COLLEGE
STUDENT HANDBOOK

Effective Academic Year: 2025-2028

SOUTHVILLE INTERNATIONAL SCHOOL
AFFILIATED WITH FOREIGN UNIVERSITIES

EARN BRITISH DEGREES IN THE PHILIPPINES
Be Global. Be Amazing. Be SISFU!

Southville International School affiliated with Foreign Universities

Lima corner Luxembourg Sts., BF International, Las Piñas City 1741 Philippines

This is to acknowledge that I have received a copy of the
Southville International School affiliated with Foreign Universities (SISFU)
College Student Handbook
Academic Year 2025–2028.

I understand that, as a bona fide student of Southville International School affiliated with Foreign Universities (SISFU), it is my responsibility to read, understand, and uphold the contents of this Student Handbook.

I hereby commit to comply with all rules, regulations, and policies outlined herein for the duration of my enrollment at SISFU.

This student handbook shall remain in effect until officially revised or superseded by a new version.

_____
(Student's Signature Over Printed Name)

Year: _____
Course: _____
Student Number: _____

Conforme:

_____
(Signature Over Printed Name of Parent/Guardian)

Please submit this Acknowledgement Form to the Office of Student Affairs and Services

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PURPOSE OF THE STUDENT HANDBOOK

This student handbook serves as a comprehensive guide to the rules and regulations of Southville International School affiliated with Foreign Universities (SISFU). These policies are aligned with the institution's core values—the 5Cs: Competence, Character, Collaboration, Commitment to Achieve, and Creativity.

All students are expected to read, understand, and comply with the policies, regulations, and procedures outlined herein, in order to promote order, respect, and harmony within the SISFU community.

Any changes or updates made after the publication of this handbook will be communicated through official SISFU bulletins, the SISFU website, and will be reflected in the next edition of the revised handbook.

Revised as of July 28, 2025

WELCOME MESSAGE

Dear SISFU Students,

Warm greetings and a heartfelt welcome to **Southville International School affiliated with Foreign Universities (SISFU)!** We are thrilled to have you join our reputable academic community, where our primary focus is on delivering quality and excellence in international education.

As the pioneering institution in transnational education in the Philippines, SISFU has established remarkable partnerships and affiliations with renowned academic institutions from foreign countries. These collaborations enable us to provide you with curricula from selected institutions, right here in the Philippines, ensuring you receive the highest standards of academic excellence. Upon completing your courses, you will be proudly awarded diplomas or degrees from our esteemed foreign partners.

At SISFU, we are dedicated to providing a student-centered educational experience. Here, learning revolves around you. With a low student-faculty ratio, our dedicated faculty can focus on your individual learning needs, encouraging you to explore your talents and reach your full potential. Your education at SISFU extends beyond the classroom, with experiential learning opportunities woven into the practical aspects of your curriculum and internships - some of which are even paid and offered abroad in places like the U.S.A., the U.K., Australia, Switzerland, and the Middle East. This diversity in experiences and student body will prepare you to face the challenges of the 21st century with confidence.

Our lecturers and tutors, hailing from various parts of the world, bring not only their rich academic backgrounds but also a wealth of industry experiences, further enriching your educational journey. Rest assured, the academic rigor at SISFU will give you a competitive edge in the global marketplace.

We take immense pride in being part of your educational journey and in assisting you in discovering and maximizing your potential. SISFU offers an array of services and personal support to ensure your success. Our mission is to mold you into globally competitive, competent professionals, and successful entrepreneurs.

Once again, welcome to SISFU! Together, let's embark on an exciting journey of learning, growth, and transformation. We look forward to witnessing your achievements and celebrating your success.

Together towards excellence!

Jocelyn P. Tizon, PhD
President
Southville International School affiliated with Foreign Universities (SISFU)

ALL ABOUT SISFU

1.1 INSTITUTIONAL VISION AND MISSION

1.1.1 Vision

SISFU will be the leading transnational university that develops global leaders and professionals. It is distinguished by its excellent academic standards, outstanding instructional methodologies, relevant research, high levels of student achievement, a culture of innovation, and strong partnerships with ranked educational institutions. Its graduates are sought after by top national and global organizations.

1.1.2 Mission

SISFU, the premier transnational university in the Philippines, delivers globally-relevant quality undergraduate and graduate programmes developed by accredited educational partners from the UK, Australia, and the USA. Using rigorous international standards in instruction, assessment, and research, and supported by excellent facilities, highly-qualified faculty, and industry collaboration, SISFU prepares students to be globally competitive, competent professionals, successful entrepreneurs, leaders, and movers of society.

1.2 THE 5Cs CULTURE

SISFU believes in five anchors that are necessary to succeed in the 21st century:

1.2.1 Competence

Competence is the knowledge and skill required to do a task. Tasks have evolved into complex components necessitating a very broad base of information but a focused development of skills. Competence includes analytical skills, problem solving, decision making, creativity, innovation, technical knowledge, verbal fluency, expertise in a discipline, global awareness and knowledge, a strong capacity to manage change, a positive attitude for staying updated in information, and lifetime dedication to learning.

1.2.2 Character

Character is the basic anchor in life. Great men and women achievers are known for their striking qualities of courage and conviction. Character is the deep reservoir from which words are spoken, behaviors acted out and wisdom manifested. Character encompasses values of time and money, justice, fairness, conviction, firmness, global sensitivity, local action, intrapersonal or interpersonal sensitivity, compassion, courage and integrity.

1.2.3 Commitment to Achieve

Commitment to achieve is transforming dreams into reality, vision into tasks, and aspirations into actual output. It involves a consistent commitment to get things done and have goals accomplished. What has transformed learners into great leaders, managers into effective

managers, athletes into exemplary athletes, teachers into unforgettable teachers, the list goes on … is a burning PASSION to get things done. These people think of, talk of, dream of the reality. For them, this quality is spelled out as an achievement and results orientation, excellence in work, timely delivery of output, focus and perseverance.

1.2.4 Collaboration

Collaboration is possessing excellent interpersonal skills, persuasive communication competencies, and well-developed collaborative attitude and skills. Great leaders are known for having these qualities. Although achievement can be an individual effort, there is much more that can be attained where there is synergy. The power to effect changes, to alter paradigms and to make a difference stems from the strength derived from a mass base. To galvanize a group into action or to inspire members to work towards something are most essential.

Each member's talent, skill or competency is tapped; conflicts are effectively handled such that it benefits the group. Personality and cultural differences and varied perspectives are treated in a complementary way by using the diversity to enrich the quality of the decision or action taken. Most of all, a person with collaborative skills lives in harmony with himself and with others.

1.2.5 Creativity / Innovation

Creativity is the more efficient way of doing things, the new solutions to old problems, and the insatiable quest to improve processes and life. The mobility we are experiencing now, the technology we use every day, the excellent facility in communication and efficiency in systems we have, the quality of entertainment we enjoy, and our ever-increasing stretching of life spans – these are all products of the genius of man. Creativity holds the key to our quality of life in the future. The genius in each child has to be awakened, nurtured, and ultimately utilized by mankind for its good.

1.3 SISFU LOGO

- The Maroon color exemplifies the educational institution's passionate quest for knowledge.

- The White background refers to the purity of our intentions.

- The Globe represents our international presence and the Rings indicate our continuing search for technology.

- SISFU is written in a bold font to indicate the educational institution's passion in pursuit of its goals.

- SISFU in bold letters is carved in a wall of "T" to signify our commitment to pursue and defend the educational institution's Statement of Intention with vigor.

- Two Laurel branches with leaves stand for the excellent achievements of the educational institution, especially its graduates.

- The form of the logo is in the Shield of a knight for us to emulate the rich history and heritage of our partner schools.

1.4 SCHOOL HISTORY

Dr. Genevieve Ledesma Laurel 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 Dr. Ledesma-Laurel to start Southville International School Affiliated with Foreign Universities, 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.

SISFU answers the need for world-class education 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.

1.5 HALLMARKS

SOUTHVILLE PRAYER
The Lord is My Shephered
(Psalm 23)

The Lord is my shepherd;
I have everything I need.
He lets me rest in fields of green grass
And leads me to quiet pools of fresh water.

He gives me new strength.
He guides me in the right way as He promised.
Even if that way goes through the deepest darkness,
I will not be afraid, Lord, because you are with me.

Your shepherd's rod and staff protect me.
You prepare a feast for me in the presence of my foes;
You anoint my head with oil;
My cup overflows with blessings.

I am sure Your goodness and kindness
Will follow me every day of my life,
And your house will be my home forever.

AMEN

Southville International School affiliated with Foreign Universities (SISFU) Hymn
Lyrics and Arrangement by: Rosalinda Caoile

Shoulder to shoulder, dreaming together
Sharing our hope and our vision
Shoulder to shoulder, working together
Facing the challenges of our mission

Shoulder to shoulder, marching together
Holding high the torch of excellence
Shoulder to shoulder, building together
Leaders and champions of the world

We are the global champions
We are the world's best men
We are the leaders of the future
We are brothers and friends

We are the global champions
We are the world's best men
We are the leaders of the future
We are brothers and friends

Hail, Oh, Hail amazing SOUTHVILLE!
Hail to our dear Alma Mater
Hand in hand together we will stand
Shoulder to shoulder, marching 'til the end

Shoulder to shoulder, marching together
Holding high the torch of excellence
Shoulder to shoulder, building together
Leaders and champions of the world

Shoulder to shoulder, building together
Leaders and champions of the world

Southville International School affiliated with Foreign Universities (SISFU)
Student Pledge

I am a member of Southville International School affiliated with Foreign Universities community.
An institution with twin thrusts: Academic and Values Excellence.
A school dedicated to mold students
to become leaders and movers of society
in technology, business, and service.

An institution with global, national, and local perspectives
for social awareness and responsibility;
An institution committed to productivity, excellence, and innovation.

With the guidance of the Divine Providence,
I pledge to advance the Mission of the school;
To study hard, work on projects, do my assignments,
read books beyond class requirements,
experiment, innovate, and enjoy learning.

To be productive, inner-directed, and firm in my convictions;
To follow school rules and regulations
knowing they are for my own good;

To be honest in words and actions;
To participate actively in groups
realizing that friendship, cooperation, and synergy achieve much, much more;

To make us and our school assume leadership in the academe;
We believe that together, we can make a difference.

PARTNER EDUCATIONAL INSTITUTIONS

2.1 De Montfort University (DMU)

De Montfort University Leicester is a public university in the city of Leicester, England. It was established in accordance with the Further and Higher Education Act in 1992 as a degree awarding body and was founded in 1870 as the Leicester School of Art. The name De Montfort University was taken from Simon de Montfort, a 13th-century Earl of Leicester credited with establishing the first Parliament of England in 1265.

The BA (Honours) Business Administration & Management, BA (Honours) Business Entrepreneurship & Innovation, and BA/BSc (Honours) Accounting & Business Management programmes at SISFU are qualifications under the De Montfort University (DMU) partnership arrangement. These programmes have been running very successfully for many years at DMU (UK) and other campuses in several countries including Hong Kong, Denmark, and India. The programmes have been validated by the British Quality Assurance Agency (QAA) and are subject to the approval of the Commission on Higher Education (CHED).

