure they are free from contagious illnesses.

- Proper labeling and storage of perishable items, adhering to "first-in, first-out" inventory practices.

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9- Services Contact Information

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9.1 Contact Information

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