



LBC ACADEMIC POLICY

(2024)

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1. LAKATOI BUSINESS COLLEGE

Lakatoi Business College (LBC) is a dynamic private institution located in Port Moresby, dedicated to shaping the future of education in Papua New Guinea. Since our establishment in September 2023 and official commencement in February 2024, we have been at the forefront of providing high-quality tertiary education. Specializing in Certificate, Diploma and Advanced Diploma in Business Information Technology (BIT), Accounting, Business Management, Human Resource Management and Tourism and Hospitality Management, LBC aims to produce graduates who are not only academically adept but also equipped with the practical skills demanded by industries.

Our curriculum, meticulously crafted by academic professionals, undergoes regular reviews to ensure its alignment with the evolving needs of the industry and global benchmarks. We take pride in offering programs that not only meet but exceed the standards set by other leading tertiary institutions, both locally and internationally.

Beyond traditional academic pathways, LBC is a trailblazer in offering short-term courses tailored to the specific needs of both corporate entities and individuals. These courses, spanning ICT, Management, and Competency Development, provide participants with practical tools to excel in their roles, fostering enhanced performance and productivity.

At the heart of our mission is a commitment to holistic development. Established with a vision to provide Grade 12 and Grade 10 graduates, as well as non-school leavers, the opportunity to elevate their academic qualifications and competencies, LBC advocates for a learner-centered approach. We cultivate a conducive environment that integrates Christian values into every facet of teaching and learning, ensuring the overall well-being of our students.

Collaboration and networking are intrinsic to LBC's ethos. By actively engaging with industry stakeholders, we not only build valuable partnerships but also stay at the forefront of emerging trends and issues. This collaborative approach positions LBC to seize new opportunities and achieve greater success, ultimately benefiting our diverse clientele.

As a bridge to educational opportunities, LBC plays a vital role in providing career pathways for students nationwide who face limited opportunities for tertiary education. Our dedication extends to supporting human capital development and aligning with the pillars of PNG Vision 2050, with a strategic focus on gender, youth, and people empowerment.

Lakatoi Business College stands as a beacon of innovation and inclusivity, committed to advancing education, fostering practical skills, and empowering individuals to contribute meaningfully to the workforce and the broader aspirations of Papua New Guinea.

1.1 LBC Vision and Mission Statement

Vision

To stand at the forefront as a distinguished tertiary institution in Papua New Guinea, committed to cultivating a legacy of globally competitive, socially responsible, and values-oriented graduates who shape positive change on a local and global scale.

Mission

Our mission is to deliver innovative and transformative tertiary education, developing students holistically and equipping them with the necessary knowledge, skills, and professional ethics for personal growth and successful careers.

1.2 LBC Objectives

- ***Provide comprehensive and practical education:*** We strive to offer a well-rounded curriculum that blends theoretical knowledge with practical skills, enabling students to confidently apply their learning in real-world scenarios.
- ***Foster industry connections and partnerships:*** We aim to establish strong partnerships with relevant industry stakeholders, including businesses, organizations, and professional bodies, to ensure our programs remain up-to-date and aligned with industry standards.
- ***Empower students for career success:*** Our objective is to equip students with the necessary tools, resources, and support to enhance their employability and enable them to thrive in their chosen careers.
- ***Promote a culture of innovation and entrepreneurship:*** We encourage a creative and entrepreneurial mindset among our students, inspiring them to think critically, take risks, and contribute to the growth and development of Papua New Guinea's economy.
- ***Cultivate ethical and responsible professionals:*** We are committed to instilling strong ethical values and professionalism in our students, emphasizing integrity, honesty, and accountability in their future roles as Information Technology specialists, accountants, and business leaders.
- ***Continuously improve teaching and learning practices:*** We strive for ongoing improvement in our teaching methodologies, curriculum design, and learning resources, ensuring that our students receive the highest quality education.

1.3 LBC Core Values

- **Excellence:** Striving for academic and operational excellence
- **Inclusivity:** Fostering a diverse and inclusive learning environment
- **Innovation:** Embracing creativity and innovation in education and administration
- **Integrity:** Upholding the highest standards of ethics and integrity
- **Community Engagement:** Actively engaging with and contributing to the community
- **Sustainability:** Promoting sustainable practices in education and operations
- **Global Perspective:** Emphasizing a global outlook in curriculum and activities

1.4 LBC Slogan

"Lead, Build, and Conquer" embodies LBC's commitment to cultivating leadership skills, fostering knowledge and capabilities, and instilling a mindset of determination and ambition among its students.

- **Lead:** LBC believes that effective leadership is crucial for success in any field, and it aims to equip its students with the necessary skills and qualities to become influential leaders.
- **Build:** LBC emphasizes the importance of building a solid foundation of business skills, such as strategic thinking, problem-solving, communication, and teamwork. By focusing on building these skills, students can enhance their professional capabilities and contribute to the growth and development of the business community and Papua New Guinea as a whole.
- **Conquer:** LBC encourages its students to have a determined and ambitious mindset, pushing beyond their limits to achieve greatness. By providing a supportive and empowering learning environment, the college aims to cultivate a spirit of determination and tenacity among its students.

1.5 LBC Main Thrust - Aligning with PNG Vision 2050

LBC actively aligns with Papua New Guinea's Vision 2050, contributing to its pillars by empowering individuals through transformative education. The college integrates principles of inclusivity, sustainability, and global perspective, aiming to develop skilled professionals who contribute to the nation's growth and development.

Lakatoi Business College's Strategic Plan for 2024-2028 focuses on holistic education, industry relevance, ethical leadership, and global engagement, reflecting a commitment to excellence and contributing to the realization of PNG Vision 2050.

2. ACADEMIC POLICY OVERVIEW

LBC's commitment to excellence in education is underpinned by a robust framework of academic policies designed to foster a conducive learning environment, ensure academic integrity, and promote student success. This Academic Policy document serves as a comprehensive guide outlining the principles, standards, and procedures governing academic affairs at LBC. It reflects our dedication to maintaining high academic standards, fostering a culture of continuous improvement, and upholding the values of transparency, fairness, and accountability in all academic endeavors. By adhering to the provisions outlined herein, students, faculty, and staff alike contribute to the realization of our collective mission to empower learners, advance knowledge, and cultivate future leaders in a dynamic and ever-evolving global landscape.

