



الكلية الدولية للهندسة والإدارة International College of Engineering & Management

Student Handbook – General Foundation Programme AY2025-2026

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Table of Contents

Welcome to the International College of Engineering and Management	3
ICEM Vision, Mission and Values	5
Vision	5
Mission	5
Values	5
Graduate Attributes.....	5
Student Charter.....	6
SECTION 1: GENERAL FOUNDATION PROGRAMME INFORMATION	7
1.1. Introduction	7
College facilities	7
Student Induction Week.....	8
1.2. GFP Staff.....	8
Email Contacts:.....	8
1.3. Admission & Registration.....	10
1.4. Student Fee Policy	14
1.5. The General Foundation Programme (GFP).....	19
Assessment and Progression	19
SECTION 2: ACADEMIC ROLE AND REGULATIONS	21
2.1. Class Attendance Policy.....	21
2.2. Learning Resources.....	22
2.3. Personal Development Planning	23
2.4. Preparing for your Career	23
2.5. Student Support and Guidance.....	23
2.6. Personal Tutors/Advisor	23
Roles and Responsibilities of Personal Tutors.....	23
Roles and Responsibilities of Students	24
2.7. Assessment Information.....	26
Purpose of Assessment.....	26
Notification of Assignments and Examinations.....	26
Meeting Assessment Deadlines	26
Feedback Following Assessments	26
2.8. Unfair Means to Enhance Performance	28
Artificial Intelligence Guidance.....	33
Assessment Boards	34
SECTION 3: STUDENT VOICE	39
3.1 Feedback Channels	39
3.2 Module Evaluation Questionnaires (MEQ)	39
3.3 Student Representatives	39
3.4 Student Staff Liaison Committee (SSLC).....	40
3.5 Student Experience Committee (SEC).....	40
3.6 Complaints	40
SECTION 4: COLLEGE INFORMATION, REGULATIONS AND SERVICES	41
4.1. Student Support Services (SSSD).....	41
4.2. Arrival, Accommodation, and Transport	41
4.3. Health and Safety	41
4.4. Smoking Policy	42
4.5. Environment and Property	42
4.6. Code of Conduct for Students	42
4.7. General Regulations and Services.....	43
4.8. Academic Support Services	43
4.9. Students Advisory Council (SAC).....	44
Appendix 1: GFP Structure.....	45
Appendix 2: Conduct of Examinations.....	47
Appendix 3: ICEM Parking Plan.....	48

Welcome to the International College of Engineering and Management

Dear Students,

As the new Academic Year 2025–2026 approaches, with Induction beginning on 14 September 2025, I would like to update you on the College's arrangements for the upcoming year.

At the International College of Engineering and Management (ICEM), the health and safety of our students and staff remain a top priority. Please be assured that we are fully committed to safeguarding your well-being while also providing high-quality teaching and a supportive learning environment.

Formal teaching will commence on 21 September 2025. We are mindful that some of you may need to arrange accommodation and transportation in advance to attend on-campus classes. To support this, your timetables have been carefully scheduled to ensure a smooth start to the teaching sessions.

For students who live at a distance and may face challenges with accommodation or transportation, we strongly encourage you to contact Mr. Ali Al Tobi, Manager of the Student Support Services Department, at Mobile: 97321650, who will be happy to assist you with these arrangements.

As in previous years:

- *Higher Education students will continue to submit their assignments via Blackboard.*
- *General Foundation Programme students will use Moodle for assignment submissions.*
- *Final assessments and examinations will be conducted on campus.*

Your finalized timetable, along with clear instructions, will be shared with you ahead of the teaching week. In addition, your Head of Department and Module Tutors will be in touch to provide guidance on your programme of study and registered modules.

We look forward to welcoming you back to a safe, supportive, and engaging learning environment at ICEM. Wishing you all a very successful and rewarding academic year ahead.

Stay safe and positive!

Dr. Yingkui Zhao

Dean

Welcome from the Head of Foundation

It is my great pleasure to welcome you to the General Foundation Programme (GFP) at the International College of Engineering and Management (ICEM). At ICEM GFP, we are dedicated to creating a supportive and inspiring learning environment where every student is encouraged to excel academically and turn their aspirations into reality.

The GFP at ICEM consists of two levels: F1 and F2. Admission is determined either through ICEM's Placement Test or by transferring from other recognized institutions. Based on placement results or previous academic records, students are placed at the level that best matches their skills and knowledge.

- *F1 is the starting stage for students who require further development of their English language skills. Alongside English, students also begin building a foundation in Mathematics, Science, and Information Technology.*
- *Students who successfully complete F1 progress to F2, which strengthens academic skills and prepares them for higher education studies.*

A key strength of our GFP is the Study Skills component, which equips students with essential learning strategies, critical thinking, and independent study habits — all vital for success in future academic and professional pathways.

In addition to academics, ICEM GFP provides students with opportunities to participate in a variety of extracurricular activities, encouraging creativity, leadership, and personal growth.

As you begin your journey with us, I encourage you to take full advantage of the opportunities offered, remain committed to your goals, and approach challenges with determination. With our strong academic programme, dedicated staff, and your own effort, you will be well prepared to achieve your ambitions.

Welcome to ICEM GFP — we look forward to supporting you throughout your academic journey.

Your Pathway to Success Begins Here!

Kristina Alaverdyan

Acting Head of General Foundation Department

ICEM Vision, Mission and Values

Vision

To be an internationally recognised University College, distinguished for innovation, collaboration, and academic excellence in teaching, research, community engagement and empowering students to thrive in a dynamic world

Mission

To deliver high-quality, accessible education that fosters student success, advances teaching excellence drives impactful research, and cultivates strong community partnerships.

Values

- **Excellence:** We continuously improve to pursue the highest standards in education, research, innovation, and community engagement.
- **Professionalism:** We strive to be diligent, proactive, effective and efficient.
- **Integrity:** We uphold ethical principles, adhering to national and international academic and professional standards.
- **Transparency:** We promote openness, accountability, and the highest ethical practices.
- **Inclusivity:** We embrace diversity, ensuring an equitable and supportive environment for all.
- **Sustainability:** We are committed to responsible resource management and practices for a sustainable future.

Graduate Attributes

1. Knowledge of engineering and management disciplines

Graduates have comprehensive knowledge and understanding of their field of specialization.

2. Critical, Analytical and Creative thinking

Graduates demonstrate an ability to think critically and solve problems innovatively.

3. Leadership and teamwork

Graduates can play constructive leadership roles in their careers and contribute in a collaborative manner to achieve common goals.

4. Communication skills

Graduates convey ideas and information effectively to a range of audiences for a variety of purposes.

5. Ethics and Professionalism

Graduates use their skills to act in a professional and ethical way and are aware of the importance of ethical standards on personal and social levels.

6. Lifelong Learning, Research and Innovation

Graduates have a commitment to continue research based on inspired independent learning.

7. Global competitiveness

Graduates have skills that help them to be competent in the global job market and to be productive members of their work teams and society.

8. Technological Literacy

Graduates are able to locate, manage, integrate and convey information using appropriate resources, tools and strategies.

Student Charter

The Student Charter has been developed by the College and the Students Advisory Council so that students gain the maximum from their experience. The Student Charter reflects the values of ICEM. It sets out what students are responsible for and what they are entitled to expect. We are a scholarly community committed to the common enterprise of learning in an environment that respects diversity in all its forms, and to the principles of justice, equity and the pursuit of excellence.

SECTION 1: GENERAL FOUNDATION PROGRAMME INFORMATION

1.1. Introduction

This handbook is an essential guide to both the academic and non-academic aspects of your programme. We encourage you to read it carefully and ensure you understand the information it provides. If there are any points that are unclear or if you would like further clarification, please do not hesitate to contact your personal tutor. We also recommend that you keep this handbook in a safe place, as it contains important information that you may need to refer to throughout your time in the programme.

The International College of Engineering and Management (ICEM), established in 1995, offers nine Higher Education programmes:

- BSc (Hons) Facilities Management
- BSc (Hons) Fire Safety Engineering
- BSc (Hons) Fire Safety Management
- BSc (Hons) Health, Safety, and Environmental Management
- BEng (Hons) Mechanical Engineering (Well Engineering)
- BSc (Hons) Construction Project Management

The General Foundation Programme (GFP) plays a vital role in preparing students for entry into these Higher Education programmes. The GFP focuses on strengthening students' skills in English, Mathematics, Science, and IT, while also equipping them with the academic study skills and confidence necessary to succeed in their chosen fields.

College facilities

The International College of Engineering & Management (ICEM) campus consists of various facilities. These facilities include:

- Main Building which houses essential facilities such as a library, computer rooms, and classrooms.
- Main teaching block, staff offices, and meeting rooms.
- Male/ Female prayer rooms.
- Cafeterias.
- Specialist laboratories and vocational training equipment and facilities.

Students will have the opportunity to take a campus tour to familiarize themselves with the various facilities during the induction week.