The excellence that we aim for in these degrees is a result of the collaboration between staff and students. We try to provide a broad 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 to take a responsible attitude towards the programme, especially at 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 in SISFU and find our Business programmes as exciting as we do.

2.2 Pearson

The Business and Technology Education Council (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.

Upon completion of their courses, students are awarded diplomas or degrees from these foreign universities and partners.

2.3 Other Partner Educational Institutions

SISFU has academic partnerships with universities and institutions for the purpose of providing its students a pathway to complete their degrees from foreign universities in Australia, the UK, and Switzerland.

The student who completes the first two years of a course with a Pearson Higher National Certificate and a Higher National Diploma in SISFU, may continue through a "Top-Up" arrangement that SISFU has made with selected universities and institutions. Upon completion of their undergraduate courses, students are awarded diplomas or degrees from these foreign universities and partners. Students who are enrolled in a graduate program, such as MBA, have the opportunity to complete the MBA program in a foreign university after completing the one year pre-MBA Pearson course in SISFU.

Examples of these partner universities of SISFU are:

- Southern Cross University, Australia
- James Cook University, Australia
- University of Derby, Australia, London, UK
- Swiss Hotel Management School, Montreaux, Australia
- Arden University
- Anglia Ruskin University

ADMISSIONS AND REGISTRATION

3.1 APPLICATION REQUIREMENTS - COLLEGE

These are for evaluation purposes only and are not considered as official documents eligible for enrolling/transferring.

FOR UNDERGRADUATES	FOR POST GRADUATE
- Four (4) pcs 2"x2" pictures with white background 500-Word Essay - Copy of Diploma - Copy of Birth Certificate/Passport Information Page - Copy of Report Card - Accomplished Application Form	- Four (4) pcs 2"x2" pictures with white background - Copy of Bachelor Diploma - Copy of Birth Certificate/Passport Information Page - Copy of Transcript of Records - Copy of Updated Curriculum Vitae - Reference for (From Immediate Supervisor/Employer) - Accomplished Application Form

3.2 ADMISSION AND ENROLLMENT REQUIREMENTS - COLLEGE

The following must be submitted upon enrollment.

COLLEGE NEW STUDENTS
- Official Transcript of Records from last school attended (with remarks: Copy for Southville International School affiliated with Foreign Universities)   - Original copy of High School Report Card   1 sealed Recommendation Letter from Professor/Teacher   1 sealed Recommendation Letter from Guidance Counselor   - Original Copy of PSA Birth Certificate   - Medical Exam and Drug Test Result

COLLEGE TRANSFEREES
- Original PSA Birth Certificate   - Official Transcript of Records (please indicate "Copy for SISFU")   - Certificate of Honorable Dismissal / Transfer Credentials   - Medical Exam and Drug Test Result   - Completed Application Form (click this link to fill out the form)

FOREIGN STUDENTS
Alien Certification of Registration (ACR) photocopy

- Student Visa / Special Study Permit (SSP) photocopy
- Passport bio page and entry to Philippines page photocopy
- Processing of SSP
- Required documents based on the applicant's entry level

UNDERGRADUATE PROGRAM (ONLINE BLENDED LEARNING PROGRAM)	GRADUATE PROGRAM (ONLINE BLENDED LEARNING PROGRAM)
- Original PSA Birth Certificate - Official Transcript of Records (please indicate "Copy for SISFU") - Original Report Card - Transfer Credential/Honorable Dismissal	- Original PSA Birth Certificate - Official Transcript of Records (please indicate "Copy for SISFU") - Transfer Credential

Guide on Certification of Foreign Documents and Filipino students who studied abroad (click on this link to know the details)

3.3 ADMISSION PROCEDURE

1. The Applicant completes the application form (available online) and recommendation letter/reference form. These forms are submitted to the Education Specialist.

2. The Education Specialist meets the student and schedules an interview with the Head of School.

3. The Student Applicant is interviewed by the Programme Head.

4. The Programme Head determines if the applicant is qualified for the intended course based on the interview. Appropriate special subjects may be recommended by the Programme Head to prepare the applicant for the programme.

5. The applicant signs the school copy and receives the original Conditional Letter of Acceptance.

6. The applicant is given a month to complete the admission requirements.

3.4 ENROLLMENT POLICIES AND PROCEDURES

3.4.1 Face to Face Enrollment & Registration

1. Upon admission of the student, the Registration Staff determines if the student is a returnee or new student.

    a. A New Student/Transferee requests for a Registration Card and fills out the Student Identification Card Application Form from the Registration Office.

    b. The Returnee Student secures the Online Clearance Permit and requests the Registration Card from the Registration Staff.

2. The student signs the Registration Card.

3. The returnee student updates his/her personal information during enrollment.

4. The returnee student seeks the approval of the Head of School.

5. The Accounting Staff verifies the assessed tuition fee.

6. The student pays for the tuition and other fees.

3.4.2 Online Enrollment & Registration

1. Upon admission of the student, the Registration Staff determines if the student is a returnee or new student.

   a. A New Student/ Transferee will inform the Education Specialist, Registration and Accounting Department regarding their payment. Once the payment has been verified, an E-copy of the Registration Card will be sent by the Registration Staff.

   b. The Returnee Student secures the Online Clearance Permit.

2. The returnee student seeks the approval of the Head of School.

3. The Accounting Staff verifies the assessed tuition fee.

4. The student pays for the tuition and other fees.

5. An E-copy of Registration Card is issued to the student.

3.4.3 Late Enrollment

For late enrollment, a student will only be considered for enrollment if it is within two weeks after the official start of classes. This is also subject to a late enrollment fee *(see Section 4.1 on Late Enrollment Penalty)*.

3.5 STUDENT IDENTIFICATION CARDS

Identification Cards will be provided to the students no later than three weeks from enrollment. Students will not be allowed to enter the campus without a duly validated I.D.

3.5.1 New Students

After enrollment, the student proceeds to the Admin and IT Support Office (3rd floor) for the processing of his/her ID.

3.5.2 Returnee and New Student

1. The student presents his/her ID for validation, every term after enrollment.

2. The ID is presented to the guard before entering the campus and other campuses of SISC.

3. The student must carry his/her own ID. Using the ID of another student is a school offense.

SCHOOL FEES

4.1 TUITION AND OTHER FEES

4.1.1 Application Fee

For students seeking admission into any programme, a one-time, non-refundable fee of USD 30.00 is paid at the time the applicant will take the admission exam.

4.1.2 Administration Fee

For students who successfully pass the application requirements, a one-time, non-refundable fee of USD 300.00 has to be paid on or before the start of classes. This fee secures the student's slot in the selected programme; however, it is not deductible from the tuition fee.

4.1.3 International Registration Fee (IRF)

The IRF covers the cost of official registration of the student with the foreign partner university for a specific period.

For De Montfort University students, the IRF is payable in three (3) installments, distributed across the First Term to the Third Term of each academic year.

However, if a student withdraws or drops out during the academic year, the IRF must still be settled in full, regardless of the point of withdrawal.

Re-registration (IRF) is required for students who have completed their HND/Level 5 beyond the original period of registration. In cases where the program reaches its certification end date, an appeals fee—as mandated by the partner institution—will apply.

The final decision regarding appeals and certification matters rests solely with the partner institution.

4.1.4 Late Enrollment Penalty

If a student is a continuing student and enrolls after the first day of classes, he/she shall be charged a late enrollment fee of USD 150.00.

4.1.5 Holding or Unfunded Check

A penalty of PHP 500.00 shall be charged for each instance a payor requests for withholding a post-dated check due for deposit, or every time a check bounces due to lack of funds.

4.1.6 Transfer Fee

Transfer fee from one programme to another within the 1st term is USD 200.00. Any change of programme after 1st term, the transfer fee is equivalent to USD 500.00.

4.2 PAYMENTS

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

For daily foreign exchange rate (USD Selling Rate), please refer to:
www.securitybank.com/personal/investments/market-information/foreign-exchange-rate-forex/

Payments may be made using:
- Over the Counter Payment (SISFU Cashier)
- Credit Cards (Visa/ Mastercard/);
- Debit Cards (Visa/ Mastercard);
- Bank Transfers to SISFU Security Bank Account
- Checks (Peso and Dollar Check)
- BPI InstaPay (Peso Only)
- GCash (Peso Only via bank transfer)
- Paymaya (via bank transfer)
- PayMongo (using this link https://paymongo.page/l/sisfu-tuitionfee)

All payments and other financial transactions must be conducted at the Accounting Office only (Ground Floor of SISFU Building).

Please visit https://www.sisfu.edu.ph/sisfu-accounting for the updated payment channels.

4.3 PAYMENT SCHEME

Fees per term may be paid through the following schemes:

Plan A: Tuition Fees are paid in full.
Plan B: Tuition Fees are paid in two (2) installments with 3% interest on the tuition fee only.
Plan C: Tuition Fees are paid in three (3) installments with 5% interest on the tuition fee only.

A 2% per month surcharge shall be imposed on late payments.

Payment information may also be viewed at: https://sisfu.edu.ph/sisfu-accounting

4.4 REFUND POLICY

Students who leave the school after they have officially enrolled may be entitled to a refund of their tuition fee except for the miscellaneous fees and International Registration Fee (IRF). The following refund schedule shall be followed:

4.4.1 Tuition fees paid in full:

First Week:	80% refund
Second Week:	50% refund
Third & Fourth Weeks:	25% refund
After 30 days:	No refund

4.4.2 Tuition fees paid on installment:

First Week:	80% refund on tuition fee
Second to Fourth Week:	50% refund on tuition fee
After 30 days:	No refund on tuition fee

Refunds for advanced tuition fee payments requested before the start of the term will be processed upon the written request of the Parent/Guardian/Student addressed to the School Registrar with the understanding that a handling fee of USD 100.00 (local students) and USD250.00 (foreign students) will be charged by SISFU.

If, for any personal reason or due to an administrative sanction from an infraction of rules and regulations, a student drops out of school during a given term, he/she shall be required to settle in full the outstanding accounts before any school record (e.g. report card, official transcript of records, etc.) can be released.

SECTION 5

ADDING OR DROPPING OF SUBJECTS

Students may add or drop subjects within one month from the start of classes with several exceptions. The process to add or drop subjects is as follows:

1. The student gets an Enrollment Revision Form for adding or dropping a subject. Below are the subjects or courses that cannot be dropped by the student:

    a. Foundation and DMU Subjects as they are considered pre-requisites.

    b. The SOHC programme units are spread over more than one term. Therefore, the dropping or adding of units is not applicable.

2. The student completes the form to drop from the programme or the Enrollment Revision Form. Below is the order of the signatories:

    - Programme Head/Dean
    - Accounting Head
    - Registrar

3. The student submits the Enrollment Revision Form to the Registration Staff.

If the student has a refund based on the computation made by the Accounting Department, the student shall process the same with the Accounting Department.

Note:

Tuition fees are non-refundable. However, the fees that a student has paid before withdrawing, due to illness or misadventure, may be transferred to the subsequent term. The transfer of fees does not apply if a student withdraws or drops out without valid reason, or is expelled from the school.