This Academic Policy of Lakatoi Business College aims to achieve the following objectives:

- To set a solid foundation for academic standards, expectations, and procedures that will guide LBC as a tertiary institution as it grows and develops.
- To establish standards and guidelines that foster academic excellence among students, faculty, and staff of LBC.
- To uphold academic integrity and honesty in all academic endeavors, including research, writing, and examinations.
- To foster a supportive and inclusive learning environment in LBC that encourages student engagement, collaboration, and success.
- To work towards building a strong academic reputation of LBC through quality programs, dedicated faculty, and rigorous academic standards.
- To provide resources, support services, and opportunities for student success, including academic advising, tutoring, and career counseling.
- To emphasize the importance of academic integrity and ethical conduct among LBC students, faculty, and staff from the outset.
- To implement clear policies and procedures for monitoring academic standards, addressing violations, and ensuring accountability among all members of the academic community.

- To foster a culture of continuous improvement by regularly reviewing and updating academic policies and practices to meet the evolving needs of students and LBC as an institution.

3. ACADEMIC INTEGRITY

Academic integrity lies at the heart of our educational mission. Upholding academic integrity ensures that our students engage in honest, ethical, and responsible learning practices, fostering a culture of trust, fairness, and respect within our academic community.

This section outlines the principles, expectations, and policies regarding academic integrity at LBC, underscoring the importance of honesty, originality, and ethical conduct in all aspects of academic endeavors. By promoting academic integrity, we strive to cultivate a learning environment where integrity, excellence, and intellectual curiosity thrive.

3.1 Expectations and Responsibilities

Academic integrity and excellence are paramount values that guide our educational community. We hold all members of our institution accountable for upholding these principles, including students, faculty, administration, ancillary staff and parents.

A. Students

- Demonstrate honesty, integrity, and respect for academic standards.
- Engage in original research and accurately cite sources.
- Submit their own work without unauthorized assistance.
- Familiarize themselves with college policies, guidelines, and expectations.
- Adhere to course-specific requirements set forth by faculty.

B. Faculty Members

- Provide clear instructions, meaningful feedback, and opportunities for student engagement.
- Uphold academic integrity principles and address instances of academic misconduct.
- Promote a culture of honesty and fairness in teaching practices.

- Participate in ongoing professional development to enhance teaching effectiveness.
- Support student learning and academic success.

C. Administrators

- Ensure consistent implementation of policies and procedures related to academic affairs.
- Communicate effectively with stakeholders regarding institutional initiatives and changes.
- Provide support and resources to facilitate student learning, faculty development, and academic initiatives.
- Foster a positive and inclusive campus culture that prioritizes academic excellence and student well-being.
- Collaborate with faculty, staff, and students to address academic challenges and promote institutional goals.

D. Ancillary Staff

- Uphold the values and standards of the institution in all interactions with students, faculty, and colleagues.
- Promote a positive and inclusive campus culture through respectful and professional conduct.
- Support the overall functioning of the college by fulfilling job responsibilities with diligence and integrity.
- Collaborate effectively with other members of the college community to enhance the student experience.
- Seek opportunities for professional development and growth to contribute to the mission of the institution.

E. Parents

- Support their child's academic endeavors and encourage a positive attitude toward learning.
- Communicate regularly with their child about academic progress and challenges.
- Encourage their child to adhere to academic integrity principles and ethical standards.
- Partner with faculty and administrators to address academic concerns and promote student success.

- Participate actively in parent-teacher meetings, school events, and initiatives aimed at enhancing student learning and well-being.

3.2 Types of Academic Misconduct

Lakatoi Business College considers academic integrity as its strongest quality. While the College fosters and preserves academic excellence through its focus on exploratory learning, research, and critical thinking, it also sees to it that the academic success of its students are founded on the values it stands for: determination to reach one's academic goals through hard work, discipline, honesty, diligence, perseverance, and collaboration within or with people outside the Institution. Throughout their learning experience, students are expected to uphold these standards. Failure to do so may constitute academic misconduct. A misconduct may either be an act or omission due to ignorance, or one which is done on purpose.

A. Plagiarism

Plagiarism, the act of presenting someone else's work or ideas as your own without proper acknowledgment, is strictly prohibited. All assessments must be the result of your independent effort, and any use of external sources should be appropriately cited.

The College maintains a robust *LBC Plagiarism Policy*, and it is imperative for every student to thoroughly read, comprehend, and adhere to the guidelines outlined in the policy. Upholding academic integrity is paramount to the institution, and students play a crucial role in maintaining the credibility and reputation of LBC.

B. Cheating

Cheating in any form during assessments, tests, or exams is a serious violation of academic integrity. This includes but is not limited to using unauthorized materials, communicating with others during assessments, or employing any dishonest means to gain an unfair advantage. The penalties for cheating may range from receiving a failing grade for the assessment or course to more severe academic consequences. Uphold the principles of honesty and integrity in all academic activities to foster a fair and supportive learning environment.

C. Collusion

Collusion, the act of working with others and presenting collaborative work as individual effort, is also prohibited. Assessments are designed to evaluate individual understanding

and skills. Any collaboration should be explicitly allowed by the instructor. Engaging in collusion may result in penalties similar to those for plagiarism and cheating. Always clarify the boundaries of acceptable collaboration with your instructors to avoid unintentional violations.

D. Other Types of Misconduct

- Breach of examination rules (Please refer to Examination Rules and Procedures).
- Submission/Presentation of a course requirement that is unlawfully or improperly obtained/accomplished.
- Submission/Presentation of a course requirement that was done through significant assistance from another person when such assistance is not permitted.
- Helping or assisting a student in the presentation of individual work, where such assistance is prohibited by the College.
- Falsification or misrepresentation documents such as academic records.
- Other actions that the Academic Board may deem an academic misconduct.

3.3 Procedure and Penalties

If misconduct is detected, the invigilator/lecturer concerned will inform the student at the completion of the examination/upon detection that the misconduct will be reported. The invigilator/lecturer concerned will document the incident and will provide a copy of this report to the Academic Board within 24 hours of the incident. The Academic Coordinator will inform the Director and investigate and act on it according to the rules of the Discipline Committee. The following penalties apply:

- Cheating during an examination will be given an F grade for that examination and will be referred by the Academic Board to the Student Discipline Committee to be assigned other penalties.
- Turning in assigned work/assessment task that has been copied or directly obtained from another student, person or published work will be charged with plagiarism and will be given an F grade for that assignment/task and will be referred to the Student Discipline Committee to be assigned other penalties.
- Altering of grades or GPA recorded on their Lakatoi Business College transcript will be immediately excluded by the Academic Board and referred to the Student Discipline Committee for further penalties.

