

**B.Sc. (Hons) Fire Safety Management**

Please read this Programme Handbook in conjunction with the College’s **Student Handbook**.

All course materials, including lecture notes and other additional materials related to your course (provided to you whether electronically or in hard copy, as part of your study) are the property of (or licensed to) ICEM and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the college. This applies to the materials in their entirety and to any part of the materials.

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# **Welcome to FIRE SAFETY ENGINEERING/MANAGEMENT PROGRAMME**

The International College of Engineering & Management offers a warm welcome to those students who are new to the College this year and who are taking a first step towards a career in Fire Safety Engineering or Fire Safety Management. I am delighted that you have selected one of these courses.

This handbook is intended to be a source of information on the academic and administrative aspects of the first four years of the course. You will find contact information, information on the course modules you will be taking with examination and assessment regulations, as well as information on giving and receiving feedback to staff.

Please read this handbook carefully and make sure that you understand what is required of you. If you find that there are points you do not understand or wish to discuss further, do not hesitate to contact the Course Leader.

We value your participation and your feedback. We hope you will contribute to the department, whilst making full use of the resources at your disposal to develop your potential.

Finally, it is worth keeping this handbook as it contains information you may wish to refer to throughout the course.

Dr M Shahnawaz Khan

Course Leader

shahnawaz@icem.edu.om

Office Phone No - 2451-2070

# **ICEM Mission, Vision and Values**

**Vision**

To be an internationally recognized institution of higher and professional education, research and community engagement.

**Mission**

To provide high quality education that prepares students in the areas of engineering and management for national and international markets through innovation and research.

**​ Values**

1. **Excellence.** We are continuously striving to be better and to maintain high quality standards.
2. **Integrity.** We adhere to moral and ethical principles as well as national and international professional and academic regulations and conventions.
3. **Professionalism**. We strive to be diligent, proactive, effective and efficient.
4. **Equality.** We respect each and every member of our College community.
5. **Transparency.** We actively foster an open and free environment and combat fraudulent and insincere practices on all levels.

**Graduate Attributes**

1. **Knowledge of engineering and management disciplines**

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

1. **Critical, Analytical and Creative thinking**

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

1. **Leadership and teamwork**

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

1. **Communication skills**

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

1. **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.

1. **Lifelong Learning, Research and Innovation**

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

1. **Global competitiveness**

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

1. **Technological Literacy**

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

# **General Information**

# **Program Learning Outcomes**

**A. Knowledge and Understanding**

A1. Demonstrate knowledge of the main concepts and principles that underpin fire safety engineering and their application in the workplace

A2. Apply the fundamental concepts of fire safety engineering to enable the generation and evaluation of alternative solutions to solve related design problems;

A3. Evaluate the interrelationships between the professional inputs into fire engineering and fire engineered project solutions with respect to all applicable managerial, legal and social parameters

A4. Apply and integrate knowledge and understanding from a variety of engineering disciplines into the context of fire safety engineering

A5. Demonstrate the capability for independent and lifelong learning in a professional career

**B. Subject-specific skills**

B1. Analyse fire risk and protection needs for a range of applications, evaluate a range of strategies and implement solutions to meet these needs.

B2. Evaluate whether design solutions integrate social, legal, engineering and technical requirements;

B3. Evaluate managerial responsibility, including operational, financial and legal considerations in private industry and the parallel public sector;

B4. Formulate and produce creative and innovative technical solutions to fire safety problems by applying design and engineering principles to real situations.

B5. Independently plan and execute a research project in fire safety engineering.

**C. Thinking Skills**

C1. Critically evaluate standard practice, and apply professional judgment in making recommendations and solving problems for future best practise

C2. Identify and analyse broadly defined problems, evaluate possible optional strategies, design and optimise appropriate solutions.

C3. Select and apply appropriate problem solution skills in the processes of analysis, synthesis, evaluation and summarisation of ideas and information and the proposal of solutions;

C4. Select, collate, interpret and evaluate information from a range of sources.

**D. Other skills relevant to employability and personal development**

D1. Research and evaluate a wide range of sources of information from text books, journals, the media, CD Rom, newspapers, internet, technical indexes, catalogues, Standards, case law.

D2. Complete reports in a succinct and coherent format, and conduct and present individual research projects.

D3. Work independently and within a team.

D4. Communicate appropriately to a variety of audiences using a range of formats and approaches.

D5. Identify and work towards targets for personal, academic and professional development.

# **Course Team**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. No** | **Staff** | **Role** | **Module** | **Email** | **Phone** |
| 1 | Dr Khan | Course leaderRoom No. M22Main Building 1st Floor | OM 1026, OM 2029, FV 3900 | shahnawaz@icem.edu.om | 2070 |
| 2 | Dr Mohammed  | Course TutorRoom No. M21Main Building 1st Floor | OM2024, OM2027, FV3103, OM1024, FV 3900 | mohammed@icem.edu.om | 2072 |
| 3 | Mr. Anoop  | FV 3001, FV 3002, OM 3025, FV 3201, FV 3900 | Anoop@icem.edu.om |
| 4 | Dr Javad | OM2025, FV3004, OM3026, OM 2018, FV 3900 | javad@icem.edu.om |
| 5 | Mr Hani  | OM1015, OM2023, FV 3900  | hani@icem.edu.om |
| 6 | Ms Sabra | OM1023, OM2017,OM2028, OM3011, OM1014 | sabra@icem.edu.om |
| 7 | Mr Ajwad | OM1055,OM2056 | ajwad@icem.edu.om |  |
| 8 | Ms Fathiya | OM2055 | fathiya@icem.edu.om |  |

# **Expertise of staff**

**Dr M Shahnawaz Khan**

Qualifications: Post Doctorate and Ph.D. in Nanotechnology from the National Sun Yat-Sen University in Taiwan. Bachelors and Master of Science in Industrial Chemistry from AMU in India.

Experiences: Six years of academic teaching experience.

Research Interest: Fire and Smoke Control and Fire Toxicity.

**Mr. Anoop Warrier**

Qualifications: International Master of Science in Fire Safety Engineering (IMFSE) from EU Universities; University of Ghent, Lund University and the University of Edinburgh. Bachelor of Technology in Safety and Fire Engineering from Cochin University of Science and Technology in India.

Experiences: five years of academic teaching experience.

Research Interest: Compartment Fire Behaviour, CFD Fire and Evacuation Modelling, and Human Behaviour in Fire.

