

*Faculty of Pre Tertiary Studies*  
*Cambridge A Levels*

# **HANDBOOK FOR STUDENTS**

## **2008 / 2009**

**LINCOLN COLLEGE ASIA PACIFIC**

Based on the official register of Lincoln College Asia Pacific

© June 2008

Published by The Lincoln College Registrar's Office.

The annual review of academic, financial and all other considerations leads to an improvement in the quality of courses and programmes delivered at Lincoln College Asia Pacific. Our revolutionary education 360 platform in itself demands constant and never-ending improvements to ensure that the students we mould become the leaders of their fields. This leads to changes in the design and delivery of the course applicable to all students. This publication is the latest of such reviews and it will affect students in a range of matters including programmes offered, facilities, fees, academic requirements, examinations, academic policies, conduct & discipline and other rules and regulations applicable to students.

While every effort has been made to ensure this book is up to date, it may include typographical or other errors. Changes periodically made will be incorporated into future editions.

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**Registrar**

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**Director of Studies**

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**Admissions Director**

The official register of the student handbook can be obtained by all admitted students at the Admissions Room, 29<sup>th</sup> Floor, 100 Putra Place, Jalan Putra, 50350 Kuala Lumpur. Downloads are available at [www.lincoln360.com.my](http://www.lincoln360.com.my) under student development [password required]

## Notice to Students

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This book contains a concise review of all the rules and procedures of Lincoln College Asia Pacific which students are expected to be familiar with during their tenure with us. Lincoln College Asia Pacific makes all decisions concerning applicants, students, faculty, and staff on the basis of the individual's qualifications to contribute to Lincoln's educational objectives and institutional needs. Discrimination against individuals on the basis of race, color, sex, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course requirements is inconsistent with the purposes of a college and with the law. Lincoln expects that those with whom it deals with, will comply with all applicable antidiscrimination laws.

The Lincoln endeavor is to create leaders who make a difference in the world and we achieve this through the delivery of education via the 360 platform engaging in the building of knowledge, skills and personality in tandem. The courses that you will experience will shape you to have abundant ability for you to achieve great things. This book is to enable you to understand the structure of what our brand of education is about. First class education in a first class way.

We wish you all the success for your future to be worthy of your dreams.

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## **GREETINGS FROM THE PRESIDENT**

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*Lincoln College Asia Pacific*

Dear Students of Lincoln,

Your life at Lincoln is woven from many threads, there is your academic life that spans through your time in the classroom, library, labs and reading rooms, your life as a citizen involving community, family and personality building and your life in extracurricular activities developing the skills you need to succeed. I want to urge you in each of these threads to take full use of the opportunities that we provide for you. Let it interest you, excite you and change you. You should leave our hallowed halls with the full confidence that the world out of our campus is yours for the taking. Build yourself in a 360 way allowing success and learning to become a creature of your lifestyle. Learn a foreign language or a musical instrument, take part in a drama or learn teamwork through sport. Every minute of your time with us is an investment into your future. These are all part of your educational experience here.

This book is a useful starting point on how you can take advantage of these opportunities as well as the most effective manner in which to benefit from them. It is to help make best use of your time with us at Lincoln. The *Handbook for Students* includes information about academic matters, the residential system, and extracurricular activities of all kinds. It describes the values that inform our work together as an academic community, and includes the academic and disciplinary rules that apply to all members of the College.

Lincoln works best for people who ask questions and enlist help from others. As you move through the year, use this book and the resources it lists to help you get the advice you need. Turn to your advisers and lecturers often for they are here for one sole purpose, your success. They will give you the personal attention you need to succeed. I am also available to answer questions or to direct you to those who can, and I can be reached by phone or email. I offer you my very best wishes for a successful year.

**DATO' DR. TENGKU RETHWAN TENGKU MANSOR**

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## WELCOME

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### *Lincoln College Asia Pacific*

Lincoln College Asia Pacific offers you a warm welcome. We welcome you to a tradition of the highest standards of academic achievement and a wider community of people that will drive to your ambitions.

This Handbook is intended to guide you through the practicalities of life in Lincoln College. In the nature of things, it is about everyday matters, some of which may seem rather obvious and uninteresting. Nonetheless it is important that you should have a clear and accessible account both of the requirements of collegiate living and the numerous sources of help available if you encounter any problems, minor or major.

Documents of this kind can seem rather mechanical or even legalistic. The actual purpose is far more ambitious than that, however. Lincoln College is first and foremost a community and Lincoln has a strong reputation for its collegiality and 'family feeling'. Our philosophy is based on the premise that individual self-improvement flourishes in a residential, close-knit environment that allows for all kinds of interaction. We are intensely proud of the intellectual excellence and distinction which we nurture. But just as important are the personal development and diverse achievements which form part of the educational experience in its fullest sense. Our graduate and undergraduate students participate and often excel in a remarkable range of activities: music, drama, debating, journalism and all sorts of sports from the river and the football field to the ballroom floor and the chess board. They bring together people from very different backgrounds, not only in Kuala Lumpur but all around the country and even the world.

I hope it goes without saying that a community like this depends crucially on consideration for others. In everything it does, the College follows policies designed to treat people fairly and equally, to promote social integration and to exclude all forms of discrimination on grounds of race, sex, sexual orientation, religion or disability. But policies and procedures are of little value without the active co-operation of the community's members. A commitment to mutual tolerance underlies our academic pursuits and everything that goes with them. Please treat this Handbook as a useful manual to be interpreted in this spirit, and do by all means suggest any improvements that you think we might make to it. I hope in particular that you will feel free to raise any matters with the college.

There are many possibilities and flexibilities in our programmes to suit the various need of our students. There have even been times when the programme was structured to resolve new challenges in our commitment of change for the better. Our role is to facilitate your academic and personal development and thus you are encouraged to share with us any and all challenges that affect your academic development so that we may find or build a way for you. You must look at us as guide rather than service providers and make sure that the secret of all good relationship binds your relationship with us; communication.

## THE MISSION

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*Lincoln College Asia Pacific*

# Creating Leaders who make a difference

Lincoln College strives to create students who will lead in their respective fields. Lincoln strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities. We aim to mould students in their knowledge, skills and personality by instilling learning as a lifestyle.

To these ends, the College encourages students to respect ideas and their free expression, and to rejoice in discovery and in critical thought; to pursue excellence in a spirit of productive cooperation; and to assume responsibility for the consequences of personal actions. Lincoln seeks to identify and to remove restraints on students' full participation, so that individuals may explore their capabilities and interests and may develop their full intellectual and human potential. Education at Lincoln should liberate students to explore, to create, to challenge, and to lead. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Lincoln expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society.

## A BRIEF HISTORY

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*Lincoln College Asia Pacific*

# It began with a search

Necessity is the mother of invention. In December 2003, our founders were on a search for the best person to take over the reins of an ailing business. The company has all the capacity to be turned around with the right leader to steer it. They wanted a young forward thinking individual. So on the night of December the 15<sup>th</sup> the search began.

Five months later something was apparent. The pool of graduates that were called up was divided into two different stacks. The first were short listed candidates that deserved a second interview and the second candidates that were not going to be called again. The amazing feature shared by all candidates from the stack that wouldn't be called again was the fact that they were locally educated. Don't get me wrong they had wonderful degrees from universities the world over but they were locally educated for the most or all of their education. This was discrimination and it would not stand with the policies of our founders. So the search was broadened and while the piles were rising the dividing features remained.

By June the 8<sup>th</sup> the candidate of choice had been hired and had begun the turnaround but the search was not over. In fact it was intensified; surely there must be a candidate out there that is locally trained and worthy. Finally on July the 19<sup>th</sup> we found one, a stellar diamond in the rough. The search was over, we could pack up. Then it hit us, packing the stacks of interview documents we realized the great divide between the candidates. A new search begun, what did we do wrong? We asked everyone we knew and that's a lot of people! We cold called human resource managers the country over, we spoke to recruits and head hunters from Kuala Lumpur to Kuching.

We found the same reply. It wasn't anything new to them; they had known it for years. Some no longer bothered to even grant first interviews to any locally educated graduate. Our frustration can only be dwarfed by that of the 100,000 local graduated currently unemployed. We had even heard of numerous reports of graduates under declaring their qualifications to get menial jobs. The confidence of our nation's future is crippled at its youth. The search now was why and how the bank of education could give out so many promissory notes of academic excellence only for it to be declared as rejected when it was time to cash in, at interviews and through employment. We learned of students who did get jobs but were treated subpar compared to their foreign educated colleagues. Salary differences were that of night and day. We heard of students telling us that less than 10% of what they had been taught is true in practice or useful is at all. We refused to believe that the bank of education was bankrupt. So distracted from work and family the search was on again, what was to be done.

We found an answer, not novel nor ingenious but revolutionary in its application. We talked of it to every expert in every field we could source out and we continue to do so today. We found almost unanimously that we were heading down the right path. We had what was needed and we knew how to deliver it. So we began on the basis of community development to pitch it, but ironically there were no takers. It's not that they did not believe in it, but the changes in profit margin [which would benefit them in the long term] and infrastructure were too difficult to stomach. When we began our first search they were 60,000 unemployed graduates and in two years it had multiplied to 100,000 with a booming economy far from recession. By and large we were met by the somewhat similar response, if others do it we might.

So we did it.

We were initially told that it was impossible to start a college. The government had frozen licenses and there were to be no more new colleges. On the sidelines after our 360 presentation though we were told that there were many existing colleges with licenses that may be bought. Half a million ringgit later [for a mere license] we were on our way.

The rest is truly avant-garde. We have built an institution from ground up with the education 360 concept of building knowledge, skills and personality in tandem with industrial needs. This is part of our DNA. It is who and what we are. The worth of educational institutions should not be just to deliver a certificate it is to mould a student into leader and that is what we do at Lincoln.

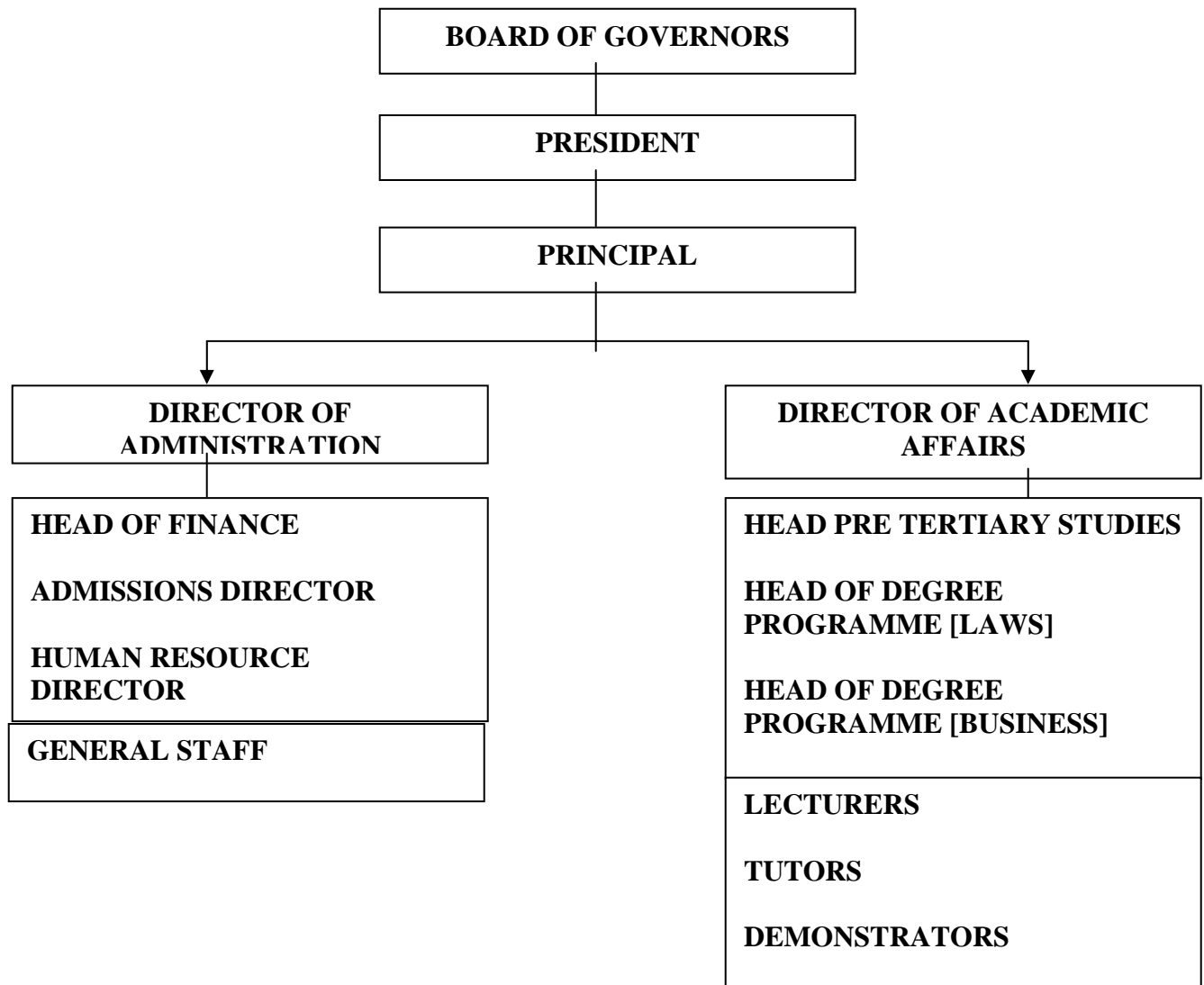
There are some aspects of our development that we will want to improve on for example we can only accommodate 400 students in total. That means less than students per intake per course. Each class is limited to 24. But that is what history is all about, the past as a platform to the future. Come what may, this much we know is true, it's ours to write.

*There are three kinds of institutions; those who make things happen; those who watch things happen; and those who wonder what has happened ~ Anonymous*

## ORGANIZATIONAL STRUCTURE

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*Lincoln College Asia Pacific*



## ACADEMIC INFORMATION

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*Lincoln College Asia Pacific*

### 1. REQUIREMENTS FOR QUALIFICATION

#### Lincoln College Asia Pacific

As part of our goal of creating the leaders of tomorrow we are constantly setting new standards to ensure that we attract students who are like minded with our initiative. We have found many students who look at education as an end in itself only working for the benefit of examination, then you may not be Lincoln material. If you are a student who sees the bigger picture of education as success both in the exams and in life then you are Lincoln material and we will make sure you excel in your potential.

Our entry qualifications are based on our partner universities but we have a policy of **only accepting 80 students per intake**. The limitation is to ensure that our students have available the full extent of the resources provided. The Education 360 initiative will only be beneficial if students are given a personal approach to their education and thus all intakes are strictly limited. We initiate this personalized concept from the ground up with all lecture halls limited to 40 per time and tutorial rooms at 24 or 12. This 40/24/12 ratio ensures that every student is personally developed.

We often find our intakes oversubscribed and in this situation we have taken the initiative to interview potential students to decide who the seat should be given to. This will only apply where the intake is oversubscribed.

#### CAMBRIDGE A LEVELS

Cambridge International A Level is the world's most popular international examination for 16–18 year olds. As one of the most recognized qualifications around the world, it is accepted as proof of academic ability for entry to universities worldwide. Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. –  
*Source Cambridge International Assessment*

#### 1. Entry Requirements

##### ▪ Science

Minimum of 5 B's in science related subjects at Sijil Pelajaran Malaysia [S.P.M.] or equivalent for Medicine / Dentistry.

All other fields minimum 5 credits in science related subjects

This includes:

1. Physics
2. Biology
3. Chemistry
4. Mathematics
5. Additional Mathematics

A minimum credit in English.

## 2. Exit Requirements [Qualification requirements]

### ▪ Science

#### **Minimum of 3 passes.**

Subjects are modular and divided into two papers AS and A2. Each is taken nine [9] months apart and both must be passes in order to gain an A Level qualification for the subject.

Although a minimum of two [3] subjects are required students are advised to take three [4] or more subjects.

## 3. Lembaga Akreditasi Negara [LAN] Requirements

### THE TRIMESTER STRUCTURE

The National Accreditation Board stipulates each academic year to be divided into trimesters. This means that the academic year is divided into three [3] semesters. There are two long semesters sandwiched by a short semester.