- Falsifying an academic document (e.g., changes a result or assessor's comment or forges a signature on an assignment or certification document) will be given an F grade and will be referred to the Student Disciplinary Committee to be assigned other penalties including probability of exclusion.
- Altering or forging any transcript or certificate to obtain admission to Lakatoi Business College will be immediately rejected by the Registrar, or if already admitted to the College, will be immediately expelled from the College without benefit of any fee refund.

3.4 Appeals on Misconduct

- An excluded or penalized student may appeal the decision by writing to the Academic Board within 7 days of being notified. The result of the appeal will be conveyed to the student in writing by the Department Head.
- If their appeal to the Academic Board is unsuccessful, the student may make a second appeal to the Governing Council by writing to the College Director. The decision of the LBC Council is final.

3.5 Prevention of Academic Misconduct

LBC prioritizes the prevention of academic misconduct and the promotion of ethical behavior through targeted educational initiatives. Our approach includes tailored educational programs and workshops addressing plagiarism, citation methods, and research ethics. Faculty members receive ongoing training to effectively promote academic integrity in their courses, while orientation and induction programs introduce academic expectations early on. Accessible resources, such as online tutorials and writing guides, further support students in understanding ethical principles and navigating academic challenges.

3.6 Resources and Support Services

Our physical and online library resources offer research guidance and access to scholarly materials. Faculty members engage in regular consultations with students, providing academic assistance while emphasizing the importance of upholding integrity in their work. Our counseling services, facilitated by our counselor and chaplain during scheduled visits, offer additional support to students facing academic challenges.

In terms of community engagement, LBC initiates various activities to foster dialogue and awareness around academic integrity. These initiatives may include organizing seminars, workshops, or panel discussions involving students, faculty, and staff to address ethical considerations in academia. Through these endeavors, we aim to cultivate a culture where academic integrity is valued and upheld by all members of our community.

3.7 Appeals on Assessment

Students may appeal for change of mark/grade within a week as specified by the Academic Board.

For appeals on any mark from any continuous assessment, the student must bring the assessment in question to the attention of the lecturer concerned within a week after the marked task has been returned. If the student feels that his or her concern has not been properly addressed by the concerned lecturer, he or she may write to the Department Head. The Department Head will then raise the matter to the Academic Board for a final decision. Any student whose appeal is proven to be fraudulent will be referred to the Discipline Committee and will be penalized according to the College's Policies on Misconduct.

The appeal for grades is an appeal for review on the student's final examination results. The student must fill out an Appeal for *Change of Grade Form*, pay the corresponding fee, and submit it to the Department Head. The Department Head, along with the course lecturer concerned, shall do a review of the student's answers in the examination paper in question. If the student finds it necessary to raise the matter to the Academic Board, the student may do so by writing to the College Director. The decision of the Director is final and executory.

4. LBC ACADEMIC POLICIES

Academic policies serve as foundational guidelines that govern various aspects of our educational programs, ensuring clarity, consistency, and fairness in our academic processes. These policies reflect our commitment to uphold the highest standards of excellence, integrity, and student-centered learning. Designed to support the academic journey of our students, our policies encompass areas such as admissions, curriculum development, assessment practices, student conduct, and faculty responsibilities. By adhering to these policies, we foster an environment conducive to learning, growth, and achievement for all members of our college community.

4.1 Admissions and Enrollment

Lakatoi Business College maintains a comprehensive and transparent student admission process aimed at fostering diversity and academic excellence within its community. Prospective students are evaluated based on various criteria, including:

- academic qualifications
- relevant experience and
- personal attributes

The admission process at LBC emphasizes inclusivity and fairness, ensuring equal opportunities for all applicants.

To apply for admission to LBC, prospective students must submit the following:

- a completed application
- academic transcripts
- recommendation letters, and
- a personal statement outlining their educational goals and aspirations.

The admissions committee carefully reviews each application to assess the candidate's suitability for the program.

LBC welcomes students from diverse backgrounds and experiences, recognizing the value of a diverse student body in enriching the learning environment. The college also considers transfer credits for students seeking to continue their education or transfer from other institutions, facilitating a smooth transition and recognition of prior learning.

Throughout the admission process, LBC remains committed to providing guidance and support to prospective students, addressing any inquiries or concerns they may have. By maintaining high standards of academic integrity and fairness in its admission procedures, LBC ensures that all students have the opportunity to pursue their educational goals and contribute to the vibrant academic community.

4.2 Entry Requirements

The entry requirements for Lakatoi Business College programmes vary depending on the level of study.

- For Certificate programmes (Certificate III & IV), applicants are required to have Grade 10 qualifications or their equivalent.

- For Diploma programmes, prospective students must have completed Grade 12 or its equivalent and should have attained a minimum GPA of 2.
- For Advanced Diploma programmes, successful completion of Grade 12 or its equivalent is also required for entry. Additionally, applicants should have attained a minimum GPA of 2.5