**Mr. Hani Al-Saadi**

Qualifications: Master of Science in Fire and Explosion Engineering from The University of Leeds, UK. Bachelor of Engineering in Chemical and Process Engineering from Sultan Qaboos University, Oman.

Experiences: one year of academic teaching experience.

Research Interest: Fire Toxicity, Smoke Control Systems, CFD Modelling, Combustion, Fire Safety in Buildings, and Hazard Modelling.

 **Dr Javad Hashempour**

Dr Javad poses M.Sc. from the University of Manchester, UK and Ph.D. in Mechanical Engineering from the University of Southern Queensland, Australia. His Ph.D. thesis focused on investigating potentials of metal screen as fire barriers to contain wildfires where he pioneered several novelties such as design and characterization of Ember Shower Simulator and simulating leaf firebrands’ showers for the first time. Dr Javad joined as postdoctoral research fellow to the department of fire protection engineering at the Worcester Polytechnic Institute (WPI) in Massachusetts after completion of his PhD. He accomplished several research projects on fire oxygen consumption calorimetry, structure fire, ignition theory of porous fuels and fire dynamics of forest fires. He also served as an Assistant Teaching Professor at the WPI following completion of his fellowship where he taught courses in fire protection engineering at the undergraduate level. Before joining ICEM, Dr Javad worked as an Assistant Professor at the University of North Carolina, Charlotte between 2019-2021 and served one year as the Graduate Program Director of M.Sc. in Fire protection and safety management.

Experiences: Four years of academic teaching experience

**Research Interest:** Wildland-Urban Interface Fires; Advanced Fire Dynamic; Computational Fire Dynamic; Structure Fires; Machine Learning based Fire Analysis; Material Flammability.

**Mrs. Sabra Al Shukairi**

Qualifications: Master of Science in Fire Safety Engineering from University of Ulster. Bachelor of Science in Fire Safety Engineering from University of Central Lancashire, United Kingdom.

Experiences: Four years of academic teaching experience.

Research Interest: Smoke control, Fire dynamics, and Human Behaviour in Fire.

**Dr. Mohammed Alkhamis**

**Qualifications:** Ph.D. in Petroleum Engineering, Missouri University of Science and Technology. M.S. in Petroleum Engineering, Missouri University of Science and Technology. B.S. in Mechanical Engineering, King Fahad University of Petroleum and Engineering.

**Research Interest:** Drilling Optimization, Improving Zonal Isolation, and Enhanced Oil Recovery.

**Mr. Amal S. George**

Qualifications: Master of Technology (M.Tech.) in Industrial Safety (Health, Safety and Environment Management Specialization) from Cochin University of Science and Technology, India. Bachelor of Technology (B.Tech.) in Civil Engineering from University of Calicut, India.

Experiences: Three years of academic teaching experience and two and half years of industrial experience as HSE Engineer and Civil Engineer.

Research Interest: Human Factors, Hazard Identification, Hazard Analysis, Structural Fire Safety.

# **Communication**

The college expects you to use your college email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. You are automatically allocated UCLan an email address. You can use your email and password to login your e-mail and Blackboard account.

# **External Examiner**

An External Examiner is appointed to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The External Examiner is responsible for ensuring that standards and comparability are maintained, assuring fairness in the application and implementation of assessment processes and procedures in accordance with the approved programme/course regulations, and for judging whether students have fulfilled the learning outcomes of courses to a satisfactory standard.

# **Communication**

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# **Semester Timetable**

A timetable will be available at the beginning of each academic semester, through the Registration Department. It will be published on the notice boards and college website.

# **Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your Module Tutor.

# **Class Attendance Policy**

Students are required to attend all classes for courses enrolled. The policy for absence in class without excuse is as follows:

1. Students who enter classroom after the start of the class period will be marked “Absent” but will be allowed to sit in class.
2. Faculty must maintain class attendance records.
3. The first warning will be sent to student via email if he/she is absent from class for more than 10% of the total lecture hours. A copy of the warning email will be cc’ed the Course Leader. Parents and Sponsors will also be notified.
4. The second warning will be send to student via email if he/she misses more than 15% of the module total lecture hours.
5. In the event the student misses more than 25% of the module total lecture hours without excuses, the student will be assigned the grade of fail (Attendance failure AF). She/ He must spare the module.
6. Faculty shall not give substitute assessments to students who miss classes.

# **Excused Absences**

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

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 for Student Affairs (ADSAR).

Excused absence shall be filed by the students within the first 2 days of reporting back and submit the same to the respective HoD, otherwise the excuse will not be considered.

# **Expected hours of study**

A standard module size is 20 credits and equals 200 notional learning hours. Students can typically expect 4 hours of class contact per module per week, which equates to approximately 60 hours contact per module with the remainder of the 200 learning hours taken up with self - study in the form of research, revision and assessment.

# **Classification of Awards**

All higher education programs offered at ICEM are designed to lead to Bachelors (Honours) degree in the following disciplines. Duration of study for this program is four years. To get a degree with honours you must pass the equivalent of 24 standard modules - six at each Level. However, if you decide to leave the course at some point before completing the four years, and you have successfully completed all the modules, you can be awarded:

1. At the end of the first year a Certificate of Higher Education in Fire Safety or Fire Safety with Industrial Placement
2. At the end of the second year a Diploma of Higher Education in Fire Safety or Fire Safety with Industrial Placement
3. At the end of the third year an Advanced Diploma in Fire Safety (Engineering) or Fire Safety (Management)

Classification of award is based on APM (Average Percentage Mark) calculation.

APM from 70 - 100% First Class Honours

APM from 60 - 69.99% Upper Second Class Honours

APM from 50 - 59.99% Lower Second Class Honours

APM from 40 - 49.99% Third Class Honours

# **Industrial Placement**

The course has an optional Industrial Placement module, for which you will be provided with an Industrial Placement handbook. Developing industrial skills is an important part of student’s lifetime at college. Graduate recruiters look for evidence of what skills students has developed and how they can apply them to the world of work. The Industrial Placement opportunity is designed to give students the opportunity to gain further practical experience in an industrial and commercial environment. The College has a close contact with local companies in different industries. If you wish to take this opportunity, you may contact your Personal Tutor/ Course Leader for further details.

# **Student Support, Guidance and Conduct**

* 1.
	2.

# **Student Support and Guidance**

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# **Module Tutor and Course Leader**

For module specific queries, students should always seek for clarification from a member of respective module teaching staff (e.g., Module Tutor) in the first instance. Module Tutors are much more likely to have detailed knowledge of the issues in question, and can offer specialist advice immediately.

