



SISFU/QSS – ACD-000
REV002 03/24/2021

SISFU - OBL

Student Handbook

(Pearson HND in

Business)

AY 2020-2021

INTRODUCTION

PURPOSE OF THE STUDENT HANDBOOK

This handbook is your guide to the rules and regulations of SISFU Online Blended Learning. This handbook will acquaint you with the programmes's activities, policies, structures, and services. As you become familiar with all these procedures, rules and regulations relating to your course of study, you can assist in their implementation.

Should there be any changes to this handbook, they will be published in the next release of the revised handbook.

WELCOME MESSAGE

Welcome to Southville International School Affiliated with Foreign Universities (SISFU) where the focus is on quality and excellence in international education.

SISFU is the pioneer in transnational education in the Philippines. We establish partnerships and affiliations with colleges, universities, & academic programs from foreign countries which are known for their exacting standards and academic excellence. These affiliations enable us to deliver the curricula of selected institutions, here in the Philippines, using their syllabi, teaching and assessment methodologies, standards and grading systems. Upon completion of your courses, you will be awarded diplomas from our foreign partner.

It is indeed a great pleasure to have you at SISFU and enable you to discover and maximize your potential. Take full advantage of the wide range of services and personal support SISFU offers you to accomplish our mission - to make you globally competitive, competent professionals and successful entrepreneurs.

Melva M. Diamante,
D.B.A.
President

HISTORY

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It was Dr. Genevieve Ledesma-Tan who founded Southville International School and Colleges (SISC) in 1990, which grew rapidly into a full international school. In 1997, Roger and Helen Bartholomew teamed up with the founder of SISC to start SISFU, the first transnational university in the country. In May 1998, the opening of SISFU was graced by prestigious dignitaries and a large contingent from the press.

The need for world-class education is rapidly growing as trade barriers come down and countries become more and more interdependent on each other for a variety of products and services. With today's communication capabilities, knowledge and expertise can no longer be learned in isolation.

SISFU is characterized by a focused, relevant outcomes-based curriculum, professional and industry-recognized qualification, cutting-edge technology, integrated learning strategies and an international faculty. In addition, the learning environment reflects the interaction between custom designed facilities and a motivated student body. Students also have the option of taking the final year of their studies abroad. SISFU brings high quality education to the Philippines to enable its students to be globally competitive.

The excellence that we aim for in this degree scheme is a result of collaboration between staff and students. We try to provide a board and stimulating environment in which you can explore ideas and pursue projects. Our aim is to spark your enthusiasm and interest.

However, there is also a rigorous academic course and we expect you to attain the highest possible standards. We provide you with a lot of freedom and expect you take a responsible attitude towards the programme, especially at the times when independent self-study and group activities are expected. It is up to you to meet this challenge.

We hope that you will enjoy your time with DMU and find Business Administration as exciting as we do. Wishing you the best with your studies!

PARTNER EDUCATIONAL INSTITUTIONS

PEARSON

BTEC is a U.K. based work-related qualification and the world's most successful applied learning brand. It has been engaging learners in practical, interpersonal and thinking skills for over 25 years.

BTEC is built to accommodate the needs of employers and allow progression to a university. BTEC provides a practical, real-world approach to learning without sacrificing any of the essential subject theory. Its programmes can be taken alongside, or in place of, GCSEs and A levels. They can also form the knowledge component of Foundation Learning or BTEC Apprenticeships. Available across a wide range of industry sectors, they are continually developed and updated to meet the needs of employers and learners.

BTEC is a member of the Pearson Group of Companies. Few other awarding bodies in the world are regulated and reviewed to such exacting standards.

DE MONTFORT UNIVERSITY

The BA (Honours) Business Administration programme (Top Up) at SISFU is a qualification under the De Montfort University (DMU) partnership arrangement. This programme has run very successfully for many years at DMU (UK) and other campuses in several countries including Hong Kong, Denmark, and India. The programme has been validated by the British Quality Assurance Agency (QAA) and is subjected to the approval of Commission on Higher Education (CHED).

PHILIPPINES VS. UK TERMINOLOGY IN HIGHER EDUCATION

First, let us learn about the differences between the Philippines and the UK terminologies used in higher education.