### MANDATORY SUBJECTS

The National Accreditation Board stipulates three [3] mandatory subjects to be taken once during the course of study. They are as follows:

- Malaysian Studies
- Bahasa Malaysia [if a credit is not obtained at SPM level]
- Moral / Agama Islam

## 2. THE CORE CURRICULUM REQUIREMENT

### CAMBRIDGE [CIE] A LEVELS

#### 1) CORE REQUIREMENTS

The core requirements are that THREE [3] passes be obtained at A Levels. This means the student is required to take a minimum of three [3] subjects as per the list below. Each subject has its own inherent requirements as to the number of papers taken in order to pass the subject. All papers with a subject must be taken and passed.

The exam is modular thus there are two parts to each paper within a subject AS and A2. Both AS and A2 must be passes in order to obtain a pass at A Level for the subject.

#### 2) CHOICE OF SUBJECTS

Please remember that you need not take the subject option of which is related to the degree of your choice. Thus you must have a pass in three science based subjects.

This recommendation allows you to have the option of any Science based degree. It is also good to note that a Science qualification allows you to venture into an Arts or Humanities degree but not the other way around.

Bear in mind that the A Levels is an excellent preparation standard for you and it would benefit you immensely at your degree to gain the knowledge and experience the A Level examination provides you. Statistics have proven that

students who take the options at their degree level which correspond with their A Level options do better with the preparation. This is why many universities even recommend the A Level programme to mature students even though they have a right of enter direct into the degree programme.

Once you have chosen the core subject[s] which corresponds with your degree, you may find that there are options for you to take non degree related subjects. There are two schools of thought to aid you in this decision. The first is that you do subjects which are complimentary to your degree for example, maths and physics. The other school of thought is for the students to take non related subjects so that you can have a broad based development in the same vein of many who pursue degrees other than medicine and dentistry for example food science or actuarial science. In today's world of convergence such cross qualifications make the student more employable. Then again students may simply opt for a subject of their interest or a subject in which they have existing talents in. Take the easy subjects to score for the A Levels is merely a stepping stone. The choice is yours.

### 3) **SUBJECTS OFFERED**

Physics  
Biology  
Chemistry  
Mathematics  
Further Mathematics  
Psychology  
Food studies  
Applied Information & Communication Technology  
Computing  
Design & Technology  
Economics  
Sociology  
Law  
Accounting  
Business Studies  
Thinking Skills

### 4) **CHOICE OF SUBJECTS**

- ⇒ *Do you know what you want to specialize in when you start to practice?*
- If the answer is yes then you should take papers that coincide with your choice and gain maximum knowledge in the field. Science should not be looked at in isolation since there are many subjects that are complimentary to each other. A student interested in Food science should have Biology, Chemistry and Food studies are complimentary subjects. A good way to decide would be to look at the First Year syllabus of your degree at the university of your choice. Don't take it for granted that the subjects are relevant without checking.
- ⇒ *Do you just want to pass the exams, specialization will come later?*
- Don't worry too much if you're in this category, its normal and many students who populate this category end up doing very well. It's a myth that you cannot practice in a field that you did not take as an option. Take the general sciences so that you have as much flexibility as possible for your degree. Don't drop subjects. Many students invariable drop physics for medicine then realize that India for example is closed to them as there physics is mandatory. Consult us first before deciding on your options.

⇒ *How do I decide my subject options?*

## **CHEMISTRY**

This is the study of substances. For example why graphite is soft and diamonds are hard. You will look at the makeup of substances, the molecules, atoms and what happens when you combine them. You will see the relevance of this in everyday life e.g how it helps to make detergents and fibers and the optimum temperature for washing clothes to minimize energy. It is a heavyweight subject. It is a good and necessary preparation for medicine and dentistry as well as food science or chemical engineering. You need to be numerate but not as numerate as a mathematician. You don't need to memorize as much as biology as logical analysis is at play here. Students with a C or above at SPM can take this subject fairly easily.

Practical work is essential to chemistry, more than the other sciences. There is not much lab work at AS but it intensifies at A2 level. Although it has a reputation of being hard the Board has made it more accessible. The experiments however make the subject fun and since it relates to life it can be very interesting. We will at Lincoln give you the opportunity to add value to this subject with trips to forensic and medical labs as well as hospitals.

### **Subject combinations**

Mixed with physics and maths for medicine

Mixed with biology for healthcare

Mixed with geography for environmental scientists

Mixed with physics for engineering

Researchers around the world are sought after if they have a sound background in this subject.

## **MATHEMATICS**

This subject solves problems with numbers. At A Levels the subject is divided into four parts, pure, discrete, mechanics and statistics. Pure maths is for its own sake and does not correlate to the real world. Discrete math uses math to make decisions, often in a business context, mechanics is the study of the movement of objects and statistics deals with the analysis of data.

You will get a lot of satisfaction from working out tricky problems. It is also a subject that applies to almost anything from law to economics and computing.

You need to have a flair for maths to get an A. You need at least a B at SPM maths and add maths to do well. If SPM math was difficult then this may not be for you. There is very little course work or objective assessment. Most papers deal with structured questions.

Statistically it is interesting that more boys take this option than girls but more girls score an A than boys in proportion to their size. – *Source Cambridge OCR*

Rev Dearman an examiner states that there are two kinds of students, either they love math and consider it very cool or they struggle through it and take it as a necessary evil. It's nice not to have long essays to write.

## **BIOLOGY**

This is supposed to be the easiest of the three sciences. At AS level you start off with cells and molecules, how a cell is built and what in it - carbohydrate, protein and fats. You follow up into animals and plants looking at reproduction [yes the birds and bees] and ecology. At A Levels you take a few topics in greater depth for example respiration and photosynthesis. You also cover more sophisticated genetics as well as evolutionary biodiversity.

At degree level on its own there are only research based options or you could teach. But it is a stepping stone to many degree options like medicine and dentistry.

You must be able to soak up facts like a sponge, and then be able to synthesize the load of information as well as explain things fully and accurately.

There is a fair amount of lab work but not as much as chemistry. It is also on the whole more popular than physics or chemistry especially amongst girls. – *Source Cambridge OCR*

It is fun since you will be an expert in the human genome, global warming, environmental protection and healthy eating. You can distinguish the myth from the facts. There are a lot of degree prospects here for example biotechnology and biomedical/biomaterial science.

## **PHYSICS**

At As you study the basic principles of physics, including mechanics, waves and electricity. At A2 you branch out to deeper aspects of the course. There is no need for too much background in the subject as it begins fairly from scratch. To get good grades however you ought to be numerate and literate.

There is a fair amount of practical work. There is a common misunderstanding the boys are better at physics than girls; this is not true as some of Cambridge's best students are girls.

*THE INFORMATION PROVIDED ABOVE IS BASED ON A GENERAL EVALUATION OF LECTURERS INVOLVED IN THE SUBJECT MATTER. IT IS NOT ENDORSED OFFICIALLY BY THE UNIVERSITY OF CAMBRIDGE OR THE COLLEGE.*

### 3. RECOGNITION OF YOUR A LEVEL QUALIFICATION

The General Certificate of Education (Advanced Level), or A Level, is the 'gold standard' of CIE qualifications. It has exactly the same value in admitting students to all universities as its UK equivalent. It is also accepted as an entry qualification by universities of the European Union, on a par with the French Baccalaureat, the German Abitur, etc.

A Level examinations are usually taken after 13 years of education and are based on approximately 360 hours of guided learning, normally over a two-year period. A Levels are highly specialised and a student will normally take three subjects, although occasionally exceptional students take four.

There are five passing grades (A–E). Minimum matriculation requirements are at least two pass grades. University courses for which there is not strong demand might accept students with these grades, but typical UK university entrance requirements are closer to three passes at grade C for academic courses in established universities. Very popular courses will often require higher grades. For example, medical schools in the UK often require grades of AAB and the highly selective universities of Cambridge and Oxford ask for at least AAB.

Cambridge International A Levels are taken throughout the world, sometimes as the national examinations of certain Commonwealth countries (such as Singapore and Mauritius), sometimes within international schools and sometimes in bilingual government schools alongside the national exams.

Good A Level grades can be a key to admission for all the world's major anglophone universities. University course credit and advanced standing is often available in countries such as the USA and Canada, where entrance to university takes place after 12 years of education. Good grades in carefully chosen A Level subjects can result in up to one full year of credit.

#### **A Note on the AS Level qualification**

The General Certificate of Education (Advanced Subsidiary Level), or AS Level, was introduced in 2000. It represents the first half of an A Level course but may also be taken as a freestanding qualification.

AS Levels are accepted in all UK universities and carry half the weighting of an A Level. For example, students may be admitted with suitable grades in two A Levels and two AS Levels (in place of three A Levels).

## 4. THE A LEVEL ASSESMENT & GRADING SYSTEM

The A Levels examination is held twice a year in June and November.

The process of grading for AS and A Levels involves deciding the minimum mark necessary for each grade. Cambridge does not have any pre determined thresholds or quotas for candidates. After each examination Cambridge will decide the minimum mark for each threshold or grade boundary [minimum mark to obtain a pass] for each individual component.

They carry out this process in order to ensure that the demands in the candidates are the same for every subject and every examination session. However these 'raw marks' are not useful for university purposes as the number of marks per paper varies considerably.

As a point of reference the UK Qualifications and Curriculum Authority [QCA] publishes a uniform marks scale for AS and A Levels. They are as follows:

A	=	80 – 100
B	=	70 – 79
C	=	60 – 69
D	=	50 -59
E	=	40 – 49

If it is necessary, this scale can be used to convert AS and A Level grades into marks by taking the midpoint of each mark range. An example of this might be a student who applies to an institution with 3 subjects at A Levels. If he has 1 grade A, 1 grade B and 1 grade C, the grading would work as follows:

Mathematics	A =	90
Chemistry	B =	75
Physics	C =	77
Overall		77

For an overall percentage the individual 'marks' can be added together and divided by the number of subjects, so in this case 230 divided by the number of subjects 3 [ $230/3 = 76.66$ ] or 77. So the student concerned should be deemed to have an overall percentage equivalent to 77%.

For the overall grade

AS GRADES [out of 300 marks- the maximum uniform mark scale]

Grade A	:	240 marks
Grade B	:	210 marks
Grade C	:	180 marks
Grade D	:	150 marks
Grade E	:	120 marks

Overall A Level grade

Grade A : 480 marks

Grade B : 420 marks

Grade C : 360 marks

Grade D : 300 marks

Grade E : 240 marks

**Please Note for medicine and dentistry**

**Please take note: for the purposes of the Non Objection Certificate [NOC], the grade of a C per subject is sufficient at A Level.**

Schools and students find A and AS Levels very flexible. Schools can offer almost any combination of the wide choice of subjects available. Students have the freedom to select the subjects that are right for them – either follow a broad course of study, or specialize in a particular area.

Students can choose from a range of assessment options:

**Assessment Options**

- Option 1 Take all papers of the international A Level course in the same examination session, usually at the end of the second year of study
- Option 2 Take a 'staged' assessment route – take the international AS Level in one examination session and complete the final international A Level at a subsequent session [not available for all subjects]
- Option 3 Take the international AS Level only, either at the end of a one-year or two-years course. The international AS syllabus content is half of A Level programme.

## 5. COLLEGE ASSESMENT & GRADING SYSTEM

Students sitting for the A Level examination also have to partake in domestic examinations held by the college, including projects and assignments. These projects practice the plagiarism rule advocated in universities throughout the world.

**A NOTE ON PLAGARISM**

**Knowing What to Acknowledge:**

**General Principles**

All homework assignments, projects, lab reports, papers and examinations submitted to a course are expected to be the student's own work. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only primary and secondary material published in print or on-line, but also information and opinions gained directly from other people.

In all written work submitted for assessment you must show the sources for your material. The principle is that whenever submitted material is not your own original work this must be acknowledged. To present material without acknowledgment is in effect to claim that it represents your own work and ideas.

Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number). A list of references at the end of the paper lists all the works referred to. Presenting materials from other sources without full acknowledgment (plagiarism) is penalised heavily. This holds for both copying and paraphrasing of others' work.

We expect that when a student turns in work for assessment that it is the independent work of that student, it is written by that student, and they have written it in their own words. In most cases, copied assignments will be given a zero grade for the piece of work for both parties: if A copies B's assignment, both A and B will get zero. Assignments copied in whole or large part from books or articles will receive a zero grade.

The same essay may not be submitted for assessment in two different subjects.

### **Avoiding Plagiarism**

The word plagiarism comes from a Latin word for 'kidnapper'. Plagiarism means you are kidnapping or stealing someone else's ideas or words and presenting them as if they were your own. If you copy an article from an encyclopedia and make some minor changes to pass it off as your own writing, you are plagiarising deliberately. If you carelessly forget to include quotation marks or a reference to show whose words or ideas you are using, you are plagiarising accidentally. Whether deliberate or accidental, plagiarism is a serious offence in scholarship.

It is not plagiarism, however, to use other writers' material when you acknowledge whose material it is. That procedure is a part of honest research writing. Avoid plagiarism by acknowledging sources when necessary and by using them accurately and fairly.

### **Knowing What to Acknowledge**

When you write a research essay, you use information from three kinds of sources: (1) your independent thoughts and experiences; (2) common knowledge, the basic information people share; and (3) other people's independent thoughts and experiences. Of the three, you must acknowledge only the third, the work of others.

### **Your Independent Material**

You need not acknowledge your own independent material as your thoughts, compilations of facts, or experimental results, expressed in your own words or format. However, someone else's ideas and facts are not yours: even when they are expressed entirely in your words and format, they require acknowledgment.

### **Common Knowledge**

Common knowledge consists of the standard information of a field of study as well as folk literature and common sense observations. Standard information includes, for instance, the major facts of history. The dates of Charlemagne's rule as emperor of Rome (800-814) and the fact that his reign was accompanied by a revival of learning as both facts available in many reference books do not need to be acknowledged, even if you have to look up the information.

Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A common sense observation, such as the idea that weather affects people's spirits does not require acknowledgment. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgment.

You may use common knowledge as your own, even if you have to look it up in a reference book. You may not know, for example, the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If you look them up in a dictionary or reference book, you do not need to acknowledge the source.

### **Someone Else's Independent Material**

Facts or ideas from signed or copyrighted sources require acknowledgment. The source may be a book, letter, magazine, newspaper, film, speech, interview, television program, or microfilmed document, but you must acknowledge not only the ideas or facts themselves but also the language and format in which they are presented. If you use a table or diagram created by another writer, acknowledge it just as you would their ideas.

### **Quoting, Summarising and Paraphrasing**

When writing a research essay, you can present the ideas of others either through direct quotation or summary or paraphrase, depending on your purpose.

For direct quotation, copy the material from the source carefully. Use quotation marks for even a single word if the original author used it in a special or central way. Do not change any wording, spelling, capitalisation or punctuation. Use an ellipsis mark (three spaced full stops) to indicate the exact point at which you have deliberately left out part of a direct quotation. Use brackets to surround any word, comment, or punctuation mark you add within the quotation. Place the word sic (meaning 'in this manner') in square brackets immediately after any mistake in spelling, grammar, or common knowledge that your reader might otherwise believe to be a misquote. If the quoted material is eight lines or less, place it in quotation marks within your running text. If it is longer than eight lines set it off from the text without quotation marks. Quotations of the latter sort should have an extra line space before and after the quote and all lines should be single spaced and indented from the left. When you summarise or paraphrase, you state in your own words and sentence structures the meaning of someone else's writing. Since the words and the sentence structures are yours, you do not use quotation marks, though, of course, you must acknowledge the author of the idea. If you use the original sentence pattern and substitute synonyms for key words or use the original words and change the sentence pattern, you are not paraphrasing but plagiarising, even if the source is acknowledged because both methods use someone else's expression without quotation marks. In paraphrasing it is crucial not only to use your own form of expression but also to represent the author's meaning without distorting it.

### **Quick Checklist**

To be certain to acknowledge sources fairly and avoid plagiarising, review this checklist before beginning to write your essay and again after you have completed your first draft.