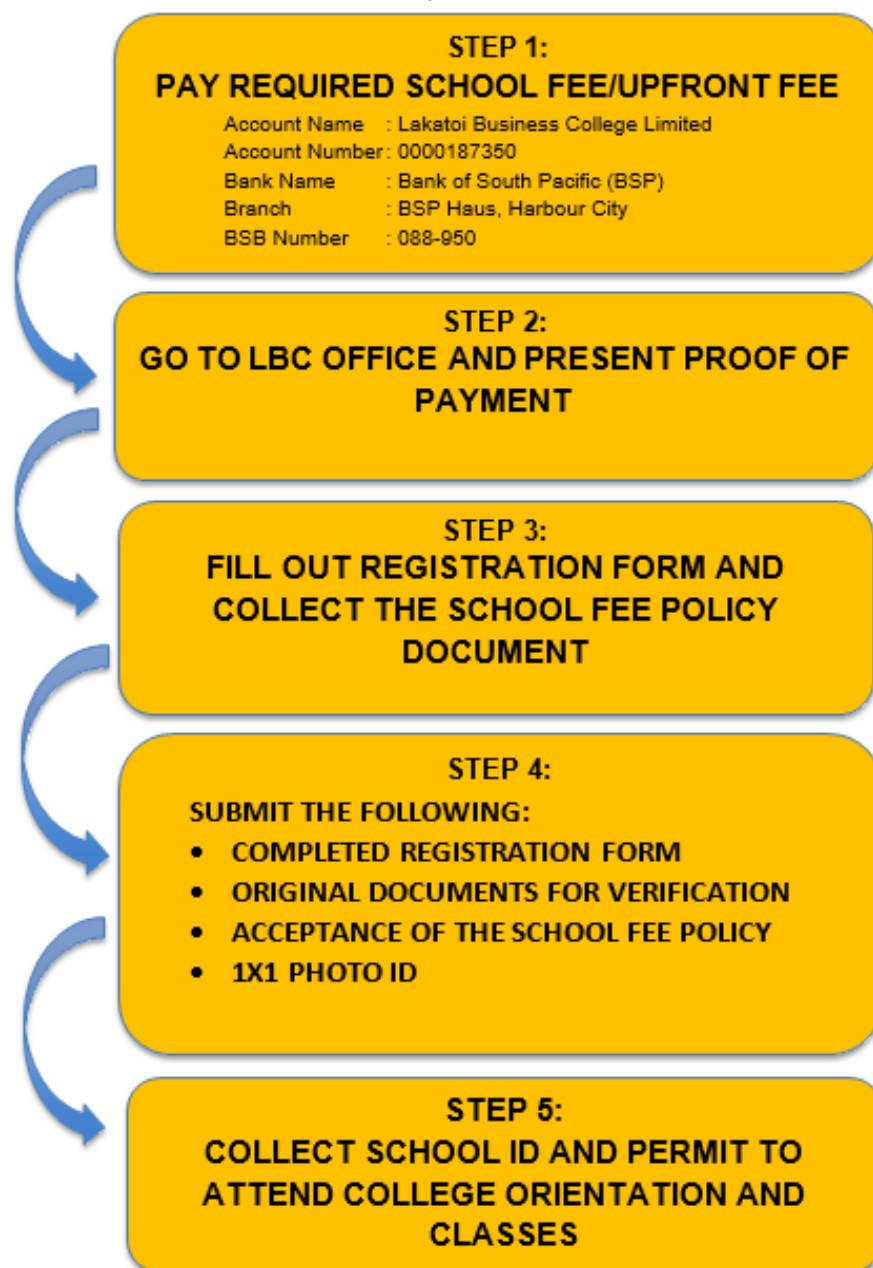
These entry requirements ensure that students possess the foundational knowledge and skills necessary to excel in their chosen programs at LBC. Prospective students are encouraged to review specific programme requirements and admission criteria before applying.

4.3 Registration

Registration for each semester opens two (2) weeks prior to the commencement of classes. Late registration requests require approval by the College Director. Final registration is confirmed upon Director approval, ensuring students are properly enrolled and prepared for their courses.

The college has meticulously designed the LBC Registration Process, comprising necessary steps to guide students, ensuring convenience and user-friendliness, particularly for new intakes.

LBC REGISTRATION PROCESS



 *Leading for Excellence, Building Character, Conquering Challenges* 

Figure 1: LBC Registration Process

4.4 Programme Design and Development Process

LBC's programme design process prioritizes industry relevance, informed by thorough research and consultation to meet evolving needs. We emphasize both theoretical knowledge and practical skills to empower student success in their chosen fields. Through continuous review and enhancement, we deliver dynamic learning experiences that prepare students to excel and contribute meaningfully to society.

Below outlines the steps LBC follows to ensure the quality of its academic programmes.

A. Needs Assessment

- Conduct a thorough analysis of the current market demands, industry trends, and stakeholder expectations.
- Identify the knowledge, skills, and competencies required by graduates to meet these demands.
- Engage with employers, alumni, and industry experts to gather input on curriculum design.

B. Establish Programme Goals and Objectives

- Define clear and measurable programme goals and objectives aligned with the needs assessment findings.
- Ensure that program objectives are specific, attainable, relevant, and time-bound (SMART).

C. Design the Curriculum

- Develop a curriculum structure that includes all required specialized and core courses, elective options, and credit distribution.
- Map programme objectives to specific courses and ensure a logical progression of learning outcomes.
- Incorporate interdisciplinary approaches, experiential learning, and real-world applications where appropriate.
- Consider the use of technology and online resources to enhance the learning experience.

D. Create Course Outlines

- Develop detailed course outlines for each course in the curriculum.
- Include course descriptions, learning outcomes, assessment methods, and suggested resources.

- Adopt constructive alignment principle by bringing into alignment the predetermined competencies, the learning and teaching activities, and the assessment types.

E. Faculty Engagement and Collaboration

- Involve academic staff in the curriculum design process to ensure their expertise and perspectives are considered.
- Encourage collaboration between academic staff from different disciplines to foster interdisciplinary learning.
- Provide opportunities for professional development and training on curriculum design and pedagogy.

F. Assessment and Evaluation

- Determine appropriate assessment methods to measure student achievement of learning outcomes.
- Develop rubrics and evaluation criteria to ensure fairness and consistency in grading.
- Regularly review and update assessment practices based on feedback from faculty and students.
- Establish moderation process for quality assurance to ensure appropriate standards of LBC are met.

G. Stakeholder Feedback and Review

- Establish a feedback mechanism for students, faculty, employers, and other stakeholders to provide input on program effectiveness.
- Conduct periodic program reviews to assess the relevance of the curriculum and make necessary revisions.
- Engage external reviewers, such as industry professionals and academic experts, to provide an objective assessment of the program.

H. Implementation and Monitoring

- Ensure effective communication and coordination between faculty, administrators, and support services during program implementation.
- Monitor student progress and success rates to identify areas for improvement.
 - Collect and analyze data on program outcomes to inform future iterations of the curriculum.
- Develop a clear policy on curriculum design and development processes that outlines roles, responsibilities, and timelines.
- Establish a curriculum committee responsible for overseeing the program design and development process.

- Ensure that the program design and development process complies with accreditation standards and regulatory requirements of the PNG Government.
- Foster a culture of continuous improvement by encouraging ongoing evaluation, feedback, and innovation in curriculum design.