The student will not be issued a clearance unless the outstanding accounts and unsettled balances are paid in full. *(refer to refund policy)*

WITHDRAWAL FROM THE PROGRAMME

Should a student decide to discontinue his/her academic programme, he/she must see the Dean of Academics/Programme Head or the Registrar within four weeks from the start of classes. The student will be asked to complete the Withdrawal Form to be submitted to the Registrar.

If a student is unable to complete the above withdrawal process, he/she will still be considered enrolled in the subject/s.

Scholars may change majors without any cost only when the subjects they have completed are common to their new major. When the subjects are not common, the tuition fees for the uncommon subjects already taken will be charged to the scholar.

Non-Scholars are allowed to transfer courses once the term has commenced.

In order to withdraw from a subject without academic penalty, a student must submit his/her Withdrawal Form on or before the 4th week of classes (see 4.4 refund policy). If he/she is able to withdraw within this period, the student will receive a grade of WITHDRAWAL (W) for the subject. If a student withdraws after the 4th week, he/she gets no refund from the tuition fee.

If a student is unable to withdraw after the sixth week, he/she will automatically receive a grade of FAILED (F) for the subject unless the withdrawal is due to a valid medical reason.

The Withdrawal Form is available at the Office of the Registrar. Below are the steps of the withdrawal process:

1. Fill out the Withdrawal Form. Below is the order of the signatories:
   - Programme Head/Dean of Academics
   - Accounting Head
   - Registrar

2. Indicate the reason for withdrawing from the subject/s, duly signed by the faculty of said subject/s.

3. If a student withdraws after the 6th week, he/she gets a "Referred" grade.

SECTION 7

STUDENT RECORDS REQUEST

The following is the procedure on the process of requesting documents from the Registration Department:

1. The Student fills out an Online Document Request Form.

2. The Student completes the form and receives an acknowledgement that the request will be processed within 3-5 business days.

3. The Student secures approval from the following approving authorities at the corresponding departments:

   - Academics
   - Student Affairs and Services
   - MIS
   - Administration
   - Registration
   - Accounting (Last Department to Sign)

   Note: It is important that students are cleared by each department before the issuance of their requested document.

4. The Registration Staff will send an invoice for the total amount of the documents and provide the SISFU Bank Details.

5. The Student pays the fees for the requested records or documents at the Accounting Department. Payments may be done in various ways without necessarily coming to school during these times.

6. The Accounting Staff verifies the payment and sends the student an acknowledgement and Official Receipt via email. The Registration Staff proceeds by informing the student that their request is now available for pick up/delivery.

7. In case the Student cannot claim the records or documents himself, the Student may designate an Authorized Representative and secure the following:

   - Letter of Authorization
   - Valid ID of the Authorized Representative

8. The Authorized Representative presents the Authorization Letter to the Registration Staff.

SECTION 8

TERM CLEARANCE

The student is required to fill out the clearance permit (online) a week prior to the end of the term.

1. The student fills out the online clearance permit required by the Registration Department.

2. The clearance must be updated by the respective department (Academics, MIS/Admin, Student Affairs and Services, Accounting, and Registration) within 48 hours.

3. The Registration Department sends an update regarding the status of their clearance via email.

4. Once cleared, the student can now enroll.

ENGLISH AS MEDIUM OF INSTRUCTION

At our institution, we uphold the importance of fostering professionalism among our students and alumni in their academic endeavors and future careers. To achieve this, we emphasize the significance of effective communication skills through English. This initiative not only enhances the standing of our students and graduates in the global arena but also equips them with a competitive edge. English, being the universal language of the professional world, is an indispensable skill across all industries. Thus, a strong command of English is not just advantageous but essential.

The medium of instruction for all classes is English, except in Filipino and Foreign languages classes. Students are expected to use English whenever they are on campus and in any instruction with fellow students, faculty, and staff of the school.

GRADING SYSTEM

In the UK university system, undergraduate degrees use a percentage-based grading system, with marks ranging from 0 to 100. A mark of 70% and above is considered the highest level, indicating excellent academic achievement. Anything below 40% is regarded as a failing grade.

Below is the matrix of the grading system for reference and guidance.

GRADING SYSTEM MATRIX							
PEARSON			**DE MONTFORT UNIVERSITY**			**CULINARY INSTITUTE SOUTHVILLE**	
Grade	Percentage	SISFU's Quality Points	Grade	Percentage	SISFU's Quality Points	Grade	SISFU's Quality Points
D	*70-100%*	**4**	**A**	*70-100%*	**4**	**VS**	**4**
M	*50-69%*	**3**	**B**	*60-69%*	**3**	**S**	**3.50**
P	*40-49%*	**2**	**C**	*50-59%*	**2**	**AA**	**3**
R	*39-0%*	**0**	**D**	*40-49%*	**1**	**A**	**2.50**
Dr	*0%*	**-1**	**F**	*0-39%*	**0**	**LA**	**2**
INC	*0%*	**0**	**W**	*0%*	**0**	**P**	**1.50**
W	*0%*	**0**	**Dr**	*0%*	**0**	**-**	**1**
						INC	**0**

Legends:

D - Distinction
M - Merit
P - Pass
R - Referred

Legends:

A - First Class Honours
B - Upper Division Second Class Honours
C - Lower Division Second Class Honours
D - Third Class Honours
F - Failed

Legends:

VS - Very Satisfactory
S - Satisfactory
AA - Above Average
A - Average
LA - Low Average
P - Poor

INC - Incomplete
Dr - Dropped
W - Withdrawn

10.1 Grade Point Average (GPA)

10.1.1 GPA per Term

The Grade Point Average (GPA) per Term represents the average of a student's academic performance across all subjects taken during a specific term.

To compute the GPA per term, follow these steps:

- Obtain the final grade for each subject enrolled in during the term.

- Use the official SISFU Grading Matrix to convert each final grade into its corresponding Quality Points.

- Add the Quality Points of all subjects taken during the term. This total represents your SISFU Quality Points Earned.

- Divide the total SISFU Quality Points Earned by the number of subjects taken during the term.

  Formula:

$$\text{GPA per Term} = \frac{\text{SISFU Quality Points Earned}}{\text{Number of Subjects}}$$

10.1.2 Cumulative GPA

The Cumulative Grade Point Average (Cumulative GPA) reflects a student's overall academic performance across all subjects taken throughout the entire duration of the course.

To compute the Cumulative GPA, follow these steps:

- Collect the final grades of all subjects taken across all completed terms in the course.

- Refer to the official SISFU Grading Matrix to convert each final grade into its corresponding Quality Points.

- For each subject, multiply the Quality Points by the corresponding credit/unit of the subject:

  Formula:

  Total Quality Points = SISFU Quality Points X Credit / Unit

  Credit/Unit Reference:

  - Pearson Assured/Foundation - 3 credits per subject

- DMU and Pearson Higher National Diploma - 15 or 30 credits, depending on the subject.

- Add all subject Total Quality Points to get the Overall Total Quality Points

- Add all subject credits/units to get the Overall Total Units/Credits Earned

- Divide the Overall Total Quality Points by the Overall Total Units/Credits Earned.

Formula:

$$\text{Culumative GPA} = \frac{\text{Overall Total Quality Points}}{\text{Overall Total Units/Credits Earned}}$$

The GPA and the cumulative GPA are computed up to three (3) decimal places only. The third decimal place is automatically dropped after rounding off. No rounding off of numbers is allowed there after.

10.2 Availability of Grades

10.2.1 De Montfort University

Students may view their term grades through the Learning Zone. For further assistance or inquiries, they may also visit the Registration Office to request an interim statement of grades.

10.2.2 Pearson BTEC

Students may request their interim statement of grades from the Registration Office.

PARTNER SCHOOL ACADEMIC POLICIES

11.1 De Montfort University Academic Policies

11.1.1 DMU Academic Integrity and Misconduct Policy

Academic misconduct occurs where you do not act with academic integrity and honesty. It is an action you take, accidentally or with intent, that has the potential to give you an unfair advantage in your assessment, or which might assist another student to gain unfair advantage. This policy sets out broad definitions of academic misconduct, including those relating to the use of Artificial Intelligence, and the actions that we will take in response to academic misconduct under the provisions of the Academic Integrity and Misconduct Disciplinary Policy.

11.1.2 Academic Misconduct Definitions

The following section sets out DMU's definitions of academic misconduct. These definitions are broadly common across the UK Higher Education sector. Some of these definitions may not be the same as those you experienced at school, college or in countries other than the UK. It is therefore critical that you read the definitions set out below and ask a member of staff if you have any doubts or questions about their meaning. If you are studying in a partner institution located in a country other than the UK, these definitions still apply to you.

11.1.2.1 Poor Academic Practice

Poor academic practice is, typically, inappropriate use of a referencing system and unintentionally passing off work as your own at a minor scale. Poor academic practice may arise from a lack of understanding of how to produce a piece of work or assessment due to lack of experience or understanding. Examples include but are not limited to:

- Where a small part of an assignment appears to convey ideas, data or other information obtained from other sources as if it was your own word for word duplication of up to a few sentences in written work, oral presentations or comparable duplication in non-written forms where the source is not mentioned.
- Unattributed quotations

More than two instances of poor academic practice may be considered as intentional acts of academic misconduct.

11.1.2.2 Plagiarism

Plagiarism is your intentional action to present work, data or concepts (including drafts and work in progress) as your own when it derives from another source (including from Artificial Intelligence which is not declared as agreed in your project brief), and from which you attempt to gain advantage. Examples of plagiarism include but are not limited to:

- Substantial or continuous duplication of phrases including where word-substitution has been used to disguise the original source' and word-for-word duplication of phrases of sentences in written work or oral presentations.

- Using the views, opinions of another source without acknowledgement.

- Copying the style (e.g. parody, pastiche, homage) of another person without referencing the significance of the source.

- Paraphrasing work obtained from a published source and passing this off as your own.

11.1.2.3 Contract Cheating and the use of Artificial Intelligence (AI) Generated Content

Contract cheating is your intentional action to engage with a third party (for example AI) to undertake some or all your assessment for you which you then submit and pass off as your own and attempt to gain advantage. Contract cheating includes:

- Engaging with an 'essay mill' or essay writing service that may or may not involve a financial exchange between you and that third party. The UK Government criminalised 'essay mills' in 2022 and their operations are therefore illegal.

- Asking any other person to contribute, or undertake in full, an assessed piece of work. This includes but is not limited to asking other students, friends, family, private tutors and copyediting services.

- Engaging with AI tools to contribute, or undertake in full, a piece of work to be assessed.

Use of Artificial Intelligence (AI) tools such as ChatGPT and similar platforms is increasingly commonplace in many parts of education and society and as a tool, and if used wisely, it has many valuable uses. However, the use of AI in assessed pieces of work without prior approval, will constitute intentional academic misconduct where you:

- Plagiarise information from AI sources without appropriate referencing.

- Engage in a form of contract cheating through using an AI tool to generate your work.

- Falsifying information resulting from the AI tool you use.

- Use an AI tool to improve your use of the English language in your assessment submission without referencing this in line with referencing guidelines.

- Use an AI tool to substantially amend or improve your assessment.