Course Leaders have responsibility for ensuing that students have fulfilled the learning outcomes of courses to a satisfactory standard and have received the academic and non-academic support when they need them.

# **Personal Tutor**

The Personal Tutor System is an initiative set in place to help you not only settle in to life in Higher Education but also to better understand what is expected from you as a student at the College. Every student is given a Personal Tutor from within the department during the induction period. Your Personal Tutor will be your first point of contact if you wish to discuss any problems or issues (academic or not) which you are faced with while at the college.

# **Student Support Services Department**

Student Support Service department provides academic and administration support for students and staff and it is located in the ground floor of the main building which open from 8.00am until 4.00pm Sunday to Thursday.

The student support service department supervises various activities organized and/or controlled by the College in addition to overseeing services and student centres related to student affairs such as internal division – the College clinic, the student counselling centre and career guidance centre. The department seeks to help students to achieve academic and psychological stability within the College environment, which would entitle them to be active members of the College’s community and develop their interpersonal skills. In addition, to provide students with the practical skills and professionalism required by the labour market to be available after graduation from the College.

# **Student Counsellor**

Occasionally you may need more specialist counselling to make sure you get the most out of your time at ICEM. ICEM counsellor will give you the support that you may need, gives you time, and space to explore issues that are of concern to you. These might include

* Relationship or family problems
* Anxiety or depression
* Fear of failure

Student Counsellor will not be able to provide instant solutions but will listen and aid an increasing awareness of yourself and your choice of possibilities.

# **Study Support**

The ICEM library retain copies of relevant books, periodicals and electronic teaching and learning materials for each subject. For registered students, all the module texts and recommended reading material listed in the module bibliographies are available in the library, together with copies of relevant UCLan publications.

The College is now enrolled as an Institutional Member of the Sultan Qaboos University Main Library. If you wish to borrow books from the Sultan Qaboos University Library, you can contact the College Librarian. You may also use the local Public Technical Library, which can be arranged by the Librarian.

Registered students are also entitled to access to the on-line library services provided by the affiliate university. This access enables students to view the library catalogue and use the on- line resources which are available to all university students. On registration, a separate guide to on-line resources will be provided for reference. Detailed guidance of how to use of this system will be emailed to students upon registration.

# **IT Support**

You will be given a formal induction to the use of College computers. The College has fully equipped I.T. suites with full Internet access. You will also have access to technical support staff and I.T. specialist. . You must not use the computer suites until you have had your induction and been issued with your User ID and Password. After induction, you will be required to sign a declaration agreeing to follow the rules of conduct in the Computer Suites.

# **Student Voice**

You can play an important part in the process of improving the quality of your student experience through the feedback you give.

Different communication channels are developed to support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. You will be requested to complete various questionnaires throughout the academic year for all services provided, including your feedback on faculty and staff.

# **Course Student Representatives**

Course representatives are students who are elected by their fellow students on their course in order to voice any issues concerning the course. They represent the students of their course at the Student Staff Liaison Committee meetings, which normally take place once each semester. One student from each year of study, for each course will be elected for this role.

Student Representatives should help students - by making sure that their suggestions, observations, views, opinions and concerns reach College staff who can help. In addition, they should help staff by informing students about actions, decisions and plans that will affect students and their program.

# [**Student Staff Liaison Committee Meetings (SSLC)**](https://www.uclan.ac.uk/students/cyprus/life/voice/student_staff_liaison.php)

The purpose of SSLC meetings is to provide the opportunity for Student Course Representatives to feedback to staff about the course, the overall student experience and to inform developments, which will improve future courses. These meetings are normally scheduled once per semester. These minutes will be read by the College Management Team and sent to the University. These minutes will be available to the students via e-mail. At least once in the Academic Year, a member of staff from the University will attend a Course Committee meeting for your programme.

# **Students Advisory Council**

The Students Advisory Council is a student-led, democratic organization and exists to make your student experience better for you while studying at the College. Students shall elect a group among them at the beginning of the academic year. Student group shall elect a chair and a vice-chair among its members. The student council shall perform the following:

1. Identify the needs of students and pinpoint student issues.
2. Voice the views of those represented.
3. Take up issues with College Staff and report outcomes back to students.
4. Be familiar with relevant College policies, rules and regulations.
5. Propose activities during academic year with the budget required.

# **Feedback through Personal Tutors and Module Tutors**

Your Module Tutor and Personal Tutor will listen to your problem and then advice you as best as they can on how to resolve it. As they are academic experts, they might not be able to assist you with all your personal matters but will definitely assist you in setting up an appointment with someone else who is better equipped to help you, such as Student Support Services officers, Student Counsellor Etc.

For any module related queries, students can discuss directly with module tutors. This can ensure immediate attention to students’ concerns and actions can be taken where necessary.

# **Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. You will be asked to provide feedback in a number of ways such as the Student Staff Liaison Committee meetings (SSLCs) and Student Experience Committee Meetings (SEC), and Module Evaluation Questionnaires. We would encourage you to do so, it is only with your help that we can ‘improve the margins’ and make student life better.

# **Student Conduct**

You will be expected to abide by the Code of Conduct for Students in the College. The College expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

You must show respect for the College site and College property. You must behave in a way that will not cause damage to the College site or to College property and you should help to keep the College clean and tidy at all times. If you see any problems concerning the site or College property, you should report these to a member of the College staff. If your behaviour is considered unacceptable, any member of academic staff is able to issue an informal oral warning and the college will support staff by invoking formal procedures where necessary. You can read more about college expectations in the regulations for the Conduct of Students.

# **Students’ Violation**

The following cases are considered as student violations that require disciplinary measures against their violators:

1. Cheating in exams or attempt to cheat or breach the order of the exam and compromising the scientific faith.
2. Disorder during the lectures and practical lessons
3. Try to disrupt extra- curricular activities and events of the College.
4. Assaulting any member of the College community or threaten him or show disrespect towards him.
5. Give incorrect information or statements on the official papers, or falsification of official documents relating to the College, or obtaining it illegally.
6. The penalties start from forewarning up to the final disciplinary displacement from the College. (Refer to ICEM Student Handbook)

# **Course Structure – B.Sc. (Hons)** **Fire Safety Engineering or Fire Safety Management**

1.
2.