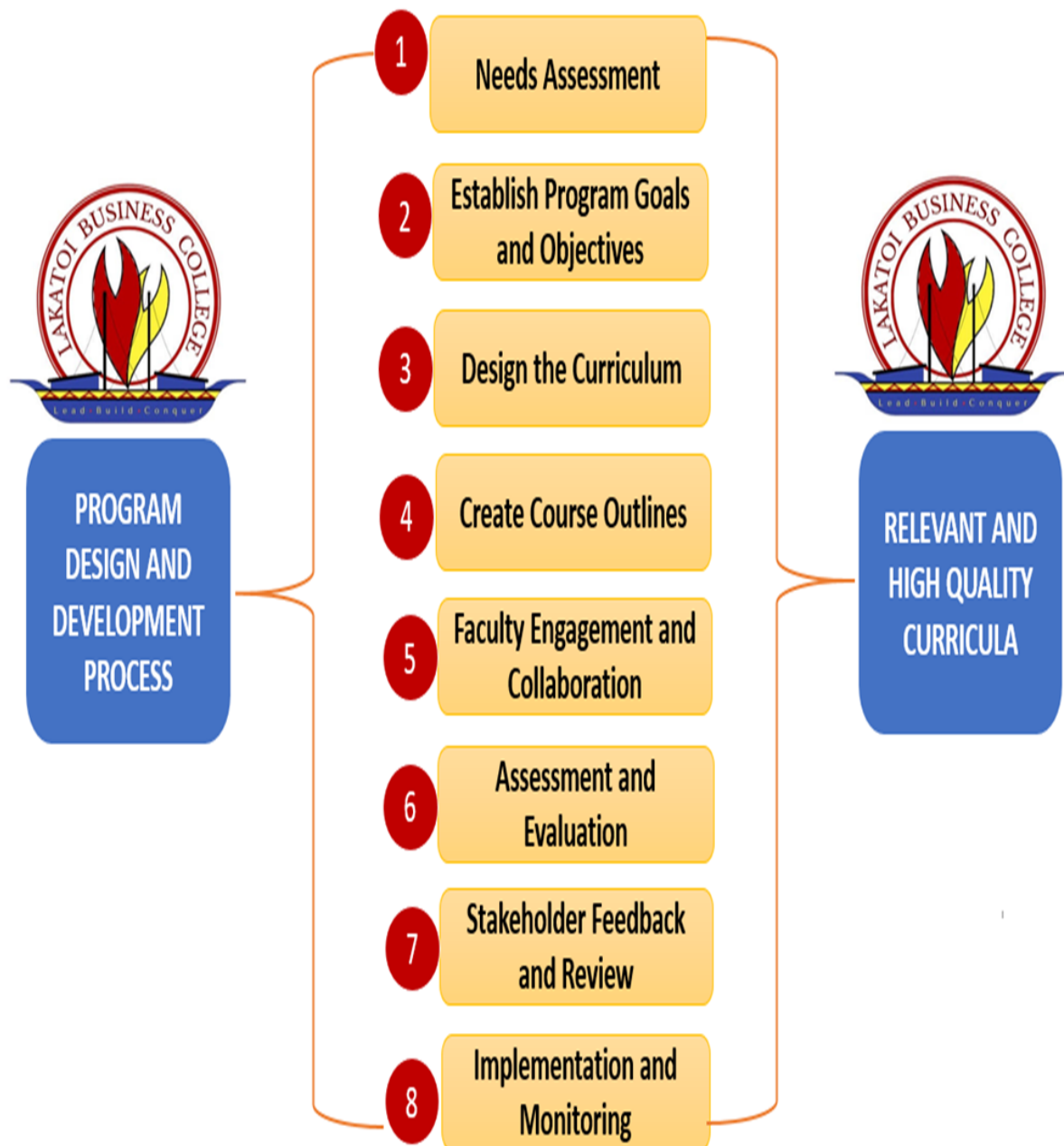


Figure 2: LBC Programme Design and Development Process

5. ASSESSMENT PROCESS

Our assessment process is carefully crafted to evaluate student learning outcomes effectively. We utilize various methods to gauge comprehension, application, and critical thinking across our programs. Our assessments are designed to be fair, transparent, and aligned with our educational objectives. Through ongoing refinement and feedback, we ensure that our assessment process remains robust and contributes to student success.

5.1 Assessment Components

Student assessments are comprised of two primary components:

- Continuous assessment (internal assessment), accounting for 50% of the total grade.
- Final examination (external assessment), contributing the remaining 50%."

A. Continuous Assessment (Internal Assessment)

Continuous assessment involves the ongoing evaluation of a student's progress throughout the semester. In the context of LBC, continuous assessment will be assessed through a combination of the following:

- Progressive Tests
- Class Participation
- Projects
- Assignments
- Practicums
- Other relevant activities

Progressive tests are typically held at specified intervals during the semester to gauge students' understanding of the course material. Progressive tests are typically scheduled for *Week 6 and Week 11* of the semester. Students are required to clear their monthly fees before taking these internal assessments. Failure to attend progressive tests without a valid excuse will result in a zero score.

Class participation involves active engagement in discussions and tutorial sessions, contributing to overall performance evaluation. Class participation marks are accumulated from students' contributions during discussions and tutorial sessions within the first 12 weeks.

Projects, assignments, and practicums are designed to assess students' application of knowledge and skills acquired during the course. These assessments are conducted

following predetermined criteria set by the Academic Board to ensure consistency and fairness in evaluation.

Continuous assessment provides students with ongoing feedback on their learning progress, allowing them to identify areas for improvement and take corrective actions as needed. It also enables instructors to monitor student performance closely and tailor instructional strategies to meet individual learning needs.

B. Final Examination/External Assessment

Examinations are usually scheduled during the 15th-16th week of each semester. To be eligible to sit for the end-of-semester exams, students must have settled their school fees for the semester. In exceptional cases, the College Director may permit students with outstanding fees to take examinations. However, these students will not be allowed to advance to the next semester until their accounts are settled. Absence from an examination without valid justification will result in the student receiving a zero mark.

5.2 Supplementary Assessments

Supplementary assessments may be granted in cases of documented family bereavement or illness. To be eligible for supplementary assessments, students must provide supporting evidence such as a death certificate or medical documentation. These measures ensure that supplementary assessments are granted only in genuine and verifiable circumstances, maintaining fairness and integrity in the assessment process.