- Undertake any other action using AI which constitutes academic misconduct.

The only exception to the above would be if the assignment brief itself required the use of AI as part of the process of the assessment. In this case, the use of AI would be permitted but limited in scope to the exact requirements of the brief, and the use of AI in other parts of the assignment not covered by the brief would be considered to be an academic offence.

11.1.2.4 Collusion

Collusion is an intentional action whereby the assessment task requires you to submit your own work, but where you and another student/s liaise to inform one or both submissions. For clarity, any student involved in collusion is taking an intentional act to either advantage another student and/or advantage themselves and are therefore engaging in academic misconduct. Collusion includes, but is not limited to, the following actions:

- Providing another student/s with part or all the material that will form the assessment submission, including any draft work.

- Uploading any part of the work that will form your assessment to a site, including via social media, and external plagiarism checkers, through which another student/s could gain access.

- Using material provided by another student/s within your assessment submission without acknowledging the student/s by appropriate referencing and submitting it as your own.

- Paraphrasing the work of another student and submitting it as your own.

- Planning an assessment response together with another individual.

- You are responsible for the security of your work. For example, if you leave a device unlocked while away from your desk and another student takes advantage of your absence to copy your assignment from the device - then if there is no clear evidence of theft, this will be treated as collusion.

Collusion should not be confused with collaborative/group learning and peer support where you may share ideas for e.g. books or articles that you may use to inform your assessment/s. However, unless the assessment task requirements instruct you to plan, organise and compile the task in a group, you must plan, organise and compile your assessment without the involvement of another student/s.

11.1.2.5 Cheating in Examination or Test Conditions

Examination or test conditions are put in place as a specific tool to uphold academic integrity and maintain fairness. This includes examinations and tests that are delivered on-campus (including partner campuses) or on-line. Cheating in examination or test conditions is your intentional attempt to gain advantage, for you and/or for another student/s, by taking one or more of the following actions:

- Attempting to acquire or acquiring advance knowledge of the content of an examination or test before it is issued to you.

- Attempting to communicate or communicating with other student/s or other individual (other than an invigilator) in relation to or during the assessment, including through technology and social media.

- Discussing or sharing, or attempting to discuss or share, assessment content or related information with another student/s or other individual during the examination time period.

- Attempting to copy, or copying from the examination script of another student.

- Allowing another student to attempt to copy or copy from your examination script.

- Providing information to another student in an examination or attempting to do so.

- Obtaining, or attempting to obtain, any other assistance from another student.

- Using, or attempting to gain access to, any material not permitted as part of the assessment.

- Accessing, or attempting to access, any electronic or technological device during an examination that is not permitted by the University.

- Impersonating another student or allowing another student or any other individual to impersonate you.

- Refusing to comply with a reasonable request made by a member of University staff where they suspect potential misconduct.

- Any other action that you take with the intention of gaining unfair advantage.

11.1.2.6 Acquiring and submitting work that is not produced by you

Submitting work that has been substantially amended or improved by a third party (to include amendments or improvements made by the use of an AI tool), and submitting it as yours is your intentional action to gain advantage. This includes but is not limited to:

- Submitting work produced in part or in full by someone other than you (including the submission of work produced by AI tools).

- Submitting work that has been substantially amended or improved by someone other than you or by an AI tool.

- Submitting work where the English Language (or the language specified for assessment) has been amended by someone other than you, by language generation/enhancement software or websites or by an AI tool.

11.1.2.7 Fabrication and/or falsification of information

Falsification or fabrication of information means that you have intentionally used information within your assessment that is not real. This includes but is not limited to:

- Claiming to carry out experiments, observations, interviews, data collection or any other form of research when you have not done so.

- Creating false data.

- Referencing work that does not include the information you claim it does.

- The inappropriate manipulation and/or selection of data or imagery with the intent to convey a false impression of the information actually used.

- Using information gained from an AI tool that may not provide you with real information.

- Creating false references from an AI tool.

- Creating or obtaining information illegally.

11.1.2.8 Re-using previously assessed material

You are not permitted to use all or part of a piece of work for assessment that you have submitted previously for a different assessment, whether this is in your current programme or for submission at any other institution. Doing so would be an intentional action to gain advantage. The only exceptions to this position are where:

- You use short quotations from a previous assignment in the assessment task which are fully referenced.

- You are repeating a year or resitting an assessment task that requires you to improve upon your previous submission (including formative/interim submissions) and the Module Leader agrees to the inclusion of parts of your previous work.

- Where a resubmission is being made for the same component in the same module, and the where the assessment brief has not substantially changed' for that component have not changed.

11.1.2.9 Ethics

You are required to follow the correct procedures for undertaking research, including for ethical approval. Failure to not comply with the University's research ethics requirements (Code of Practice) is an intentional action that constitutes academic misconduct. Additionally, here you can find further guidance on the university's ethics policies.

11.1.3 DMU Appeals

If you would like to submit an appeal, please see the relevant instructions below. Deadlines to submit an appeal and other details can be found alongside the form link where applicable.

Types of appeal

There are three different types of appeal available:

● Academic appeals: an academic appeal is an appeal against a decision made during the marking and assessment process.

● Attendance appeals: an attendance appeal can be submitted if you have reason to disagree with a decision made as a result of your attendance record.

● Requesting to repeat a year: a request to repeat a year can be submitted if you would like to apply to retake a year of your course.

Each type of appeals has its own requirements for how, when and why it can be submitted. Make sure you read the requirements and procedure for the type of appeal you want to submit before completing the form.

11.1.3.1 Academic Appeals

Your academic appeal must be submitted within 15 university working days of the published date of results. You can only submit an academic appeal for one or more of the following reasons:

● You believe that there were demonstrable errors in the assessment process that are likely to have affected the outcome of that process; or
● You believe that there have been errors in the marking or in the decisions made by the assessment board.

According to the DMU's General Regulations, you have the right to appeal, on specified grounds only, for reconsideration of the decision of any assessment board. You have the right to stay on your course and continue with your studies until the outcome of the appeal is known - provided this is permitted by your results and attendance on the rest of your course.

11.1.3.2 Attendance Appeals

You are required to be present and engage with their studies as per your programme of study. Attendance is monitored, and should your attendance be of concern, your faculty will contact you.

After a set number of notifications have been sent to you regarding your attendance, you will be de-registered and therefore no longer a student at DMU. Please see the General Regulations for further information.

If you wish to submit an attendance appeal, you will need documentary evidence, termination letter and supporting statement ready for upload. Any evidence provided after submission may not considered. We recommend that you keep a copy of your appeal for your own records.

Attendance appeals must be submitted within 21 university working days of formal notification of the cancellation of their studies.

The university will consider your appeal for eligibility and will provide a written outcome letter. Possible outcomes include dismissal or uphold.

11.1.3.3 Requesting to repeat a year

The university only allows requests to repeat a year to be submitted as a result of extenuating circumstances.

Under DMU Academic Regulations (2023/24) Level 4, 5 and PG students are not permitted to make a repeat year request. Requests to repeat level 6 of study will only be considered as a result of extenuating circumstances; you must provide evidence of these circumstances along with your request form that covers the period you want to repeat.

When a student repeats a year, none of their module marks from their previous attempts at that level are carried forward; any marks gained are replaced with the ones gained during the repeat year.

All decisions about repeat year requests are made by the faculty's Associate Dean (Academic), or their nominee.

11.1.4 Deferrals

We understand that, due to personal or medical issues, you might sometimes be unable to meet an assessment deadline.

Deferral refers to the rescheduling of an assessment or an exam to a later date. If a deferral is granted, the student is required to take the next available date for their assessment submission or exam to take place.

Deferrals usually require supporting evidence documents to be submitted along with the request form. The list of accepted evidence to support extension and deferral requests can be found in Appendix 2 of the Academic Regulations.

Exam deferral request forms should be submitted by the dates below; forms received after these dates will not be accepted.

Deferral requests must be submitted no later than 10 university working days from the date of the exam or the assessment submission deadline (including any approved extensions if applicable).

If the deadline for an assessment comes up while your deferral request is being processed, we recommend that you submit assignments or take exams as normal if you are able to. If your

deferral request is accepted, the marks for any work submitted during this time will be declared void and replaced with the mark you receive when you resubmit the work, or retake the exam. This new mark or grade is the one that will be entered on your academic record.

Please note that once a deferral has been accepted, it cannot be retracted; you will need to submit the assessment or take the exam on the next available date offered to you.

11.2 Pearson BTEC Academic Policies

11.2.1 Assignment Submission

All assignments are to be submitted electronically through Turnitin, which is accessible via the institution's Moodle learning platform. Turnitin functions as the official submission channel for both onsite and distance learning students and serves as the basis for academic evaluation, originality checks, and storage of submitted work.

Students must strictly adhere to the submission deadline, which is set at 11:59 p.m. on the specified due date. Submissions made beyond this deadline, without an approved deferral or extension, will be considered late. In accordance with Pearson's academic regulations and SISFU policy, late submissions are automatically capped at a Pass grade (equivalent to the minimum passing mark), regardless of the quality of the work.

All submitted assignments are subject to plagiarism detection and academic integrity review, including the use of AI detection tools. This process is essential in upholding the standards of academic honesty and ensuring that all work submitted is the student's own. Any indications of plagiarism or unauthorised use of generative tools will be subject to formal investigation under the institution's academic misconduct procedures.

Students are encouraged to proofread their work, ensure proper referencing, and verify that their submissions meet the formatting and content requirements outlined in the assignment brief. It is also recommended that students keep a personal backup copy of all work submitted for future reference or in the event of technical issues.

The Turnitin submission receipt serves as official confirmation of submission. It is the responsibility of the student to ensure that their work is submitted successfully and on time. Technical issues must be documented and reported in advance of the deadline, and will not automatically exempt the student from penalties unless verified by the Academic Office.

11.2.2 Submission Deferral

Learners who anticipate difficulties in meeting the submission deadline may request a deferral of assignment submission. This must be initiated by the learner prior to the original deadline, through the following procedure:

● The learner must coordinate with their Programme Head or Adviser to discuss the reason for the deferral.

● A formal request must be submitted via the Online Deferral Request Form, along with any supporting documentation.

- The Programme Head will provide a recommendation, and the request will be forwarded to the Assessment Board for review and final approval.

- If the deferral is approved, a new deadline will be issued, and the learner's submission will be considered final and eligible for full grading, including Merit or Distinction, as long as all learning outcomes are met.

Key Guidelines

- Maximum extension is four (4) weeks beyond the original deadline.

- Any request beyond four weeks must be escalated to and reviewed by the Assessment Board.

- Failure to submit the assignment within the extended period, or to meet learning outcomes, will result in the assignment being marked as Referred.

- The learner must then undergo the reassessment process to progress.

11.2.3 Reassessment

Reassessment is an integral component of the academic process that supports learner development and upholds academic standards. It provides students who were not able to meet the required learning outcomes in their first summative assessment attempt with a structured opportunity to demonstrate improvement and progress toward achieving a Pass.

SISFU recognises that not every student will achieve all learning outcomes on their initial attempt. Reassessment is therefore designed to:

- Allow learners to meet required standards without compromising academic integrity,

- Provide meaningful academic support through guided consultation and clear assessment expectations,

- Promote student responsibility and reflective learning, and

- Ensure fair and consistent implementation of institutional and awarding body policies.