# **Course Information**

Year 1 (full time) is referred to as Level 4. Year 2 (full time) is referred to as Level 5. Year 3 (full time) is referred to as Level 5 & 6. Year 4 (full time) is referred to as Level 6. To get a degree with Honours you must pass the equivalent of 24 standard modules. Full time students normally study 6 modules per year - some modules may last all year, whilst other modules may only last for one semester.

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. The module code and title can be seen in the table below and the Module Information Package (MIP) for these modules can be found on Blackboard.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| * OM1014 Command & Management 1
* OM1015 Health & Safety Management
* OM1023 Fundamentals of Fire Fighting
* OM1024 Introduction to Fire Safety & Law
* OM1026 Science & Mathematics for Fire Engineering
* OM1055 Personal & Professional Development 1
 | * OM2017 Command & Management 2 (FSM)
* OM2023 Fire Safety in Buildings
* OM2024 Mathematics 1
* OM2028 Fire Fighting & Operations
* OM2029 Fire Science
* OM2056 Professional Development Projects
 | * OM2027 Mathematics 2
* OM2055 Personal & Professional Development 2
* OM2057 Introduction to Research Methods
* OM2074 Safety in Oil & Gas Fields
* OM3010 Risk Assessment & Management
* OM3011 Disaster Mitigation & Emergency Management
* OM3026 Fire & Smoke Control in Buildings
 | * FV3001 Enclosure Fire Dynamics
* FV3002 Fire Protection Engineering
* FV3101 Strategic Risk Decision Making
* FV3103 Hazards and Risk Management
* FV 3500 Fire Studies Dissertation
 |

# **Module Aims Assessment Strategy**

|  |  |
| --- | --- |
| ***1.*** | ***OM1014 Command & Management 1*** |
| **Aims:** | The aim of this module is to introduce the student to the Command, Leadership and Management concepts of a first level supervisor in operational management in a fire service environment. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***2.*** | ***OM1015 Health & Safety Management*** |
| **Aims:** | The aim of this module is to provide students with knowledge, understanding and skills relating to the principles and processes necessary for the management of occupational health and safety in the workplace in line with applicable legislation. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***3.*** | ***OM1023 Fundamentals of Fire Fighting*** |
| **Aims:** | This module is designed to build on the theoretical input from other fire related modules by providing the student with the practical knowledge and training to enable them to understand the role of a professional firefighter, following further training, experience and competency based assessment. |
| **Assessment strategy:** 30% Coursework, 70% Exam |
|  |  |
| ***4.*** | ***OM1024 Introduction to Fire Safety & Law*** |
| **Aims:** | This module allows students to apply fire safety principles based on an understanding of the phenomena and effects of fire and of the behaviour of people to fire, to protect people, property and the environment from the destructive effects of fire. |
| **Assessment strategy:** 50% Coursework, 50% Exam |
|  |  |
| ***5.*** | ***OM1026 Science & Mathematics for Fire Engineering*** |
| **Aims:** | To provide the underpinning scientific and mathematical knowledge and understanding required for study in other course modules and to introduce the student to a scientific approach in investigations. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***6.*** | ***OM1055 Personal & Professional Development 1*** |
| **Aims:** | This module aims to develop oral and written academic English Language skills in addition to increasing proficiency in a range of study skills, enquiry techniques and research skills required for further study in a technical subject area. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***7.*** | ***OM1040 Industrial Placement (Optional)*** |
|  |  |
|  |  |
| ***8.*** | ***OM2017 Command and Management 2*** |
| **Aims:** | The aim of this module is to build upon the principals of Command and Management. The module extends from an emphasis on the management and supervision of a single crew to the management and supervision of multiple crews. |
| **Assessment strategy:** 60% Coursework, 40% Exam |
|  |  |
| ***9.*** | ***OM2023 Fire Safety in Buildings*** |
| **Aims:** | The aim of this module is to build on students’ knowledge, understanding and skills relating to the principles, processes and legislation involved in fire inspection of mixed occupancy premises. |
| **Assessment strategy:** 50% Coursework, 50% Coursework |
|  |  |
| ***10.*** | ***OM2024 Mathematics 1*** |
| **Aims:** | The aim of this module is to provide students with the ability to confidently recognise and handle the essential core of mathematical methods for complementary and further study of engineering. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
|  |  |
| ***11.*** | ***OM2028 Firefighting Operations*** |
| **Aims:** | The aim of this module is to provide students with additional underpinning skills and knowledge required by incident commanders dealing with multiple appliance operations. |
| **Assessment strategy:** 60% Coursework, 40% Exam |
|  |  |
| ***12.*** | ***OM2029 Fire Science*** |
| **Aims:** | The aim of this module is to build on material at level 4 to provide students with an appropriate chemical and scientific background for further studies in fire safety. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***13.*** | ***OM2055 Personal & Professional Development 2*** |
| **Aims:** | This module aims to provide a learning environment where students can increase their ability to communicate effectively. |
| **Assessment strategy:** 100% Coursework |
|  |  |
| ***14.*** | ***OM2027 Mathematics 2*** |
| **Aims:** | The aim of the Module is to extend students’ knowledge, understanding and application of mathematical principles to support their further study in engineering and management. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***15.*** | **OM2056 Professional Development Projects** |
| **Aims:** | This module builds on the work of previous modules in developing the communicative abilities of students. This will be achieved by refining linguistic proficiency to an advanced stage. |
| **Assessment strategy:** 50% Coursework, 50% Coursework |
|  |  |
| ***16.*** | ***OM2057 Introduction to Research Methods*** |
| **Aims:** | The aim of this module is to develop investigation and information researching skills in general and to support the final year Dissertation. Students will work individually and in groups in the production and presentation of projects on subjects closely related to the target qualification. |
| **Assessment strategy:** 40% Coursework, 60% Coursework |
|  |  |
| ***17.*** | ***OM2074 Safety in Oil & Gas Fields*** |
| **Aims:** | To understand health, safety and environmental concerns in the hydrocarbon sector and apply appropriate HSE management systems to improve performance. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
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| ***18.*** | ***OM3011 Disaster Mitigation & Emergency Management*** |
| **Aims:** | The aim of this module is to Provide an introduction to the management of natural, manmade and accidental disasters including fire, flooding, explosive and environmental destruction. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***19.*** | ***OM3026 Fire & Smoke Control in Buildings*** |
| **Aims:** | This module deals with the interaction of fire and smoke with buildings and its occupants and develops approaches to minimise the effects of this. Both theoretical studies and the interpretation of fire and smoke models are used to develop management strategies to minimise the impact of fires in enclosed environments on people and in the design of the interiors of structures. |
| **Assessment strategy:** 50% Coursework, 50% Exam |
|  |  |
| ***20.*** | ***FV3001 Enclosure Fire Dynamics*** |
| **Aims:** | This module builds upon and develops a deeper technical foundation of the fire-science skills and knowledge gained at Level 4 and Level 5 to establish the students’ competence in the understanding of enclosure fires and the dominant mechanisms controlling enclosure fires. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
| ***21.*** | ***FV3002 Fire Protection Engineering*** |
| **Aims:** | This module will look at the principles of fire protection, standard test procedures and methods of solving fire safety problems using active and passive fire safety systems. |
| **Assessment strategy:** 40% Coursework, 60% Exam |
|  |  |
|  |  |
| ***22.*** | ***FV3101 Strategic Risk Decision Making*** |
| **Aims:** | Aim: This module aims to provide students with knowledge of the fundamental principles of management in a risk critical environment. |
| **Assessment strategy:** 40% Coursework, 60% Coursework |
|  |  |
|  |  |
| ***23.*** | ***FV3103 Hazards and Risk Management*** |
| **Aims:** | This module aims to provide the students with opportunity to develop their academic study of risk analysis techniques and encourages the student to employ quantitative methods. |
| **Assessment strategy:** 80% Coursework, 20% Coursework |
|  |  |
|  |  |
| ***24.*** | ***FV3500 Fire Studies Dissertation*** |
| **Aims:** | Provide the students with the opportunity to develop independent research and evaluation skills. On an individual basis, the student will be required to carry out an in-depth study involving theoretical, computational, experimental or investigative analysis, case studies or a combination of these. Enhance students’ employability skills such as written communication skills, independent planning, execution and dissemination of research outcomes through the learning and teaching strategy. |
| **Assessment strategy:** 90% Coursework, 10% Coursework |
|  |  |