5.3 Practicum Assessment

Practicum experiences are integral components of the academic journey, providing students with valuable hands-on learning opportunities.

For Advanced Diploma students, a 300-hour practicum within partner establishments is mandatory, constituting a 12 credit point course. During their practicum, students are expected to showcase key competencies pertinent to their field of study, as delineated in the practicum guidelines. Both on-site mentors and college faculty provide supervision to ensure students receive necessary guidance and support throughout their practicum experience. Assessment involves evaluation by both the college practicum coordinator and the on-site supervisor, ensuring a comprehensive review of student performance and skill development.

While practicum participation is not mandatory for Certificate and Diploma students, LBC recognizes the benefits of practical training and offers voluntary practicum placements for

interested students. The college is committed to assisting Certificate and Diploma students in securing practicum opportunities aligned with their academic interests and career goals. Through practicum placements, students gain valuable insights, develop essential skills, and build connections within their chosen industries. LBC provides comprehensive support and guidance to students throughout the practicum process, ensuring a meaningful and enriching learning experience.

5.4 Grading System

Each course in LBC's academic programme grades students using the letter grades of:

GRADE	LETTER GRADE	GRADE NUMERIC VALUE
High Distinction	HD	5
Distinction	DI	4
Credit	CR	3
Upper Pass	UP	2
Pass	PA	1
Failed	F	0

These grades are assigned numerical point values 5, 4, 3, 2, 1, and 0 respectively, for the calculation of Grade Point Average. They are based on the total percentage mark of the student at the end of the semester.

The number of students to be given HD, D, CR, UP, PA, or F is determined by the percentage allocation adopted by the College Academic Board. The following are the ranges of raw marks for each letter grade and their respective student percentage allocations:

TOTAL PERCENT MARK	LETTER GRADE	PERCENTAGE OF STUDENTS
85-100	HD	5
75-84	DI	10
65-74	CR	25
55-64	UP	40
45-54	PA	15
44 and below	F	5

The ranges provided for raw marks serve as guidelines. However, the Academic Board reserves the right to adjust the cut-off mark for each range as deemed necessary. Any adjustments made should not deviate significantly from the actual assessment results and should maintain proximity to the normal curve. It is essential that the Examination Returns reflect a normal distribution curve as closely as possible, ensuring fairness and accuracy in the assessment process.

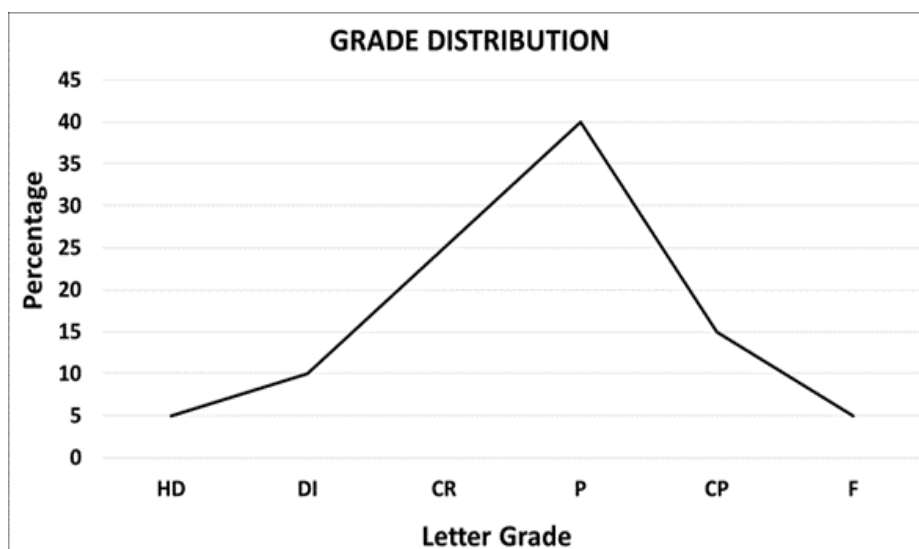


Figure 3: LBC Grade Distribution

A. Descriptions of Grading

- **HD (High Distinction):** This grade is reserved for students who demonstrate an exceptional understanding of all aspects of the course, showcasing competence in application.
- **DI (Distinction):** Awarded to students with a strong ability to apply concepts to realistic situations.
- **CR (Credit):** This grade is given to students who exhibit better-than-average ability to apply fundamentals, along with a satisfactory degree of theoretical and practical understanding.
- **UP (Upper Pass):** Awarded to students with a satisfactory understanding, enabling them to complete basic tasks and apply material to problem-solving in various situations.
- **PA (Pass):** This grade is designated for students with some understanding who can complete some basic tasks but may encounter difficulties applying material to problem-solving.

- **F (Fail):** Awarded to students who fail to grasp the basic and most important concepts.

Other cases are deferment of grades (**DEF**), withdrawal from the course (**WD**), exemption (**EX**), exclusion (**EXC**), not sitting for examination (**NEX**), and not having been awarded a grade (**NG**).

- **DEF (Deferment of Grades):** This grade is typically given when a student is unable to complete all requirements of a course within the designated timeframe due to extenuating circumstances. It indicates that the student's grade will be deferred until they fulfill the remaining requirements. The allowable timeframe for students to remove a deferred grade is within a semester, but this is subject to the approval of the Academic Committee.
- **WD (Withdrawal from the Course):** This grade is assigned when a student voluntarily withdraws from a course after the withdrawal deadline. It signifies that the student withdrew from the course but did not complete all the requirements.
- **EX (Exemption):** This grade is awarded when a student is excused from completing certain requirements of a course due to previously acquired knowledge, skills, or qualifications that are deemed equivalent to the course requirements.
- **EXC (Exclusion):** This grade is typically given when a student is excluded from a course or program due to disciplinary or academic reasons. It indicates that the student is no longer allowed to participate in the course or program.
- **NEX (Not Sitting for Examination):** This grade is assigned when a student does not sit for the scheduled examination without a valid reason or notification to the instructor or examination authority.
- **NG (Not Having Been Awarded a Grade):** This grade indicates that a grade has not been awarded to the student for the course due to various reasons such as incomplete coursework, missing assignments, or unresolved issues with assessment.