1. What type of source are you using: your own independent material, common knowledge, or someone else's independent material?
2. If you are quoting someone else's material, is the quotation exact? Have you used quotation marks for quotations run into the text? Have you set off block quotes with an extra space before and after the quote, single spacing within the quote, and left indenting of all lines of the block quote? Are omissions shown with ellipses and additions with square brackets?
3. If you are paraphrasing someone else's material, have you rewritten it in your own words and sentence structures? Does your paraphrase employ quotation marks when you resort to the author's exact language? Have you represented the author's meaning without distortion?
4. Have you acknowledged each use of someone else's material?
5. Do all references contain complete and accurate information on the sources you have cited?

## 6. EXAMINATION & APPEALS

### EXAMINATION RULES

Students should adhere to the following rules during the administration of Final Examinations.

- During bathroom breaks, students should not use public computer terminals or telephones.
- Students cannot exit the exam room for the first 30 minutes of the examination.
- In order to avoid any possible suggestion of improper behavior during an examination undergraduates should refrain from communicating with other students while an exam is in progress.
- Students should also not retain or refer to any books or papers during an examination except with the express permission of the instructor or proctor.
- Eating and drinking are not permitted in any examination room.
- Personal belongings should be put away and all cell phones, beepers, and pagers should be turned off.
- In the event of a fire, students should take their personal belongings and their exam booklets and meet in the location announced at the beginning of the exam by the proctor. Students should not leave the exam site or the emergency meeting location with any exam materials, nor should they discuss the exam with other students during the emergency procedures.

### LATE ENTRANTS

Students who are more than five [5] minutes late for the examinations will be barred from sitting for the particular examination. Students who are late twice in a row will be barred from the whole examinations.

### ILLNESS DURING AN EXAMINATION

A student who is present for any part of an examination is never entitled to a makeup examination. However, any student who becomes ill during an examination should report the illness immediately to the doctor. The doctor will have the student escorted where the student will be kept incommunicado until able to resume the examination. Upon resumption, the student will be allowed only the balance of time not already used. You are thus advised to report your illness as soon as it becomes detectable.

### RELIGIOUS CONFLICTS WITH EXAMINATIONS

Students are advised to report all religious or other conflicts prior within seven [7] days prior to the examination registration deadline. Accommodation may not be possible if a conflict is reported after this time.

### EXTENTIONS OF TIME AND LEAVE FROM EXAMINATIONS

*The Administrative Board has jurisdiction over granting makeup examinations. No instructor may grant or give a makeup examination to any student who missed a final examination without the express authorization of the Registrar and the Administrative Board; nor may a makeup examination be given at any time or place other than that specified by the Registrar. A student granted a makeup examination is not thereby granted an extension of time to complete other written work for the course. Such an extension is granted only by special vote of the Administrative Board*

## **EXAMINATION APPEALS**

### **Before the examinations**

If there are any medical related issues or social/family related issues that may factor to bring down the marks of your examinations please inform the Examinations department with proper evidence of the issue before the examinations

### **After the examinations; before the results**

Technical problems are always present in any examinations. If you feel that your performance in the examinations may have been affected by such a problem you should report this problem to a tutor as soon as you finish the examination. These are problems with the papers for example misprints, wrong instructions, inaccuracies or ambiguities. Applications must be made not later than three [3] days upon the completion of the paper. Do not wait for the examination as a whole to be over before the report is made.

### **After the examination results are published**

You will know your results based on a provisional sheet provided to you. If you feel that the marks on the provisional slip do not merit your examinations efforts you may request for an appeal. There are three [3] appeal processed available for you.

[i] Appeal to recount the marks given

[ii] Appeal to reassess the marks

[iii] Appeal for an independent marker

## **SOME COMMON QUESTIONS**

### **Can the appeals procedure be used for long term illnesses suffered throughout the year?**

No. But if the illness causes a particular consequence during the examinations then it can be a ground of appeal.

### **With whom should I raise this problem?**

With a tutor as soon as possible, if you are unable to do so for any reason then you may approach the Director of Studies or the Examinations officer personally.

### **The question paper contained an error which caused me to waste a lot of time, can anything be done?**

Yes consideration can be taken if reported within the proper duration permitted

### **Are there appeal deadlines?**

Yes.

Before the exam : anytime before the examinations

After the exams : three days after the examinations

After the results : one week after the provisional results are available [not at the point of collection]

After this point the results becomes final.

### **Can you advice me how to prepare my case?**

You should leave out emotional and sympathetic slants to your appeal and just concentrate on the facts and any evidence that may be available for you to substantiate your case.

**What are my chances of success?**

All cases are considered on their individual merit. You must have sufficient grounds to merit a good appeal.

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## STUDENTS PERFORMANCE

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*Lincoln College Asia Pacific*

### 1. STUDENT INFORMATION

#### 1) Documents, registration & information

All information given to the college must be correct at the time of registration. Any discrepancy may warrant the college to revoke any letter of offer given to a student. It is the responsibility of the student to update and improve records concerning the student where there are changes during the course of the academic terms at Lincoln. Students are also advised to update the college upon leaving the institution to ensure the network of alumni remains strong.

Students on leave should update the college on the location and address of their temporary leave in any case of emergency.

#### 2) Record Keeping

The registration process involves academic and financial checks on your eligibility to progress to the next academic year. Being given 'full registration' means that you are in good academic and financial standing with the College. In most cases your academic standing with the College is known well before the Registration event, but for some groups of students (some students returning from Year Abroad and those having to re-sit in) the results of assessments are available relatively late and special checks are therefore involved.

The financial side of this process involves paying any tuition fees and other debts (e.g. rent, childcare fees) that you owe to the College. You will be informed of the exact 'terms of trade' and you will be expected to comply with them. The sanctions against non-payment of debts to the College begin with having certain services withdrawn (e.g. Library and Computing access), and can lead to withdrawal of registration. But the key thing to bear in mind if you run into financial, academic or other problems is that the University wants to help you to resolve them. You should contact the relevant office to deal with any difficulties as soon as possible in order to resolve them prior to registration.

#### Processing your personal data

The College is registered to hold data about you under law. Processing personal information is necessary for the operation of the University as an educational institution.

Examples of how your information will be used are as follows:

- To administer your studies, record academic achievements, to determine and record your overall award outcome. The precise way in which your assessments are calculated is published in the relevant Examination handbooks and programme documentation. We retain a permanent record of all awards of the College (see
- To assist in scholarships and welfare needs.
- To administer the financial aspects of your registration as a student (e.g. payment of fees, debt collection).
- To administer your tenancy, if you become a tenant of accommodation owned or managed by the College (e.g. rents, debt collection).
- To manage College facilities (e.g. Computing, Library and sports facilities).
- To produce management statistics.
- To monitor equal opportunities policies (e.g. in relation to the disability discrimination, etc. ).
- To administer employment processes, should you choose to work for the College.

- For security and disciplinary purposes (e.g. through the use of security cameras and reports of incidents compiled by security staff and others).
- To assist with the work of the Alumni Office.

Additional processing may be required for students registered on specific programmes (e.g. teaching and social work) or with certain funding arrangements or choosing to pursue studies abroad.

However, the University is able to offer some choices about the way your data will be used:

- Whether your photograph, as printed on your College ID card, is made available to staff within the College and for limited use on departmental notice boards.
- Whether you are happy for the College to release your contact details to a limited number of organisations which work with the College, sometimes on a commercial basis.
- Whether you are happy for us to pass your contact details to the Students' Union.

Some of the information about you that the College holds, such as your ethnic origin, is classified as sensitive personal data. This is collected to meet Government requirements, to monitor whether our equal opportunities policies are working and to ensure that disabled students and other under-represented groups receive appropriate support. In addition to the normal standards of confidentiality set out below on the release of your data to third parties (outside the College) we also carefully control access to sensitive data within the College, so that it is only available to people who 'need to know'. It should be noted that the College has a special protocol on the disclosure of sensitive information (which may have been given in confidence) when there are exceptional circumstances, e.g. there is a risk to a student's health or safety, a student is at risk of serious abuse or exploitation, a student's behaviour is seriously affecting others, there is a possibility that a criminal or serious disciplinary offence has been committed, or where a student's health or behaviour may compromise the College's responsibilities to outside agencies, such as partner institutions or practice placements.

The College has a code of practice covering how staff should handle student personal data. The general principle is that student data should be shared amongst staff only for the purposes of carrying out their normal duties. In interpreting this principle we try to be sensitive to the differing situations of groups of students. For instance, home/local contact details for *full-time* students are not normally available to members of academic staff, but tutors on *part-time* programmes are given access to students contact details, else essential communications could be compromised. These variations to the principle of restricted access are allowed only where there is a clear balance of benefit to students themselves.

### Disclosing your personal data to third parties

We are required by law to collect and provide information on students to certain external agencies. These bodies include the LAN [ The national higher education accreditation body and government agencies, Student Loan Company, local education authorities and other grant-awarding bodies and local taxation authorities. We are also obliged to release information to the Benefits Agency, police and similar law officers undertaking criminal investigations, and in certain circumstances to officers of the Court in relation to civil proceedings. From time to time, institutions are asked to provide data they have collected to the Higher Education Funding Council or to other bodies acting on the Council's behalf, which may include personal details of students. As an example, the College may be required to provide student contact details for National Student Surveys. Unless you have given permission for additional information to be provided, the only information which will normally be released to an appropriate third party (other than the special agencies referred to above) while you are a student here is:

- the fact that you are a student here.
- the mode of attendance of your programme (e.g. full-time or part-time).
- the date you started and the date you are expected to complete the programme.

Please also note that if regular progress reports are required by your funding organisation we will normally provide this information. If you have any queries about such reports, please contact your funding organisation.

Once you have completed your studies here, the details of your academic award from the College, including dates of attendance, are regarded as 'public' information (but not the fact that you have failed an award). Names of successful candidates will be published on open pass lists on campus notice boards and in the graduation programme where applicable. This information will also be released to third party enquirers (for example, prospective employers).

### **Archiving your personal data**

In due course, your records will form part of the student records archive which is kept on computer and in paper or microfilm format. Part of your computer record will also be made available to the (the Alumni Society) for approved purposes such as the construction of mailing lists

## **2. STUDENT COMMUNICATION**

Students are advised to check the bulletin boards regularly at the student common areas as well as their online portals. Communication will also be conducted by email and where necessary SMS. This however will never replace traditional face to face communication which is essential to a community like Lincoln.

## **3. STUDENT ABSENTEEISM**

So long as you are satisfying the Colleges mandatory attendance requirements, and provided there is no adverse effect on your academic work, you may normally absent yourself from College overnight. If you do so please leave at the Reception desk a sealed envelope bearing your name on the front and containing details of where you can be contacted. The envelope will only be opened in emergency, and you can reclaim it when you return to College.

If you want to absent yourself for two consecutive nights or more, you should talk to your tutor about it first, and where circumstances do not permit you must provide a letter from a parent or guardian justifying the absenteeism. This information is kept confidential: it is not disclosed to anyone other than authorized University personnel without your express permission.

Students who are absent for more than three [3] times a month must give letters to justify their absenteeism failing which the college will suspend the student. Absenteeism of more than five [5] times a month is subject to expulsion.

Students who do not attend more than 85% of the classes will be barred from examinations.

## **4. LATE ATTENDANCE**

### **MORE THAN 15 MINUTES LATE**

Students who are more than 15 minutes late for classes are to be deemed absent from that class and entry may be rejected by the lecturer/tutor at their discretion. Students must then provide a letter to explain their tardiness and submit it to the Director of Studies for authentication and review. If there is no proper justification it will be taken as a class fully missed. Otherwise the rebuke will not be factored for the mandatory 85% attendance.

### **0 – 15 MINUTES LATE**

The lecturer will mark the student as tardy and the student may be permitted to enter the class immediately or at the lecture break at the discretion of the lecturer/tutor. A student who is tardy for more than three times in a month will be marked as absent for every third time a student is tardy. Students who are consecutively tardy must produce a reason and declaration that they will mend their ways or face suspension. A record will be kept at the reception counter to mark tardy students and their reasons.

PLEASE TAKE NOTE THAT SMS JUSTIFICATIONS WILL NOT BE ACCEPTED. ALL DISCOURSE MUST BE IN WRITING ADDRESSED TO THE DIRECTOR OF STUDIES.

## 5. ACADEMIC LIFE AT LINCOLN

As a member of Lincoln you will be part of an academic community, and academic work will be central to your college life during term. The following section is intended to lay out clearly what the College's academic expectations of you are, and how it helps you to meet them.

### 1) An Overview of your career at Lincoln

So now you are at Lincoln....during the three or four months of your programme, Lincoln will support and encourage you in your academic learning. Three or four months is a long time, and you are expected at all times to work hard and to the best of your ability. You will have to pass University/ College examinations either during or at the end of your first year of study at Lincoln. The short terms do not mean that you do not need to put in so much effort here. Quite the reverse term is intensively packed with the range of tuition that Lincoln offers you: lectures, classes, laboratories (if you are doing a science subject), and, not least, tutorials. In tutorials you will have the chance to discuss specific topics in detail in very small groups with subject tutors in Lincoln, or with subject experts who are well versed and specialized in their topics. You will be expected to hand in essays or problem sheets on time every week for tutorials and classes. Your subject tutors will explain the balance of what you need to do, and are always available to help you plot your course through your programme of study, which may involve, for instance, the choice of different options at various stages. You will also need to exploit all the time available to you during the time here.

### 2) Matriculation Ceremony

Matriculation is the formal registration by which you are accepted as a member of Lincoln College Asia Pacific. It only occurs once, at the outset of your Lincoln career, regardless of the number of courses you may eventually undertake. All students of the College, whether pre-university, undergraduate or postgraduate, are termed 'Junior Members' of the University: you may notice references to students as 'Junior Members' in official College documentation. In order to matriculate, you are asked to attend a Matriculation Ceremony. It is imperative that you attend the ceremony otherwise you will not be permitted to reside as a student of the College and enjoy any of the privileges or benefits afforded by the College during your time with us or later.

### 3) Academic Dress

#### ORDINARY CLASS DAYS

Academic dress must befit the stature of a student at Lincoln. This means a shirt, dress, skirts above knee length, decent T shirt and long pants or jeans. No slippers or singlet's are permitted unless unofficial dress days are announced.

#### ACTIVITIES/FORMAL FUNCTIONS/REPRESENTATIVE FUNCTIONS

For men this means a dark suit, dark socks and shoes or boots, white shirt and collar and a white bow tie. For women, this means a dark skirt or trousers, dark stockings and shoes or boots, a white blouse and a black tie, and if desired, a dark coat. Anyone who is not properly dressed on these occasions may be turned away by the College Officials.

### 4) Tutorials

Tutorials are a major method of teaching in Lincoln in all subjects, the main method in humanities subjects and an important part in science subjects. You will have tutorials every week, and will have to prepare written work required by the tutor in advance for discussion at the tutorial. Tutorials are not intended to be a 'mini lecture': lecture courses provide a chance to 'get information'. Nor is it the aim of tutorials to cover all the topics that can come up in the exams. Questions in the exams are set from material covered in lectures, as well as from material covered in tutorials. The main aim of tutorials is to require you to think actively about the material being covered, dealing with the issues in a

constructive and critical way and learning through explaining your ideas to your tutor. Another aim is to help you improve your written work, through interaction with your tutor during the tutorial. A tutorial will help both you and your tutor assess how far you have mastered the work assigned to you; it will help you solve difficulties which have arisen in the course of that work; and it should offer guidance with a view to further progress. It provides a framework for your study.

#### 5) Examination entries

You will be sent/advised to undertake on your own the relevant forms from the College Secretary/University/Institution form which your exams are conducted and it is your responsibility to accurately complete and return them in good time to meet the deadline set by the University/College/Institution. Failure to do so will lead automatically to a late entry fine, currently RM 50 imposed by the College; failure to submit a form at all, leads to exclusion from the examination. Although the College Secretary does her utmost to encourage you to meet the deadline by sending out at least two reminders, it is ultimately your responsibility.

#### 6) If things are not going so well what can you do

Obviously, students do sometimes go through some periods of difficulty with their work, and this will be viewed sympathetically by tutors, provided that you do your best to keep up a satisfactory level of work at all times. The tutorial system works best when there is a high level of trust between tutor and student, so do keep closely in touch with your subject tutors, particularly if you are experiencing some difficulties, academic, medical or personal, which may affect your ability to maintain the pressure or standard of work that he or she is requiring. It may well be that you prefer to speak to someone other than your tutor about such matters, and if your academic performance is involved, you are strongly encouraged to speak to the Senior Tutor, who will be able to advise you of the best course of action. For other points of contact in College for personal problems or difficulties, see Section below on Student Support.