In the Philippines, a college student chooses a **course or major** to specialise in. In the UK, the majors are called **pathways**.

The lessons are grouped according to **subject**. In the UK, a subject is referred to as a **module**.

Each subject has its own set of essential contents. These contents are placed in a **syllabus**. In the UK, syllabus is equivalent to **module or unit descriptor**.

The expected output from students are called **learning objectives** in the Philippines. While in the UK, these are called **learning outcomes** or LOs.

Periodically, students undergo **examination** to test their acquisition of knowledge and skills. These may be in the form of tests, quizzes, or examinations. In this programme, the **assessment** shall be in the form of an assignment. The instructions to the assignments are laid out in an assignment brief.

Once the examination is checked, the teacher provides **comments or grades**. In the UK, these comments are either called **formative feedback or summative feedback with corresponding grades or marks**.

In the Philippines, the person who provides instruction to a student or a group of students is called a **teacher or a faculty**. In the UK, teachers are called **tutors or assessors**.

MATRICULATION & REGISTRATION

Matriculation

Tuition and Other Fees

Tuition Fee per Unit: For students seeking admission into any program, this fee is paid at the time the applicant is registered into the Programme. **USD 330.00**

International Registration Fee (IRF): The IRF is a one-time fee to cover the cost of official registration of each student with the foreign partner university for a specific period. **USD 800.00**

Annual Fee: For students who are starting their second year of study, this is a one-time fee paid on or before the start of classes. **USD 50.00**

Payments

Fees are to be paid in US Dollars or the Philippine Peso equivalent using the foreign exchange rate at the time of payment.

Payments may be made using:

- Credit Cards (Visa/ Mastercard);
- Debit Cards (Visa/ Mastercard);
- Bank Transfers to SISFU Metrobank Account; and
- Checks (Peso and Dollar Check)

Registration

Registration Card

A registration card is prepared and issued by the Registration Office every enrolment.

PEARSON BTEC HND PROGRAMME: Purpose and Objectives

Purpose of the BTEC Higher Nationals in Business

The purpose of BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

Objectives of the BTEC Higher Nationals in Business

The objectives of the BTEC Higher Nationals in Business are as follows:

- To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.
- To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.
- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised marketplace.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To provide opportunities for those students with a global outlook to aspire to international career pathways.
- To provide opportunities for students to achieve a nationally-recognised professional qualification.
- To offer students the chance of career progression in their chosen field.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

We meet these objectives by:

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- Providing a thorough grounding in business principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the business sector.
- Equipping individuals with commercial acumen, understanding and business skills for success in a range of administrative and management roles in business.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Enabling progression to further professional qualifications in specific business areas by mapping to units in a range of professional business qualifications.

Who is this qualification for?

The BTEC Higher National qualifications in Business are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the business sector and are designed for students who wish to pursue or advance their career in business. In addition to the knowledge, understanding and skills that underpin the study of the business sector, Pearson BTEC Higher Nationals in Business give students experience of the breadth and depth of the sector that will prepare them for further study or training.

What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in business, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the business sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university

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The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BSc (Hons) in Business and Management
- BA and BSc (Hons) in Business Studies
- BSc (Hons) in International Management

How Higher Nationals in Business provide both transferable employability skills and academic study skills?

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher National business qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories:

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education

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To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in appendices.

Entry requirements and admissions

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Business
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent)
- A High School Diploma

Other related Level 3 qualifications

- An Access to Higher Education Certificate awarded by an approved further education institution
- Related work experience
- An international equivalent of the above

English language requirements

All students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below.

- Common European Framework of Reference (CEFR) level B2
- PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5 or equivalent

PROGRAMME STRUCTURE

Credits

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied in about two years.