# **3.1.1 Approach to Teaching and Learning in AY2021-22 – Face to Face Teaching:**

Following the instructions received from Ministry of Higher Education, Research and Innovation, the face to face teaching approach will be implemented for AY2021-22. To minimize the health risks for both staff and students, the College will make effort to minimize the time for students to spend on campus and reduce the number of students on campus at the same time. In order to achieve this, each module will have weekly two face-to-face teaching sessions of 1 hour 40 minutes each. The students need to come to the college two times per week to attend the classes.

A complete set of teaching material will be prepared and uploaded on Blackboard including the teaching handouts/notes, reading materials, PPT presentations, video materials recorded by staff and other learning videos such as YouTube videos. Face to face classes will be recorded and uploaded on Blackboard.

# **Learning Resources**

All staff involved with the course are here to help you. All the lectures, tutorials, workshop classes and coursework have been designed to help you develop necessary skills and knowledge. To keep up with material covered in taught classes and in learning how to obtain information for yourself and how to work with others, you will obviously need to do a substantial amount of work. Lecturers will often suggest background reading or exercises, which you should tackle. For un-assessed work, it is probably a good idea to work with others.

Remember that learning is not something that someone else can do for you - it requires considerable work and effort on your part.

# **Electronic Resources**

UCLan provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

# **Personal Development Planning**

The college encourages and supports students to achieve personal development plans in a variety of ways – directly through the course material and associated experiences. The course team, your module tutors and the Personal Tutor support this.

# **Preparing for your Career: Career Guidance Canter**

Your future is important to us, so to make sure that you achieve your full potential whilst at college and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at college:

* To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
* Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
* You will then be ready to learn how to successfully tackle the recruitment process.

It is your future: take charge of it!

# **Assessment**

# **Assessment Strategy**

The purpose of assessment is to provide the opportunity for students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award they seek.

The overall assessment strategy used during the course includes the use of formative and summative assessment the weighting applied to exams, coursework or practical assessments and is set out in each of the modules. To pass the module you must achieve an aggregate mark of 40%, aggregated across all assessments.

# **Notification of assignments and examination arrangements**

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements during a timetabled session, within module information packs or through Blackboard. Students should submit their assignments in accordance with the requirements detailed in the Assessment Submission criteria of their assignment. The timetable of the final exams will be displayed on the department notice boards and a copy of the timetable will be emailed to students. The classroom allocations will be displayed on the notice boards and sent by email at least one day before the exam.

# **Late Submissions**

If you submit work late, a penalty will be applied in relation to unauthorised late submission of work.

* If you submit work within 5 working days after the published submission date, you will obtain the minimum pass mark (40%) for that element of assessment.
* Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
* Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

# **Extensions and extenuating circumstances**

For extensions and extenuating circumstances to be considered, they should be unforeseeable or unpreventable and may have had a significant adverse effect on the academic performance of a student. Possible extenuating circumstances include:

* significant illness or injury;
* the death or critical/significant illness of a close family member/dependent;
* family crises or major financial problems leading to acute stress;
* absence for jury service or maternity, paternity or adoption leave;
* a criminal act where you have been a victim

It is the sole responsibility of the student to submit a request for consideration of extenuating circumstances to the Student Support Services Department according to the published procedures and deadlines. Student may submit a request for extension of deadline before the submission date to the concerned Module Tutor along with relevant evidences/documents. The student must submit claims for extenuating circumstances within 5 working days of the assessment deadline along with corroborating evidence. Requests for extenuating circumstances submitted outside the deadline date will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been declared beforehand.

# **Feedback Following Assessments**

The college is committed to provide you clear, legible and informative feedback for all your assessments. You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

* For all assignments, students will be provided with feedback within 15 working days of the scheduled submission. Feedback may be provided in oral, written, audio or digital format, as appropriate and individual feedback will be posted on Blackboard.
* For Final Examinations, students will not be provided with individual feedback. Students may request a generic feedback if needed. Generic feedback may include an outline of the expected answers.

Please note that all assignments and exam scripts are externally moderated by UCLan Course Leaders and by the External Examiners prior to Module/Assessment Boards. All marks awarded are provisional subject to confirmation by the Module/Assessment Boards of the University of Central Lancashire, UK.

# **Academic Misconduct (Which Includes Cheating, Plagiarism, Collusion or Re-Presentation)**

* Cheating is any deliberate attempt to deceive and covers a range of offences described in the Academic Handbook.
* 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 disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers.
* Re-presentation is an attempt to gain credit twice for the same piece of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If an allegation is found to be proven, then the appropriate penalty will be implemented:

1. 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%).
2. 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 will have to retake the module in a subsequent year.