#### 7) Diagnostics

You will find that we will be constantly reviewing your progress in your subject in one sense with your subject tutors through the work which you do with them in tutorials. In addition, in order to help both you and your tutors chart your progress more formally through your course we will prepare diagnostic examinations which mirror examination standards after classes to ensure that you are exam ready.

#### 8) Academic Feedback

Your tutors will normally mark or comment on your essays and problem sheets every week, unless some other timetable has been agreed. You may also have work submitted for 360 classes marked or commented on. You will have the chance to comment on the tutorials you have received both in Lincoln through a Tutorial Evaluation Questionnaire, which is available at the reception counter. It includes a list of standard questions plus space for additional comments. A separate form should be filled out for each of the tutors who has taught you, including Fellows, College Lecturers, tutors from other colleges and (if applicable) graduate students. Issues emerging from the results of the Questionnaire are reviewed via the College's Academic Committee (the Senior Tutor's Committee), with student representatives present to share in the discussion.

Parents/Guardians will receive an academic report of a students' progress every two months the student is at Lincoln. The report will comprise of the student's attendance, discipline, 360 feedback, lecturer evaluation, syllabus coverage and mock / diagnostic examination marks.

#### 9) Rewards for good progress & scholarships

The College is keen to encourage work of a high standard, and offers the award of Scholarships, Exhibitions and College Prizes for those who have been making particularly good progress in their studies and who show exceptional promise, and for those who have achieved an outstanding performance in Examinations. Scholarships and Exhibitions are awarded to students in their second or subsequent terms, and are held to the end of the Academic Year in which they have been awarded. Re-election is conditional on maintained work and progress, and awards may be removed at

any time for bad work. Scholarships or Exhibitions may also be awarded at times other than the annual review as recognition of exceptionally promising work. A full list of all awards, including eligibility criteria and value, is available from the College Office, and is also included on the College Web Site. Prizes and scholarships will also be awarded for performances of excellence by our partners. An updated list can be obtained at the Admissions Office.

## 6. SCHOLARSHIP AND LOANS

Scholarships, loans and bursaries are provided for deserving students who have demonstrated accomplishment in their education. By this we mean that the student has shown competent knowledge, skills and personality which stand out from the rest. This is where we don't only provide scholarships to academic achievers. We value sportsmen and women, students who are involved in culture and the arts as well as students who have demonstrated leadership. Overall we want to celebrate and develop well rounded students who will fuel our countries growth towards Vision 2020.

### PTPTN LOANS

The college submission months are as follows:

1. May
2. October

All forms will be submitted for approval at these months via batch processing. Please note that guidance on the PTPTN Loan Scheme and application can be provided upon request from the Admissions Department.

**Reference : Ms. Sangeeta Krishnasamy Admissions Room**

### 10) **Book Scheme for Undergraduates**

The college provides FREE textbooks for all key subjects during full registrations. The College also has a scheme for pre tertiary students whereby they may receive partial discount of the cost of books bought for use in their studies bought through the college. At present, the grant is 40 per cent of the cost, up to a maximum total cost of RM80.

### 11) **Financial Support for other Academic Expenses**

The College has a fund which can be used to meet academic expenses incurred by pre tertiary students for research and development initiatives directed by the college or partners. Monochrome photocopying and typing are excluded. If you want to draw on this fund, you must make an application BEFORE the expense is incurred, and it must be supported by a tutor. Receipts must be produced before payment is credited to battels.

### 12) **Degree ceremonies**

Once you have achieved Honours in your final, you will want formally to collect your degree. The University has to restrict the numbers attending degree ceremonies, and so Lincoln can present candidates at only two ceremonies a year. If you would like further information about ceremonies, please contact the Colleges Secretary ( You can book a place at a ceremony through her. However, you should be aware that ceremonies are usually booked up well in advance, so places are allocated on a first come, first served basis. If you cannot come to a ceremony for any reason, then you can also take your certificate *in absentia*, if without being there in person. There are no restrictions on numbers taking certificates in this way.

## 7. TEACHING AND LEARNING POLICIES

The College is committed to the provision, in teaching, of a high quality education which is academically challenging and intellectually coherent, and which builds progressively on previously acquired skills and knowledge.

The Learning and Teaching Policy is the expression of a collective responsibility for achieving excellence in education, and individuals' involvement will differ according to their roles and the contexts in which they work.

In terms of the student experience we aim to:

- Recruit and retain able students from a wide variety of backgrounds.
- Strive to expand the opportunities for a diverse range of students to learn successfully at Sussex and will seek to identify and remove unnecessary barriers to learning.
- Take a student-centred approach to learning and teaching. This encourages students to take responsibility for their own learning, becoming increasingly independent learners (both alone and in groups), and encourages faculty to take responsibility for supporting and enabling that learning.
- Teach our students to become highly competent learners, so that they leave Sussex equipped to undertake life-long learning and personal development. In particular, we aim to develop our students as critical thinkers, able to think analytically and reflectively about their particular area(s) of study; their ability to act in the world; and their understanding of themselves.

We regard the following values as being important in underpinning excellent teaching and learning, and we strive to achieve them in our daily practice:

- Enabling student-faculty contact
- Encouraging students to work with one another
- Encouraging active learning
- Giving prompt feedback - from faculty and peers
- Emphasizing time spent studying - both inside and outside the classroom
- Communicating high expectations
- Recognizing that students have a range of abilities and ways of learning.

Our educational programmes aim to offer distinctive curricula based on the study of subjects within relevant contexts, and to develop students' knowledge, understanding, skills and abilities. A degree programme's aims and learning outcomes should be the guiding principles in the design, planning and management of constituent courses and of students' pathways through that programme.

Teaching methods are designed to ensure that students achieve the objectives of their courses and programmes. In both formal and informal ways, academic staffs help students to deepen their understanding of their subject and to apply their knowledge to a range of situations.

As they progress, students are expected to take greater responsibility, and to engage actively in their learning. This involves understanding the context in which they are studying, developing transferable skills, reflecting on their performance and achievements, and articulating this to others. Academic and personal tutors and University-wide welfare services seek to support students in their individual development.

In its library and computing provision, the College seeks to ensure that all relevant forms of information are available, and that access to information is as open as possible. This includes developing the competence of students and staff in handling information and technologies as well as providing the physical resources themselves.

The College is committed to ensuring that assessment of students is valid, fair and reliable. Assessment is also an important means by which we ensure the standards appropriate for our awards and the quality of our educational provision.

Through the audit procedures, academic units and individual members of staff aim to ensure the quality of teaching, learning and assessment and the equitable and consistent treatment of students on different programmes. The assurances and aspirations of this Policy demand a high level of commitment and endeavour from staff, as well as students. The College seeks to value and reward professionalism and scholarship, to provide development opportunities and to support innovation in teaching and learning.

## **8. MENTOR SYSTEM**

At Lincoln, we have a system of peer mentoring through which new students can meet and get support from existing students. Each department employs mentors who are mostly undergraduates of different ages and from a variety of backgrounds who are interested in working with new students either because of their early experiences of university or because they want to give something back. They all receive training prior to the start of term and will make themselves known to you through welcome meetings, induction sessions, notices and email. If you are not sure how to contact your mentors then ask at the Director of Studies office.

Starting at College can be a stressful and difficult time as there is so much to take in and adjust to and sometimes it can be useful to meet student mentors to get to know more people and to discuss any difficulties (academic or otherwise) that you may be having. Through the Peer Mentoring Scheme, you will meet with other students and have the opportunity to explore ideas about your own learning and how to build confidence in your academic abilities. There will be opportunities to attend workshops which will offer general guidance about conventional 'study skills' and the chance to discuss different ways of preparing work. It can be immensely rewarding to share ideas and approaches to academic work through attending mentoring sessions and workshops. All students, in any year of study or on postgraduate courses, are able to participate as mentees which can make the workshops or meetings very enriching. Many students who have been 'mentored' themselves end up participating as a mentor in the following year.

## **9. ACADEMIC DISCIPLINE AT LINCOLN**

As you will have noted above, attendance at tutorials, collections and classes required by tutors is compulsory. This includes practical and other classes organised by the University as a required part of a course. By accepting your offer of a place at Lincoln College, you will have agreed to comply with all its regulations, as well as those of the Partner universities, and these include the academic requirements outlined here. This means that you must not absent yourself from tutorials without prior permission, except for sudden illness or other urgent cause, which you must explain to your tutor preferably in advance, or as soon as possible afterwards as per the rules on absenteeism listed above. If you are repeatedly absent from tutorials or required classes without due cause, then you will be in danger of being asked to leave the College: of being 'sent down'. You must also submit all required work to tutors at the appropriate time as set by tutors, except where you have gained permission not to do this on adequate grounds, preferably in advance. If you fail to respond to a series of warnings from your tutor(s), you will receive a series of more formal warnings from the Senior Tutor, and finally from the Director of Studies. Continued academic deficiency will be referred to the Academic Disciplinary Committee for decision.

You will find here below a full version of the College's Academic Discipline Procedure. It gives a detailed picture of the stages of what will happen if you fail to maintain academic good standing in the eyes of the College by failing to comply with its academic requirements. The procedure is intended to be transparent and to give every opportunity for you to explain to tutors, to the Senior Tutor or to the Rector, any special circumstances which should be taken into account in reviewing your situation. All tutors wish to ensure that their students make the best use of their time at Lincoln; so long as you do this and work to the best of your ability, then you will not be affected by the terms of the Academic Disciplinary Procedure. But you should in any case take the time to read it through here so that you have as clear as possible an idea of the consequences of not maintaining a high standard of work. And in order to ensure that you have a clear overview of the shape and timescale of the process, a flow chart is included after the written version of the

Procedure.

Visiting Students are required to comply with the academic discipline procedure given below.

## DISCIPLINE PROCEDURE

### 1. Requirements for the maintenance of good academic standing, and reporting: Pre tertiary

- i. For the purposes definition, 'pre tertiary' students includes all students at the A Level / Foundation programmes. It also includes Visiting Students following a course of study at Lincoln.
- ii. Undergraduates are required to produce work of a standard commensurate with their individual ability and circumstances and appropriate to the stage which they have reached in their course: normally of 60% and above, but in no case of below a fail standard.
- iii. Pre tertiary's must keep the attendance requirements laid down by the College. A pre tertiary who fails to do so will be barred from examinations.
- iv. Attendance at tutorials, collections and at classes required by tutors is compulsory. Pre tertiary's must not absent themselves without prior permission except for illness or other urgent cause, which must be explained to the tutor as soon as possible afterwards. Pre tertiary's must satisfy any conditions required by the Examination Decrees and Regulations relating to the particular course for which they are studying.
- v. Every Pre tertiary is required to produce assignments (essays, problem sheets etc) with the regularity required by the tutor(s), except where permission on adequate grounds is obtained, preferably in advance, from the tutor(s) concerned.
- vi. Every Pre tertiary's is required either to sit for a written invigilated collection at the beginning of each term, or to submit by the end of academic term/week written work specified by his/her tutor and produced during the vacation, unless dispensed by his or her tutor. Collections take precedence over all other engagements.
- vii. Marks awarded for collections or other academic work set during the vacation, shall be submitted to the Senior Tutor by tutors where possible by the end of each week ending term.

### 2. Academic deficiency

- i. 'Academic deficiency' means breach of 1.ii, iv, v or vi above. It shall be dealt with according to the following Academic Disciplinary Procedure. Every breach of 1.vi, and every breach of 1.iv or v lasting two consecutive weeks, shall normally entail the immediate initiation of the procedure.
- ii. **Stage 1: First Formal Warning:** Academic deficiency is dealt with initially by a first formal warning, given by the subject tutor(s) after consultation with the Senior Tutor. Such a warning may be given on the basis of information concerning academic deficiency received from an external tutor or college lecturer. A first formal warning shall be issued at a special interview, at which should first occur a full discussion with the student, so that the latter can put his or her case and make the college aware of any mitigating or complicating circumstances. Any such factors which come to light should (with the Pre tertiary's permission) be noted on his or her file, and may affect the course of action to be taken and the outcomes of the interview. In any case a note should be put on the undergraduate's file concerning the discussion and its outcomes, which should include specification of the required improvements, and of the timescale within which such improvements should be demonstrated to the tutor's satisfaction (normally within 1-4 weeks) and over which the

student will remain on probation against failure to sustain the improvements (normally until the start of the next term but one following that in which the warning is given). The student should receive a copy of this note within one week of the meeting. A copy of the College Memorandum, giving details of the Academic Disciplinary Procedure, should be enclosed with the note.

- iii. **Stage 2: Second Formal Warning:** If the undergraduate fails to produce the improvements required in Stage 1 during the specified timescale or to sustain them during the specified probation period, he or she shall be given a second formal warning by the Senior Tutor, at a special interview, at which should first occur a full discussion with the student, so that the latter can put his or her case and make the college aware of any mitigating or complicating circumstances. Any such factors which come to light should (with the undergraduate's permission) be noted on his or her file, and may affect the course of action to be taken and the outcomes of the interview. In any case a note should be put on the undergraduate's file concerning the discussion and its outcomes, which should include specification of the required improvements, and of the timescale within which such improvements should be demonstrated to the subject tutor's satisfaction (normally within 1-4 weeks) and over which the student will remain on probation against failure to sustain the improvements (normally until the start of the next term but one following that in which the warning is given). The outcomes of the interview will be confirmed in writing to the undergraduate concerned within one week, and will be copied to the relevant subject tutor.
- iv. **Stage 3: Final Formal Warning:** If the undergraduate fails to produce the improvements required in Stage 2 during the specified timescale or to sustain them during the specified probation period, he or she shall be given a final formal warning by the Principal / Director of Studies, at a special interview. At this interview, the undergraduate will be given an opportunity to refute the allegation of unsatisfactory work or to bring to the attention of the Principal / Director of Studies any special circumstances. Any such factors which come to light should (with the undergraduate's permission) be noted on his or her file, and may affect the course of action to be taken and the outcomes of the interview. In any case a note should be put on the undergraduate's file concerning the discussion and its outcomes, which should include specification of the required improvements, and of the timescale within which such improvements should be demonstrated to the subject tutor's satisfaction (normally within 1-2 weeks) and over which the student will remain on probation against failure to sustain the improvements (normally until the start of the next term but one following that in which the warning is given). The outcomes of the interview will be confirmed in writing to the undergraduate concerned within one week, and will be copied to the relevant subject tutor.
- v. **Stage 4: Special Collections:** If the undergraduate fails to produce the improvements required in Stage 3 during the specified timescale or to sustain them during the specified probation period –
  - (a) if the academic deficiency consists of substandard work, the undergraduate shall be set special collections. The form of, date (which shall be as early as practicable) for, and standard to be attained in these collections shall be approved by the Senior Tutor's Committee on the advice of the subject tutor(s) and Senior Tutor, which advice shall be formulated after discussion with the undergraduate; the standard to be attained should not without good reason diverge from that required of the undergraduate in his or her formal warnings. After the Senior Tutor's Committee has approved these details, they shall be communicated by the Senior Tutor in writing to the undergraduate. Special collection papers shall be set externally, and blind marked by two external assessors, who shall not previously have taught the undergraduate in question. If the assessors' marks differ, it shall be decided whether the required standard has been attained by taking their average. The outcome will be communicated to the undergraduate as soon as possible, and normally within two weeks. Failure to attain the required standard shall be referred to the Academic Disciplinary Committee. Attainment of the required standard shall be followed by probation against failure to sustain it, for the remainder of the undergraduate's time at the college, breach of which shall entail recommencement of the procedure at Stage 3.

(b) if the academic deficiency is of any other kind, it shall be referred directly to the Academic Disciplinary Committee.

vi. **Stage 5: Academic Disciplinary Committee:** If it is necessary under Stage 4 to refer an undergraduate to the Academic Disciplinary Committee, the Senior Tutor shall immediately inform the Principal / Director of Studies. The Principal / Director of Studies shall convene the Committee, consisting of the Sub-Rector, the Senior Tutor and two other Fellows not being the undergraduate's tutors. The Committee shall proceed as follows –

(a) the Committee's hearing shall take place as soon as practicable; normally within one week of the Senior Tutor's informing the Principal / Director of Studies. The undergraduate shall in advance of the hearing be given a clear statement of the grounds for his or her being referred to the Committee, and a copy of all documentation with which the Committee is provided. He or she should be given the opportunity to bring forward material considerations and mitigating circumstances, which may include, but need not be confined to, medical evidence. The undergraduate should be allowed to take advice in advance of the hearing and should be adequately represented at the hearing itself, being given the chance either to make a written submission, or, if he or she prefers, to appear in person before the Committee. The undergraduate should in the latter case be offered the possibility of being accompanied by the person of his or her choice.