- The programme structures specify:
- The total credit value of the qualification
- TQT (total qualification time in hours) is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units/optional units

Business Management

Pearson BTEC Level 5 Higher National Diploma in Business (Management)		Unit credit	TQT
Level 4 units:			
Core unit	1 Business and the Business Environment	15	150
Core unit	2 Marketing Essentials	15	150
Core unit	3 Human Resource Management	15	150
Core unit	4 Management and Operations	15	150
Core unit	5 Management Accounting	15	150
Core unit	6 Managing a Successful Business Project	15	150
Optional unit	10 Financial Accounting	15	150
Optional unit	9 Entrepreneurship and Small Business Management	15	150
Level 5 units:			
Core unit	11 Research Project	30	300
Core unit	12 Organisational Behaviour	15	150
Specialist unit	16 Operations and Project Management	15	150
Specialist unit	17 Understanding and Leading Change	15	150
Specialist unit	18 Global Business Environment	15	150
Optional unit	32 Business Strategy	15	150
Optional unit	37 Consumer Behaviour Insight	15	150

Accounting and Finance

Pearson BTEC Level 5 Higher National Diploma in Business (Accounting and Finance)		Unit credit	TQT
Level 4 units:			
Core unit	1 Business and the Business Environment	15	150
Core unit	2 Marketing Essentials	15	150
Core unit	3 Human Resource Management	15	150
Core unit	4 Management and Operations	15	150
Core unit	5 Management Accounting	15	150
Core unit	6 Managing a Successful Business Project	15	150
Optional unit	10 Financial Accounting	15	150
Optional unit	9 Entrepreneurship and Small Business Management	15	150
Level 5 units:			
Core unit	11 Research Project	30	300
Core unit	12 Organisational Behaviour	15	150
Specialist unit	13 Financial Reporting	15	150
Specialist unit	14 Advanced Management Accounting	15	150
Specialist unit	15 Financial Management	15	150
Optional unit	32 Business Strategy	15	150
Optional unit	37 Consumer Behaviour Insight	15	150

Entrepreneurship and Small Business Management

Pearson BTEC Level 5 Higher National Diploma in Business (Entrepreneurship and Small Business Management)		Unit credit	TQT
Level 4 units:			
Core unit	1 Business and the Business Environment	15	150
Core unit	2 Marketing Essentials	15	150
Core unit	3 Human Resource Management	15	150
Core unit	4 Management and Operations	15	150
Core unit	5 Management Accounting	15	150
Core unit	6 Managing a Successful Business Project	15	150
Optional unit	10 Financial Accounting	15	150
Optional unit	9 Entrepreneurship and Small Business Management	15	150
Level 5 units:			
Core unit	11 Research Project	30	300
Core unit	12 Organisational Behaviour	15	150
Specialist unit	27 Identifying Entrepreneurial Opportunities	15	150
Specialist unit	28 Launching a New Venture	15	150
Specialist unit	29 Managing and Running a Small Business	15	150
Optional unit	32 Business Strategy	15	150
Optional unit	37 Consumer Behaviour Insight	15	150

Human Resource Management

Pearson BTEC Level 5 Higher National Diploma in Business (Human Resource Management)		Unit credit	TQT
Level 4 units:			
Core unit	1 Business and the Business Environment	15	150
Core unit	2 Marketing Essentials	15	150
Core unit	3 Human Resource Management	15	150
Core unit	4 Management and Operations	15	150
Core unit	5 Management Accounting	15	150
Core unit	6 Managing a Successful Business Project	15	150
Optional unit	10 Financial Accounting	15	150
Optional unit	9 Entrepreneurship and Small Business Management	15	150
Level 5 units:			
Core unit	11 Research Project	30	300
Core unit	12 Organisational Behaviour	15	150
Specialist unit	19 Resource and Talent Planning	15	150
Specialist unit	20 Employee Relations	15	150
Specialist unit	21 Strategic Human Resource Management	15	150
Optional unit	32 Business Strategy	15	150
Optional unit	37 Consumer Behaviour Insight	15	150

Marketing

Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)		Unit credit	TQT
Level 4 units:			
Core unit	1 Business and the Business Environment	15	150
Core unit	2 Marketing Essentials	15	150
Core unit	3 Human Resource Management	15	150
Core unit	4 Management and Operations	15	150
Core unit	5 Management Accounting	15	150
Core unit	6 Managing a Successful Business Project	15	150
Optional unit	10 Financial Accounting	15	150
Optional unit	9 Entrepreneurship and Small Business Management	15	150
Level 5 units:			
Core unit	11 Research Project	30	300
Core unit	12 Organisational Behaviour	15	150
Specialist unit	22 Product and Service Development	15	150
Specialist unit	23 Integrated Marketing Communications	15	150
Specialist unit	24 Digital Marketing	15	150
Optional unit	32 Business Strategy	15	150
Optional unit	37 Consumer Behaviour Insight	15	150

LEARNING PLATFORM: MOODLE

All learning materials and activities can be accessed through Moodle.