The College uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin via Blackboard 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 Unfair Means to Enhance Performance Committee for further discussion with the Module Tutor/justification from the Module Tutor. The case may or may not be formally investigated.

# **Reassessment**

The decision to offer reassessment to you is at the discretion of the Assessment Board. The reassessment shall be offered to a student who does not achieve an aggregate mark of 40%, aggregated across all assessments in the module. Reassessment takes place before the start of the following academic year. The best mark that may be awarded for a reassessment in a module is 40%.

# **In-Module reassessment**

In order to help students make progress with their study, where a student has failed a component and is required to be reassessed in that component, in-module reassessment is permitted subject to the agreement with Module Leader. The maximum mark, which may be awarded for in-module reassessed component, will be the minimum pass mark. As part of Academic Regulation, a module, or a component within it, may be reassessed only once.

# **Retaking of Modules**

You shall not be permitted to retake a module, which has been passed. You shall retake the modules, which you have not passed. The best mark that may be awarded for retaken module is 40%.

# **Appeals against Assessment Board Decisions**

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified as below. *You cannot appeal simply because you disagree with the mark given*. The specified grounds for appeal are:

* that an Assessment Board has given insufficient weight to extenuating circumstances;
* that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
* that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 7 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Student Affairs Office for support and advice.

# **Academic Probation Status**

A student is placed under Academic Probation if he/she failed modules and the average percentage mark drop is below 40% = 2 CGPA.

# ***Appendices:***

## ***Appendix 1: Program Specifications***

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| UNIVERSITY OF CENTRAL LANCASHIRE |

Programme Specification

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| This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.*Sources of information on the programme can be found in Section 17* |

|  |  |
| --- | --- |
| 1. **Awarding Institution / Body**
 | University of Central Lancashire |
| 1. **Teaching Institution and Location of Delivery**
 | Year 1-4: International College of Engineering and Management, OmanYear 4: ICEM and UCLan |
| 1. **University School/Centre**
 | School of Engineering |
| 1. **External Accreditation**
 | N/A |
| 1. **Title of Final Award**
 | BSc (Honours) Fire Safety Management |
| 1. **Modes of Attendance offered**
 | Full Time, Part Time (Oman) |
| 1. **UCAS Code**
 | N/A |
| 1. **Relevant Subject Benchmarking Group(s)**
 | None specific to Fire Safety, but developed with reference to:Building and Surveying / Engineering |
| 1. **Other external influences**
 | Institution of Fire EngineersEnergy InstituteNational Fire Protection AssociationInternational Fire Service Accreditation Congress |
| 1. **Date of production/revision of this form**
 | February 2017 |
| 1. **Aims of the Programme**
 |
| * To develop expertise in the application of scientific, engineering and technological principles and tools to resolve design problems in fire and fire safety applications.
 |
| * To produce graduates with the ability to command and manage fire safety operations
 |
| * To provide the underpinning Science and Technology knowledge related to fire safety
 |
| * To enable graduates to assess risk and devise protection strategies as they relate to fire safety
 |
| * To produce resourceful, competent, clear thinking graduates with a range of skills and experience relevant to modern industry and commerce and in particular to develop a range of competences and underpinning knowledge for practising professionals in the field of Fire Safety
 |
| * To enable the graduates to apply their knowledge, understanding and skills to realistic situations and particularly in the context of the GCC region.
 |
| * To develop skills in communication, independent study, team working, problem solving, management and critical thinking which will equip graduates for the world of work and lifelong learning.
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| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**

 **(The student should be able to:)** |
| **A. Knowledge and Understanding** |
| A1. Demonstrate knowledge of the main concepts and principles that underpin fire safety engineering and their application in the workplaceA2. Apply the fundamental concepts of fire safety engineering to enable the generation and evaluation of alternative solutions to solve related design problems;A3. Evaluate the interrelationships between the professional inputs into fire engineering and fire engineered project solutions with respect to all applicable managerial, legal and social parametersA4. Apply and integrate knowledge and understanding from a variety of engineering disciplines into the context of fire safety engineeringA5. Demonstrate the capability for independent and lifelong learning in a professional career |
| **Teaching and Learning Methods** |
| Traditional Lectures often followed by directed self-study; Seminars/tutorials; Laboratory activities; Lectures and demonstrations from practising professionals; Project and investigative work; Group discussions. |
| **Assessment methods** |
| Written assessments; Examinations; Technical Reports; Case study/Scenario based analysis. |
| **B. Subject-specific skills** |
| 1. Analyse fire risk and protection needs for a range of applications, evaluate a range of strategies and implement solutions to meet these needs.
2. Evaluate whether design solutions integrate social, legal, engineering and technical requirements;
3. Evaluate managerial responsibility, including operational, financial and legal considerations in private industry and the parallel public sector;
4. Formulate and produce creative and innovative technical solutions to fire safety problems by applying design and engineering principles to real situations.
5. Independently plan and execute a research project in fire safety engineering.
 |
| **Teaching and Learning Methods** |
| Traditional Lectures often followed by directed self-study; Seminars/tutorials; Laboratory activities; Practical/Competency based activities; Lectures and demonstrations from practising professionals; Directed project and investigative work both individually and in groups; Group discussions. |
| **Assessment methods** |
| Group and individual presentations; Mini projects; Reports; Examinations; Assignments; Laboratory investigations; Case study/Scenario based analysis; Competency tests. |
| **C. Thinking Skills** |
| C1. Critically evaluate standard practice, and apply professional judgment in making recommendations and solving problems for future best practiseC2. Identify and analyse broadly defined problems, evaluate possible optional strategies, design and optimise appropriate solutions.C3. Select and apply appropriate problem solution skills in the processes of analysis, synthesis, evaluation and summarisation of ideas and information and the proposal of solutions;C4. Select, collate, interpret and evaluate information from a range of sources. |
| **Teaching and Learning Methods** |
| Traditional Lectures often followed by directed self-study; Seminars/tutorials; Laboratory activities; Lectures and demonstrations from practising professionals; Directed project and investigative work both individually and in groups; Group discussions. |
| **Assessment methods** |
| Written assessments; Integrated assignments; Examinations; Technical Reports; Presentations; Case study/Scenario based analysis |
| **D. Other skills relevant to employability and personal development** |
| D1. Research and evaluate a wide range of sources of information from text books, journals, the media, CD Rom, newspapers, internet, technical indexes, catalogues, Standards, case law.D2. Complete reports in a succinct and coherent format, and conduct and present individual research projects.D3. Work independently and within a team.D4. Communicate appropriately to a variety of audiences using a range of formats and approaches.D5. Identify and work towards targets for personal, academic and professional development. |
| **Teaching and Learning Methods** |
| Traditional Lectures often followed by directed self-study; Seminars/tutorials; Laboratory activities; Practical/Competency based activities; Lectures and demonstrations from practising professionals; Directed project and investigative work both individually and in groups; Group discussions. |
| **Assessment methods** |
| Reports, Presentations, Working in teams, Integrated assignments, Mini projects. |