Student Induction Week

During the Induction Week, students are provided with essential information about the Ministry of Higher Education, Research and Innovation (MoHERI), the College's affiliate university, as well as the rules and regulations governing the International College of Engineering and Management (ICEM). They are also introduced to the wide range of support services available through different departments.

Student induction is conducted at the beginning of each semester and is designed to familiarize students with important aspects of their academic journey and campus life. The programme typically covers the following key areas:

- Introduction to the College
- Overview of the General Foundation Programme (GFP) and Higher Education Programmes, including study plans
- Presentation on College Regulations, including academic policies
- Student registration procedures
- Introduction to Student Support Services
- IT, Library, Career Guidance, Finance, and HSE induction sessions
- Distribution of the ICEM Student Notebook
- Introduction to the Personal Tutoring System
- Campus tour, including facilities and laboratories

1.2. GFP Staff

The staff of the GFP are committed to creating a supportive and welcoming learning environment where you can study effectively and enjoy your academic journey. They are dedicated to ensuring that every student has a fair and equal opportunity to reach their full potential. The team is always ready to support you — all you need to do is **ask**.

For any inquiries, you may contact the department at: **24512073** or **24512000**.

At the beginning of your programme, you will be assigned a **Personal Tutor/Advisor**. The role of the Personal Tutor/Advisor is to guide you throughout your studies, monitor your progress, and provide support whenever challenges arise. They will also act promptly if there are concerns regarding your academic performance.

Email Contacts:

As your programme starts, you will be provided with a unique ICEM email address. It is important to use this

email for communication with your teachers and other college-related matters. Additionally, you should make it a habit to check your college email daily, as important updates and information will be sent to you periodically.

Ms. Kristina Alaverdyan	Acting HoD of GFP	kristina@icem.edu.om
Mr. Joseph Uche	GFP Coordinator/English Teacher	joseph@icem.edu.om
Ms. Fatima Zeb	English Area Coordinator/English Teacher	Fatima.z@icem.edu.om
Ms. Sara Mathew	Science Area Coordinator/Science Teacher	sara@icem.edu.om
Ms. Fatema Al Yahyaai	IT Area Coordinator/IT Teacher	Fatema@icem.edu.om
Ms. Neetu Agarwal	Math Area Coordinator/Math Teacher	Neetu@icem.edu.om
Ms. Anwar Al Zadjali	Science Teacher	Anwaralzadjali@icem.edu.om
Mr. Khalid Al Harrasi	English Teacher	Khalidalharrasi@icem.edu.om
Ms. Rusul Al Obaidi	Math Teacher	rusul@icem.edu.om
Ms. Sharita Furtado	English Teacher	sharita@icem.edu.om
Ms. Wafa Al Gharibi	English Teacher	wafa@icem.edu.om
Ms. Abeer Fawzi	English Teacher	Abeer@icem.edu.om
Mr. Said Al Mathari	English Teacher	saidalmanthari@icem.edu.om
Ms. Zahra Al Habsi	IT Lecturer	Zahra@icem.edu.om

** See Appendix 1 for General Foundation Programme Department Structure.*

1.3. Admission & Registration

The Admission & Registration Department is located in the main building and has designated staff. The department is responsible for maintaining students' academic records and personal details from the time of enrollment until graduation. At the Admission & Registration Department, students can obtain information about:

- Enrolment processes through Higher Education Admission Center (HEAC), ICEM, and Affiliate University.
- Issuing Acceptance letters, grades, enrollment status.
- Issuing ICEM ID Cards.
- Issuing offer letters to progressing students and new students.
- Information packs for students interested in continuing their studies at university of Lancashire.
- Clearance procedures, graduation documents and transcripts.

Entry Criteria for Admission for Undergraduate Programmes

- Candidates are required to submit the General Education Diploma Certificate (high school certificate/ grade 12) or its equivalent with Pure or Applied Mathematics to apply for the Management programmes and to submit the General Education Diploma Certificate (high school certificate/ grade 12) or its equivalent with Pure Mathematics to apply for the Engineering programmes.

- *Experienced Candidates who do not have the General Education Diploma Certificate (high school certificate/ grade 12) or its equivalent are required to go through the process of approval from the Ministry of Higher Education, Research and Innovation, Sultanate of Oman, confirming that they can join the Higher Education programmes without the General Education Diploma Certificate. They should submit the following requirements to seek MoHERI approval:*

- *The applicant must have passed the ninth grade (minimum).*
- *At least 6 years of experience in the work approved by the Ministry of Labour.*
- *Minimum two courses Training courses approved by Ministry of Labour.*

- *All Fresh and Experienced Candidates must take the College Placement Test comprising of English, Mathematics, Science & IT.*
- *On completion of the ICEM Placement test, candidates who do not meet the requirements for entry onto Year 1 of the Higher Education programme of their choice should be recommended to enroll on the ICEM Foundation programme which is specially*

designed to prepare students for the Higher Education programmes offered by the College.

Exemptions from the Placement Test and General Foundation Programme

- **English Module Exemptions**

Candidates seeking exemption from the English modules must submit one of the following as evidence of proficiency:

a. IELTS:

A minimum overall band score of 5.0, with no individual band (reading, writing, listening, speaking) below 4.5. The certificate must be issued by an authorized testing center and dated within the last 6 months.

b. TOEFL:

- Paper-Based Test (PBT): Minimum score of 510
- Internet-Based Test (iBT): Minimum score of 64
- Computer-Based Test (CBT): Minimum score of 180

The TOEFL certificate must be dated within the last 12 months.

Note: TOEFL Institutional Testing Programme (ITP) scores are not accepted.

c. CEFR:

A minimum proficiency level of B1.

- **IT Module Exemption**

To be exempted from the Foundation IT module, candidates must submit a valid IC3 Certificate.

- **Math Module Exemption**

To be exempted from the Foundation Math module, candidates must submit a SAT certificate with a minimum score of 550 in the Math section.

- **Submission Deadline for Certificates**

Certificates for exemptions (IELTS, TOEFL, CEFR, IC3, SAT) will not be accepted if submitted after the student has commenced studies in the General Foundation Programme.

- **Certificate Verification**

The College reserves the right to verify the authenticity of any submitted certificate.

- **Science Requirement for Transferred Students**

Candidates who have completed the General Foundation Programme at another higher education institution but have not studied the Science component, are required to complete the ICEM Science Component before being eligible to join Higher Education programmes at the College.

Admission and Registration Procedures

- Applications (New in-take) for General Foundation and Undergraduate Programmes
 1. Applications are processed by the Admission and Registration Department.
 2. Admission takes place both online (anytime) and on campus (during the college
 3. working hours).
 4. If the above admission requirements are met, the student must complete and submit the application form (available Online at the College Website).
 5. For online registration, the applicants can contact the Admission and Registration Department for guidance and assistance
 6. The admission process is completed prior to Placement Test.
 7. All candidates must appear for ICEM Placement Test or produce valid documentation that excludes them from part or all of the test.
 8. The department ensures that no candidates take an unauthorized re-test.

- **Applications received through Higher Education Admission Centre (HEAC), Ministry of Higher Education, Research and Innovation**
 1. The ARD staff identifies the Ministry-sponsored students through the list published by the HEAC on the system.
 2. As soon as the applicant confirms the choice ICEM responsible entity will contact him/her.
 3. The next step is to register in the system of Ministry of Higher Education, Research and Innovation
 4. Then, to continue ICEM admission procedures.

- **Documents required for Admission**

Omani Applicants are advised to complete an online or on campus detailed admission form and are required to submit the following documents:

1. Completed admission form
2. Original OMANI (General Education Diploma) certificate or certified equivalent (approved by the Ministry of Education)
3. Copy of a valid passport and Civil ID card
4. A recent (4x6) photograph (in color)

5. Admission Fee receipt (The registration fee is RO 50 non-refundable).

For International Candidates are advised to complete the detailed admission form and are required to submit the following documents:

1. General Diploma Certificate (high school certificate)/ Grade 12 (Equivalence) certified by the Embassy of the Sultanate of Oman and the Ministry of Foreign Affairs in their country.
2. Copy of passport with valid residence visa (for non-GCC residents).
3. Four recent (4x6) photographs (in color)
4. Admission Fee receipt (The registration fee is RO 50 non-refundable).

- **Administration of Placement tests**

The ICEM Placement tests are administered by the GFP Team.

1. After completing the admission process in SIS, GFP team get the students details via SIS to run the ICEM Placement test.
2. GFP team is responsible for registering PT results in SIS and the system automatically allocates students to their respective level according to PT results.

Entry Criteria for Admission to Foundation Programme

The Table below shows PT Scores with the corresponding proficiency level across the four areas covered in the test.

SKILLS	PLACEMENT SCORE	PLACED IN:
English/Math/ IT /Science	0-50	Foundation I
	51-94	Foundation II
	95 and above	Undertake Challenge Test

1.4. Student Fee Policy

All students enrolled at ICEM are required to pay both admission and tuition fees.