(b) it shall be the duty of the Committee to establish all relevant facts and to decide, bearing in mind the interests of the College and of the undergraduate, whether the undergraduate should be sent down; or should be rusticated, to be readmitted into residence on such terms as the Committee should decide; or should be permitted to remain in residence, on such terms as the Committee should decide. The undergraduate, his or her representative or companion, and his or her subject tutor(s) should withdraw before a decision is made. The Committee's decision, including a statement of all the relevant facts, shall be put in writing and conveyed to the Governing Body. A copy of it shall be given to the undergraduate.

vii. **Stage 6: Governing Body:** The decision of the Academic Disciplinary Committee at Stage 5 shall be reviewed by the Governing Body. This review shall also afford the undergraduate the opportunity to appeal against the Committee's decision. The Governing Body shall proceed as follows –

(a) if the decision of the Academic Disciplinary Committee is that the undergraduate should be sent down or rusticated, the review shall take place at a special meeting of the Governing Body which the Rector shall summon for this purpose, normally within one week of the Committee reaching its decision. Otherwise, the review shall take place at the Governing Body's next scheduled meeting.

(b) if the undergraduate takes this opportunity to appeal against the Academic Disciplinary Committee's decision, he or she shall make a written submission to the Governing Body. In addition, he or she may either appear in person before the Governing Body (in which event he or she may be accompanied by a person of his or her choice), or ask a Fellow or other representative to speak on his or her behalf at the Governing Body meeting.

(c) whether the Governing Body is conducting a review alone or additionally hearing an appeal, all members of the Academic Disciplinary Committee, the undergraduate, the undergraduate's companion or representative, and the undergraduate's subject tutor(s), shall withdraw for the Governing Body's final deliberations and decision. The Rector shall convey the decision of the Governing Body to the undergraduate in writing within two days.

PLEASE TAKE NOTE THAT THE ABOVE PROCEDURE MAY BE SUSPENDED WHERE THE CASE IS

DEEMED AN EMERGENCY AND POSES A THREAT TO OTHER STUDENTS AND/OR THE COLLEGE OR ANYONE PARTNER.

### 3. First Public Examination

- i. A pre tertiary may not continue to study at the college unless he or she has passed the Examination before the beginning of his or her term of study.
- ii. A pre tertiary who fails to pass an Examination at his or her first attempt shall be required to retake the Examination at the next possible occasion.
- iii. If a pre tertiary result in the Examination (whether on a first or second attempt) constitutes a failure to meet requirements incumbent upon him or her under the Academic Disciplinary Procedure, he or she shall (subject to iv below) be dealt with accordingly, following that procedure.
- iv. If, on his or her second attempt at the Examination, an undergraduate fails the Examination, or achieves only an unclassified pass in a classified Examination –
  - (a) the Senior Tutor shall as soon as possible write to the undergraduate, enclosing a copy of the College Memorandum, giving details of the Academic Disciplinary Procedure, and giving him or her the opportunity to draw attention (in writing, and within a week) to any special contributory circumstances. If the undergraduate makes no such submission, the Senior Tutor shall inform the undergraduate that he or she is sent down and report the matter immediately to the Director of studies and to the next meeting of the Governing Body.
  - (b) if such a submission is made, the Senior Tutor shall immediately inform the Rector, who shall convene the Academic Disciplinary Committee to decide how the case should be treated. The Committee shall be constituted and shall proceed as described in Stage 5 of the Academic Disciplinary Procedure. The Committee's decision shall be conveyed to the Governing Body, which shall then proceed as described in Stage 6 of the Academic Disciplinary Procedure.

### SUSPENSION OF ACADEMIC STUDIES

The Director of Studies may place a student on involuntary leave of absence for the following reasons:

1. *Medical circumstances:* (a) The student poses a direct threat to the health or safety of the student or others or has seriously disrupted others in the student's residential community or academic environment; *and* (b) the student's behavior or threatening state is determined to be the result of a medical condition, or the student refuses to cooperate with efforts deemed necessary by the University Health Services to evaluate the cause of the student's behavior or threatening state. In some circumstances, the level of care and accommodation may exceed the resources or appropriate staffing capabilities of a residential college or may be beyond the standard of care that a college health service can be expected to provide or monitor, in which case continued enrollment may constitute a serious disruption of the residential community or the academic environment, justifying an involuntary leave of absence.
2. *Alleged criminal behavior:* The student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities with such behavior.
3. *Risk to the community:* The student has allegedly violated a disciplinary rule of the College and the Dean concludes that the student poses a significant risk to the safety or educational environment of the community.
4. *Indebtedness:* The student owes the University money for term bill or telephone charges.
5. *Failure to submit proof of immunizations:* The student has not provided medical documentation as proof of required immunizations [where necessary].
6. *Courses not completed:* The student has been granted make-up examinations, or extensions of time beyond the end of the term, in two or more courses.

7. *Unfulfilled requirements*: The student has failed to meet a specified academic requirement (Expository Writing or Language) on schedule, and has not enrolled in courses needed to satisfy those requirements.
8. *Failure to register*: The student has not registered as required at the beginning of each term.

## 10. EXCEPTIONAL CIRCUMSTANCES

### 1) Changes of Course

Your offer of a place at Lincoln was for a definite duration of programme, and this under normal circumstances should be the full complete course for which you study while at Lincoln. There are very occasionally students who either before or on arrival decide that they would like to change to another School, or who consider this course of action at some point during their year of study. The College is willing to consider applications to change to a different course, provided it is satisfied that the student concerned is qualified to read the course with profit and that the change will not disrupt the arrangements made for the tuition of other students. There are often constraints such as the availability of tuition or differences in timing of the Examinations which make changes difficult or impossible. If you are considering an application to change subject, you should consult the Director of Studies at the earliest possible stage, and in doing so, you must remember that you do not have a right to be able to change subject, as all the factors mentioned above must be taken into account in each case. If you have applied for permission to change subject immediately after the Examination, then permission will normally be conditional upon a good performance in that examination. Please also note that no refunds will be entertained as a spot has been booked for you for the whole duration of the course, students are expected to pay the full sum despite changes, unless approved otherwise under special circumstances by the Finance department.

### 2) Extensions of course

You will only be granted an additional year 'in residence' i.e. studying in College, or permission to go out of course for a year/specified term, under very exceptional circumstances e.g. on the basis of medical or psychiatric reports concerning a serious and long-term condition. If you are for any reason permitted to go out of residence, you may not visit College premises or use College facilities without the express permission of the Admissions Department.

### 3) If your academic performance is affected by ill health

If you are aware that your work in preparation for, or during, a Examination is affected by illness, then you must make sure that the Director of Studies is told immediately of the circumstances, because the Examiners should be informed of your situation, and this can only be done through the Proctors (University Officials who preside over any queries with regard to examinations) via the Director of Studies. The Doctor should be consulted immediately, because any submission to the Proctors must be supported by medical certificates. Ideally, these certificates must be obtained in advance of the examination if the illness occurred before the start of that examination.

### 4) Withdrawals

Students may petition to withdraw from a course. *Such a petition must be submitted by the seventh Monday of a term.* When a petition to withdraw from a course has been approved, the student's record will carry the notation WD for the course. The transcript states: "WD indicates permission to withdraw from the course without completing requirements and credit for the course. A student who does not receive permission to drop or withdraw from a course by the fifth or seventh Monday, respectively, and who is absent from a regularly scheduled final examination, during the Final Examination Period, will receive a grade of ABS (Absent) in the course. Such an unexcused ABS is equivalent in all respects to a failing grade.

Refunds are not given by the college after the first week of the academic calendar since a seat had already been allocated for the student. Refunds are strictly at the discretion of the college.

## 5) Repeating courses

Students who wish to repeat a course for which they have received a passing grade may do so. The second iteration of the course and its grade will appear on the transcript in brackets and will not count in any way toward degree requirements or determination of honors. Students are normally allowed to repeat failed courses for both grade and credit. Please note, however, that the failing grade received when the course was taken the first time remains a permanent part of the College record.

The availability for repeating a course is dependent on the particular course taken. Students must reregister but are exempted from payment of the registration fee.

## 6) Students undertaking Paid Work

### Vacations

Academic work during the vacations may be an essential part of your income, during this time you will be expected to pursue your studies, under the direction of your tutor(s), outside the college via work to be handed upon return. You will need to read in preparation for the next term's work, and you will need to consolidate the previous term's work, probably in view of the beginning of the next term. However, the College acknowledges that many students will need to boost their finances by taking paid work during vacations, and will raise no objection to the undertaking of paid vacation work, provided that you keep up with your work and maintain appropriate academic progress. It is, however, strongly recommended that you discuss proposals for vacation employment with your tutor.

### Full Term

You will find that the heavy academic work load during Term leaves little time for other forms of work while lectures, classes, laboratories and tutorials are going on. If you want or need to carry out a limited amount of paid employment or voluntary work during the Term, you must get permission in advance from your subject tutor(s), and also from the Senior Tutor.

## 11. RECORDS OF PERFORMANCE

All students are required to maintain a satisfactory academic record and meet the obligations of the courses in which they are enrolled. Failure to do so will be dealt with as the Faculty and its designated Boards shall determine. In all cases, midyear grades in full year courses will be considered along with all other grades in the calculations for minimum requirements and satisfactory records.

Students are required to meet an attendance record of at least 85% of the course failing which a student may be barred from the examinations or suspended from the college.

The quantification includes participation in the following:

1. lectures
2. tutorials
3. Education 360 projects

All students are required to maintain a satisfactory academic performance during their study with us. Records of performance can be obtained from the student registry for evaluative purposes. Records are subject to Data Protection Guidelines.

Records of performance includes:

1. Academic performance
2. Attendance
3. Participation
4. Skills development
5. 360 character review
6. Assignments
7. Timed tests
8. Mock Examinations
9. Student Body participation
10. Individual lecturer assessment

## 12. ANCILLIARY CURRICULUM REQUIREMENTS

The development of the Ancillary Curriculum proceeded with the following assumptions in mind:

1. Students should acquire some understanding of the ways in which they can gain and apply knowledge of the natural world, of society, and of themselves.
2. Students should be exposed to other cultures and other periods so that they can better define and comprehend their own experiences in the modern world.
3. The curriculum should give students some practice in thinking critically about moral and ethical problems, examining their own moral assumptions, and judging with some objectivity the assumptions of various alternative traditions of ethical thought and practice.
4. The critical discernment necessary to understand and assess the route to knowledge within any area may be developed through the study of any one of a number of its topics. Experience suggests that students best absorb the necessary tools in courses that introduce them to a manageable quantity of knowledge. Their curiosity is most likely to be stimulated by solving some interesting problems in a particular field, using the tools that experts use, and doing so under expert guidance.
5. The analytic talents developed by solving problems in different fields will have a lasting value in equipping students to pursue additional knowledge in fields that they may need or wish to explore in later life.

## RESEARCH

Legal research is a skill that will be developed in the Education 360 modules. It is an acquired skill that will be of much benefit to you when you practice. There is a dearth of information available today in the knowledge economy. The skill involved is to find the right information in the easiest and most accurate manner, then analyzing the information to be of use to the stipulated goal.

Each of the following methods form the core of the skills you will develop with us.

1. Library research
2. Textbook analysis
3. Case law analysis
4. Statute interpretation
5. Journal analysis
6. E research
7. Using your notes effectively
8. Taking notes in class effectively
9. Proper group study methods

## ARGUMENT

Dworkin argues that argument forms one of the most fundamental bases of the legal application. There are many strategies for argument and analysis that you will pick up with is including:

1. Principle
2. Policy
3. Counter argument
4. Strict / liberal interpretations
5. Limiting a case to its facts
6. look at the opposite
7. analogies
8. Alternative facts
9. Dual presumptions
10. Patterns
11. backward reasoning
12. descriptive / prescriptive
13. general rules & exceptions
14. rules
15. structure and content
16. ends and means

## FOREIGN CULTURE

The goals common to all the courses in Foreign Cultures are to expand the student's understanding of the importance of cultural factors in shaping people's lives, and to provide fresh perspectives on the student's own cultural assumptions and traditions through study of a culture significantly different from that of the United States and the Anglophone cultures of the British Isles, Canada, Australia, and New Zealand. Courses in this area may devote attention to religious and ethical values, to social, economic, and political systems, to intellectual trends, and to literary and artistic achievements, but always with a view to exploring the ways such aspects of a culture are linked to each other. Whether the primary emphasis is on the analysis of key texts and works of art, on historical change, or on other fundamental aspects of individual or social life, these courses will seek to identify the distinctive patterns of thought and action that account for the particular configuration or ethos of another culture.

Contrary to common expectation you do not need an excellent grasp of the language but you must get around to be familiar with the key terms. We have had students that came in speaking broken English at best and left with second class uppers. Think of your law degree as having a built in English programme. Having stated that, the Language department does conduct legal language classes which are optional, but may be made compulsory for some students.

## FOREIGN LANGUAGES

As part of the 360 skills development programme students are given language courses through the year. This is to enhance a students academic education as well as helping the student employ another language in cultural exchange, research and work. Students who satisfy the necessary requirements for the course will gain a transcript and certificate for their completion. These courses though are strictly value added and does not form part of their academic certification. Languages taught include:

1. French
2. Bahasa Indonesia
3. German
4. English
5. Japanese

6. Chinese [mandarin / Cantonese]
7. Tamil / Hindi
8. Arabic
9. Italian
10. Latin
11. Korean
12. Russian
13. Spanish

Students ought to inform the Admissions Director of their intention to gain specific languages during their time with us. This is so that the College is able to ensure that the student is able to obtain these skills where possible.

## LITERATURE & ARTS

The common aim of the courses in these areas is to foster a critical understanding of artistic expression, and to exemplify the ways in which the humanities, like other fields of study, are an arena for scholarly examination and discussion. As is characteristic of the Core Curriculum as a whole, courses in Literature and Arts are intended to illustrate and analyze what constitutes knowledge in the various fields: its varieties, forms, scope, uses and abuses, and modes of interpretation. Literature and Arts courses will familiarize students with major works, major themes, or clusters of creative achievement in particular times and places. The treatment of these works will introduce the practice of critical analysis and the nature of scholarly argument in the humanities.

## MORAL REASONING

These courses discuss those significant and recurrent questions of choice and value that arise in human experience. Their purpose is to explore ways of making a reasoned moral or political choice. To that end, these courses seek to acquaint students with the important traditions of thought that have informed such choices in the past, and to enlarge the students' awareness of how people have understood the nature of the virtuous life. The courses are offered in the expectation that they will help students realize that it is possible to reflect reasonably about such matters as justice, obligation, citizenship, loyalty, courage, and personal responsibility. Courses on these matters will ordinarily be drawn from Western traditions of thought, but may also examine reasoning within non-Western traditions. The subject of Moral Reasoning is not meant to comprehend all or even most of what is taught under the rubrics of philosophy, jurisprudence, ethics, or religion, but only those parts of these disciplines that explain how individuals can and have come to grips reasonably with matters of moral choice and the nature of right action. Instruction chiefly devoted to the methods of philosophical analysis, the history of philosophical, political, or religious ideas, or surveys of religious and ethical traditions

## QUANTITATIVE REASONING

The aim of courses in this area is to introduce students to mathematical and quantitative modes of thought. Some courses emphasize theoretical aspects of mathematics or statistical reasoning: a course on number theory or deductive logic, for example, would fall under this heading. Other courses in this area explore the application of quantitative methods to questions in the natural sciences, social sciences, or humanities: courses on making decisions under uncertainty, or on analyzing demographic trends are examples of such applications.

