



Policy for monitoring student progression

1. Purpose

To provide all students with the opportunity to demonstrate the competencies required to achieve their educational and career aspirations. The purpose of this policy is to provide information on the:

1. The process of identifying students who are at risk of not making satisfactory academic progress.
2. academic support and intervention strategies used to ensure that students have access to appropriate support mechanisms.
3. The expectations for assessments and progression toward graduation.

2. Scope

This policy applies to all students, staff, and courses delivered by the College of Business Management (CBM) -IoBM

1. Monitoring Course Progress

CBM's progression system is built on 3 pillars:

1. Continuous Assessment System:

CBM follows a Continuous Assessment System to evaluate student learning throughout the semester rather than relying solely on midterm or final examinations. This approach ensures that students are consistently engaged with course content, demonstrate ongoing achievement of Course Learning Outcomes (CLOs), and receive timely feedback to support improvement. Under this system, student performance is measured through multiple assessment components distributed across the semester, such as quizzes, assignments, case analyses, class participation, presentations, projects, and LMS-based tasks.

2. Outcome-Based Education (OBE)/Assurance of Learning (AOL)

CBM implements an Outcome-Based Education (OBE) framework to ensure that all academic programs produce graduates with clearly defined knowledge, skills, and professional competencies. Under OBE, each course is structured around Course Learning Outcomes (CLOs) that directly map to Program Learning Outcomes (PLOs) approved by CBM's statutory bodies.

3. LMS-based Academic Engagement Monitoring

CBM uses its Learning Management System (LMS) as a key tool for monitoring student academic engagement throughout the semester. Faculty track how regularly students log in, access course materials, participate in discussion forums, and submit LMS-based activities and assessments.

2. Academic Support

The institute supports students who are not meeting course progress requirements by:

- Identifying students at risk of not meeting course progression requirements. Provide academic support and guidance to strengthen their weak areas.
- Advising students on the suitability of the course on which they are enrolled.
- Providing counselling to students experiencing circumstances that may hinder their academic progress.

Engagement Requirements

S.No	Description			
Continuous Assessment System				
Formative and summative assessments work together to create a continuous assessment system. Each serves a different purpose, yet both ensure that student learning is monitored and strengthened throughout the semester.				
1	*Formative Assessments	<p>Formative assessments take place during the semester and are designed to track how well students are engaging with the course material. These include quizzes, short assignments, class activities, reflections, or small projects. Their purpose is to give ongoing feedback so that students and faculty can see where understanding is strong and where support is needed. Timely submission is important because it shows a student's progress in real time, and the plagiarism and AI content limits ensure that the work reflects genuine learning.</p> <p>Plagiarism threshold of <19% and an AI-generated content limit of <19%.</p>		
2	**Summative Assessments	<p>Summative assessments review the student's overall achievement at the end of the course. These typically include final exams, major projects, or comprehensive evaluations. Summative assessments show whether the student has met the learning outcomes and reached the required competency level. The passing mark requirement of 60% provides a</p>		

		clear benchmark for academic performance.
Outcome-Based Education (OBE)/Assurance of Learning (AOL)		
3	CLO Attainment	Students must achieve at least 50% CLO attainment in each course to meet the passing requirement under OBE.
4	PLO Attainment	Students must achieve at least 50% PLO attainment in each course to meet the passing requirement under OBE.
LMS-Based Academic Engagement		
5	Engagement with Learning Materials	Students must regularly access and review LMS course materials each week.
6	Participation in Online Activities	Students must actively participate in LMS-based tasks such as discussion forums, quizzes, and activities.

Note: Internship Evaluation: A Minimum B grade in internship is required for graduation

Intervention Strategies

If a student exhibits non-progression, such as failure to submit or pass formative and summative assessments, inadequate CLO or PLO attainment, or lack of participation on digital learning platforms (e.g., LMS), the student shall be classified as “at risk.” In such cases, CBM will initiate an intervention strategy to provide targeted academic support and facilitate satisfactory progress. The student’s active participation in the intervention process will be formally monitored, and constructive engagement will be considered positively should the student later be reviewed for potential academic exclusion due to continued non-progression.

The following intervention options are available for students identified as academically at risk. These are not meant to be applied all at once. Instead, the CBM will choose the most suitable measures based on the student’s needs and the likelihood of achieving the best possible outcome.

- Instructor-led remedial sessions designed to address weak conceptual areas.
- Targeted revision tutorials focused specifically on improving low-performing CLOs.
- Provision of supplementary learning materials and additional practice exercises to reinforce understanding.
- Formal reminders are issued through LMS or email to notify students of missed engagement or outstanding academic tasks.
- Guidance encouraging students to review pending course materials.
- Academic counselling services aimed at helping students identify underlying challenges and develop a structured improvement plan.

Implication of not adhering to Progression Requirements

Students who fail to meet the prescribed progression requirements, including failure to attain the required CGPA for two consecutive semesters, shall be issued an official notification advising them that their academic standing is unsatisfactory and that continued non-compliance may result in discontinuation from the program.

If, following this formal warning, the student demonstrates no measurable improvement, the case shall be forwarded to the relevant academic authority for review. Based on the outcome of this review, the student may be removed from the program and will be required to seek readmission if they intend to continue their studies.

Readmission may be contingent upon the student fulfilling specified conditions, including but not limited to:

- Demonstrating academic readiness to return.
- Adhering to an approved academic improvement plan, or
- Meeting any additional requirements determined by CBM's academic governance bodies.