ICEM determines, publishes, and applies tuition fees on an academic year basis. Students and potential sponsors are informed of the Student Fee Policy at the start of the enrollment process to ensure transparency and informed decision-making. The Finance Department maintains an effective financial system that ensures timely collection of all fees, accurate tracking of payments and automated issuance of official receipts for each transaction in full alignment with the approved Fee Policy.

PROCEDURE

Admission / Semester Timelines:

Semester 1: September to December

Semester 2: February to May

Students have the flexibility to commence their studies in either Semester 1 or Semester 2, depending on their preference and programme availability.

Fee Structure:

The fee structure includes Admission Fee and Tuition Fees.

Student Tuition fee

Description	Year	Omani/Resident Students (OMR)	International Students (OMR)
Foundation	Foundation I	2,250	2,400
	Foundation II	2,250	2,400
Management (HSEM/FM/FSM/CPM) Applicable to all BSc programmes)	Year 1	3,100	3,750
	Year 2	3,200	3,750
	Year 3	3,350	3,750
	Year 4	4,500	5,250
Engineering (FSE/WE) Applicable to all BEng programmes)	Year 1	3,250	3,900
	Year 2	3,500	4,150
	Year 3	3,750	4,400
	Year 4	4,500	5,250
Post-graduate Programmes	MSc Fire Safety Engineering	7,875	7,875
	**		

(** Tuition Fee for the Students from MoHERI will be determined as per the contract with the MoHERI)

Admission and other Fees in OMR

New/Reactivation/ Admission Fee or Placement Test Fee	50*
Retake Module Fee	According to the module Fees
Accreditation of Prior Learning (APL)	50**
Academic Appeal	10

* Nonrefundable

** APL fees will be refundable if the student is registered to pursue studies at ICEM

Liability for Payment

1. When a student completes the enrolment process and registers or re-registers for the course, the student becomes liable for the payment of admission fee and Tuition fee and any other fees or amounts outstanding to ICEM. (This clause has to be read in conjunction with clause number 5.8.2)
2. The College accepts sponsorships from both the public and private sectors. It reserves the right to verify the validity of each sponsorship on a case-by-case basis. If a sponsor or third party fails to pay some or all of the tuition fees on behalf of a student, the College reserves the right to suspend the student's scholarship and prevent the student from attending classes until the fees are paid by the respective sponsor or by the student directly.
3. If a student is in receipt of any external financial support except a scholarship by Ministry of Higher Education, Research and Innovation (MoHERI) and the College does not receive the payment on time, the student will be liable for paying the full fees.
4. If relatives or personal friends are paying a student's fees, the College does not consider them to be official sponsors, and the student will be treated as a self-funded student. The student will be liable to pay all fees due.

Terms of Payment

Admission and registration fees are non-refundable fees.

Options for Tuition Fee Payment:

Option 1	Payment in Full: Students can pay their annual tuition fee in full at the beginning of their study. <i>Students will receive a discount of OMR 100/-.</i>
Option 2	Payment by TWO instalments: Students can choose to pay their tuition fees in two instalments. The first installment, which must be at least 50% of the total academic tuition fee, is due before

	the start of Semester 1. The second installment must be paid before the start of Semester 2.
Option 3	Payment by instalments: For Semester 1: Students must pay OMR 400 /- in advance. The remaining balance will be divided into three equal installments, payable on 1st October, 1st November, and 1st December. For Semester 2: Students must pay OMR 400 /- in advance. The remaining balance will be divided into three equal installments, payable on 1st February, 1st March and 1st April. Late Enrollment Students who enroll after the official start date of a semester are still required to pay the full tuition fees based on their selected payment plan. If the student opts for the three-installation plan, and one or more scheduled installments have already passed by the time of enrollment, they must: First pay the advance payment of OMR 400, and • Settle any missed installments immediately upon enrollment. • The remaining balance may then be paid as per the original installment schedule. All non-tuition fees—including registration, resource, and laboratory charges—remain fully applicable and non-prorated, regardless of the enrollment date.
If the Student has not chosen their payment plan, Option 3 will be assigned to them by default. A special authorization from the Finance Department needs to be completed for post-dated Cheques with a request letter to be approved by the Dean. In all cases, whether following the standard installment plans (as outlined above) or late enrolment, students are required to select and confirm their preferred payment option through the official Student Portal at the time of Registration. Failure to complete this selection may result in delays in registration and access to academic services.	

Mode of Payment

The College aims to provide all students with a flexible range of secure payment options as given below:

- Payment using Debit & Credit Cards via ICEM's Student Portal (<https://portal.icem.edu.om/>)
- Demand Drafts
- Cheque (special cases only).

**The finance department shall provide the students with the details of the mode of payments, including online payment options, during the induction week.*

All students are required to accept the Financial Responsibility Agreement at the time of registration through the Student Portal. This agreement confirms their acknowledgment and acceptance of full responsibility for the timely payment of tuition and all associated fees, in accordance with the institution's approved fee policies.

Discount

Fixed Discount

- Two and/or more immediate family members studying in the college at the same time will receive a discount of OMR 100/- for each.
- Staff and their spouse, sons, daughters, brothers, and sisters will be charged the applicable fee as per MoHERI Tuition fees applicable for that year. To be eligible for these fees, a staff member must have served with the College for a minimum of two years.

Percentage Discount

- Discounts may be provided to physically challenged students, subject to Dean's approval as per the ICEM Scholarship and Tuition Fee Discount Policy and Procedures.

Retake of Modules

- A student repeating a module must pay the full tuition fee for that module, which will be charged proportionately based on the annual tuition fee.
- Retake tuitions fees for the students under Company's / Charity Sponsorships will be governed by the terms & conditions stated on the Sponsorship letter, received by the College, from the respective sponsor / institution.
- In the event that the MoHERI sponsored student studies the remaining requirements of the programme at their own expense after exhausting the period specified for this programme, the college will treat the student with the same tuition fee for the MoHERI.

Failure to Pay Fees

1. Students are required to meet all due dates of payment whether these are in full or by installments.
2. If the student is unable to pay the tuition fees by the due date of agreed payment schedule, the student must contact ICEM Finance Department immediately in writing for the rescheduling of fee payment and the application will be evaluated on the basis of evidence approved by the College.
3. The College has provided a supportive approach to its students for the collection of tuition fees, thereby helping students to meet their financial obligations. However, if a student defaults on payment, the College reserves the right to impose the following penalties as necessary and appropriate.

- Blocking student's access to all classes.
- Blocking student's access to the College IT systems including email and online library.
- Withholding certified transcript.
- Withholding final award certificate.
- Not allowed to attend the awards ceremonies.
- Withholding marking of Course Works/Assignments.
- Withholding assessment results.
- Results will not be reported to University of Lancashire Module/Course Assessment Boards.

Tuition Fee Liability for Withdrawal and Interruption of Studies

1. When a student completes the registration, the student becomes liable for payment of tuition fees. (Refer clause No 5.9.2) students have a statutory right to withdraw from the College or postpone study with the College. The student must fill an official withdrawal form/ interruption of studies; Failure to do so will make the student liable to pay the full tuition fees for the semester.
2. Students who withdraw within 40 days from the start of the semester will be liable to pay 10% of the semester tuition fee.
3. In case the student withdraws/interrupts after 40 days from the start of the semester, they become liable for payment of the full tuition fee (Semester tuition fee).
4. In case a student interrupts, withdraws from, exits, or postpones their studies and then re-joins the College within two years of exit, the original fee structure will apply. After two years, the latest fee structure applicable at the time of rejoining will be applied.
5. Fees incurred for repeating module(s) (Section 5.7) will be paid at the beginning of the module(s) and will not be refundable under any circumstances.
6. If the student is sponsored by MoHERI or any other organization, the College will first confirm with the MoHERI or funding organization before accepting the student's request to withdraw/postpone their study.
7. Any refund due will be paid back to the original payer through the same method of the original payment (with the exception of cash which will be refunded by Cheque). The College will not be liable for any foreign exchange variances and bank charges between the time of making the payment and the refund being processed.

1.5. The General Foundation Programme (GFP)

The General Foundation Programme (GFP) at ICEM is designed to prepare students for successful entry into Higher Education programmes. Spanning two academic semesters, the GFP develops essential skills in **English, Mathematics, Science, and Information Technology** to ensure students are well-equipped for tertiary-level studies.

Before admission, all students sit for a **Placement Test** to assess their proficiency in English, Math, Science, and IT. Students who do not meet the direct-entry requirements for Higher Education are enrolled in the GFP to strengthen their foundational competencies.

The programme consists of two levels:

- **Foundation Level 1 (F1):** Focuses on developing core skills in English, Mathematics, Science, and IT. At this level, students receive intensive instruction and support to build confidence and gradually meet academic expectations.
- **Foundation Level 2 (F2):** Builds on the skills acquired in F1, with emphasis on advanced applications. Students engage with more complex academic tasks such as extended reading and writing, higher-order problem-solving, scientific analysis, and the academic use of IT tools.