## SOCIAL ANALYSIS

The common aim of courses in Social Analysis is to familiarize students with some of the central approaches of the social sciences, and to do so in a way that gives students a sense of how those approaches can enhance their understanding of human behavior in the context of contemporary society. The courses offered to meet this part of the Core requirement will provide coherent theories or analytical approaches that are systematically related to empirical data. Social Analysis courses are not intended to survey a particular discipline, but rather to illustrate the applications of analytical methods to important problems involving the behavior of people and institutions.

## 14. HOW YOU CAN BEST USE YOUR TIME AT LINCOLN

Students generally do not excel in studies due to a number of *reasons* some of which are :

- *Failure to realise their own potential*
- *Failure to set goals*
- *Lack of self discipline*
- *Lack of motivation*
- *Lack of focus and vision towards excellence*
- *Lack of effective guidance*
- *Poor planning*
- *Poor memory*

**So this is a suggestion of what you can do to succeed**

### 1) Set Goals

Most students enter Lincoln with a goal in mind—to graduate and become successful in their career or graduate study. To begin to set realistic goals for yourself, first consider what you want to gain from your college experience. These goals should range from short to long-term, and should be based upon what matters most to you. Goals are very personal, so take the time to really think about what motivates you, and how you can get to where you want to be. These steps will help you determine the more immediate tasks that you can begin to help you reach your goals. Just keep in mind that during your undergraduate career, it is likely that one or more of your goals will change.

### 2) Use Campus Resources

Lincoln students have access to many resources to help them succeed. During your undergraduate experience, make sure you take time to use these resources. Visit the Academic and Pre-Professional Advising Center, Residential Tutoring Center, and Help/Skills Rooms on a regular basis. For a quick guide to Student Resources, for a listing of

campus offices with phone numbers and Web address. And don't forget to visit the New Student Welcome Center for more information at the Admission Office

- Ask for help. This is a large campus and it takes time to find your way around. Upperclassmen, faculty, and staff are happy to point you in the right direction so you can make it to class on time.
- Individual departments offer study groups, special get-togethers, and lectures. Make sure to occasionally stop by the departmental office or visit its Web site. Many departments list upcoming events on their home page.
- Visit your Academic Advisor at least once per semester to ensure you are on track with graduation requirements. Freshmen must see their Academic Advisor to make schedule changes and plan their schedule for the spring semester. For those students who have declared a major, visit your major department at least once per semester.

### 3) Prepare for Your Classes

Success in a course does not come merely by going to lectures and reading your assigned textbook chapters. You must learn to note important ideas from your textbook, lectures, and class discussions. To be successful you should review those ideas with other students. Taking good notes is only part of the success equation. As a student, you are responsible for taking time to keep up with all of your coursework. If you are having difficulty with a particular subject, seek out campus resources, and visit your professors during their office hours. For additional assistance with your coursework, visit the various “Get Help for Free” help rooms, and tutoring centers on campus.

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### 4) Plan and Prioritize

The most successful Lincoln students are those who are able to balance their classes, assignments, and activities, and manage their time effectively. To better manage your time, identify a time-management system that is best for you and then use that system to plan your class assignments, activities, and tasks that need to be accomplished. Use the steps below to guide you. Time-Management Tactics

#### 1. Set Goals.

- What do you want to accomplish today, tomorrow, this week, this month, this year?
- Prioritize your goals using the “ABC” method (A=High, B=Medium, C=Low).
- Set an action plan for how to achieve your goals—include a timeline.

#### 2. Avoid Procrastination.

- Slice the task into more manageable pieces and start on the easiest one.
- Set deadlines for completing projects.
- Focus!

#### 3. Minimize Interruptions.

- If necessary, handle immediately.
- If unnecessary, stop it or avoid it.
- If untimely, reschedule it.

#### 4. Manage communication Time.

- Screen calls or forward to voice mail while handling a task.
- Keep personal conversations to a minimum.
- Keep a phone log to record discussions.

#### 5. Use a Planner!

- Find one that works for you (if this one doesn't have what you need).
- Plot out your week in general on Sunday, and daily specific activities the night before.
- Put everything in the planner—even if it wasn't plotted originally.

### 5) Be a Responsible Member of the Community

All Lincoln students are expected to follow contribute to the community. You can do so on your own initiative, through the student's council or Education 360 initiatives.

### 6) Get Involved in Campus Activities

Lincoln students have access to a diverse range of clubs, organizations, and campus activities. There is literally something for everyone! To find out more about campus opportunities, ask your RA, RHD, Commuter Student Services advisor, check out the Bulletin Boards in the Student Activities Center, read The Lincoln Journal.

Visit the Office of Student Activities at the Student Activities Center. If you have a question about any club or organization on campus, they can answer it.

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- Join an intramural sports team or sports club.
- Volunteer. Help out at a campus event, sign up for Habitat for Humanity, or spend a day gardening for Pride Patrol. By volunteering, you meet new people, gain experience, and give something back to your community.
- Support our student council.
- You will have countless opportunities to get involved with exciting events, whether you live on campus or commute. Help build a float for Homecoming, enter the Banner contest, perform at Spirit Night, or help raise money for community development
- Check the colleges Home Page's Upfront Box for upcoming events

### 7) Don't Procrastinate

Procrastination can be a downfall for students and faculty alike. For students entering Lincoln from high school it may have been easier to procrastinate because someone would either complete your task or allow you more time to complete an assignment. In college, professors are not so accommodating. With the increase in academic work, students may become overwhelmed. It becomes very easy to find excuses to put off the work you know you can accomplish. Make the most of your time!

### 8) Identify Your Strengths and Capitalize on Them

Talk to our counselors and get the Feedback 360 to help you identify what you need to change and develop upon to succeed.

## 9) Interact with Faculty

Faculty are some of the greatest resources available to you at Lincoln. Prize winners, and distinguished teaching and research professors call Lincoln home. Developing relationships with faculty can help a large university seem much smaller and help you realize your own academic pursuits and goals. Even if you aren't having difficulty in a class, connecting with faculty can help when it is time to get those important letters of recommendation. Mentor relationships start at the beginning. Freshmen will also have the opportunity to interact one-on-one with the faculty director of their Foundation programmes and other professors who will be attending special College events during the semester. Here are some areas you might want to explore in an informal meeting you set up with your professor(s) to get to know them better.

- Why did you become a professor?
- How did you become involved with your current discipline?
- What was your path to it in college?

### To use your lecturer as a resource:

- What can I do to improve my grade?
- What do you look for when reviewing papers and essay exams?
- What is the most important thing you intend a student to learn from this class?
- If you are considering a major or graduate school in your professor's area of expertise, ask: oWhat initially interested you about the subject?
- How did you decide to major in it?
- What other career opportunities exist related to this major?
- What can I do to prepare myself well for graduate school?
- What internship opportunities are available in this area?

## 10) Think Ahead

As you prepare your academic plan for the semester, consider your short-term and long-term goals. Lincoln students have access to many opportunities, both academic and social, and to faculty and staff who can help you fully realize these opportunities. Also, be sure to pay attention to all of the leadership opportunities that begin to emerge at this time of the year. If becoming a student leader is one of your goals, you will find a wealth of opportunities at Lincoln.

You must also never forget your objective of getting excellent grades and getting into top notch universities around the world with a scholarship, so make sure you identify your options of undergraduate degree and university so we can help you along the way.

## 11) Take Care of Yourself and Have Fun!

Did you know that Lincoln students have access to a massage therapist, nutritionists, and state-of-the-art exercise equipment? These are just some of the resources available to help you stay healthy and keep in shape. Many students choose to work out in their residence halls, or in the Wellness Center. Additionally, counseling facilities and support groups are run through the Counseling Center. Give these facilities a try!

## 15. OTHER BENEFITS

### STUDENT CARDS

Student cards will be issued to all students during the orientation week. The card must be carried at all times during classes and for activities outside of campus. The card has the following uses and purposes:

1. **Identification:** The card has all the information about the student necessary for identification. It is taken as an evidence of a student's enrolment at Lincoln College Asia Pacific.
2. **Fee Payments:** All payments are linked through our student management system and information of this is stored via the student card.
3. **Discounts:** The student card entitles you to discounts at selected food & beverage outlets, entertainment hotspots and bookshops. Please refer to the current detailed guide on discounts during the orientation week.
4. **Pool & Gym :** student cards are necessary for access to the pool and gym

### MATERIALS

As a Lincoln Student you will get a wealth of materials that will enhance your academic ability. We provide the most complete scope of materials available in any law course in the country. Yet we still hold to the principle that its not what you have but what you do with it that counts. During your registration you will receive the following materials:

1. Study Materials
  - a. Lesson Objectives
  - b. Relevant cases
  - c. Further reading
  - d. Examination emphasis
  - e. Mind Maps
  - f. Exam Technique
  - g. Think Points
  - h. Visual Aids
  - i. Power Point presentations
  - j. Footnotes
  - k. References
  - l. Summary Guides
  - m. Interrogram questions
  - n. Assignments
  - o. Charts
  - p. Analysis
  - q. Case Studies
  - r. Recorded Lectures
  - s. Tutorial packs
  - t. Updates CD
  - u. Web reference CD
  - v. Custom Q&A's

Please take note that we leave the teaching strategy to the primary lecturers involved thus they may be variations to the delivery depending on the lecturer/tutor and subject.

## **TEXTBOOKS**

Textbooks are provided free of charge for certain subjects. Students will be notified of this during their choice of subject options.

Purchasing of textbooks for subjects not covered and/or other reference materials can be made via the college. Students will benefit from a 5% to 70% discount depending on the book. All cost reductions by the supplier will be passed directly to the students the college take no fee or charge from this service.

We have found that bookshops are limited in their capacity. In this light we have launched the Lincoln Book-on – demand service run by the Academic Development Team in conjunction with the Student Council. Students can order **any** book available and stock permitting we will be able to source out and deliver the book to our students. We have built a vast digital network of suppliers and distributors work with the college on this project to ensure that our students get the best of what's out there.

## **DIGITAL RESOURCES**

Academic portals are available for students. Lincoln students get the benefit of these portals through our partners in Sweet & Maxwell as well as the British Council and the University of London. Students have a wealth of access to information on their subjects.

Please take note that due to registration purposes some of these portals can only be accessed through the colleges' computer laboratory others are accessible from the college or home. While we are constantly updating and upgrading our range of services here are a few of the portals provided:

1. Lexis Nexis
2. Cambridge Journal
3. Stroud's
4. Oxford Journals

## **DATA PROTECTION FORMS**

We practice a policy of data protection so that student's personal details are accessible only by the student. Upon a letter of release the college may send the information out to parents and guardians. Information on student's particulars will not be revealed to any party. Academic information will be distributed on a monthly basis to students and/or parents and guardians subject to the letter of release being signed by the student.

Academic information may be accessed via the student's personal online portal from the academic term of January 2007 at [www.lincoln360.com.my](http://www.lincoln360.com.my) together with the students Student Matrix Number and Password.

## **PERSONALIZED INDUCTION**

Students are required upon registration to undergo a personal induction course to ensure that the student is immersed into the Education 360 platform as well as how best to take advantage of the platform. The student is required to attend this personalized one to one session with an assigned member of faculty. Times are arranged upon registration.

## **GOALS ANALYSIS**

During the counseling of a student we will get to know you better so that we can serve your need in the best manner possible. We take the effort to get to know you so that our emphasis is on strengthening your advantages and managing your weaknesses. We also want to ensure that the effects we have on you can be measured and specific developments can be quantified.

## **FACILITIES**

*Lincoln College Asia Pacific*

### **1. THE LIBRARY**

The library is house at the campus and operates from 8:00 a.m. – 9:00 p.m. daily except on Sundays and public holidays. On Saturday the library opens at 8:00 a.m. and closes at 4:00 p.m. Any variations in opening hours will be advertised. The Library is strictly for the use of Lincoln College members only. Readers should not bring friends into the Library.

#### PORTAL ACCESS

The library is equipped with access to many research portals and online books. Please consult the librarian for information on accessibility and use of the portals.

#### DIGITAL BOOKS

The library is equipped with E books available on CD or DVD ROMs.

#### REFERENCE

The library is a reference library and thus students are not permitted to lend or borrow books outside the confinements of the library. Students are permitted to photocopy permitted portions of references with the aid of the librarian.

#### ACQUISITION OF NEW TITLES

Readers are encouraged to suggest new books for the Library, especially if they have been recommended on a reading list or by their tutor.

#### CONDUCT IN THE LIBRARY

As a reader, you are requested to remember that the Library is a place for quiet study and to respect the needs of other members of College for a pleasant and conducive working environment. Readers are advised not to leave books, papers or personal property lying around, especially overnight as all tables are cleared each weekday morning.

You are not allowed to bring any food (including chocolate and sweets) or drinks into the library at any time. A small (500ml) bottle of water with a sports cap is permitted, providing it is kept off the tables; it should be kept either on the floor or in a bag. Permanent ink is not allowed in the library as it can damage furniture and flooring but you are welcome to use washable ink. The use of mobile phones is not permitted anywhere in the Library.

Library staffs are present in the Library from 9.00 a.m. to 5.00 p.m. on weekdays to help readers with any questions they may have regarding the library so that they may get the most benefit from it.

## 2. IT FACILITIES

There are two computer rooms specifically for the use of students at Lincoln: one at the Cerf Room and the other at the Lincoln Resource Centre. Both rooms contain networked PCs loaded with standard Microsoft Office and other general-purpose software linked to a central server along with a networked laser printer. As a student of the College you are allocated an account on the system and an area of file storage on the server. Please note that although the server-held data is regularly archived this is not a guaranteed service, so you must consider yourself responsible for ensuring that your important data is backed up to other media. The computer rooms are always open. Use of these machines is not restricted to people taking particular courses, but they are intended for academic use; frivolous use — including the playing of games, and the production of mail shots — is strongly discouraged. Eating, drinking and improper use of equipment are not permitted within the rooms. You should note that there may be copyright issues relating to the use of the computer softwares. No item is to be removed from the rooms, including the computers themselves, printers, disks and manuals. Paper for the printers may be collected from the Reception desk.

### PRINTING QUOTAS

The College allows a free printing quota for the year of 20 pages for pre tertiary students with the system recording print usage throughout the year. Users are advised to check the remaining balance of their quota periodically. Printing over and above this level is charged at 20 cents per page, although if you have valid academic reasons for an increased quota you may apply to the Finance Department in writing for an extension.

### EMAIL ACCOUNTS

You are assigned an email account on DURIAN, the College server. Addresses are in the form your existing email accounts. Undergraduate email accounts are created automatically by the University; graduate students should apply via the IT office or Lincoln College Computing services (LOCS). You may also apply for space on College or LOCS servers to host personal web pages. Whether or not you also use another email address, you must regularly check your mail, as many University and College messages are communicated in this way.

### ACCESS TO THE INTERNET

All rooms at Lincoln are WiFi equipped for wireless internet. They are connected to the College network and students are welcome to connect their personal computers to the Internet. Any questions regarding use of your own computer should be directed to the Computing Officer.

### GENERAL POINTS

You should remember that college computers are provided for academic purposes and users are urged to keep time spent on personal email and Internet browsing to a minimum, particularly when other people are waiting to work on their essays or other projects.

In no circumstances are programs to be loaded onto any hard disk or run from a floppy disk without the permission of the IT Office. Users should ensure they log off when they finish a session. If users leave the room without doing so another person may use the machine and is under no obligation to save any open documents

### GENERAL RULES

- attempting to gain unauthorized access to a facility
- using someone else's username and/or password
- giving your username to someone else to use and/or disclosing your password to someone else and/or being otherwise careless with your password
- disregarding the privacy of other people's files

- generating messages which appear to originate with someone else, or otherwise attempting to impersonate someone else
- sending messages which are abusive or a nuisance or otherwise distressing to someone else
- displaying offensive material in a public place
- generating, sending or receiving pornographic material
- trying to interfere with someone else's use of the facilities
- disregard for 'computer etiquette'
- sending chain e-mail
- being wasteful of computer resources
- software piracy (including infringement of software licence or copyright provisions)
- using computing facilities for commercial gain without explicit authorization
- physically damaging or otherwise interfering with facilities.

### **3. SCIENCE LABORATORY**

There are two science laboratories at Lincoln. The Ibn Sina Laboratory and the Newton Laboratory. Students will use the laboratories under the supervision of the tutor/lecturer in charge.