B. Calculation of the Grade Point Average (GPA)

The Grade Point Average (GPA) calculation follows a standardized procedure to evaluate students' academic performance across different courses. The GPA serves as a quantitative measure of a student's overall academic achievement and is crucial for assessing eligibility for various academic honors, scholarships, and other opportunities.

The GPA calculation process at LBC involves the following steps:

- Assigning Grade Points: Each letter grade corresponds to a specific numerical value according to the LBC grading scale
- Determining Credit Points: LBC has standardized 3 credit points per course
- Calculating Grade Points: Multiply the grade points assigned to each letter grade by the credit points for the corresponding course. This yields the total grade points earned for each course.
- Summing Grade Points: Add up the total grade points earned across all courses completed by the student.
- Determining Total Credit Points Attempted: Calculate the total number of credit points attempted by summing the credit points for all completed courses.
- Calculating GPA: Divide the total grade points earned by the total credit points attempted to obtain the GPA.

Course	Grade Awarded	Grade Numeric Value (GNV)	Credit Point CP	Grade Point Value (GNVxCP)
1	HD	5	3	15
2	DI	4	3	12
3	CR	3	3	9
4	UP	2	3	6
Total Value			12	42
Grade Point Average (GPA)			42/12= 3.5	
GPA is 3.5				

6. MODE OF DELIVERY

We recognize the importance of providing diverse and flexible learning opportunities that cater to the needs of our students. Our modes of delivery are designed to accommodate varying preferences, schedules, and learning styles, ensuring that every student has access to quality education tailored to their individual needs.

6.1 Face-to-Face Instruction

- Traditional classroom-based learning where students attend scheduled classes on campus.
- In-person lectures, discussions, group activities, and hands-on learning experiences facilitated by experienced instructors.
- Immediate feedback, real-time collaboration, and interpersonal connections enhance student engagement and deepen learning outcomes.

6.2 Online Learning

- Flexibility and accessibility for students who prefer remote learning or face logistical constraints.
- Access course materials, lectures, assignments, and discussions from anywhere with an internet connection.
- Asynchronous learning allows students to study at their own pace and accommodate diverse schedules and time zones.
- Faculty facilitate online discussions, provide virtual office hours, and offer multimedia resources for engaging learning experiences.

6.3 Hybrid Mode of Delivery

- Blends face-to-face and online instruction, offering a combination of in-person and remote learning experiences.
- Students attend scheduled class sessions on campus and participate in online activities, discussions, and assignments.
- Maximizes flexibility and convenience, allowing students to balance on-campus interactions with the convenience of online learning.
- Features flipped classroom models and interactive sessions to engage students in collaborative learning experiences.

7. PROGRESSION REQUIREMENTS

Lakatoi Business College (LBC) sets clear standards for student progression to maintain academic success. This section outlines criteria for advancing to the next semester or academic year, emphasizing the importance of maintaining a minimum GPA

- **Minimum GPA Requirement:** Students must maintain a minimum Grade Point Average (GPA) of 1.5 to be eligible for progression to the next semester or academic year.
- **Academic Standing Review:** At the end of each semester, the academic standing of all students will be reviewed. Those who fail to meet the minimum GPA requirement will be placed on academic probation.
- **Academic Probation:** Students placed on academic probation will be notified of their status and provided with academic advising and support resources to help improve their performance.
- **Probationary Period:** Students on academic probation will have a probationary period of one semester to raise their GPA to the minimum requirement. During this period, they must demonstrate significant improvement in their academic performance.
- **Suspension:** If students fail to meet the minimum GPA requirement by the end of the probationary period, they may face suspension for a specified duration.
- **Appeal Process:** Students have the right to appeal their suspension based on extenuating circumstances, such as medical emergencies or personal hardships. The appeal process will be conducted in accordance with college policies and procedures.

8. ELIGIBILITY FOR GRADUATION

To be eligible for graduation from Lakatoi Business College, students must fulfill both academic requirements and settle their financial obligations to the college. Meeting academic requirements involves successfully completing all courses and assessments outlined in the programme curriculum. Additionally, students must ensure that all tuition fees, charges, and any other financial obligations to the college are settled in full (Please refer to *LBC Student Fee Policy*).

Only upon meeting both academic and financial requirements will students become eligible for graduation and receive their qualifications from LBC.

9. CREDIT TRANSFER

Credit transfer allows students to transfer previously earned credits from recognized institutions toward their current program of study. Approved credits contribute to fulfilling program requirements, enabling students to progress efficiently through their academic journey at LBC. The credit transfer policy promotes academic flexibility, recognizes prior learning, and supports students in achieving their educational goals.

The process of credit transfer follows several steps to ensure accuracy and fairness:

- **Initial Inquiry:** Students interested in credit transfer begin by contacting the College Director's Office or designated department to inquire about the process and requirements.
- **Submission of Documents:** Students are required to submit official transcripts from previously attended institutions, along with detailed course syllabi or descriptions for each course they wish to transfer credit for.
- **Evaluation:** The Director's Office or designated committee reviews the submitted documents to assess the equivalency of the courses to those offered at LBC. They consider factors such as *course content, level, and accreditation of the previous institution*.
- **Decision:** Based on the evaluation, the Academic Board determines the eligibility of each course for credit transfer. Approved credits are recorded in the student's academic record.
- **Notification:** Students receive formal notification of the outcome of their credit transfer request, indicating which courses have been approved for transfer and the number of credits awarded.
- **Integration into Program:** Approved credits are integrated into the student's program of study, fulfilling specific course requirements and reducing the total number of credits needed for graduation.

- **Appeals Process:** In case of disagreement with the decision, students may have the option to appeal the outcome through established procedures outlined by LBC's academic policies.

When students successfully transfer credits to LBC, they will be enrolled in courses listed for a regular semester. If certain courses are credited, the rate per course plus administrative fees will be used to calculate the school fees for that semester.

10. RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a valuable mechanism offered by Lakatoi Business College (LBC) to individuals seeking to pursue advanced diploma and diploma programs. RPL acknowledges and honors the knowledge, skills, and experiences that candidates have acquired through their work experience in relevant fields or industries, providing them with an opportunity to accelerate their academic progress and obtain formal recognition for their expertise.