All reassessment opportunities are subject to institutional guidelines and follow the requirements of Pearson's BTEC Higher Nationals framework.

A successful reassessment results in a capped Pass grade only, regardless of the original grade target. Reassessment is available only for students who did not meet one or more learning outcomes in their original summative submission.

11.2.3.1 Conditions for Reassessment

Only students who receive a Referred grade (indicating at least one unmet learning outcome) are eligible for reassessment. Reassessment must address only the learning outcomes that were not achieved in the original submission and not to be used to achieve

a higher grade. All reassessed work must be the student's own and must follow institutional policies on academic honesty, plagiarism, and acceptable use of AI.

Failure to meet requirements in the reassessment will result in the need to retake the entire unit.

11.2.3.2 Reassessment Procedure

- Filing an Appeal
  - The student must complete the Appeal for Reassessment Form and submit it to the Programme Associate of their academic unit.
- Review and Approval
  - The Programme Head or Dean of Academics reviews the appeal for reassessment, evaluates the grounds for request, and determines whether to approve the appeal.
- Processing and Fee Settlement
  - Once approved, the student will be advised to settle any applicable reassessment fees with the Accounting Office, in line with current institutional policy.
- Tutor Assignment
  - A tutor is formally assigned to manage the reassessment. The Programme Head will coordinate this assignment and notify the student accordingly.
- Consultation and Guidance
  - The assigned faculty assessor schedules a meeting with the student to:
    - Clarify the unmet learning outcomes,
    - Provide guidance on expectations for improvement,
    - Confirm the reassessment timeline.
- Completion of Work
  - The student works independently to complete the reassessed assignment within the agreed timeline. The assessment must respond directly to the original brief and demonstrate that previously unmet outcomes have been addressed.
- Submission and Assessment
  - The student submits the revised work to the assigned tutor. The tutor conducts the reassessment and updates the summative feedback form, accomplishing the resubmission section, and articulates how the output has addressed any remaining unmet Pass criteria.

11.2.3.3 Records Processing

All reassessment documentation is submitted to the Programme Associate, who then forwards the Grade Revision Form to the Registration Office for the official update of academic records.

11.2.4 Retake Policy

If a student fails the reassessment, they must retake the unit. A retake involves re-enrolling in the unit, completing all learning activities and assessments anew, and will also be capped at Pass upon successful completion.

11.2.5 Authenticity of Student Work

Ensuring the authenticity of student work is fundamental to maintaining academic integrity and the credibility of qualifications awarded through the Pearson BTEC Higher Nationals programme. SISFU upholds strict standards to guarantee that all submitted assignments genuinely reflect the independent effort and understanding of each learner.

Assessors are required to evaluate only work that is deemed authentic—that is, work produced solely by the student without undue assistance from others, and free from plagiarism or unauthorized use of generative AI tools. Students are therefore expected to engage with the learning and assessment process with honesty, responsibility, and academic integrity.

As part of the standard submission process, all learners must complete and sign a Student Declaration confirming that:

- The work submitted is their own, produced independently and without inappropriate support or copying.

- They understand that making a false declaration is considered academic malpractice and may result in disciplinary action, including disqualification of the assignment or failure of the unit.

To further uphold academic standards, SISFU implements random authentication checks. These are conducted through scheduled virtual meetings between the student and a panel of assessors. During these meetings, students may be asked to explain their submitted work, discuss their thought processes, or answer questions related to the assignment content. These checks are not punitive in nature but serve as a quality assurance measure to:

- Deter academic dishonesty,

- Promote accountability,

- Provide additional verification in cases of suspected malpractice.

Students are required to cooperate fully with these authentication procedures when selected. Refusal to participate or inability to justify submitted work may lead to further investigation and potential sanctions in line with SISFU's Academic Misconduct Policy.

11.2.6 Plagiarism

Plagiarism is the act of presenting another person's work, ideas, or intellectual output—either wholly or in part, as one's own, without appropriate acknowledgment. It is considered a serious

violation of academic standards and may result in disciplinary action, including failure of the assignment, unit, or expulsion from the programme.

Forms of plagiarism include, but are not limited to:

- Copying another person's writing word-for-word without proper citation.

- Rephrasing or paraphrasing another person's ideas or arguments without acknowledging the source.

- Using someone else's structure, reasoning, or unique expression as your own.

- Incorporating distinctive phrases or insights from sources—written, verbal, or digital—without proper attribution.

- Submitting group work as individual output or copying from a peer's individual assignment.

All assignments submitted by students are checked for similarity and authenticity using plagiarism detection tools (e.g., Turnitin) and may also be reviewed for AI-generated content. If evidence of plagiarism is found, the matter will be referred to the Academic Discipline Committee. The student will be required to appear before the committee to respond to the findings. If proven, plagiarism may result in severe academic penalties, up to and including removal from the programme.

11.2.7 Self-Plagiarism

Students must also avoid self-plagiarism, which occurs when they submit all or part of their own previously submitted work for another module, unit, or academic period, without proper citation or permission.

All coursework must be original and prepared specifically for the unit in which it is being assessed. If there is a valid reason to reference content from a previous submission—such as in a reflective assignment or portfolio, this must be clearly cited and kept to a minimum.

Failure to properly acknowledge previously submitted work may be treated as academic misconduct and reviewed accordingly by the academic team.

11.2.8 Assessment Boards

Assessment Boards play a central role in ensuring the integrity, consistency, and quality of academic decisions within the Pearson BTEC Higher National programmes offered by SISFU. Convened each academic term, typically after Term 2 and Term 3, the Board acts as the final academic body that confirms student performance, unit grades, and academic progression.

11.2.8.1 Objectives and Purpose

The primary responsibilities of the Assessment Board include:

- Reviewing and confirming the grades achieved by students in individual units, following internal and external verification.

- Deliberating on student progress and eligibility for awards, including the Higher National Certificate (HNC) after Level 4 and the Higher National Diploma (HND) after Level 5.

- Evaluating cases of referrals and deferrals, and determining appropriate follow-up actions.

- Reviewing reported cases of academic malpractice, including plagiarism and breaches of assessment regulations.

- Considering extenuating circumstances submitted by students and applying relevant adjustments where justified.

- Making formal recommendations on the academic progression of students to the next level or final year, including progression to top-up pathways.

- Ensuring academic standards are consistently maintained and aligned with Pearson guidelines.

11.2.8.2 Composition of the Assessment Board

The Assessment Board shall be composed of:
- Academic Chancellor (Chair)
- Dean of Academics
- Programme Head
- Internal Verifiers
- Registration
- Programme Associate for documentation and minutes

11.2.8.3 Procedure (Per Academic Term)

11.2.8.3.1 Pre-Board Preparation

- Programme Heads coordinate with Assessors and Internal Verifiers to ensure all unit grades are finalised.

- Verified grades, assessment documentation, and completed forms (e.g., Grade Sheets, IV Reports, Referral Reports) are submitted to the Academics Office.

- A Grade Tracking Sheet is prepared, containing assessment results, and minutes of the meeting with the deferral/ reassessment requests, and extenuating circumstances, if any.

11.2.8.3.2 Board Convening

- The Academic Board meets following the completion of internal verification, typically during Weeks 16 to 17 of the term or once all IV ADs are completed.

- The meeting begins with a review of the general academic performance per cohort, followed by a case-by-case review of students requiring Board attention (e.g., referrals, failing grades, deferrals, extenuating circumstances).

- Recommendations are formally documented and signed by all voting members.

11.2.8.3.3 Board Decisions and Documentation

- Decisions are recorded using the Assessment Board Minutes.

- Outcomes include: Confirmed Grades, Reassessment Approvals, Deferral Approvals, Award Confirmations, Progression Recommendations, and Malpractice Rulings.

- Students eligible for HNC or HND awards are formally endorsed, provided their programme has completed Internal and External Verification within the last 12 months.

11.2.8.3.4 Post-Board Actions

- Final grades and Board outcomes are forwarded to the Office of the Registrar for official encoding in the student records.

- Students are informed of their results, including outcomes for reassessment, deferral, or academic probation through individual grades email.

- Certificates of Completion and Diploma Claiming (via Edexcel Online) are processed for eligible students based on Board confirmation.

- Minutes and summary reports are archived by the Academics Office and made available for Pearson review during External Verification or Institutional Visits.

SECTION 12

ATTENDANCE

The following are the general guidelines for class attendance:

1. Class attendance is a must for all subjects.

2. A student is required to attend at least 80% of the classes in all the courses for which he/she is registered. This applies to all classes whether lectures, seminars, workshops, or industrial visits.

3. For absences due to medical conditions, a student has to notify the Programme Head or Dean of Academics and present a medical certificate from a doctor the day after he/she returns to class.

4. Each situation will be decided on an individual basis, taking into consideration mitigating factors. A final decision will be made by the Academics Committee regarding the situation. Students' performance and attitude, and input from the faculty will be considered and reviewed before a decision to excuse or not is reached. A request by the student, addressed to the Programme Head/Dean, is necessary to conduct such a review.

5. If a student exceeds the permissible percentage for absences (20%) and his/her appeal for consideration is denied, he/she will have to re-enroll the subject when it is next offered.

6. If a student arrives 15 minutes late to class, they will be marked as 'late'. For classes that are two hours or longer, the time is divided into two sessions. The first session starts at the scheduled time according to the timetable, and the second session begins after the break.

7. Two (2) late marks are equivalent to one (1) absence.

8. If a student leaves the class and does not return for more than fifteen (15) minutes, he/she will be marked absent.

9. Assessments; Should a student fail to attend at least 80% of the classes for a subject/unit, his/her assessments will not be accepted.

10. Parents will be notified by the Programme Head/Dean when a student incurs habitual absences and tardiness.

11. Scholars are expected to lead by example as excessive absenteeism may jeopardize their scholarship.

SECTION 13

UNIFORM AND DRESS CODE

Our SISFU uniform sets us apart from other universities, symbolizing our commitment to professionalism and excellence. Therefore, all students are mandated to wear it within campus premises at all times. As a premier institution specializing in Business, Hospitality Management, and Digital Technologies where students are groomed for future managerial, entrepreneurial, and leadership roles, we uphold the significance of our uniform with pride.

13.1   Prescribed SISFU Uniform for College Students

13.1.1 Type A: Business Uniform

Worn every Monday and Wednesday and Formal School Events

LADIES	GENTLEMEN
▪ White Blouse with SISFU logo ▪ Khaki Skirt *(A-line and no more than 2 inches above the knee)* or khaki trousers ▪ SISFU Business blazer *(navy blue, single breasted, round collar with SISFU patch)* ▪ Black court shoes *(2 inches heels)* ▪ Well-groomed and clean hair *(no coloring)* ▪ Discreet make-up ▪ Discreet jewelry *(one set of stud earrings, no other visible body piercing)* ▪ Well-manicured fingernails	▪ White SISFU polo *(short sleeves or longsleeves)* ▪ Khaki Trousers *(must be the prescribed fabric, well-fitted, not too tight or too loose)* ▪ SISFU Business Coat *(single-breasted navy blue coat with a lapel and the SISFU patch)* ▪ Maroon Tie *(properly knotted)* ▪ Black leather belt ▪ Black socks ▪ Black leather formal/dress shoes ▪ Well-groomed and clean hair *(no coloring)* ▪ Clean shaven ▪ No earrings or other visible body piercing ▪ Well-manicured fingernails

Note: Students are not allowed to wear any other jackets, sweaters, hoodies, and the like.