### **4. OTHER CAMPUS FACILITIES INCLUDE**

Multimedia equipped classrooms

Gym & Pool

Study Areas

Language Centre

Auditorium

Lecture / Tutorial Halls

Counselling rooms

Breakout area

Surau

### **5. EXTERNAL CAMPUS FACILITIES**

OPEN UNIVERSITY OF MALAYSIA LIBRARY

UNIVERSITY MALAYA LIBRARY

LINCOLN RESOURCE CENTRE [AMERICAN EMBASSY]

LEGEND HOTEL POOL

CALIFORNIAL FITNESS JACKIE CHAN SPORY MID VALLEY

## 6. DOMESTIC ARRANGEMENTS

Arrangements can be made directly or indirectly through the college for hostel arrangements during your academic term here. Please consult the Admission department on available hostel and accommodation arrangements.

### RULES AND REGULATIONS

The College sets out some regulations and guidelines for the use of its accommodation rooms and facilities. Some of these may appear overly detailed, even to the risk of seeming petty. Please understand that these are based on many years' experience of living in College, and are designed to preserve and enhance the College's spirit of community.

College rooms are provided with essential furniture, which normally includes:

- Desk and chair, bed, wardrobe, one or more other chairs, waste bin.
- The College does not provide bed linen or towels.
- The College does not as a rule provide desk reading lamps. You are advised to provide your own.
- You must not use fixatives (blu-tac, cello tape, scotch tape, etc) to fix posters or pictures to the walls. Rooms are provided with pin-boards for your use. You will be charged for the cost of repairing damage to the walls of your room caused by sticking posters, etc, directly on the walls.
- You must not, absolutely not, use candles, naked flames or joss-sticks in your room.
- You may use small electrical appliances in your room, including a kettle (but not a toaster or cooker). Health and Safety legislation requires that the College be in control of all electrical appliances connected to its electrical system. Therefore you must register, on the form provided in the freshers' mailing packs, all electrical appliances you bring to College, and when requested you must submit these appliances to testing by the College Surveyor. You must not do any cooking in your room (other than boiling a kettle). Toasters, micro-waves, rice kettles and the like are not permitted in student rooms. This is a stipulation of the local Fire Service. The College has to observe this very strictly. College staff are under orders to confiscate cooking appliances from rooms occupied by students. You are permitted to cook only in the designated, purpose-built kitchen areas, if you have access to one.
- Some rooms, though not all, have telephone extensions. The provision of telephone lines is not something over which the College has any control, since this service is provided to the University and Colleges by an independent company.
- You are not allowed to keep animals in your room. In fact, no animals at all may be brought into the College or its annexes.
- You must not leave bicycles in your room or in common accommodation areas (hallways, landings, etc). Bicycles left in these areas cause inconvenience and obstruction to other people, may impede emergency exit and damage decorations. College staff have instructions to remove such bicycles and to dispose of them.
- Do not smoke in your room. The College is for the most part a No Smoking zone. The only public room in which smoking is permitted is Deep Hall. If you smoke in non-designated areas you may well leave yourself open to disciplinary action.
- If you cause damage to your room, its furnishings, fixtures, fittings and decorations, or to any other College property, you will be charged for the full cost of its repair or replacement. Similarly, if the College incurs extra costs in having your room cleaned, as a consequence of action on your part, you will be charged accordingly.

## STORAGE

There is not a great deal of space in College for storing students' belongings. What little there is, is made available in the first instance to students from overseas, for whom it would be difficult to arrange homeward transport of all their belongings at the end of each term. Other students should plan to remove all their belongings from their room for any period for which their Accommodation Agreement with the College does not apply.

## GUESTS

Guests are not permitted to stay in students' rooms. This, again, is a requirement of the local Fire Service. Guests may be accommodated in guest rooms designated for students' use. These may be booked through the Admissions office.

## STUDENT SUPPORT

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*Lincoln College Asia Pacific*

### 1) **If you need somebody to talk to...**

The College recognises that student life can sometimes be stressful, and that you may sometimes need additional help and support. Students will often turn first to their friends, but there are also others in College or elsewhere to whom students may choose to turn. All students in College can turn to their tutor or advisor; in addition, the counsellor is available to listen and to discuss sympathetically and in confidence any matters of concern, whether they arise from academic, personal or other circumstances. The student advisor may also act as an intermediary, for example to tutors or other Fellows, if asked to do so. You can also refer to the Senior Tutor on any personal or medical circumstances, in particular those which may affect your work. The presidents and officers Lincoln can offer you advice on welfare, and may act as intermediaries in matters that should be brought to the attention of the Senior Tutor, such as difficulties in relationships with tutors. There is also confidential support available through a trained Student Peer Support Team and the mentor system. In all such consultations, care is taken to respect an individual's privacy and to respect confidentiality. The College Counselling Service can be approached independently.

### 2) **Students with Disabilities**

#### **General**

The College has an Equal Opportunities Policy, under the terms of which the College is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. The College welcomes applications from disabled students, and is committed to supporting them in their study at Lincoln

#### **Dyslexia/Dyspraxia**

The College Secretary is looked upon as the initial point of contact to discuss either of the above. If you have already undergone a full assessment for either or both, you should send your assessments to her so that she can make the necessary arrangements for your forthcoming examinations. Should your current assessment be more than six years old, you should contact her to make arrangements to be reassessed.

#### **And remember.....**

Do if possible tell your tutors about any personal or medical circumstances that may have an adverse effect on your work. If you don't want to talk about such matters with your own subject tutor, you can always talk to the Senior Tutor, the Director of Studies or any staff on the academic team. In all such cases, care is taken to respect an individual's privacy, and to respect confidentiality. You should note that personal or medical circumstances of such severity that they may affect your performance in University examinations can be transmitted to the University authorities only by the Senior Tutor, so you should always inform her as soon as possible if you think that you might come into this category. The Senior Tutor has responsibility for the academic welfare of all students, and you should inform her, without delay, of any concern related to academic arrangements.

## MONEY MATTERS

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*Lincoln College Asia Pacific*

### 1. MONEY MATTERS

This section of the Handbook describes the procedures governing your financial dealings with the College. As a member of the College community you have certain financial obligations to the College, as does the College to you. The College undertakes to deal with you professionally and courteously, and you are expected to deal with the College in a responsible and timely manner.

#### **Facture**

College bills are called “facture”. Facture invoices are issued to students at least four times during the year or depending on a student’s payment scheme. Deposits for factures are collected at the beginning of the term and refunds are given out where applicable at the end of each term.

#### **Payments due**

When it comes to fees it is impossible to give information, in this Handbook, which is correct and accurate for everybody. The amount of fees due to both University and College varies according to the student’s course of study. In addition, a student’s personal liability for fees varies according to individual circumstances. Some or all of the fees due may be paid directly to the College by a third party (eg the Student Loan Company or a research-funding body or an external sponsor). However, it is imperative to note that **as a student of the College it is your responsibility to ensure that arrangements are in place for the full payment of fees when they become due.** This means that, if you are relying on third party support for the payment of fees, you must provide the Bursary with documentary evidence to confirm the arrangements by which these fees are to be paid: otherwise the liability will be considered to rest with you.

All payments of fees are due by the 5<sup>th</sup> of each month. A surcharge of RM 80 per month is levied for any late payments. If payments are not satisfied by the end of the academic term, students may be barred from classes, the examinations and/or have their certificates withheld.

#### **Domestic charges**

##### **Domestic charges and ancillary costs that may be incurred by a student during their time at Lincoln.**

- Payment for accommodation in College rooms, required in advance at the beginning of each term
- Any payment due for damage to College property
- Membership fee to the any societies
- Charges collected by the Students council

#### **Quires & Complaints**

It is always hoped that disagreements between College officers/staff and students can be settled amicably and in accordance with regular procedures. Where the disagreements are such as not to allow easy resolution, the College has a procedure for the hearing of complaints with a view to resolving matters quickly and to the satisfaction of all concerned.

The Complaints and Appeals Procedure is intended to be followed where there are disagreements regarding: Domestic matters (i.e. accommodation, including allocation of rooms and catering) Financial matters (i.e. factures for fees and

domestic charges).

### **Financial hardship**

The College realizes that some students do, for quite genuine reasons, experience financial hardship during their College career. This may be the result of some unfortunate unforeseen circumstance, or it may simply be the result of the accumulation of loans, etc, during a University career. The College does have access to funds designed to provide some assistance to people who are in genuine difficulty. This pool of funds is by no means unlimited, so the College is keen to ensure that this assistance is distributed fairly to people who have genuine need.

## EDUCATION 360

*Lincoln College Asia Pacific*

### 1. INFORMATION ON EDUCATION 360

#### Why 360 ?

The direction in which education starts a man will determine his future life.

**Plato (427 BC - 347 BC), *The Republic***

Although private education has seen its inception from the 1950's it is only from the 1980's that it has lived up to its important social role in the provision of higher education for the masses. It has become the vital tool that fills the void created by a lack of places in local universities as well as providing the door of opportunity for Malaysians to pursue their education abroad or to obtain world class education locally in an affordable manner.

Today we must step into the next chapter of the evolution of the private education sector in Malaysia. This final step will enable the vision of the government to see Malaysia as the premier education hub in South East Asia fulfilled. The government has provided first class infrastructure and aid in the implementation of this vision and its commitment to the cause has been unwavering evidenced by the setting up of the Ministry of Private Higher Education .

Whilst the private education sector has done a commendable job in the provision of education the quality of education still remains to be wanting. The differences in the capabilities of qualified graduates in local private institutions as compared with the graduates from institutions of education overseas have widened. The effect of this consequence is clear from the unemployment rate of our graduates which stood at a rate of 50,000 last year. **Harian Metro 18 Mei 2004.**<sup>1</sup> The values of our graduates are not seen in a favorable light internationally and we face a grave danger of being viewed as an education provider of where quality is subservient to quantity. In a global survey of business executives by **McKinsey & Company** in 2004 it was reported that a majority of CEO's and senior corporate leaders agree that in regard to Asia they are "...bullish on outsourcing and Asia but concerned about talent." This is no news as many graduates do not have the local much less international doors open to them. Even those who are under employment face a very different pay structure than their 'peers'. Education is all about opportunity and self development, if these goals are not recognized then it is a mere sham. The young minds of Malaysia do not have this perspective nor the resources to change this trend. We do and we owe it to them to create as many doors as possible, build them if we have to.

Education is more than a luxury; it is a responsibility that society owes to itself.

**Robin Cook**

"These perceived shortcomings in our graduates are further reinforced by the **reputation of our tertiary institutions**. In an Asiaweek 2000 benchmarking study of asian universities, the highest ranking Malaysian university in the survey was only ranked 47 out of 77 universities." **Dato' Seri Abdullah Ahmad Badawi Prime minister of Malaysia**

**"REVITALISING EDUCATION: EQUIPPING MALAYSIA FOR THE REALITIES OF THE 21ST CENTURY"**  
**THE MALAYSIAN EDUCATION SUMMIT 2004**

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<sup>1</sup> **Cabaran baru pengajian tinggi Negara** by Rahayu Mohd Salleh

## WHAT IS EDUCATION 360 ?

In a world that is drawn together by crumbling walls shattered in the advent of a new globalization cycle, we are able to juxtapose ourselves, not only with neighbor's of physical proximity, but with people thousands of miles away who are now just a click away. The lack of walls makes benchmarks no longer national but global. Education is not spared in this sweeping change. Education today must reflect world class standards, if we are to remain competitive.

The fuel of this change, the democratization of information and finance through technology, creates what is commonly known as the knowledge economy in which human capital becomes more than ever before a vital commodity of success. To ensure the existence and longevity of this abstract commodity education has taken a prime role. Thus what is needed to sustain the engines of our continued development is the democratization of educational excellence.

This goal warrants a new take on the content, delivery and quality assurance in education in reflection of the new standards. It requires education to be taken upon a global pedestal so that it can be peripherally viewed. This means that education must be viewed in its broadest context, upon highest quality and in light of its profound effect. A failure to modify the composites of education to this fashion will seal the fate of its designers till the next historical disruption in status quo. We must seize the opportunity immediately to ensure that our place in the global economy is one that will preserve our sovereignty and ensure our prosperity.

The current evidence shows a bleak prognosis. The failure stems from a lack of perspective. We are addressing and treating our symptoms with the spectacles of the old millennium. The piecemeal ad hoc cures will only serve to promote false positives and long term problems. The speed in which we are hurtling into interdependency signals the need for sweeping change to be a matter of urgency. It is akin to the process of evolution itself in which only the fittest will survive and thus far we are lagging behind.

The key to the development of education in this new perspective is to focus on systems. The winners in the new economy are ones who develop a system that most efficiently produces world class results. In this new world the system is everything since it facilitates cross border relationships.

We have educational systems in Malaysia, but they are diverse and not aligned to produce the needed results. We are not alone; British Petroleum found that "it is surprising that there are no measures in place to formally reward successful and innovative teaching".

Education in its very inception was borne as a means to a clear defined end. The simple problem that permeates through our education systems today is that we have lost sight of the end and instead see education as the end in itself. These true goals of education have been cast in the shadow of the tools magnificence.

Education by its very definition stipulates a means: systematic training and instruction to a stipulated end: knowledge, ability and development of character. The latter has rarely been the benchmark of education in Malaysia. Instead good education is benchmarked by how many graduated can be produced or how many courses are approved.

From an interpretational sense this may be a democratization of education which has led to tremendous positive improvement. It was broadly achieved through the implementation of the seventh and eighth Malaysia plans which spearheaded the financial democratization of education in Malaysia through plans such as the PTPTN loan scheme, and the provision of private higher education in Malaysia. Avenues paved by access to loans caused the setting up of a mushroom of private institutions whose entrances were its weight in gold even before the concrete dried up. However the rapid growth of private higher education meeting the vast demand meant that systems of quality and checks and balances may not have been implemented in the development process as desired. In the glut for education, the true goals that justified education's existence were trampled on, unnoticed through the triumphs of convocation ceremonies initiated by conveyor belts of graduates produced by slapdash factories of intellect. Thus the financial democratization of education is lost without a standard.

What we need now is a complementary system to the ones in place to produce the democratization of educational excellence. This is vital to ensure that Malaysia is shielded from the slings and arrows of a globalized future; what Malaysia needs now is the coming of this second democratization of education. This time it will be focused on the quality of its produce.

The environment is suitable for its cultivation since, around the world, the major stakeholders in higher education (and, in particular, the Government, through its various funding councils) are increasingly requiring to be assured of the quality of delivery of education. [Ellington, Ross 1994]<sup>2</sup>. Clients of education in Malaysia have often cashed their promissory notes of quality in the form of certificates only to be left with the response of insufficient funds. The vaults of education cannot be left bankrupt. A system to address the needs of education as it is used today is imperative.

The simple starting point of this journey is to read the definitions of education conjunctively and not disjunctively. Thus the system of education must produce the development of knowledge, skills and character benchmarked against the world in its standards. Without an existing system in place this paper proposes one called Education 360.

In definitional terms 360 is a symbol of education being complete taken from all angles, or with a peripheral view. It is also simpler than pie2r. Education 360 is for education to permeate in every aspect of a student's life to create the effect of lifestyle education [the external mark] and education as a lifestyle [the internal mark].

#### *Lifestyle education [the external mark]*

Lifestyle education warrants a reengineering of the facilities in private institutions to reflect its effect on molding a student subconsciously. In due recognition to cogito ergo sum, we are subconsciously shaped by our surroundings. Education thus must create a proper environment in which a student is able to develop the new skills needed for the future. This habitat of excellence must integrate the necessary infrastructure to mirror the realities available in industry practice as well as managers of the environment that are well versed with these industry realities.

This effort is to bring the practices of the industry to implementation at private institutions in order for the student to be encompassed with some of the industry best practices from a situational perspective.

Concepts such as six sigma or TQM [total quality management] for example can be integrated and practiced by operators of institutions. Infrastructures of information technology for instance must be available and used in the same tone that is used in the industry.

The use of infrastructure intellectual or physical that is analogous to the realities of practice allows the student to become familiar with the best practices of the industry thus allowing the student a minimal gap in adapting to the working environment. Even in a situation where differing or no concepts are practiced the student is armed with a contrasting viewpoint from which to make comparisons.

Through the duration of education the infrastructure will become the student's culture thus placing the student on a different starting point than graduates who have to familiarize themselves with the practical versions of the theory they have learnt before developing on. In reducing this lag time and cutting through the 'introduction' to the chase the student is able to contribute immediately and allocate the learning curve to the more important specific customization of their particular vehicle of practice.