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| **13. Programme Structures\*** | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | **Credit rating** |
| Level 6 | FV3001 FV3002FV3103FV3500FV3101 | Enclosure Fire DynamicsFire Protection EngineeringHazards and Risk ManagementFire Studies DissertationStrategic Risk Decision Making | 20202040 20 | **B.Sc. (Honours) Fire Safety (Engineering)**Requires 480 credits with 300 credits at Stage 2, including a minimum of 480 credits at level 4 or above 280 credits at level 5 or above and 140 credits at level 6 or above.**Classification of award is based on Stage 2 modules, not including those identified in bold in section 13 (60 credits) with the two lowest graded modules (40 credits) being discounted from the APM calculation.** |
| Level 5/6 | **OM2027****OM2055****OM2057** OM2074OM3011OM3026 OM3010 | **Mathematics 2 *(LL2)*****Professional Personal Development *(LL2)*****Introduction to Research Methods *(LL2)***Safety in Oil and Gas FieldsDisaster Mitigation and Emergency Management Fire and Smoke Control in BuildingsRisk assessment and Management | 1020102020 2020 | **Advanced Diploma in Fire Safety (Engineering)**Requires 360 credits with 200 credits at stage 2, including a minimum of 320 credits at level 4 or above, 180 credits at level 5 or above and 60 credits at level 6 or above. |
| Level 4/5 | OM2029OM2023OM2024OM2028**OM2056** | Fire ScienceFire Safety in Buildings Mathematics 1Fire Fighting Operations**Professional Development Projects**  | 2020 20202020 | **Diploma of Higher Education in Fire Safety (Engineering)**Requires 240 credits with 120 credits at stage 2, including a minimum of 240 credits at Level 4 or above and 100 credits at Level 5 or above. |
|  | OM2017 | Command and Management | 20 |  |
| Level 4 | OM1014OM1015OM1023OM1024OM1055OM1026 | Command and Management 1Health and Safety Management Fundamentals of Fire Fighting: Introduction to Fire Safety and LawPersonal and Professional Development 1 *(LL1)*Science and Mathematics for Fire Engineering | 2020 20202020 | **Certificate of Higher Education**Requires 120 credits including a minimum of 120 at Level 4. |
| **15. Personal Development Planning** |
| The modules at each level provide students with the opportunity to engage with their own personal development planning and to recognise that learning is a lifelong process. Following appropriate introduction and induction, the Course Team will support students in reflecting on their learning, performance and achievement, and in their planning for personal, educational, and career development.Skills in PDP such as self-reflection, recording, target setting, action planning and monitoring will be highlighted as key lead indicators of success in securing and successfully completing the Industrial Placement Period and in securing employment in the industry on graduation. Over the duration of the course, and including reference to extra-curricular student activities, Module Tutors for Communications and Personal Tutors will take formal responsibility for supporting students through their personal development in the following areas: 1. Self-Awareness
2. Study Skills
3. Reviewing Progress
4. Career Plans
5. Making Applications

For students who undertake the Industrial Placement module, the tutors for this module will also focus attention on PDP. Web based resource materials to be used include:Personal Development Planning [www.uclan.ac.uk/ldu/resources/pdp/intro1.htm](http://www.uclan.ac.uk/ldu/resources/pdp/intro1.htm)Skills Learning Resources [www.uclan.ac.uk/lskills/TLTP3/entersite.html](http://www.uclan.ac.uk/lskills/TLTP3/entersite.html)The work in PDP will not be assessed.  |
| **16. Admissions criteria** |
| 1. Applicants will normally have completed 12 years of secondary schooling and having followed Pure Mathematics stream, or the equivalent, with a grade of D or higher in Mathematics, Physics, Chemistry and English. In addition, all applicants will be interviewed and complete a diagnostic placement test in English Language, Mathematics and Science to assess their ability to complete the programme. Applicants will be required to have a minimum average level of proficiency in English Language equivalent to IELTS band 5.0 with no band in any of the four skills ( reading, listening, speaking writing) lower than 4.5. The programme includes structured provision for further development of English language skills.

OR1. Students who have successfully completed a Foundation year at the International College of Engineering & Management in Oman will have undertaken final assessments in English Language (equivalent to IELTS band 5.0 with no band in any of the four skills - reading, listening, speaking writing, lower than 4.5) and will have demonstrated the level of proficiency in all areas required for admission onto the programme.

APL/APEL will be assessed through standard University procedures. |
| **17. Key sources of information about the Programme** |
| * ICEM Marketing Brochure
 |
| * ICEM Website at [www.icemoman.com](http://www.icemoman.com)
 |
| * School web site at [www.uclan.ac.uk/schools/engineering/index.php](http://www.uclan.ac.uk/schools/engineering/index.php)
 |
| * University courses information at [www.uclan.ac.uk/courses/index.php](http://www.uclan.ac.uk/courses/index.php)
 |
| * Professional body requirements may be found at [www.ciob.org.uk](http://www.ciob.org.uk)
 |