Level	English & Study Skills	Mathematics	Science	Information Technology	Total Hours
F1	18	4	4	4	30
F2	18	6	6	6	36

At the end of F2, students must sit for the **EXIT Final Test**, which evaluates their readiness for Higher Education. This assessment aligns with national standards and ensures that students have attained the required proficiency levels to progress into their chosen programmes.

Assessment and Progression

- To pass any module, students must achieve an **overall grade of at least 50%**.
- Only one re-sit exam is allowed after results are published. The dates of exams and re-sits are provided in the Academic Calendar.
- Final results are considered by the Foundation Assessment Board, which makes the final decision on students' progression to Higher Education.

Beyond academic preparation, the GFP nurtures critical thinking, independent learning, and effective

communication, providing students with the essential skills needed for both academic and professional success.

GFP Student Pathway



SECTION 2: ACADEMIC ROLE AND REGULATIONS

2.1. Class Attendance Policy

All students are expected to attend all regularly scheduled classes.

- Students are expected to participate fully in their programme of study, engage actively with learning opportunities and take responsibility for their learning.
- Students are expected to attend and participate in all scheduled sessions and activities.
- Attendance at scheduled classes is monitored and recorded through SIS system.
- Persistent failure of a student to attend classes may result in modules failure or termination of registration. Students are liable for tuition fee as per the Fee Policy.
- All modules require a specific attendance level in order to meet the award requirements which are described in the Programme Specification.
- Students are expected to notify Module Tutors of absence in advance or as soon as possible following absence.
- Students get email notifications on a daily basis.

Student Absences

- 2.1.1. The first warning will be sent to student through SIS system to his/her email if he/she is absent from class for more than 10% of the total lecture hours. The Personal Tutor will also be notified by email.
- 2.1.2. The second warning will be sent to student via email if he/she misses more than 20% of the module total lecture hours. The Personal Tutor, HOD and Counsellor will be also notified.
- 2.1.3. Parents and Sponsors will be provided with a report about their student's attendance upon their request.
- 2.1.4. In the event the student misses 25% of the module total lecture hours, the student should submit a request to the module tutor allowing him to sit the exam and explaining the reason for the absences. The request should be supported by evidence. The module tutor and the head of department may accept or reject the request based on the reasons and supporting evidence.
- 2.1.5. In the event the student misses more than 50% of the module total lecture hours without excuses, the student will not be allowed to sit the final exam or to submit the coursework which may lead to module failure. She/ He must spare the module.
- 2.1.6. Academic staff shall not give substitute assessments to students who miss classes.

Excused Absences

Excused absence shall be filed by the students within the first 2 days of reporting back and submit the same to the respective HoD who will submit it to the responsible department (Admission and Registration) for further consideration:

Absences based on the following circumstances will be considered as valid excuse by the responsible department:

- 1. Medical Excuse:** A student may be excused from his/her absence provided that a signed and stamped medical certificate is presented. The medical certificate must state the nature of the visit to the hospital/clinic, including the number of days of leave recommended.
- 2. Emergency Excuse.** A student may be excused from his/her absence provided sufficient evidence/document is presented in cases of emergencies such as family emergency, deaths in the family, any accidents incurred by the student or family member and any other circumstances as approved by the Office of the Assistant Dean Student Affairs (ADSAR).

2.2. Learning Resources

Learning

Your learning journey at ICEM is supported by a team of staff who are here to help you succeed. Classes, workshops, and assignments are designed to build your knowledge and skills step by step. To get the best out of your studies, you should keep up with lessons, practice regularly, and learn how to find information on your own.

Your lecturers may also suggest extra reading or exercises. Doing these will help you strengthen your understanding. For tasks that are not graded, it's a good idea to work with your classmates—you'll learn more and build teamwork skills.

Always remember: **learning is your responsibility**. The more time and effort you put in, the more confident and successful you will become.

Activity

Room

The Activity Room is a special space for Foundation students. It's full of books, activities, games, and resources to help you learn in a fun and engaging way. You can use it to review lessons, practice skills, or study together with fere to support your success.

2.3. Personal Development Planning

At ICEM, your growth and future are a priority. The College supports your personal development in many ways—through programme materials, classroom experiences, and the guidance of your Module Tutors and Personal Tutor/Advisor.

2.4. Preparing for your Career

Your programme is designed to equip you not only with academic knowledge but also with the skills and experiences that prepare you for future career success. Employability skills are embedded at every stage, enabling you to showcase your value to future employers.

Your development journey will involve:

- Exploring yourself – identifying your interests, strengths, and values.
- Investigating opportunities – exploring jobs, internships, postgraduate study, and self-employment pathways.
- Preparing for success – gaining the skills and confidence to navigate the recruitment process effectively.

2.5. Student Support and Guidance

At ICEM, student support is a shared responsibility. All teaching staff are committed to your academic and personal wellbeing, and certain staff members are specifically designated to assist with areas such as financial concerns, employment matters, and extracurricular activities.

If you need advice or assistance, your **Module Tutor or Personal Tutor** should be your first point of contact. They will guide you directly or, if necessary, refer you to the appropriate College support services to ensure you receive the help you need.

2.6. Personal Tutors/Advisor

Each GFP student is allocated a **Personal Tutor (PT)** during the induction/enrolment period. The name and contact details of assigned PTs are displayed on the GFP Noticeboards and explained during induction week.

Roles and Responsibilities of Personal Tutors

- Offer academic advice and guidance throughout the year.
- Monitor student progress and attainment.
- Provide advice on study issues, including option choices and electives.
- Offer personal support, referring students to relevant College services where necessary.
- Support students in disciplinary matters, Extensions of Time, Extenuating Circumstances, and Appeals.
- Refer students to Module Tutors for clarification of subject-specific issues.

Roles and Responsibilities of Students

- In order for the advising process to succeed, the student should fulfil her/his role. The following are some of the students' responsibilities. It is important for the student to:
- establish initial contact with personal tutor / advisor ;
- know that the personal tutor / advisor is her/his reference point during her/his stay at ICEM;
- identify who her/his personal tutor / advisor is;
- locate his/ her personal tutor's / advisor's office;
- observe personal tutor's / advisor's office hours unless advisor indicates walk-in- basis advising;
- be punctual when meetings are scheduled with advisor/personal tutor, otherwise alert advisor ahead of time for being late or missing the meeting.
- consult with advisor at least once a semester to decide on courses, verify graduation time and requirements, and academic performance.

PROCEDURE

Academic Advising (Personal Tutoring) for all GFP students

- At the beginning of each semester, each student is assigned to a member of staff as their PT.
- The list of PTs is displayed on the GFP Noticeboards. Roles and responsibilities of PTs are clearly explained to students during induction week and also included in the Student Handbook.
- Newly appointed teachers are mentored by more experienced members of the staff on personal tutoring.
- Personal Tutoring is used to deal with minor problems, trying to resolve them at class level.
- Students may request personal tutoring by filling out the Personal Details Template (ADAA-Form-01) and sending it to the Personal Tutor by email.
- Personal Tutoring Meeting Report (ADAA-Form-03) shall be filled by the Personal Tutor in order to identify the issues and inquiries and provide the appropriate academic or non-academic advice.
- More serious concerns are referred to the HGFPD (e.g., about attendance or progress in class). Whenever necessary, PTs refer students to the College Counsellor.
- Formal Personal Tutoring sessions take place after the mid-term examinations and before the final examinations and these are mostly conducted on a one-to-one basis.
- Before the final examination, PTs and students use these sessions to discuss how to prepare for examinations. The GFP records Personal Tutoring sessions on a form which both the students and their PTs sign each time that they meet.
- Personal tutoring can take place online following the same procedures mentioned above but the forms are signed only by the tutor.
- Student shall be asked to complete the Post Evaluation of Personal Tutoring (ADAA-Form-02) for references.

- At the end of each academic semester, PTs should submit the Personal Tutoring Evaluation Report (ADAA-Form-04) including a summary of all Personal Tutoring sessions conducted.

(Academic Advising) Personal Tutoring for GFP-Students on Academic Probation

- GFP Students on Academic Probation shall be subject to Academic Advising.
- Initial Evaluation will be conducted by the Academic Advisor to pre-assess student's needs.
- Results of the Initial Evaluation shall be discussed with the Course Leader/GFP Area coordinator or HGFP for recommendation.
- Based on results and recommendation, the student will be forwarded for the module tutor for academic support, or to Student Support Services Department for non-academic support services.

2.7. Assessment Information

Purpose of Assessment

The purpose of assessment is to allow students to demonstrate that they have achieved the learning outcomes of the programme and attained the standard required for progression or award. All modules are assessed, and you are expected to complete all required assessments at the scheduled times. Exceptions are permitted only in cases of authorised extensions, special arrangements for disability, or approved extenuating circumstances.

Notification of Assignments and Examinations

- Assessment details are provided in the Module Delivery Plan and Academic Calendar each semester.
- Information is also displayed on the Department Noticeboards to ensure students are aware of requirements and dates.