It is best in this process that education be able to stay one step ahead of industry changes. This can be done by promoting concurrence of research as well as teaching institutions. Lesser economically endowed institutions may exist in both research as well as teaching capacities or be linked to research institutions or at the very least be updated on developments which are fairly inexpensive on the world wide web.

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<sup>2</sup> Evaluating Teaching Quality Throughout a University : Henry Ellington, Gavin Ross : Quality Assurance in Education Vol. 2 No. 2 1994 p 4-9

The second strategy for the external mark is to focus on the managers of the environment especially the quality of the teachers. There should be a minimum accreditation standard, accompanied by staff development, feedbacks and career management. This is more effective if it is done by and through the individual institution using a recognized standard.

Thus an “insider research” approach (**Bennett et al., 1996**)<sup>3</sup> was adopted thereby creating opportunities for participants to understand and improve their own practice within their own institution. As researchers note, reflection by tutors on their own practice can have a much greater effect on the improvement of learning, teaching and staff development than research produced by educational theorists (**Carr and Kemmis, 1986**<sup>4</sup>; **Schon, 1983**)<sup>5</sup> as well as engendering a sense of ownership.

### *Education as a lifestyle [the internal mark]*

Education as a lifestyle creates the effect of amalgamating education into a student’s way of life so that as a person, continuous and never ending improvements in knowledge, skills and character development can be generated through systemized lifelong education. Such an approach begins to benchmark the system on the overall quality of students that may be produced. The first step in delivering this system is to be clear on the specific standard that it must achieve to be successful. Such a benchmark however may disintegrate into a myriad of self serving interpretations which often blemish the truth. Thus as a prerequisite, this standard must reflect the overall goals of education abovementioned.

Today educational excellence is dependent on the institution. The size and spread of courses are marks of excellence. Facilities of infrastructure are boasted far above the quality of academic staff. Yet, excellent factories do not necessarily produce excellent products and it is common that success be benchmarked on the product rather than the machine or person which produced it.

This would mean in a utopian sense that the benchmark of education be on the quality of the student that is produced by the educational system. Whilst this forms the true worth of education it poses an unfair and difficult if not impossible standard to achieve. This because there is nothing to ensure that all aspects of the system will be absorbed by the student and most of success is getting a perfect fit to circumstances which differ in too many ways to be able to be assessed by an objective standard.

The true benchmark of education sits snugly in the middle of these polar opposites. It is the synthesis of both objectives. The thesis of a good student must be balanced with the antithesis of a good institution to produce a synthesis of having an institution promise the ability to produce excellent students in the global currencies of knowledge, skills and character.

The worth of education is ability. This is important to appreciate since success is simply the ability to do that which subjectively pleases us. By allowing education to give ability, it becomes aligned with success, the true goal of education as an end.

Education should give a student the ability to succeed through the provisions of all the tools and methods needed in today’s practice. The effect of success however largely depends on variable circumstances as well as the level of commitment of each individual student however the avenue is what education is all about. Ideally the student will have all the tools and methods needed to lead in any manner chosen or necessitated. Ability should be coaxed towards creating leaders who will develop the canvass of tomorrow. But ability per se is the sole benchmark.

Institutions that succeed will be benchmarked in three manners:

1. The scope of ability given through the tools mastered [scope]

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<sup>3</sup> Bennett, C., Foreman-Peck, L., Higgins, C. (1996), *Researching into Teaching Method in Colleges and Universities*, Kogan Page, London

<sup>4</sup> Carr, Kemmis, S. (1986), *Becoming Critical: Education, Knowledge and Action Research*, Falmer Press, London,

<sup>5</sup> Schon, D. (1983), *The Reflective Practitioner*, Basis Books, New York, NY., .

2. The relevance of the abilities in tandem with the needs of the industry juxtaposed by world class standards.[Effect]
3. The most effective system to produce ability [Quality]

It is this rather than columns of sand and stone or the eminence of professors that determine the worth of education or educational institutions. Though both play a part they are incidental to the true benchmark. The provision of ability is the yardstick of education but the acceptance of this ability is in the sole discretion of the student.

Whilst abilities are industry specific, three basic aspects of educational development determine any ability; Knowledge, skills and character. One does not have the ability to do something and as a correlation succeed unless one has the knowledge of how to, possess the skill to do so and have a well developed character to inherently manage the task. Knowledge, skill and character development thus become the core tools for the generation of abilities to succeed. Each of these tools in turn requires an educational system for its development in the most efficient and effective manner possible.

### Knowledge

There are three aspects of disseminating knowledge. First is the content, second the delivery and finally the absorption of the subject matter. Many educators lose sight of the latter two aspects. The quality of teaching and learning is not only multidimensional (Ramsden, 1993)<sup>6</sup> but also situational (Ramsden, 1979)<sup>7</sup> and relative (Muller and Funnel, 1993)<sup>8</sup>; Trigwell and Prosser, 1991)<sup>9</sup>. According to Holmes (1993)<sup>10</sup>, in this connection, the real issue lies at the level of the individual interaction, the "moment of truth" (Carlzon, 1987)<sup>11</sup>.

Many believe that the only necessity to the provision of good education is entertaining lecturers, this is a naive assumption. "Teaching as telling" is still the most common way of working in higher education. It is the case in many institutions that lecturers are not qualified to teach or do not see themselves as teachers (Fayter 1998).<sup>12</sup>

The methodology of delivery in education is vital to its success in all three aspects abovementioned. This does not mean that all education is force-fed through a single channel of delivery but rather to demonstrate a range of proven options available so that a lecturer can find the right mix of delivery. Together with the variations of methods it is vital that effective feedback methods are used to see if the correct mix is employed. There are instances through in which certain minimum standards may be applicable to all methods of delivering knowledge.

The teaching profession must adopt a more professional outlook and focus its certification reposes on the merits of continuing education in teaching methodology.

The shift of focus from the deliver of the broadcast to the reception of the broadcast coincides with a student centered approach to teaching. Knowledge reception must be the core strategy in the delivery of education. Fountains of knowledge must give way to firehouses. Delivery must be customized to the audience through a system of delivery and

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<sup>6</sup> Ramsden, P. (1993), "What is good teaching in higher education?", in Knight, P.T. (Eds), *The Audit and Assessment of Teaching Quality*, Standing Conference on Educational Development, Birmingham., .

<sup>7</sup> Ramsden, P. (1979), "Student learning and perceptions of the academic environment", *Higher Education*, Vol. 8 pp.411-27

<sup>8</sup> Muller, D., Funnel, P. (1993), "Learner perceptions of quality and the learner career", *Quality Assurance in Education*, Vol. 1 No.1, pp.29-33.

<sup>9</sup> Trigwell, K., Prosser, M. (1991), "Improving the quality of learning: the influence of learning context and the student approaches to learning on learning outcomes", *Higher Education*, Vol. 22 pp.251-66.

<sup>10</sup> Holmes, G. (1993), "Quality assurance in further and higher education: a sacrificial lamb at the altar of managerialism", *Quality Assurance in Education*, Vol. 1 No.1, pp.4-8.

<sup>11</sup> Carlzon, J. (1987), *Moments of Truth*, Ballinger Publishing, Cambridge, MA., .

<sup>12</sup> Issues in training lecturers to exploit the internet as a teaching resource; Debra Fayter; Education + Training; Volume 40 No. 8 1998 pp 334-339

feedback that ensures the desired rate of absorption causing the learner potentially to move from a rather passive to an active role in their study, taking more responsibility for learning based on the course objectives. **(Fayter 1998)**

Methods Used:

1. Tea Sessions [Lectures with leaders of industry]
2. Legal skills
3. Lecture / tutorial nexus
4. Rare / Pipe
5. It infrastructure
6. Complete materials support
7. Exam step
8. Links to the best resources in the world
9. 24 hour exam support
10. Personalized assistance support
11. Knowledge management
12. Research projects
13. Peripheral education
14. Competition
15. Councils

### **Skills**

Skills must be juxtaposed to industry best practices on a world class standard. This is best done with direct industry links and simulations or actual field work. It is important to allow the student to practice out what is learnt so that practical implications are understood. Retention is also aided.

A student who has just learnt the method of creating a contract should be made to venture to make a contract of his own, or a student of criminal law made to visit juvenile centers to understand the effects of sentencing.

Methods used:

1. Mentor Programme
2. Moot Competition
3. Attachments
4. Industry visits
5. Communication
6. Networking
7. Legal aid
8. Opinion drafting
9. Debates

### **Personality**

A personality is often the sum of internal and external influences upon a person. The internal influences in each of us vary and are often the primary action directive of shaping personality. However in a majority of circumstances external influences become the tool that shapes personality subconsciously. External influences affect us more often rather than more effectively. The sum of all effects determines personality.

In character development internal influences will not be directly dealt with. Principles held individually are often concretely embedded are respected and diversity is welcomed. A soft approach to internal influences will be done however by a keen study of ethics.

In the field of external influences there are certain aspects of society that affect us. The degree in which we allow or are encompassed by these aspects help to determine our personality. What is sought is for the student to understand what influences largely affect us and the nature of these influences so that the student is able to regulate the effects of the influences as per needed. This creates an ability to shape personality in a conscious rather than an unconscious fashion.

A study of these influences also aid a more general understanding if the world. While the world converges, education seems to take the strategy of diverging. This has in some circumstances led to over specialization. The work force of tomorrow should be able to multitask in a range of fields simple because they have become interrelated more than ever before. The best strategy for tomorrow is to have a core of specialization and a penumbra of subjects that affect the specialized subject.

The spread of external influencers today include: adaptability + attitude

1. Politics
2. Culture
3. Technology
4. Finance
5. Security
6. Environment
7. Religion

But you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice, a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of working out what is possible in a given time, for taste, discrimination, for mental courage and mental soberness. And above all you go to a great school for self knowledge (**Oakeshott, 1962, p. 200**).<sup>13</sup>

Methods used:

1. Ethics
2. Community building
3. Leadership
4. Conferences
5. The Lincoln 1 programme
6. Soft skills
7. Sport
8. Buddy
9. Fast track
10. Psychometrics

In conclusion, the ideal of bridging the system of education with its goals have been lacking in private institutions of higher learning in Malaysia. Only excellent universities are able to give the student the true basis of education. What the author has sought is to synthesizes what is given and amalgamate a system for it to be reproduced all levels in some manner so that good education can be democratized. The system produces education which in turn gives students the ability to succeed. No different except that it is more efficient and relevant to our need today.

Knowledge skills and personality are the DNA of education 360

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<sup>13</sup> Oakeshott, M. (1962), *Rationalism in Politics and Other Essays*, Methuen., .

## THE COLLEGE AS A COMMUNITY

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### *Lincoln College Asia Pacific*

As a member of the College, you will be part of a community. In fact, obviously, of more than one. Within the College itself, you will join a group of future leaders; the cohort of students comprising your year; those studying your subject; perhaps a sports team, orchestra, dramatic company, or something of that kind; the group of students living in your vicinity; as well as your set of friends, and other, less clearly defined but nonetheless real, groupings.

Membership of a community is empowering; but, to safeguard the community, the empowerment comes at the price of restrictions, or with strings attached. This part of the handbook identifies some of the more concrete vehicles of empowerment flowing from your membership of the college, but also (at greater length!) the strings and restrictions. So it covers the College's common room and sports facilities; the chapel; the facilities and groundrules for holding parties, dinners, meetings and other functions in the College; and the rules and procedures in regard to discipline in the College.

The common room is usually a good place to start. There are vending machines, and tea, tea-time food and stationary are sold there between 4 and 5.30. There are also newspapers, magazines, two televisions, DVD and VCR machines, and a games console. The JCR has a collection of DVDs that can be borrowed by members: you need to sign them out during the tea period. You can borrow games for the games console from the lodge, depositing your card in exchange. If you borrow a DVD or a game, you are held personally responsible in the event of theft or damage.

The college has a number of public rooms and open spaces that you are able to use for holding rehearsals, meetings, dinners, parties and other functions, the sportsgrounds and pavilions. You are also able to hold parties and other functions in your own room in the college or other college property. This section gives guidance, and explains the rules, about doing so. If you have any queries, you should not hesitate to contact the Admissions department. To hold any function, whether in a public room or space or in your own room, you need to obtain a booking form from the College; complete it; and take it in person to the Admissions office. For a dinner or any other function requiring food, drink, or staff involvement, or one to be held in the sportsground or pavilion, the booking must be made at least two weeks before the proposed event. Such functions must finish, and your guests must leave, by 11.30 pm Sunday to Friday, and 12.30 am on Saturdays. Depending to some extent on the location, the Director of Studies may not permit them during examination periods.

To a very large extent, College life runs smoothly without the need for formal statements about what kinds of behaviour are required and forbidden, or about the disciplinary consequences in the event of a transgression. Everyone understands the ordinary norm of consideration for others, and acts on the basis of wanting College to be a successful community, doing their own bit to keep it that way, or indeed to make it better. If there are sources of potential difficulty, we try to identify them and deal with them constructively before further problems arise.

A particular word about noise. In the terms of the rules printed below, you must not make so much noise that you cause, or create a real danger of, distress to other members of the College community. As you see, the yardstick here is the effect on the hearer, rather than some abstract standard of what is tolerable, or your own opinions about this. So you need to adjust your noisiness to your surroundings. Bear in mind also that what causes distress depends not only on the volume but also on the quality of the sound, the place (some college rooms are less sound-proof than others!), the time of day (less will be tolerated at night and in the morning), the season of the year (in summer, windows may be open and people will be revising for exams), and whether the incident is a one-off or part of a series. All that said, music practice and rehearsals may take place only between 10 am and 11 pm.

### RESPONSIBILITY

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The fundamental goal of the College is to foster an environment in which its members may live and work productively together, making use of the rich resources of the College, in individual and collective pursuit of academic excellence, extracurricular accomplishment, and personal challenge. "By accepting membership in the College, an individual joins

a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change."

For this goal to be achieved, the community must be a tolerant and supportive one, characterized by civility and consideration for others. Therefore the standards and expectations of this community are high, as much so in the quality of interpersonal relationships as they are in academic performance.

The rules and regulations affecting undergraduates have been established by the Faculty of Arts and Sciences. Students are expected to be familiar with those regulations covered in this handbook that apply to them. The rules of Lincoln College provide a framework within which all students are free to pursue their work, under the safest and most equitable conditions the College can create. These rules, then, serve as the guidelines forming the protection of each individual's well being. Whenever violations of the rules occur, the College will treat them as matters of serious concern because they disrupt the individual lives of students, and the shared life of this community.

It is the expectation of the College that all students, whether or not they are on campus or are currently enrolled as degree candidates, will behave in a mature and responsible manner. This expectation for mature and responsible conduct also encompasses accountability for one's own well-being, including responsible decision making regarding physical and mental health. Further the College expects every student to be familiar with the regulations governing membership in the Harvard community, set forth in the pages that follow. Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified here. The College takes all these diverse principles very seriously; together they create a foundation for the responsible, respectful society that Harvard seeks to foster among its students, faculty, and staff.

Careful note should be taken that the College is not, and cannot be considered as, a protector or sanctuary from the existing laws of the city, state, or federal government.

## ADMINISTRATION

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*Lincoln College Asia Pacific*

### ENQUIRIES

Scholarships and Loans.....	Admissions Department <b>ext 106</b>
Time Tabling / Class Allocation.....	Administration Department <b>ext 107</b>
University Correspondence.....	Academic Department <b>ext 103</b>
Lecturers.....	Academic Department <b>ext 103</b>
360 Activities.....	Academic Department <b>ext 103</b>
Societies and clubs.....	Student Council [ <b>contact reception</b> ]
Counseling / Recommendations.....	Admission Department <b>ext 106</b>
Languages.....	Academic Department <b>ext 103</b>
Discipline.....	Principal's Office <b>ext 102</b>
Academic Records.....	Academic Department <b>ext 103</b>
Approvals and Accreditations.....	Principals Office <b>ext 102</b>
Fees, Bursaries and reductions.....	Finance Department <b>ext 109</b>
Notes and materials.....	Administration Department <b>ext 107</b>
Accommodation.....	Administration Department <b>ext 107</b>
Special Needs.....	Admission Department <b>ext 106</b>