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| --- | --- |
|  | **18. Curriculum Skills Map** |
|  | ***Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed*** |
| **Level** | **Module Code** | **Module Title** | **Core (C), Compulsory (COMP) or Option (O)** |  | **Programme Learning Outcomes** |
| **Knowledge and understanding** |  | **Subject-specific Skills** | **Thinking Skills** | **Other skills relevant to employability and personal development** |
|  |  |  |  | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 |
| **LEVEL 6** | FV3001  | Enclosure Fire Dynamics | Comp |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |
| FV3002 | Fire Protection Engineering | Comp | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  |  |
| FV3101 | Strategic Risk Decision | Comp |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  | ✓ |  |  | ✓ |  | ✓ |  |
| FV3103 | Hazards and Risk Management | Comp | ✓ | ✓ |  | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ |  |  |  |  |
| FV3500 | Fire Studies Dissertation | Core | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| **LEVEL 5/6** | OM3011 | Disaster Mitigation and Emergency Management | Comp | ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  | ✓ |  |  |  | ✓ | ✓ |  |
| OM3026 | Fire and Smoke Control in Buildings | Comp | ✓ |  |  | ✓ |  | ✓ |  |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  |  |  |
| OM2027 | Mathematics 2 | Comp |  |  |  | ✓ |  |  | ✓ |  | ✓ |  |  |  | ✓ |  |  |  |  |  |  |
| OM2055 | Personal and Professional Development  | Comp |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| OM2057 | Introduction to Research Methods | Comp |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
| OM3010 | Risk Assessment and Management | Comp |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| OM2074 | Safety in Oil and Gas Fields | Comp | ✓ |  |  | ✓ |  | ✓ |  |  |  |  | ✓ |  |  |  | ✓ |  |  |  |  |
| **Level** | **Module Code** | **Module Title** | **Core (C), Compulsory (COMP) or Option (O)** |  | **Programme Learning Outcomes** |
| **Knowledge and understanding** |  | **Subject-specific Skills** | **Thinking Skills** | **Other skills relevant to employability and personal development** |
|  |  |  |  | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 |
|  | OM2017 | Command and Management 2 | Comp |  | ✓ |  | ✓ |  |  |  |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |  |  |
| OM2023 | Fire Safety in Buildings | Comp | ✓ | ✓ |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ |  |
| OM2024 | Mathematics 1 | Comp |  |  |  | ✓ |  |  |  |  |  |  | ✓ |  | ✓ |  |  |  |  |  |  |
| OM2028 | Firefighting operations | Comp |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ |  |  |  |
| OM2056 | Professional Development Projects | Comp |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| OM2029 | Fire Science | Comp |  | ✓ |  | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |  |
| **LEVEL 4** | OM1014 | Command and Management 1 | Comp | ✓ |  |  |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |
| OM1015 | Health and Safety Management | Comp | ✓ |  |  |  |  | ✓ |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |
| OM1023 | Fundamentals of fire Fighting | Comp | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |
| OM1024 | Introduction to Fire Safety and Law | Comp | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |
| OM1055 | Personal and Professional Development 1 | Comp |  |  |  |  | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| OM1026 | Science and Mathematics for Fire Engineering | Comp |  |  |  | ✓ |  |  |  |  |  |  | ✓ |  | ✓ |  |  |  |  |  |  |
|  |

|  |  |
| --- | --- |
|  | **Graduate Attributes– Programme Learning Outcomes Map** |
| **ICEM****Graduate Attributes** | **Programme Learning Outcomes** |
| **Knowledge and Understanding** | **Subject-Specific Skills** | **Thinking Skills** | **Employability and personal development skills** |
| **A1** | **A2** | **A3** | **A4** | **A5** | **B1** | **B2** | **B3** | **B4** | **B5** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** | **D5** |
| 1. Knowledge of engineering and management disciplines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.  Critical, Analytical and Creative thinking  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.  Leadership and teamwork |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.  Communication skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.  Ethics and professionalism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.  Lifelong Learning, Research and Innovation  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.  Global competitiveness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Technological Literacy  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## ***Appendix 2: Grading System***

The Cumulative Grade Point Average (CGPA) is computed as per Table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Average Percentage Mark (APM)** | **UK degree classification** |  | **CGPA** |
| 70+ | First class honours | Excellent  | 4.0 |
| 65-69 | Upper-second class honours | Very Good | 3.7 |
| 60-64 | 3.3 |
| 55-59 | Lower-second class honours | Good | 3.0 |
| 50-54 | 2.7 |
| 45-49 | Third class honours | Fair | 2.3 |
| 40-44 | 2.0 |
| 35-39 | Ordinary/Unclassified | Fail | 1.0 |
| Below 35 | 0.0 |

## ***3.2 Appendix 3: Academic Calendar 2021-2022***

Below is a guide to highlight particularly important information on this calendar.

|  |  |
| --- | --- |
| **Date** | **Activities /Notes** |
| 5-9 September 2021 | Placement Tests Foundation  |
| 12-16 September 2021 | Placement Test Foundation + Registration  |
| 19-23 September 2021 | Induction Week HE and Foundation  |
| 26 September2021 | First day of study - HE and Foundation  |
| 30 September 2021 | Last date for accepting APL Applications |
| 03 October 2021 | Close of Admissions 2021-2022 |
| 07 October 2021 | Election of Student Advisory Council |
| 18 October 2021 | Prophet Muhammad's Birthday  |
| 21 October 2021 | Deadline for Sending student lists to UCLan for enrollment |
| 18 November 2021 |  National Day Holiday  |
| 2-6 January 2022 | Semester 1 HE Final Examinations |
| 13 January 2022 | Deadline for submission of Extenuating Circumstances Sem 1 |
| 9-27 January 2022 | Semester Break HE |
| 31 January 2022 | Start of Semester 2 (First day of study – HE) |
| 20-24 February 2022 | Foundation Week activities  |
| 28 February 2022 | Isra'a Wal Mi'raj (Ascention) |
| 01-03 March 2022 | Semester 1 HE Reassessment Examination |
| 31 March 2022 | Submission of Final Year Project-Dissertation First Draft |
| 28 April 2022 | Final Submission of Final Year Project-Dissertation (Blackboard)  |
| 02 - 05 May 2022 | Eid Al-Fitr Holiday  |
|  | 15-19 May 2022: Sem2 Final Examinations - HE  |
| 26 May 2022 | Deadline for submission of Extenuating Circumstances Sem 2 |
| 22-24 May 2022 | Dissertation presentation/interview |
| 10-12 July 2022 | Eid al-Adha Holiday |
| 14 July 2022 | Deadline for Appeals (final day of receiving appeals by Student Support Services)  |
| 17 July 2022 | Start of Admission for new Students for Academic Year 2022-23  |
| 17-19 July 2022 | Semester 2 HE Reassessment Examination |
| 23 July 2022 | Renaissance Day  |
| 30 July 2022 | Hijri New Year  |
| 18 August 2022 | Deadline for Appeals (final day of receiving appeals by Student Support Services)  |
| 18-22 September 2022 | Induction Week in Sem 1 AY 2022-23 |
| 25 September 2022 | First day of study - HE and Foundation  |

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