Moodle is a learning platform or course management system designed to create personalised learning environments.

ONBOARDING AND WORKSHOP

All NEW learners shall go through the onboarding and workshop process before taking the first unit. This will help ensure familiarity with the programme and its delivery.

The following are covered during the **onboarding**:

1. Welcome to SISFU - OBL (Programme Orientation)
2. Unit Descriptor
3. Assignment
4. Assessment and Grades
5. Policies and Procedures
6. Tips for Online Learning

The **workshop** provided an opportunity to experience working on an assignment. The assignment focuses on Learning Outcome 1 of Unit 1 Business & the Business Environment. The learners are provided with:

1. Assignment Brief
2. Assignment Template/Guide
3. Harvard Referencing Guide
4. Lecture Slides
5. Reference Materials

The learner's output from the workshop is assessed by an assessor. A recommendation to proceed to Unit 1 BBE or to undergo an intervention course/s is provided. To conclude the onboarding and workshop process, a virtual meet with an adviser is held via Google Meet. During the meet, the adviser discusses the assessment and answers any questions that the learner may have. The learner signs a confirmation for as acknowledgement of participation in the onboarding process.

ASSESSMENT

Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus.

Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made.

Feedback will reflect the learning outcomes and marking criteria to also help students understand how these inform the process of judging the overall grade.

Assessment through assignments

An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and formative assessment by, tutors.

An assignment is issued to students as an **assignment brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show ‘analysis’ and the related P criterion requires the student to ‘explain’, then to satisfy the M criterion a student will need to cover both ‘explain’ and ‘analyse’.

Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

Assignment Submission

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Assignments should be submitted via TURNITIN as found in Moodle. You are required to take note that the deadline for submission is 11:59 p.m. on the submission date. Any work submitted after time will be marked as late. The electronic copy will be marked and used for checking for possible plagiarism.

Updates on Policies (effective 19 April 2021)

Learners are to be informed through announcements made in Google Classroom (old batches), Moodle (new batches), email (bcc ALL). A copy of the updated learner's handbook along with a letter highlighting the new policies are to be uploaded and sent as attachments.

All learners from previous batches with pending assignment submissions or deferrals are to receive a notice through email on 10 March 2021. They are allowed to submit all requirements on or before 19 April 2021. After which, their records shall be marked as REFERRED. A summary will be sent to the Registration Office to close all pending grades.

1. Submission of Assignments

- a. The deadline for assignment submission is discussed during the onboarding and workshop. Additionally, the deadlines are made clear at the beginning of each unit and indicated on the Access Kit.
- b. Assignments are due for submission on or before the 5th week from the date of receipt of and as indicated on the Access Kit.
- c. Submissions made after the 5-week deadline are still acceptable. However, the grade is capped at Pass.
- d. In case of deferral, the learner may still be eligible for Merit or Distinction. Provided that a letter of deferral was submitted to and acknowledged by the Adviser and approved by the Assessment Board. This is for Academics to know what is happening or if additional support is needed by the learner. The letter of deferral must be submitted by the learner before the 5-week deadline.

- e. The maximum extension that may be granted to learners is 3 weeks. This is subject to the recommendation of the Adviser and approval of the Assessment Board.
- f. If, upon the expiration of the 3-week extension, the learner fails to submit or to achieve a learning outcome, the grade shall be Referred. The next step is to file for Reassessment.

2. Reassessment

- a. If a learner's assignment does not merit a pass after the first assessment, they have the opportunity to resubmit the assignment for reassessment. The reassessment fee is \$100 per assignment.
- b. The assignment must then be submitted within 8 weeks from the date of payment. The learner shall be notified of the new deadline.
- c. If a learner fails to achieve a pass for a unit following reassessment, they shall repeat the unit.
- d. The learner shall pay the full amount of \$330 per unit.
- e. If successfully completed, the grade will be capped at Pass.