Key aspects of LBC's provision for RPL:

- LBC's RPL provision values practical work experience over formal education, offering opportunities for diverse candidates to pursue lifelong learning and professional growth.
- Candidates must be grade 10 graduates with at least five years of relevant work experience to qualify for RPL, ensuring they possess sufficient knowledge and skills for advanced standing.
- Interested candidates complete an application form, pay the fee, and provide a reference letter from their previous employer, with the option to submit additional evidence supporting their application.
- LBC employs a thorough assessment method, including interviews, portfolio reviews, and skills assessments, to evaluate the alignment of the candidate's prior learning with program requirements.
- Successful candidates receive credit recognition for relevant program units, allowing them to progress faster through their qualifications based on the extent of their prior learning.

- Throughout the process, candidates receive support from LBC's academic advisors and assessors, ensuring clarity, feedback, and assistance as they navigate the assessment.
- LBC regularly reviews and enhances its RPL policies and procedures based on feedback from candidates, assessors, and industry stakeholders, ensuring transparency, consistency, and fairness in the process.

11. STUDENT GRIEVANCE PROCEDURE

The grievance procedure at Lakatoi Business College (LBC) ensures that students have a structured process to address any concerns or issues they may encounter during their academic journey. It provides a mechanism for students to seek resolution for grievances related to *academic matters, administrative decisions, or interpersonal conflicts within the college community*.

When a student has a grievance, they are encouraged to first attempt to resolve the issue informally by discussing it with the relevant faculty member, staff member, or administrator involved. If the grievance remains unresolved, the student may proceed to file a formal complaint following the established grievance procedure.

The formal grievance procedure involves the following steps:

- **Submission of Grievance:** The student submits a written grievance detailing the nature of the issue, including relevant facts, dates, and individuals involved. The grievance should be submitted to the Department Head.
- **Review and Investigation:** Upon receipt of the grievance, the college conducts a thorough review and investigation of the matter. This may involve gathering additional information, interviewing relevant parties, and assessing any supporting documentation.
- **Resolution Attempt:** The College works to resolve the grievance in a timely and impartial manner. Depending on the nature of the grievance, resolution efforts may include mediation, negotiation, or other conflict resolution techniques aimed at finding a mutually acceptable solution.

- **Appeals Process:** Appeals Process: In the event of dissatisfaction with the outcome of the grievance resolution, students have the option to appeal the decision. The appeals process entails submitting a written appeal to the College Director. The appeal will be reviewed and deliberated upon by the LBC Academic Committee within a specified timeframe.
- **Final Resolution:** The College aims to reach a final resolution of the grievance through the appeals process. Once all avenues for resolution have been exhausted, the decision reached is considered final and binding.

Throughout the grievance procedure, LBC maintains confidentiality and treats all parties involved with fairness, respect, and impartiality. The college is committed to fostering a supportive and inclusive learning environment where students' concerns are heard and addressed in accordance with established policies and procedures.



Figure 4: LBC Student Grievance Procedure

12. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

LBC is dedicated to maintaining the highest standards of academic quality and continuously improving our educational programs and services. Our Quality Assurance and Continuous Improvement framework encompass a range of processes and practices aimed at ensuring excellence in teaching, learning, and student support.

12.1 Curriculum Review and Enhancement

- We regularly review and evaluate academic programs to ensure they meet industry standards and emerging trends.
- Collaboration with industry experts and stakeholders helps identify areas for curriculum enhancement.
- Feedback from students, faculty, and alumni informs our curriculum development and learning outcomes improvement.

12.2 Assessment and Evaluation

- We employ rigorous assessment methods, including exams, projects, and presentations, to evaluate student performance.
- Our assessment practices ensure validity, reliability, fairness, and alignment with program objectives.
- Ongoing evaluation of assessment practices ensures they meet accreditation standards and program objectives.

12.3 Faculty Development and Support

- Faculty members receive professional development opportunities and resources to excel in teaching and scholarship.
- We encourage scholarly activities and innovation to foster continuous learning among faculty.
- Mentorship and peer collaboration promote excellence in teaching and academic advising.

12.4 Student Feedback and Engagement

- We gather feedback from students through surveys, focus groups, and advisory committees to assess their educational experience.
- Incorporating student feedback into decision-making processes helps enhance programs and initiatives.

- We promote student engagement through co-curricular activities and leadership opportunities.

12.5 Data-Informed Decision Making

- Data analytics and institutional research inform strategic planning and resource allocation.
- Monitoring key performance indicators helps us track progress and identify areas for improvement.
- We use evidence-based decision-making to drive positive change and educational advancement.

13. GOVERNANCE AND COMPLIANCE

In the governance and compliance, there are several key areas LBC address to ensure adherence to institutional standards, regulatory requirements, and best practices in higher education:

13.1 Policy Development and Review

- LBC establishes clear policies and procedures governing academic affairs, student conduct, faculty responsibilities, and administrative functions.
- These policies undergo periodic review and revision to reflect changes in laws, regulations, accreditation standards, and institutional priorities.
- Faculty, staff, students, and relevant stakeholders are involved in the policy development and review process to ensure transparency and inclusivity.

13.2 Compliance with Regulatory Standards

- LBC prioritizes compliance with national government standards and regulations.
- Recognition from DHERST is a key objective for LBC's institutional development.
- The college is actively mobilizing resources and collaborating with stakeholders to meet regulatory requirements.
- Compliance efforts ensure quality education and institutional effectiveness from the outset of LBC's operations.

13.3 Ethical Conduct and Integrity

- LBC upholds principles of academic integrity, honesty, and ethical conduct among all members of the academic community.
- Clear guidelines and expectations are established regarding plagiarism, cheating, research ethics, and other forms of academic misconduct.
- Training and educational initiatives are provided to faculty, staff, and students to promote awareness of ethical standards and foster a culture of integrity.

13.4 Transparency and Accountability

- Transparent communication channels are established to ensure that policies, decisions, and governance processes are accessible and understandable to all stakeholders.
- Mechanisms for accountability are in place to assess the effectiveness of governance structures, monitor institutional performance, and address concerns or grievances in a fair and timely manner.
- Regular reporting and documentation of governance activities demonstrate LBC's commitment to accountability and continuous improvement.

13.5 Risk Management and Contingency Planning

- LBC identifies and assesses potential risks related to academic operations, financial management, compliance, and other institutional functions.
- Comprehensive risk management strategies and contingency plans are developed to mitigate risks, respond to emergencies, and maintain business continuity.
- Regular reviews and updates to risk management protocols ensure preparedness for unforeseen circumstances and disruptions to academic activities.