13.1.2 Type BC: Business Casual

Worn every Tuesday and Thursday

LADIES	GENTLEMEN
▪ DMU or Pearson Vest ▪ Collared blouses or button-down shirts ▪ Polo shirts or modest tops *(no deep necklines, sheer, or crop tops)* ▪ Slacks or dress pants *(no ripped jeans or leggings)* ▪ Knee-length skirts *(no mini skirts or overly tight skirts)* ▪ Formal shoes or sneakers with socks ▪ Other grooming standards as per Type A.	▪ DMU or Pearson Vest ▪ Collared Polo Shirt ▪ Non-denim trousers *(no pedal pushers, and torn jeans)* ▪ Formal shoes or sneakers with socks ▪ Other grooming standards as per Type A.

13.1.3 Type B - SISFU Polo Shirt

Worn every Friday and Saturday

LADIES	GENTLEMEN
▪ SISFU Polo Shirt ▪ Jeans or trousers *(no pedal pushers, leggings, and torn jeans)* ▪ Formal shoes or sneakers with socks ▪ Other grooming standards as per Type A	▪ SISFU Polo Shirt ▪ Jeans or trousers *(no pedal pushers, leggings, and torn jeans)* ▪ Formal shoes or sneakers with socks ▪ Other grooming standards as per Type A

13.1.4 Kitchen / Lab Uniform - For Culinary Arts students

Worn during every practical class

▪ SISFU Chef's jacket - white, double-breasted with the SISFU logo and the student's name embroidered (*clean and well-pressed*) ▪ SISFU Chef's pants - solid black (*comfortable and professional fit*) ▪ English Apron navy blue chalk stripe, full-length ▪ Neckerchief ▪ Kitchen Shoes - black, slip-resistant, closed-toe shoes (*no sneakers or open-toe footwear*)

13.2 Dress Code

SISFU is committed to providing a safe and friendly learning environment for its students. Attire is not only a reflection of the individual student, but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school, and community. Students are required to wear appropriate, comfortable, and safe clothing that is neat, clean, and in good taste. SISFU views the Dress Code as a serious issue and expects parents to promote the observance of this policy. Following are guidelines for students:

1. Students are reminded to wear decent attire while inside the school premises. They should refrain from wearing very short-shorts, singlet, miniskirts/micro-mini skirts, tattered pants, tank tops, bare midriffs, halter tops, tube tops, see-through clothes, and plunging necklines.

2. Statement shirts with obscene/suggestive words/slogans/pictures printed on worn outfits are strictly not allowed.

3. Headwear and accessories that pose a distracting appearance are strongly discouraged.

4. Any jewelry, body art, piercing, or extreme hairstyle/color deemed by the school to be inappropriate due to the distraction it causes to the learning environment is not acceptable.

5. Jewelry with spikes, chokers, wristbands, or extra-large rings is not allowed on campus.

SISFU reserves the right to call the attention of the students who dress inappropriately. "No Compliance, No Entry" policy will be enforced for students who are not compliant with the school uniform regulations and dress code policy.

INTERNSHIPS

Internships or industry work placement experiences are integral components of our educational approach, designed to enhance the learning journey beyond the confines of the classroom. These real-world opportunities complement the theoretical knowledge gained in class, offering students a chance to bridge theory and practice seamlessly. By participating in internships, students prepare themselves for the demands and expectations of their future careers, building a strong foundation for both immediate professional success and continued academic pursuits. This practical experience not only bolsters their confidence but also enriches class discussions as they bring real-life insights to share.

Each academic program entails specific prerequisites for internships or industry work placements. These requisites will be thoroughly detailed during dedicated Career Development/Industry Placement sessions, ensuring students have a comprehensive understanding of the process. For further guidance and resources related to internships and career placements, the Career and Placement Office stands as a valuable repository of information accessible at any time.

14.1 DE MONTFORT UNIVERSITY STUDENTS

A cornerstone of the De Montfort University Undergraduate Programmes is the mandatory completion of 500 hours of relevant industry placement, either locally or internationally. This hands-on engagement should align seamlessly with the student's chosen program and curriculum. Notably, internships within family businesses are discouraged due to the potential for bias and an incomplete representation of the wider corporate environment.

14.2 PEARSON BTEC STUDENTS

Pearson Hospitality Management students, in pursuit of their Bachelor's Degree, are required to complete an extensive 1,000 hours of internship, locally or internationally. This immersive experience holds the potential to significantly shape their professional trajectory, offering invaluable networking prospects and a platform to excel within the host organization.

Likewise, Pearson Computing students are expected to fulfill 600 hours of internship, either locally or internationally. This exposure is especially recommended before transitioning to their respective Top-Up options. Given the collaborative and innovation-driven nature of the computing industry, students are poised to thrive within their host organizations, forging enduring connections along the way.

Industry Placements confer not only invaluable experience but also unparalleled networking prospects that could potentially lead to pre-graduation job offers. The demanding nature of internships prompts personal growth and adaptation in an environment distinct from academia. It is paramount to treat this experience with the gravity one would accord with their professional journey, as, ultimately, it shapes their career trajectory.

Instances of inappropriate conduct during internships will be met with disciplinary measures. It is vital to remember that students represent not only themselves but also the reputation of the institution. Our esteemed industry partners have come to anticipate the presence of mature, professional interns, equipped to navigate the challenges of the business world from day one. This standard reflects the high bar that all SISFU students are expected to meet.

QUALIFYING FOR HONORS (DEAN'S LISTER)

To qualify for the Dean's List, a student should meet the following criteria:

15.1 REGULAR PROGRAMMES (SOBM, SOHC, SODT)

- Must have a GPA of at least 3.0

- No grade below 2.0 in any subject

- No subject dropped unofficially

- Must not have been involved in any major disciplinary case

The Dean's List is prepared by the Registrar, verified by the Programme Heads, and approved by the Dean of Academics.

Announcement of Dean's Listers is made during the General Assembly. A copy shall also be given to the Programme Heads, and to the Dean.

SECTION 16

GRADUATION REQUIREMENTS

Graduation is held once a year for all diploma, undergraduate, and postgraduate degree programmes. It is a formal ceremony where students are conferred with their diplomas and degrees by authorized representatives of partner institutions. It is also a time when students will be recognised both for their academic and non-academic achievements during the period of their studies. The faculty, members of the management team, and students are required to use academic regalia appropriate for their respective degrees and courses.

16.1 GRADUATION REQUIREMENTS

All graduating students must satisfy academic and non-academic requirements to be eligible for graduation.

16.1.1 De Montfort University Graduation Requirements

Students must complete the required units for the degree. The Awards Assessment Board declares your eligibility to receive the degree. 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.

16.1.2 Pearson Graduation Requirements

Students must complete 240 credits with the minimum passing marks to be considered as a candidate for graduation. The Academics Office submits grades of the students to the Office of the Registrar. The registrar claims the Higher National Diploma (HND) and Notice of Performance of the students from Edexcel/Pearson online. Once Pearson releases the documents, students become eligible to graduate.

16.1.3 Internship and Winning in the Work World (W3) Completion

Students must complete the required number of hours of internship based on their programme of study. In addition, all graduating students must complete the Winning in the Work World (W3) Programme.

16.2 GRADUATION GUIDELINES

Graduation is an important milestone in the life of a student and his/her family. It is an occasion to look forward to with pride and anticipation. Accomplishing all graduation requirements should be done in a systematic manner, and the following guidelines are issued for guidance and compliance:

16.2.1 Eligibility for Graduation and Application for Graduation

This is applicable to students completing their diploma, undergraduate, and postgraduate degree. During the last term of studies, students are to complete an online Graduation Application

Once SISFU receives the confirmation from the Academic Board of the partner school, students will receive a letter confirming your candidacy with the receipt of a graduation bulletin to parents and students emailed to the candidates for the schedule of practices and reminders for the event.

16.2.2 Submission of Documents

All documents required by the Registration Office to support and complete the school record of the student should be submitted two months prior to the graduation. A student will only be recommended for graduation after he/she has complied with all requirements prescribed for graduation.

ACADEMIC AND NON-ACADEMIC AWARDS

Southville International School affiliated with Foreign Universities believes in the holistic development of students. Thus, those students who excel academically and demonstrate exceptional leadership skills are acknowledged and honored with the following special awards:

17.1 GRADUATING CLASS

17.1.1 DMU FIRST CLASS HONOURS

At De Montfort University, a First Class Honours degree is awarded to students who achieve a high academic standard upon completion of their programme. A weighted GPA of 3.60 or higher is a key indicator of eligibility for a First Class Honours degree.

17.1.2 PEARSON ACADEMIC AWARDS

The **Distinction Pearson Academic Achievement Award** is given to you when you achieve a total of 840 (3.35 – 4.0 SISFU QUALITY POINTS) points scored in all of the 15 Pearson units, upon finishing your Higher National Diploma without any referred and/or failed grade.

The **Merit Pearson Academic Achievement Award** is given to you when you achieve a total of 600 to 839 (2.68 – 3.34 SISFU QUALITY POINTS) points scored in all of the 15 Pearson units, upon finishing Higher National Diploma without any referred and/or failed grade.

In addition, the candidate must not have been involved in any disciplinary case during his/her stay at SISFU.

17.1.3 ACADEMIC EXCELLENCE AWARDS

17.1.3.1 LATIN HONORS

The Latin Honors is given to you when you graduate with a Bachelor Degree with outstanding academic achievement. You must:

- Have completed all college requirements for graduation.
- Should not have any grade below 3.00 (B) for DMU subjects or below Merit (M) for Pearson subjects.
- Show overall excellence in academic performance consisting of assessments, presentations, dissertations/theses and manuscripts submitted.
- Show concern for punctuality, attendance and good study habits.
- Not have been involved in any disciplinary case during your stay at SISFU.

The criteria as follows:

Cum Laude	Grade Point Average of 3.50 – 3.64
Magna Cum Laude	Grade Point Average of 3.65 – 3.84
Summa Cum Laude	Grade Point Average of 3.85 – 4.00

17.2 NON-ACADEMIC AWARDS for GRADUATION

17.2.1 LEADERSHIP AWARD

The Leadership Award is to given to a student who has:

- Handled an executive-level position in any of the accredited student organizations;
- Exemplified stellar leadership skills during his/her tenure;
- Actively and effectively implemented two or more organizational activities as recognized by SISFU;
- Organized one successful school-wide activity for the student body; (excluding the annual school activities such as SISFUN, The Haunting, General Assemblies and Orientations).
- At least a GPA of 3.0; with no failing grades; and
- Not been involved in any disciplinary case during his/her stay at SISFU.