3. Submission of Grades

- a. From the date of assignment submission, the Assessors are given 7 days to assess, provide summative feedback, award a grade, and submit all documentation for internal verification.
- b. On the 14th week from the opening of a term, the Internal Verifiers are given 7 days to verify, accomplish IV reports, and submit to Academics.
- c. Academics shall then collate and prepare all files for final approval of the Assessment Board.
- d. Grades are to be submitted to Registration on the 18th week.
- e. Also on the 18th week, a certificate of course completion shall be issued to the learner via email.

Authenticity of student work

Your assessor will assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for

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assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student's own.
- The student understands that false declaration is a form of malpractice.

In addition to the declaration statement, a learner authentication may be conducted randomly to ensure authenticity of work. This is done through a virtual meeting with the student and a panel of assessors. This aims to maintain integrity and prevent learner malpractice.

Plagiarism

Plagiarism is the passing off of someone else's work, whether writing or ideas, without acknowledgement, as your own effort. It is academic dishonesty and is dealt with very seriously.

Forms of plagiarism include:

- Repeating as your own someone else's sentences
- Using other person's arguments as your own without appropriate acknowledgement
- Repeating someone else's particularly apt phrase without appropriate acknowledgement
- Paraphrasing another person's argument as your own
- Presenting another's line of thinking as if it were your own

When it is clear to the Module Leader that a student has copied from any material without reference to source, or when two or more students have clearly co-operated in creating a piece of work which has been identified as an individual assignment, then the matter will be reported to the discipline committee. A student must present himself/herself before the discipline committee. If plagiarism is proven, it could result in exclusion from the Programme.

Self-Plagiarism

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All coursework submitted for assessment must be original and must not have been submitted or used (in whole or in part) for any other level or module of study at SISFU or other educational establishment.

If you use/quote any parts of a previously submitted piece of your own work, you must reference this in exactly the same way as you would any other source of information and you are advised to keep such quoted material to a minimum.

Assessment Boards

SISFU holds Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals

Assessment Boards may also monitor academic standards.

GRADUATION

GRADUATION REQUIREMENTS

Graduation is held once a year. It is a formal ceremony where you are conferred with your diploma and degree by authorised representatives of partner institutions. It is also a time when you will be recognised both for your academic and non-academic achievements during the period of your studies.

HIGHER NATIONAL DIPLOMA (HND)

You must complete 16 units of your HND 15 units for RQF (8 core, 4 specialists, and 4 optional units) with the minimum passing marks to be considered as a candidate for graduation. The Academics Office submits the interim transcripts of the students to the Office

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of the Registrar (OUR). The registrar claims the full transcript of the students from Edexcel/Pearson online. Once Pearson releases the documents, including yours, you become eligible to graduate.

TOP-UP

You must complete the required units and credits to be admitted to the top up programme. The Awards Assessment Board declares your eligibility to receive the diploma. The confirmed results are published on-line. The partner institution sends the transcripts and diplomas of students eligible to graduate to the Office of the Registrar.

Appendix A

ONLINE BEHAVIOUR POLICY

SISFU Blended Online is a secure and friendly environment which promotes learning. Please help keep this website a positive and constructive experience, by following these online behaviour rules:

BE FRIENDLY

- SISFU Blended Online is a professional network of students and tutors. Keep it friendly and treat everyone with respect.
- Respect the opinions of others and their privacy.
- Don't express discriminatory or otherwise offensive views.
- Don't insult or patronise people.

KEEP IT SAFE

- This site is available worldwide, where different cultures and genders are present. Please make sure to keep your posts suitable for everyone.
- Don't use sms texting style, it makes conversations confusing.
- Don't post or link to adult content. This includes text, pictures or videos that are sexually explicit, insulting or violent.

STAY ON TOPIC

- Conversations flow better when keeping posts relevant to the original thread.
- You can 'bump' a thread, but please wait a few hours rather than doing it straight away.
- Don't revive ancient threads by posting in them. You'll get a better response by posting in new threads.
- Do not spam! Please don't post the same thing several times, either within a single or multiple threads.

NO ADVERTISING

- If you want to share your blog or site, remember to keep it on the right topic.
- Don't post links purely for the purpose of promoting products or services.

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- Don't campaign for votes, petition signatures or similar.

KEEP IT LEGAL

- Please make sure your posts are within Philippine law.
- Avoid topics which include information about terrorist groups, falsification, banned substances and copyright infringement