Meeting Assessment Deadlines

- All assignments and continuous assessment tasks must be submitted on or before the specified due date.
- If you anticipate difficulties in meeting a deadline or have missed/are likely to miss an in-semester test, you must inform your Module Tutor or Personal Tutor at the earliest opportunity.

Feedback Following Assessments

The College is committed to providing **clear, timely, and constructive feedback** on all assessments. You are encouraged to:

- A. Review the feedback carefully.
- B. Reflect on areas of strength and improvement.
- C. Use the feedback to enhance future academic performance.

Procedures Before the Examination for Students

- A. Students must be present in the Examination Hall at least 10 minutes before the exam time.
- B. ID cards/passports and Exam Hall ticket must be presented at the time of exam. Student without proper identification will not be permitted to sit for the exam.
- C. Students are not allowed to bring in any printed materials to and from the examination hall, unless authorized by the exam invigilator

- D. Students are not allowed to enter the examination hall after 30 minutes from the beginning of the exam.
- E. Students who arrived late for exam (after 30 minutes) will be marked absent and will receive a “zero” mark in the particular exam
- F. Mobile phones must be kept in silent mode or inside the student’s bags. Vanity bags should be kept away from the seat.
- G. Students may take bottled water into examination rooms
- H. Students are not allowed to leave the exam hall during the last 15 minutes before the exam finishes.
- I. Students must sign the attendance sheets as instructed by the invigilates.

Procedures During the Examination for Students

1. Students must sign the attendance sheet as instructed by the Invigilator
2. Students should switch off their mobile phone prior to entering the exam hall and displayed on the table in the front. Students are not allowed to check their mobile phones once the exam has started.
3. Students are not allowed to talk to other students
4. No smoking in the examination hall
5. Students must write in black or blue pens
6. For Final Examinations HE students must write their University of Lancashire Number only, not their names.
7. Students may not use dictionaries.
8. Students are not permitted to ask questions from the invigilators except where errors in the exam need to be pointed out
9. Students who require something should raise their hand. If a student needs to visit a first-aid room, they will be escorted.
10. All papers relating to the examination (including rough work) must be returned to the invigilator.
11. Students will not be allowed to leave the examination room during the first 30 minutes.
12. Students who have finished the examination early will have to raise their hand and wait for the examination script to be collected before leaving the room quietly. After leaving, students may not re-enter the room.
13. If the fire alarm sounds, students are to follow the fire alarm procedure and leave all examination materials in the room.
14. Toilet breaks are normally not permitted during the examinations. Students may not leave the examination room, except for medical reasons or other emergency situations and will be escorted. After leaving, students may not re-enter the examination room. Issues arising from these situations will be dealt by extenuating circumstances.

15. Any incident of disorderly or disruptive behaviour will be formally reported and the student concerned may be required to leave the examination room.
16. Student must use their own calculators and any other writing / stationery materials (pens, rulers) etc. in examinations. Calculators and other materials will not be provided by the College and sharing or borrowing with other students is not permitted.
17. Student who falls ill during exam must notify the invigilator as soon as possible in order to take necessary decisions/actions
18. Students must stop writing as soon as the announcement is made to indicate that the time of exam is over.

After the Examination

1. Students are not allowed to take out any printed material from the examination hall
2. Invigilators must make sure that the number of exam scripts correspond to the number of students who signed the attendance sheet.

2.8. Unfair Means to Enhance Performance

A. Definitions

Unfair means (which includes cheating, plagiarism, collusion, re- presentation or using Artificial Intelligence to prepare assignments).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the ICEM Policy on Unfair Means to Enhance Performance. Cheating may include any technique intentionally misused by students in the submitted reports such as intended misuse of quotation marks, using hidden quotes, hidden characters and replaced characters.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others.
- Collusion is an attempt to deceive the examiners by concealing the true authorship of the student's work by copying, or imitating another student's work in detail. This includes copying other student's consent with his/her consent. It also includes when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers.
- Using technological aids and Artificial Intelligence (AI) tools, without specific authorization is considered academic misconduct.
- Re-presentation is an attempt to gain credit twice for the same piece of work.
- Fabrication is making up research data or results and reporting the same.
- Falsification is manipulating the research data or results such that inaccurate information is reported.

- Academic misconduct will occur where a student uses technological aids and/or Artificial Intelligence (AI) to generate all or part of an assessment without specific authorisation, including translation software, paraphrasing tools, text generating software (essay bots) and tools to generate graphics or artworks.
- Commissioning of Assessed Work: Academic Misconduct by commissioning occurs where a student commissions a third party to complete all or part of an assessed piece of work and then submits it as their own. Commissioned work may be pre-written or specifically prepared for the student. It might be obtained from a company or an individual and may or may not involve a financial transaction. It includes the use of essay mills or buying work on-line or the use of a proof-reading service that includes re-writing the original assessed piece of work.

Tools and Accepted Similarity Index

- The College uses an online Assessment Tool called Turnitin for HE and Plagiarismcheck for GFP. HE Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, all summative assessment will be marked anonymously where possible. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.
- The accepted similarity percentage for an assessment is about 10%. However, the case may still be reported for investigation if the similarity percentage is below 10% subject to the Module Tutor's academic judgment.
- Similarity percentages above 10 % will be reported to the Assessment and Unfair Means to Enhance Performance Committee subject to the discussion with the Module Tutor/justification from the Module Tutor. The case may or may not be formally investigated.

B. Categories of Academic Misconduct

- **Category 1: Poor Academic Practice:** occurs where a student has attempted but failed to adopt good academic practice. It is normally the result of a failure to understand the required protocols and is most likely to occur at an early stage in the course and form a relatively small part of the student's assessed work.
 - ✓ Examples of poor academic practice include inadequate referencing, omitting to include quotation marks or gaps in the reference list. The University will apply academic judgment in determining whether poor academic practice or academic misconduct has occurred.
 - ✓ Where poor academic practice is identified, the student will be invited to a meeting with the module tutor who will explain the nature of the concern.

- ✓ The mark for the element of assessment may be reduced (by 10% of the maximum mark)
 - ✓ The student will be informed that if poor academic practice occurs in the future, it will be dealt as academic misconduct and associated penalties will be imposed.
- **Category 2: Academic Misconduct:** will normally be defined as a first instance of academic misconduct. Where there is evidence of academic misconduct in multiple assignments that were submitted at the same time within the same cycle of assessment(s), this will normally be treated as a single occurrence.
 - ✓ Examples of Category 2 academic misconduct include, without limitation: Plagiarism, Re-presentation of work, Collusion, Cheating/examination malpractice, Repeat instances of poor academic practice.
 - ✓ Two options for penalty:
 - the student gets capped at the component level following reassessment – GA Flag, Or
 - the student gets capped at the module level following reassessment – GB Flag
 - **Category 3: Academic Misconduct:** will normally be defined as a repeat offence of academic misconduct in any form, where the student has previously incurred a penalty and a warning for academic misconduct, and where the repeat instance occurs in a subsequent cycle of assessment(s).
 - ✓ **Penalty:** Students module mark is 0, with no reassessment opportunity – G2 Flag
 - **Category 4: Gross Academic Misconduct:** will normally be defined as gross academic misconduct where a clear intent to deceive and gain an unfair academic advantage can be established.
 - ✓ Examples of Category 4 gross academic misconduct include, without limitation: A repeat instance of Category 3 academic misconduct in any form, Impersonation, Commissioning of assessed work, Fabrication or falsification of data.
 - ✓ the student should be asked to provide evidence that shows how they prepared for and wrote the assessed work e.g. copies of drafts or notes; and/or
 - ✓ the student should be asked questions about the submitted work during the meeting to give the student the opportunity to demonstrate appropriate knowledge of the subject matter and that they understand the content of the work.
 - ✓ **Penalty:** Level failed and a requirement to withdraw from the programme or Expulsion from the University on a permanent basis.

- **The penalties for academic misconduct will be determined based on:**
 - ✓ the severity of the case;
 - ✓ the circumstances of the case;
 - ✓ the level at which the offence took place;
 - ✓ what stage of the programme the student is at;
 - ✓ whether it was a repeat offence;
 - ✓ any explanation given by the student;
 - ✓ the extent to which a clear intent to deceive and gain an unfair academic advantage has been established.

C. Procedure to deal with Unfair Means to Enhance Performance:

- Where it is suspected that a student has submitted work that has not been written by them, the student may be asked questions about the work during an interview to give them the opportunity to demonstrate appropriate knowledge of the subject matter and that they understand the content of the work. Students must keep copies of drafts and other materials used in researching and preparing their work.
- Alleged acts of Plagiarism and Collusion in Coursework are reported in writing to the Chair of the AUMEPC by the Marker/Module Tutor and by HGFP for GFP. (ADAA-Form-16).
- Alleged act of Cheating or other academic misconduct in Exams/Phase Tests is reported in writing to the Chair of the AUMEPC by the Invigilators and by HGFP for GFP. (ADAA-Form-17).
- All exam incidents are reported to the Chair of the AUMEPC by the Invigilators and by HGFP for GFP. (ADAA-Form-18).
- The Chair of the AUMEP Committee sets a date and time for an interview with the concerned student if required. The student will be notified through a formal letter/mail by the Student Support Services Department (SSSD) on the assessment plagiarized / cheated/ colluded and the date and time of the interview by completing the form (ADAA-Form-19).
- The AUMEPC will investigate the matter and give the student an opportunity to put his/her case. The panel will question both the Module Tutor and the student as required to clarify understanding of any points.
- The outcome of all the reported cases is communicated by the Chair of the AUMEPC to all the respective Head of Departments/Module Leaders/ Student Support Services Department(SSSD) (ADAA-Form-20).
- The SSSD and the module tutor will inform the concerned students of the outcome in writing within 14 days.