17.2.2 DISTINGUISHED SERVICE AWARD

The Distinguished Service Award is to given to a student who has:

- Been active in advancing the goals of SISFU;
- Demonstrated dedicated service to SISFU and its community;
- Actively and effectively organized one successful school-wide activity or project for the student body;
- At least a GPA of 3.0, with no failing grades; and
- Not been involved in any disciplinary case during his/her stay at SISFU.

17.2.3 ACADEMIC ACHIEVEMENT AWARD

The Academic Achievement Award is to given to a student who has:

- Been elected as a SISFU representative to a national academic student organization in any leadership position, and/or been awarded or recognized by national or international organizations for academic achievement;
- Been active in advancing the goals of SISFU;
- At least a GPA of 3.0, with no failing grades; and
- Not been involved in any disciplinary case during his/her stay at SISFU.

17.2.4 SERVICE EXCELLENCE ACHIEVEMENT AWARD

The Service Excellence Achievement Award is to given to a student who:

- Been elected as a SISFU representative in a national organization in any leadership position and have been recognized for his/her active participation and involvement in their events and activities;
- At least have a GPA of 3.0, with no failing grades; and
- Not been involved in any disciplinary case during his/her stay at SISFU.

17.2.5 PRESIDENT'S MERIT AWARD

A special award from the President given to a student with impeccable performance and exemplary dedication in promoting the quality and excellent education delivered by SISFU.

17.2.6 SGEN MEDAL OF EXCELLENCE

This award, bestowed upon by the founder of Southville Global Education Network (SGEN), Dr. Genevieve Ledesma-Laurel, is given to students who are graduating top of their class. SGEN's way of recognizing students' exemplary performance in academics and values.

17.2.7 LOYALTY AWARD

The Loyalty Award is presented to parents and students in recognition of their unwavering loyalty and indomitable manifestation of confidence in the curricular programmes of Southville Global Education Network (SGEN) in developing learners to be global leaders and professionals.

The Loyalty Award is given to a student who has completed at least eight (8) consecutive years of studies in any Southville Global Education Network (SGEN) member schools.

17.3 NON-GRADUATING CLASS

17.3.1 Executive Chef Award

The Executive Chef award is given to the highest performing culinary student based on the results of assessments for each module.

17.3.2 Sous Chef Award

The Sous Chef award is given to the 2nd-ranked culinary student based on the results of assessments for each module.

17.3.3 The Toque Award

The Toque Award is presented to the second-ranked finishing culinary school student, recognizing exceptional overall performance across all culinary modules from start to finish. This prestigious honor celebrates unwavering hard work, dedication, and a deep passion for the culinary arts.

The recipient of this award has consistently demonstrated excellence in every aspect of their training, setting a high standard of achievement throughout their journey in culinary school.

17.3.4 The Golden Spatula Award

The Golden Spatula Award is the highest honor presented to the top-performing student in the Culinary Institute at SISFU. This prestigious accolade recognizes outstanding achievement in the Pearson Assured International Culinary Arts Programme, awarded to a student who has demonstrated exceptional skill, unwavering dedication, and excellence across all areas of culinary education.

Celebrating both technical mastery and creative flair, the Golden Spatula Award reflects the recipient's potential to thrive in the culinary industry as a future chef and leader in the field.

STUDENT SERVICES

The **Office of Student Affairs and Academic Support Services** support student success by providing a variety of support services, programmes, and activities that enhance student learning experience, and to help them in meeting the many demands of their personal and academic life.

The Office of Student Affairs and Services is the key resource on campus for students and serves as the main liaison between students and administration at SISFU. It is the "go to" office for a wide range of information on any academic support and services needed.

18.1 Student Organization

Students are encouraged to be involved in co-curricular and extra-curricular activities. Forming groups or clubs is also encouraged. All students are automatic members of their academic organization. They are encouraged to join other non-academic organizations. This will help widen social and leadership skills. Student Organization Advisers are assigned to monitor the organizations and their activities. The performance of the organizations is taken into consideration when deliberating for the non-academic awards.

Student organizations are not allowed to use the name of the school to organize any activity without an approval from the Head of Student Affairs and Services.

Similarly, student organizations may not solicit funds in any form (i.e. sell tickets, collect funds/contributions, get financial sponsorships, etc.) without an endorsement from the Office of Student Affairs and Services.

Student organizations that are not recognized cannot conduct/organize on and off campus activities.

18.2 Orientation

SISFU holds an orientation at the start of the school year through the SISFU Preparatory Programme (SPP), designed to facilitate student adjustment to campus life. The programme includes information on the institutional mission, vision, and core values, academic rules and regulations, student conduct and discipline, student programmes, services, and facilities, as well as other information necessary for student development.

18.3 Registration Office

The Office of the Registration supports registered students at SISFU as well as all faculty and staff members as regards to registration-related matters. The Registration is responsible for: class admission and registration, unit credit assessment, graduation verification, release of diplomas, preservation of student academic records and protection of their privacy, transcripts, student residency determination, and other registration-related matters.

18.4 Discipline Office

The Office of Discipline promotes and supervises student discipline, and furthers development of values in coordination with the Counseling and Psychological Services (CAPS). The Office ensures that a student's behavior, on and off campus, adheres to the principle of espousing what is RIGHT, FAIR, and JUST for ALL members of the community.

The Head of Discipline acts as an intermediary between students and administration (faculty and management) and is an advocate of good governance and ethical leadership on all levels of the academic community. Since sensitive cases are brought to the Office, the Head of Discipline may report directly to the Dean/Programme Head when necessary.

18.5 Counseling and Psychological Services (CAPS)

Support services like personal and career counseling, and group guidance are available to all students through the Counseling and Psychological Services (CAPS). It spearheads the following programs and services:

18.5.1 Mentoring Programme - Studies have shown that the adults to whom students of all ages are most likely to turn to, after their parents, are teachers. Faculty as Mentors are directly involved in student development. Designated faculty are trained in para-counseling and are assigned a number of students.

Mentors act as advisers or listeners. They help students attain success in academics and facilitate their ongoing personal, emotional, social, and psychological development.

18.5.2 Student Counseling – Students can explore and make sense of issues that may be distressing or disrupting their lives with a Student Counselor. Some of the issues that the counselor can discuss with a student are managing depression, panic attacks, time management, low self-esteem and relationships. Students may be referred by the counselor to a licensed guidance counselor or psychiatrist, as needed. Exploration of problems can lead to greater awareness, increased understanding, and change. The need for counseling can be initiated by a student or any school representative. Students are free to see the Student Counselor anytime the counselor is available. However, making an appointment is helpful and is more efficient.

18.6 Library

The Library is a rich resource unit of learning. Located on the third floor of SISFU Building, the library offers a collection primarily consisting of printed as well as online materials to support the varied curricular offerings of the school.

18.7 Virtual Library Services

The library will continue to support the students with online learning resources. Available in the Southville Library Online Resources (SLOR) through the EBSCO Internet subscription of 1.6 million researches, theses, dissertations, 22 searchable databases, and over 5,000 Academic and Business Source Elite journals and magazines and 206,000 e-book titles.

To know more about this, please go to :
> http://library.southville.edu.ph/
> http://search.ebscohost.com/
> https://collegelms.southville.edu.ph/ (Under useful links)

Note:
1. The login details are to be provided by Office of Student Affairs and Services; or
2. You may email officeofthelibrary@southville.edu.ph

18.8 Health Services

The Health Services aims to promote good physical and mental health as well as proper health attitudes and practices among students and school personnel. These are available to all members of the SISFU community.

The clinic is also the venue for drug testing in compliance with Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002. The random drug testing is conducted by an independent testing service provider.

18.9 Information and Communications Technology & WiFi Support

The Management Information Systems (MIS) Department is responsible for all IS/IT- related services of the school. It is mainly in charge of systems, data and network administration. It provides extensive IT services from help-desk support and computer laboratory maintenance.

Internet access is available throughout the campus. The Internet should be used only for learning and research purposes with everyone enjoined to use it wisely and responsibly. Downloading or uploading of unauthorized software and visiting sites unrelated to instruction are strictly prohibited.

The Internet through desktops is available in the Student Centre A, offices, and computer laboratories. Internet users are requested to be sensitive to others who may also want to use the facilities.

18.10 Academic Support Services

18.10.1 Faculty Consultation – Students are provided after-school-hours consultation with subject tutors on module/subject assignments, topic clarifications, and other Q&A matters regarding the module.

Consultation hours are held as a result of the following:
- Student's name is included in the "List of Students at Risk" submitted by the tutor during the 4th week of the class. These are students whose academic performance is below acceptable levels.
- A student may request for consultation with a tutor.
- Results of attendance monitoring and achievement tracking of students who need help.

18.10.2 Training in English Language - The English Language Centre was created to provide assistance to international and Filipino students who have not yet developed the required level of proficiency in the English Language as mandated by the admission standards of our international

partners. The Center conducts testing in English Language proficiency and offers classes to potential students who need to improve their oral and written communication in English.

18.11 Other Services and Facilities

18.11.1 Lecture Rooms

The lecture rooms of SISFU are functionally designed with first-class ergonomic seats for optimum comfort and support. Fully air-conditioned, the rooms are also equipped with state-of-the-art multimedia and audio-visual equipment for classroom instruction purposes.

18.11.2 Computer Laboratories

The modern computer laboratories are especially designed for the hands-on training of students studying computer and technology related subjects. The laboratory is also the training area for the Opera Front Office Management System. The 138-room Opera system provides training in the areas of reservations, sales, guest relations, statistics, reports and forecasts.

18.11.3 Hotel Suite

The Hotel Suite is a spacious, beautifully decorated, furnished showroom and practical training area, maintained to five-star hotel standards. The suite is fully-carpeted with built-in cabinets, luxury furnishings and an en-suite bathroom. The interior has been designed in such a way that it gives an elaborate appearance, but on closer inspection, you will find that different interior finishes, textures and applications have been utilized in order to provide you exposure to a multitude of options with respect to aesthetics and interior design.

18.11.4 Bistro Lima

The Bistro Lima is a training restaurant. With simple yet classy interiors, it is the perfect place to gather with friends and family to enjoy delectable food and beverage selections at very reasonable prices.

18.11.5 Kitchen

The Kitchen is fully equipped with industry standard equipment and is Hazard Analysis & Critical Control Points (HACCP) compliant with respect to health, safety, hygiene and overall sanitation. The Kitchen is home for the hands-on lectures and practical applications in basic kitchen skills and kitchen operations where Hospitality Management and Culinary students prepare an array of international dishes.

18.11.6 SNX

Located just off the lobby of the SISFU Campus, SNX offers ready-to-go snack items such as wraps, sandwiches, chips, breads, pastries and various beverage selections. Around noon, packed hot meals are also available at the SNX Counter. It is open Mondays to Fridays, 9:00 A.M. – 5:00 P.M.

18.11.7 Capital Market Learning Center (CMLC)

Located on the 8th Floor, the Capital Market Learning Center (CMLC) houses industry-affiliated trading terminals that enable real-time monitoring and trading of bonds, equities, commodities and currencies worldwide. The CMLC is envisioned to be the war room for students who want to invest in capital markets or venture into entrepreneurship. With an in-house trader manning the center, visiting students are given free lectures about stock market investing. Investment ventures in need of capital can also avail of the entrepreneurship grants given by the Center. With trading terminals equipped with a database of financial figures, company reports, and stock prices that date back to 1982, the CMLC also serves as a research center for financial and capital markets.