- In cases where the allegation stands, it is reported by the ADAA / HoDs to the Assessment Board.
- The student is then counseled by Department Representative of the AUMEPC and asked to sign the form (ADAA-Form-21).

D. Penalties of Academic Misconduct

- Students are required to sign a declaration indicating that individual work submitted for an assessment is their own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the College Regulations.
- All instances or allegations of the use of unfair means within summative assessment will be investigated in line with the college UMEP policy. If an allegation is found to be proven, then the appropriate penalty will be implemented by the Assessment Board:
 - a. For the first time: the penalty will be 0% for the element of assessment, the plagiarized element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (i.e. 40%).
 - b. In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation on the same or any other module within the course; the appropriate penalty will be 0% for the module with no opportunity for reassessment and you being able to retake the module in a subsequent year.
- The penalties will apply if you transfer from one programme to another during your period of study and module credits gained on the former programme are transferred to the current programme.

E. Appeals against AUMEP Committee Decisions

- Appeals against the Committee's decision can be made in writing (ADAA-Form-22) to the Student Support Services within a period of 10 working days of being notified. Requests for appeals must state the ground (s) for the appeal.
- Where a student is seeking to appeal a decision of AUMEPC, the appeal will only be valid if it is based on the following grounds:
 - ✓ that the original hearing was not conducted fairly and/or in accordance with the published procedure;
 - ✓ that the original decision was unreasonable in all the circumstances.
- Appeals received outside the stated timescales will be ruled invalid.

- Students have a right to be accompanied by a representative or friend at any hearings in the Appeals process.

Artificial Intelligence Guidance

A. Definition:

Artificial Intelligence (AI) will breach the academic regulations when: “Using technological aids and AI, including translation software, paraphrasing tools, text generating software (essay bots), and tools to generate graphics or artworks, without specific authorisation.”

B. Initial Key Principles for Academics on the use of Artificial Intelligence

Below are the principles to be followed by academics to reduce the opportunity of students to breach the academic misconduct regulations through using AI:

- Assessment should be designed to reduce opportunities for academic misconduct. This can be achieved by considering assessment methods that are authentic and relate to real-world learning.
- Academic to be cautious in using the tools that claim to detect text generated by AI. Turnitin has announced its AI detection tool is apparently 98% accurate. However, it can't be relied on, and the technology will continue to evolve. These detection tools should only be relied upon to highlight students that should be required to attend a meeting to discuss their work, and not the core foundation for decisions on academic misconduct.
- Add the AI guidance principles to be followed by students to the assessment briefs and encourage students to follow. These principles are explained in the following section.
- Update the student declaration that is part of assignment submission requesting students to certify that this is their own work, all sources are correctly attributed, and the contribution of any assistive technologies is fully acknowledged.
- Provide guidance for students concerning referencing the contribution of AI to their work.

C. Guidance for students on the use of Artificial Intelligence in Assessment

As per University of Lancashire Guidance for students on the use of Artificial Intelligence in assessment, using AI under the tutor's guidance will be acceptable in certain situations but students need to ensure that they comply with the academic regulations on Academic Integrity.

Below are the principles to be followed by students to avoid breaching academic misconduct regulations through using AI:

- Ensure the use of the AI tool is in line with the assessment brief and any further advice from the tutor setting the assignment.
- Do not rely solely on AI tools to complete assignments. Use AI tools to enhance your work, not as a replacement for it.
- Acknowledge the extent to which AI has been used as part of referencing their sources, clarifying the contribution of AI to make clear what is their own work. Students have to cite AI tool they used (such as ChatGPT) and describe how they used it.
- Avoid assuming that AI responses are always accurate. AI-generated information may sometimes be inaccurate or misleading.
- Keep drafts to evidence the thinking and development of the work if requested.
- Students may be asked to respond to questions to test their knowledge of their assessed work.
- Failure to follow this advice may lead to allegations of academic misconduct and will impact students' ability to defend themselves.

D. Tips for detecting AI in assessment

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the qualification level.
- A lack of direct quotations and/or use of references where these are required/ expected
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.
- A variation in the style of language evidenced in a piece of work.
- A lack of graphs/data tables/visual aids where these would normally be expected
- K. Content being more generic in nature rather than relating to the students themselves, or a specialised task or scenario, if this is required or expected
- The submission of student work in a typed format, where their normal output is handwritten
- The unusual use of several repetitions of an overarching essay structure within a single lengthy essay.

Assessment Boards

A. Foundation Assessment Board

1. Foundation Assessment Boards are convened at ICEM at the end of each Semester.
2. The role of Assessment Board is to determine and approve the mark/grade achieved by each student

in individual modules and to make recommendations to the appropriate department in relation to reassessment.

3. This Board is chaired by HGFP or nominee. It is operated in accordance with ICEM Internal Boards Regulations and procedures. The Assessment Boards are attended by HGFP (Chair), Registration, Quality & Accreditations Department, Module Tutor(s), GFP Administrator (to record minutes).and Coordinators.

B. GFP Reassessment

- The decision to offer reassessment to a student is at the discretion of the Assessment Board (AB). Reassessment shall be offered to a student, who does not achieve 50% in any of the assessment methods in a Module. All Modules pass mark is 50%. However, if a student gets 45% in one of the Modules or as an overall, the AB can decide to pass the student based on his/her progress and commitment and they will pass the module.
- Reassessment takes place at the end of each semester and before the start of the following academic year.
- The maximum mark which may be awarded for any reassessed component will be the minimum pass mark, 50%, and this mark will contribute to the overall aggregate mark for the module. A module, or a component within it may be reassessed only once.

C. Module Attempts

- The definition of “attempt” is a student’s first sit and any resit (of any component of assessment) within a module. A retake of the same or an alternate module in a subsequent year is considered to be a separate second attempt.
- Students shall not be permitted to retake a module which has been passed. Students shall retake the modules which have not been passed (ADAA-Form-24).
- In order to retake a failed module or to attempt an equivalent module to a failed module, a Course Assessment Board may allow a full time student to register for one additional module in the following year (exceeding by one the normal maximum of six modules).
- Retaken modules must be studied and completed in full. Any passed elements from the previous attempt cannot be carried over.
- Marks for retaken modules will be capped at the minimum pass mark (40%).

D. Exclusion from a programme during an academic session for academic reasons

- Where it becomes clear that a student will not meet the academic or other specific progression requirements, the Chair of the appropriate Assessment Board may require a student to interrupt or discontinue their study the academic session. In such cases the student will have the same rights as apply under the Academic Appeals procedure.

E. Appeals against Assessment Board Decisions

- If a student consider that he/she has a reason to appeal against an assessment board decision, the reasons to appeal must fall within the grounds specified as below (ADAA-Form-25).

F. Grounds for Appeal against Assessment Board decisions

- Request for an appeal against an Assessment Board decision shall be valid only if it is based on one or more of the following grounds:
 1. that an Assessment Board has given insufficient weight to extenuating circumstances;
 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
 3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
 4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.
- Students cannot appeal simply because they disagree with the mark given. An appeal cannot be made against the academic judgement of the examiner(s), properly exercised. Appeals on this basis will be ruled invalid.

G. Appeal Principles and Procedures

- If a student wants to appeal, he/she should fill out the necessary form and submit the same with documentary evidences to the Student Support Services Department(SSSD) within 2 weeks (10 working days) from the results being published or being notified about AUMEPC decision of Assessment Board decision. The onus is on the student to submit the appeal on time.
- If a student is not sure whether an appeal is appropriate, she/he should discuss the matter with SSSD staff or her/his HoDs.
- Appeals received outside the stated timescales will be ruled invalid.
- Requests for appeals must be in writing and must state the ground (s) for the appeal.

- Students have a right to be accompanied by a representative or friend at any hearings in the Appeals process.
- The Appeals process is a two-stage process as follows:

Stage 1: ADAA Appeal

- First Stage Appeals must be lodged with the ADAA within two weeks of the official notification of AUMEP decision or publication of the results on students' portal (ICEM or University of Lancashire).
- The ADAA, accompanied by an independent HoDs, hears the appeal and is responsible for arranging a time with the student, usually within 14 days of receipt of the request for appeal.
- At the discretion of the ADAA, the HoDs for the student's programme may be called for part or the whole of the hearing.
- The ADAA is responsible for making a recommendation to the Chair of the Assessment Board backed by complete documentation with copies to the student. The recommendation may be:
 - a) The appeal is upheld and referred back to the Assessment Board for reconsideration
 - b) The appeal is upheld and the Chair of the Assessment Board takes immediate action on behalf of the Assessment Board
 - c) The appeal is turned down
- The student should be informed in writing, by SSSD, of the outcome of the appeal within 7 days.
- Where an appeal is turned down by the ADAA, the student has a right to a college appeal.

Stage 2: College Appeal

- A College appeal will not be called if a first stage appeal has not been held.
- Requests for College appeals must be made in writing to the HoDs, normally within 7 days of the first stage appeal hearing.
- College appeals will be heard by an appeal panel normally consisted of the Dean and two independent HoDs.
- The powers of a College Appeals Panel are:
 - a) to determine the validity of the grounds for the appeal. The appeal will not proceed if the panel does not deem the grounds to be valid;

- b) to uphold the appeal based on the evidence presented and to refer the matter back to the Assessment Board for decision;
- c) to turn down the appeal and uphold the original decision of the Assessment Board.

SECTION 3: STUDENT VOICE

At ICEM, students are central to the continuous enhancement of the academic and social experience. The College values student opinions and actively encourages all learners to engage in shaping their educational journey. By providing constructive feedback and participating in representative structures, students contribute directly to improving teaching, learning, and campus life.

3.1 Feedback Channels

Students are encouraged to provide feedback through a variety of formal and informal channels. These include:

- Questionnaires and Surveys – administered throughout the academic year to evaluate academic modules, teaching quality, support services, and the overall student experience.
- Direct Communication with Staff – students are welcome to raise concerns or suggestions with their Module Tutors, Personal Tutors, or other relevant staff members.
- Student Forums and Meetings – opportunities are provided to voice opinions collectively, ensuring that feedback is heard at programme, departmental, and institutional levels.

Feedback covers both academic matters (such as teaching methods, assessments, and resources) and non-academic matters (such as facilities, student support, and campus services).

3.2 Module Evaluation Questionnaires (MEQ)

The MEQ is one of the most important mechanisms for gathering student feedback on the quality of teaching and learning.

- All responses are anonymous to ensure honesty and confidentiality.
- Results are reviewed by the Programme HoD and shared with tutors, who use the findings to implement improvements.
- Students are strongly encouraged to complete MEQs each semester, as this helps strengthen the quality of the learning experience for current and future students.

3.3 Student Representatives

The Programme Team organizes the election of Class Representatives at the beginning of the academic year. Their role includes:

- Gathering views, concerns, and suggestions from their peers.
- Acting as a communication link between students and staff.
- Presenting feedback during scheduled meetings at programme and institutional levels.

Students interested in becoming representatives should contact the Head of the General Foundation Programme for further details and guidance.

3.4 Student Staff Liaison Committee (SSLC)

The SSLC is a key platform for structured dialogue between staff and students.

- Meetings are held once per semester.
- Class Representatives present feedback and highlight issues concerning teaching, learning, resources, and the overall student experience.
- Minutes of the meetings are recorded and reviewed by the College Management Team.
- The SSLC ensures that issues are tracked, addressed, and followed up transparently.

3.5 Student Experience Committee (SEC)

The SEC provides a broader platform to address issues related to student life beyond the classroom.

- The Committee meets once per semester and includes staff, Class Representatives, and a diverse group of student members to ensure inclusivity.
- Discussions include campus facilities, extracurricular activities, wellbeing services, and community engagement.
- The SEC plays an important role in strengthening the overall student experience and sense of belonging at the College.

3.6 Complaints

The College acknowledges that there may be occasions when students feel dissatisfied with certain aspects of their experience.

- A formal Complaints Procedure is in place to ensure that concerns are addressed promptly, fairly, and transparently.
- Students are encouraged to first seek informal resolution by discussing issues with their tutors or the GFP HoD.
- If concerns remain unresolved, students may submit a formal complaint through the College system.
- The Student Misconduct and Grievances Committee (SMGC) oversees this process, ensuring that complaints are reviewed impartially and appropriate actions are taken.

By engaging in feedback processes, electing and supporting representatives, and participating in committee structures, students at ICEM play a crucial role in shaping the College environment and contributing to its culture of continuous improvement and quality assurance.

SECTION 4: COLLEGE INFORMATION, REGULATIONS AND SERVICES

When you become a student at ICEM, you agree to comply with the College's rules, regulations, and standards of conduct. This section provides essential information about College services, student responsibilities, and support systems designed to help you succeed both academically and personally.

4.1. Student Support Services (SSSD)

The SSSD located in the main building, provides non-academic support and guidance for all students. Transitioning into college life can be a significant adjustment, and the SSSD team is dedicated to making your experience enjoyable, safe, and rewarding.

Services offered include:

- Guidance on accommodation arrangements, disability support, and personal safety.
- Access to specialized counselling for challenges such as family or relationship difficulties, anxiety, depression, or fear of failure.
- Support in organizing and participating in student activities, cultural events, and clubs, promoting personal development and integration into college life.

The Student Counsellor provides a safe and confidential environment where students can discuss concerns, enhance self-awareness, and explore practical solutions.

4.1. Arrival, Accommodation, and Transport

- **Accommodation:** ICEM supports both Omani and international students in finding suitable, safe local housing.
- **Transport:** Assistance is provided to help students arrange reliable transport to and from the College.
- **Medical Arrangements:** Non-Omani students have access to local government hospitals under arrangements facilitated by the College.

4.2. Health and Safety

Student safety is a top priority at ICEM. All students are expected to comply with established safety regulations.

Evacuation Procedure:

- On hearing the fire alarm, stop all activities immediately and evacuate your area within 3 minutes.
- Always use stairs (not elevators) and proceed calmly to designated assembly points.
- Do not re-enter the building until the official "all clear" has been given by fire marshals.

Fire Prevention and Safety:

- Report any fire hazards to staff immediately.

- Do not attempt to tackle fires independently.
- The College conducts regular fire drills to ensure readiness.

First Aid and Medical Support:

- ICEM has an on-site paramedic and medical clinic.
- In emergencies, inform College staff immediately for assistance.

Sickness:

- Report illness to staff, who will arrange for medical care if required.

General Safety:

- Students must act responsibly, follow College safety guidelines, and use protective equipment where applicable.

4.3. Smoking Policy

Smoking is strictly **prohibited** for all staff, students, and visitors across the College campus.

4.4. Environment and Property

Students are expected to maintain respect for the College site and facilities. Responsibilities include:

- Avoiding damage to property.
- Reporting any maintenance or safety concerns to staff.
- Helping to keep the campus clean and tidy at all times.

4.5. Code of Conduct for Students

All students must follow the College's Code of Conduct.

Expectations include:

- **Classroom Behaviour:** Use respectful language and switch off mobile phones or devices before class.
- **Respect for Property:** Treat all College property responsibly; report damages immediately.
- **Unacceptable Behaviour:** Staff may issue informal oral warnings. Persistent or serious breaches will lead to formal disciplinary action in line with College regulations.

Further details are available in the official **Regulations for the Conduct of Students**.

4.6. General Regulations and Services

Dress Code:

- *Male Students:* National dress, trousers, and shirt. Shorts or sleeveless T-shirts are not permitted except during sports, and sportswear must not be worn in classrooms.
- *Female Students:* Abaya (with or without head covering), or modest dresses/skirts below the knee, or trousers. Tight, transparent, or midriff-exposing clothing is not allowed. Veils (*gashwa*) are prohibited as per MoHERI regulations.

Parking and Driving:

- Campus parking is reserved for staff and visitors only.
- Students must park in designated areas outside the campus.
- The campus speed limit is 20 km/h. Violations may result in vehicles being clamped.

Mobile Phones:

- Must be switched off in class.
- Strictly prohibited in examination halls.

Gifts:

- Staff are not permitted to accept gifts from students. Students are encouraged to express appreciation through feedback systems such as MEQ.

Meals and Refreshments:

- Available in the College cafeterias located in Block A and Block D.
- Limited food delivery from outside restaurants is permitted.

Prayer Rooms:

- Female prayer room: Block D.
- Male prayer rooms: Fire Ground, Block D, and beside Block E.

Breakages and Losses:

- Any breakages, damage, or loss of College or personal property should be reported immediately to a Personal Tutor or Advisor.

4.7. Academic Support Services

College Timings:

- Full-time morning study for all programmes: 08:00 AM – 04:00 PM.
- Students must leave campus by 9:00 PM, unless involved in supervised or authorized activities.

Responsibility for Learning:

- Students are expected to actively engage in their studies, manage their time effectively, and use available resources responsibly.

IT Services:

- Students are provided with secure login credentials for email, file storage (H-Drive/OneDrive), and network access.
- Prohibited activities include: spam, spoofing, harassment, or unauthorized system use.
- Technical support includes:
 - Account creation
 - Password resets
 - Software installation
 - Network troubleshooting
 - Printer and laboratory support

Computer Laboratories:

- For academic use only.
- Unauthorized software installation or equipment tampering is prohibited.
- Food and drinks are not allowed.

Library Services:

- ICEM's library provides books, periodicals, and digital resources.
- Through cooperation with Sultan Qaboos University (SQU) Main Library, students may use on-site resources (borrowing is not permitted).

4.8. Students Advisory Council (SAC)

The SAC is a student-led, democratic body that represents the collective voice of students and works closely with College leadership to enhance the student experience.

Structure:

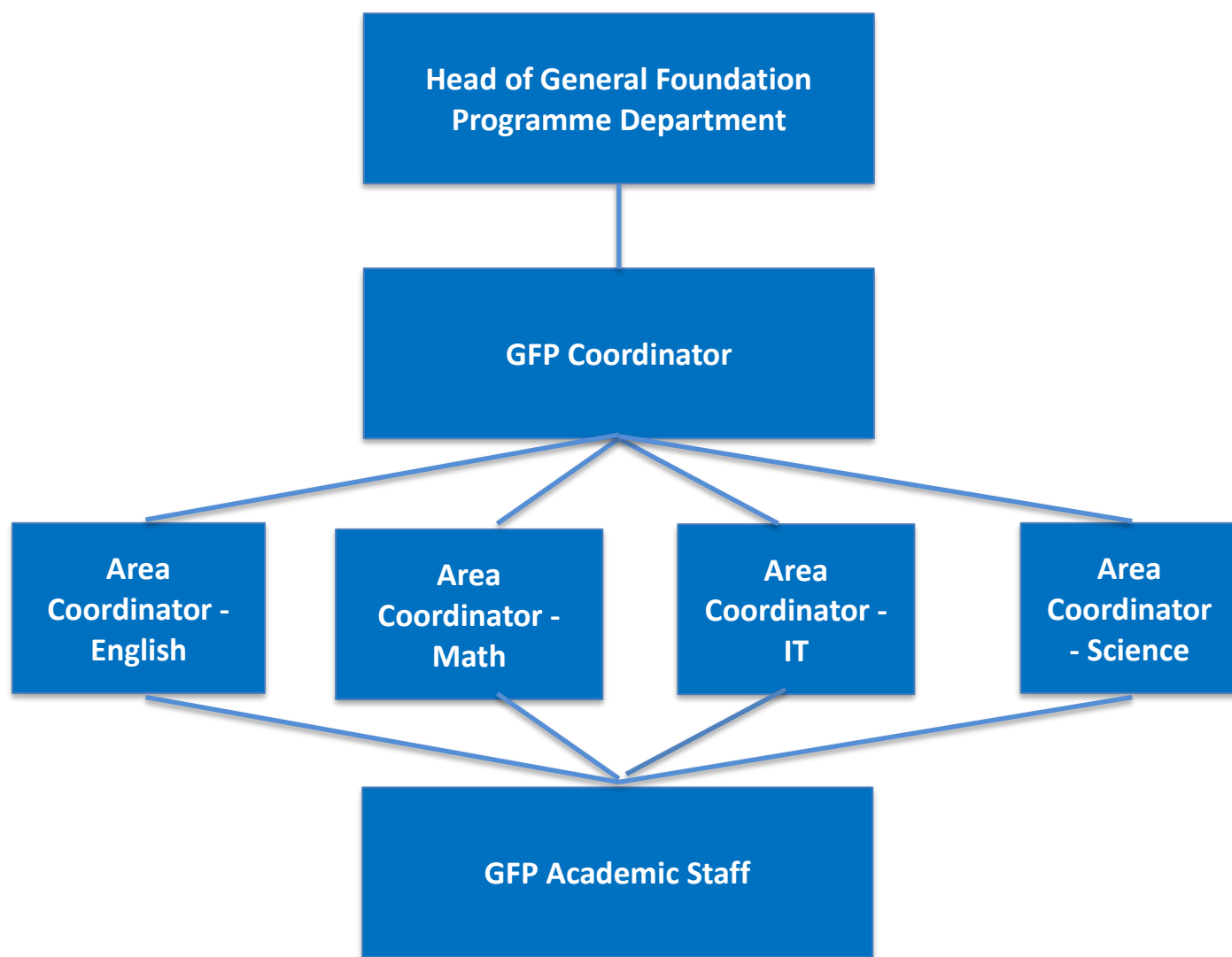
- Members are elected annually by students.
- Among them, a Chair and Vice-Chair are elected to lead the council.

Responsibilities include:

1. Identifying and addressing student needs and concerns.
2. Representing student views to staff and reporting back outcomes.
3. Familiarizing themselves with College policies, rules, and regulations.
4. Proposing activities and initiatives during the academic year, including preparing budget requests.
5. Acting as a bridge between students and College management to ensure inclusivity and transparency in decision-making.

SECTION 5: APPENDICES

Appendix 1: GFP Structure



1. Head of General Foundation Department (GFP)

- **Role:** Provides overall academic and administrative leadership to the department.

2. GFP Coordinator

- **Role:** Acts as the operational link between the Head of Department and Area Coordinators.

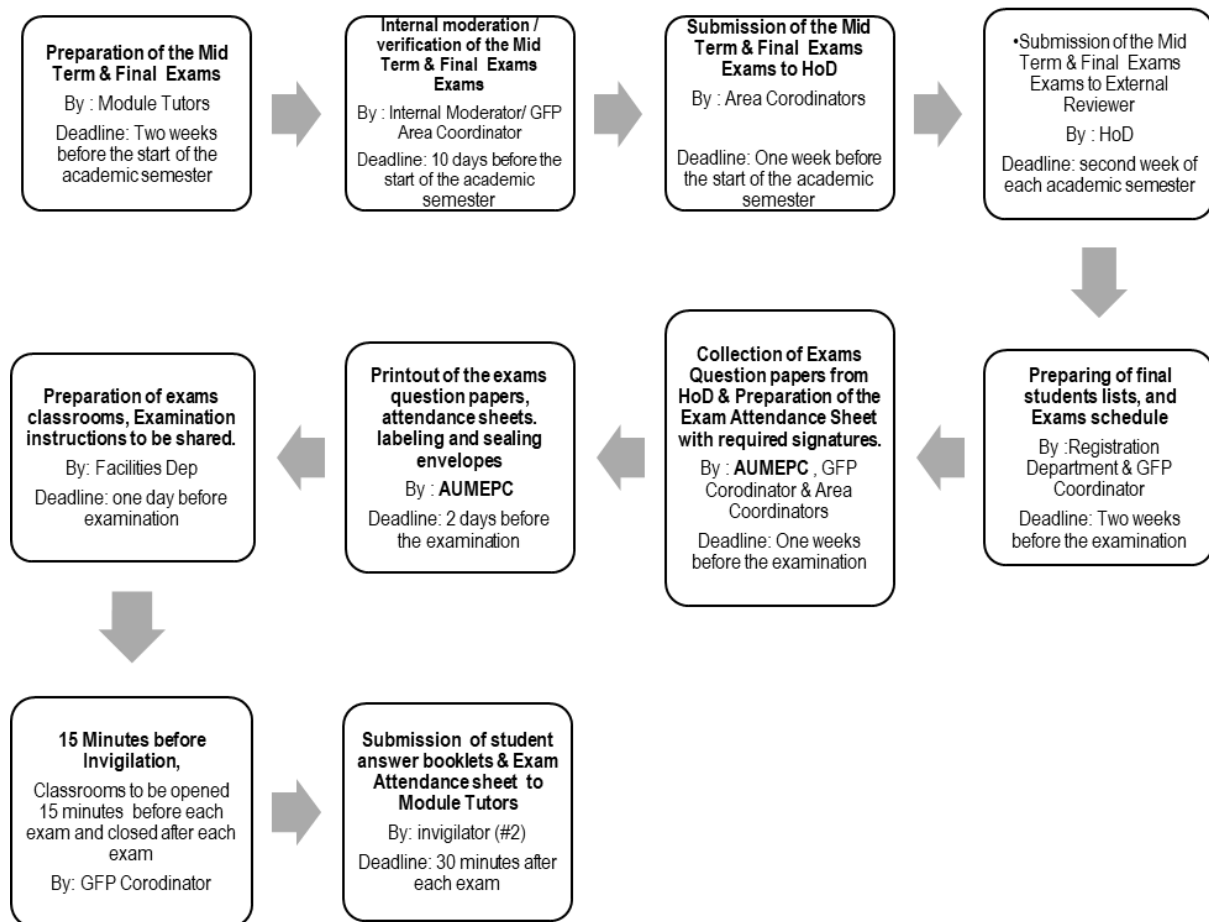
3. Area Coordinators (Science, Math, English, IT)

- **Role:** Academic leads responsible for specific subject areas.

4. GFP Academic Staff

- **Role:** Deliver direct teaching, learning, and assessment to students.

Appendix 2: Conduct of Examinations



Appendix 3: ICEM Parking Plan