18.11.8 Student Centre

Located at the 3rd floor, the Laureano San Jose Santos Student Centre is a comfortable area open to all SISFU students and conducive for gathering, studying, and relaxing between classes. The Student Centre also offers a variety of board games for use inside during recreation time. It also has a mini-library and serves as the reading center for students.

Student Centre schedules are as follows:

> Mondays-Fridays - 8:00 AM - 5:00 PM
> Saturdays - 8:00 AM - 12:00 PM

18.11.9 SISFU Gymnasium

The SISFU Gymnasiums are for Physical Education (P.E.) classes and other activities. Students should refrain from entering the gymnasiums when P.E classes are going on. Equipment must be used solely for their intended purpose. Use of gymnasium beyond school hours must be coordinated with Student Affairs Office and Administration Office.

18.11.10 Student Accommodation

There are apartments and dormitories near the school that provide suitable accommodation for SISFU students. They are located within walking distance from the school and conveniently positioned near various commercial establishments.

18.12 SGEN Campus Services

18.12.1 Food Services

Everyone is expected to practice 5S. Trays, plates, bowls, and other utensils must be returned to the designated area located inside the cafeteria. Proper disposal of trash and leftovers, and proper arrangement of chairs and tables must be observed. Loud conversations and boisterous laughter are prohibited.

There are numerous food kiosks at the Monarchs Food Hub, located at the SISC Luxembourg campus, where students can choose a variety of food and beverages that are provided by third-party concessionaires.

18.12.2 Automated Teller Machine (Automated Banking)

Two automated teller machines (ATM) are made available for students, parents, stakeholders, faculty, and staff to facilitate easy bank transactions. It is in the Luxembourg Campus.

SAFETY AND SECURITY

19.1 Wearing of School Uniform and Student ID

To ensure the safety and security of the SISFU community, both students and faculty are required to wear the prescribed school uniform, dress code, and ID at all times. Upon entry and exit, the student must pass through the Turnstile ID system by tapping.

19.2 Student Identification Cards

- Student ID cards must be presented to the guard upon entry and exit from the campus.

- Student ID cards must not be lent to any other person.

- In case of damaged ID, the student must request a new ID from the Office of the Registrar in writing. A payment of Php 300.00 is required for the replacement.

- In case of a lost ID, the student must request a new ID from the Office of the Registrar in writing. A notarized Affidavit of Loss and a payment of Php 300.00 are required for the replacement.

- Request letter for ID re-issuance and Affidavit of Loss Form.

19.3 Parking

Students with current and valid driving licenses may drive their own vehicles to school and park them in Southville designated parking areas. Parking is on a first-come, first-served basis.

SISFU will readily assist but will NOT be held liable for any incident concerning vehicles parked within the designated parking areas. Students must exercise utmost care in the parking area to ensure the safety of all vehicles and persons. Accidents should be reported immediately to any SISFU or SISC security personnel.

Students whose vehicles are driven by drivers are also directed to use Southville designated parking areas. The drivers are bound by Southville policies whenever they are within Southville facilities.

19.4 Road Courtesy and Safety

Road courtesy in school zones foster a safer, more organized, and more pleasant environment for everyone involved. Observing road courtesy is essential in a school environment to ease traffic flow and ensure everyone's safety.

The school is prioritizing traffic management and has implemented the following rules:

- Designated areas: Luxembourg, Munich, and Lima Parking areas are designated as drop-off, pick-up, and waiting zones for drivers.

- One-way traffic: One-way traffic will be enforced from 7 am to 5 pm, Monday to Saturday during school days.

- Tow-away zone: Luxembourg Street is a tow-away zone, and vehicles may be clamped by BFFHAI security.

- Traffic management: Barangay Traffic Bureau officials and BFFHAI security will manage traffic flow on J. Aguilar Avenue and BF International Roads.

- BF sticker: BF Homes residents who do not comply with traffic and parking rules may be denied BF sticker renewal.

- School policies: Students who do not comply with traffic and parking rules may be subject to disciplinary action by the school.

Note: BFFHAI Security Guards have been officially deputized by MMDA to issue Ordinance Violation Receipts (OVR) to all traffic violators within BFFHAI.

19.5 Accident Insurance

All SISFU students are covered by accident insurance while on campus and during official school events.

19.6 Crisis Management

19.6.1 Fire Emergencies:

During fire emergencies, everyone is expected to do the following:

1. The person who first discovers the fire must set off the nearest fire alarm.

2. Leave the building as quickly as possible using the nearest fire escape and go to the designated evacuation area at Lima Parking.

3. Warn as many people as possible on his/her way out without necessarily slowing down.

19.6.2 Earthquake Preparedness:

During an earthquake, it is imperative that the following safety tips should be observed.

19.6.2.1 Before the Earthquake:

1. Pay attention to safety orientations that will be conducted by the school.

2. Join and take disaster drills seriously.

19.6.2.2 During the Earthquake:

1. Duck, Cover, Hold

   a. Duck or drop down on the floor.

b. Take cover under a sturdy desk, table or furniture,or cover your head with your bag to avoid falling debris.

c. Hold onto the legs of the table. If the table moves. Move with it.

When tremor stops, be alert and pay attention to the instructions.
a. Quickly walk out of the classroom in an orderly manner.

b. Look out for falling debris and exit at the nearest way out.

c. Do not use the elevator. Walk down the stairs calmly and proceed to the designated evacuation area at Lima Parking.

Should aftershocks occur while evacuating, repeat the DUCK, COVER & HOLD procedure.

19.6.2.3 After the Earthquake:

1. Proceed to the evacuation area.

2. Inform your Instructor/Programme Head of any missing classmate(s). Give the necessary information like where the missing person was last seen, for rescuers to easily track him/her.

3. Stay with your group/class all the time. Inform your instructor/dean if you have to leave even for just a few minutes.

4. When the campus building have been declared safe to enter by Safety Commander, all students are to proceed to their respective classrooms.

19.6.3 Bomb Threat

1. Secure your personal belongings.

2. Check for suspicious-looking baggage or objects.

3. Listen for instructions from the authorized school official.

4. If evacuation is declared, do not run or push each other.

5. Proceed to a designated evacuation area at Lima Parking.

6. Stay in the evacuation area until the building is declared safe for you to go back in.

19.7 Lost and Found

The school stresses the development of honesty as a worthy value among the students. As such, they are encouraged to turn over any lost items found at the Administration office.

A confiscation policy applies to all found items left unattended:

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1st offense: Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval

2nd offense: Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval and a payment of Php 200.00 for the retrieval fee.

3rd and succeeding offenses: Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval and a payment of Php 300.00 for the retrieval fee.

Retrieval Process: Items will only be released at exactly 5:00pm at the Administration Office.

The school does not assume responsibility for the loss of personal belongings left unattended within the school premises.

STUDENT ACADEMIC INTEGRITY CODE

SISFU students shall observe, practice, and pursue the highest degree of intellectual honesty and integrity by not choosing to cheat, lie, or plagiarize in accomplishing any academic work.

20.1 Rationale

The Student Academic Integrity Code (SAIC) aims to create an environment where academic integrity, and its resulting behavior, can be lived and practiced. It recognizes the importance of honesty, trust, fairness, respect, and responsibility in the academic life of the students enabling them to have responsibility for, and the ability to attain appropriate recognition for their academic and personal achievements. Moreover, it aims to establish standards of academic conduct and to provide a procedure that assures fair and just treatment to any student accused of violating any of the rules.

20.2 Standards of Academic Integrity

20.2.1 A SISFU student shall not cheat.

Whereas <u>CHEATING</u> is defined as the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, and fraudulent means, a student, therefore, shall not commit any of the following:

a. Give, receive, or use unauthorized or prohibited information, resources, or assistance on an examination, assignment, project, or any academic requirement;

b. Write, take, research, develop, prepare, or answer an examination, assignment or homework, create a project, or make any academic requirement for another student, in whole or in part;

c. Submitting an examination, assignment, project, or any academic requirement that is written, taken, researched, developed, prepared, or created, whether in whole or in part, by another person or through the use of an artificial intelligence tool;

d. Prevent or interfere with the use by other students of any library, laboratory, or other academic-related resource;

e. Damage, destroy, impair, or steal any library, laboratory, or other academic-related resources or another student's completed assignments;

f. Copy, in whole or in part, from another student during a test, competition, seatwork, project, etc.;

g. Purposely allow oneself to be an accomplice in cheating by permitting another student to copy from one's academic work during a test;

h. Alter or interfere with grading done on any form of academic work or as seen on the report card or any grading document/record;

i. Use or consult, during an examination, any sources (e.g. electronic equipment such as mobile phones, laptops, etc.), other students, or any material not authorized by the teacher/instructor;

j. Commit other acts of fraud or deceit;

k. Steal and/or sell copies of tests and/or other instruments of evaluation; or forge signatures on any document that would require the signature of an authority (e.g. school officer, teacher/instructor, or parent, etc.).

20.2.2 A SISFU student shall not lie.

Whereas LYING is defined as the act of deceiving, misleading, or confusing another person or group of persons by telling half-truth statements or acts to gain undue academic advantage or avoid natural consequences of violation/s against the SAIC for oneself and/or another student, a student, therefore, shall not lie, verbally or in writing, to a teacher/instructor, officer, or parent/guardian to:

a. Improve one's grade or academic standing;

b. Unjustly accuse another/other student/s to gain academic advantage;

c. Cast doubt on the integrity of another student, a teacher, or school officer without enough proof or basis;

d. Conjure/make-up false stories to save oneself and/or another student from consequences as a result of the violation;

e. Conjure/make-up stories to mislead, delay, or confuse an investigation of an offense against the code; and

f. Coerce another student to lie during an investigation.

20.2.3 A SISFU student shall not plagiarize.

Whereas PLAGIARISM is defined as the act of representing the work of someone else as one's own and submitting it for any purpose, a student, therefore, shall not commit the following:

a. Use, quote, or incorporate the ideas, words, sentences, paragraphs, or parts of another person's writings without giving appropriate credit, and representing the output as one's own (including those from a Generative AI platforms);

b. Represent another's artistic or scholarly works such as musical compositions, computer programmes, photographs, paintings, drawings, or sculptures as one's own;

c. Allow oneself to be an accomplice by permitting another student to plagiarize one's academic work;

d. Submit a paper or project purchased from a research or term paper service, including from the Internet; or undocumented web source usage; and

e. Coerce another person to plagiarize and/or submit work in one's name.

20.3 The Student Academic Integrity Code Pledge Statement

I do hereby acknowledge the existence of the SISFU Student Academic Integrity Code.

I therefore commit myself to avoid cheating, lying, and plagiarizing.

I understand that the code is important in maintaining a culture of excellence in the campus characterized by the highest degree of intellectual honesty and integrity in academic conduct.

I understand that I shall be responsible for any consequence that might result should I choose to violate the letter and or spirit of any of the provisions stated in the code.

So help me God.

This short version of the written pledge is placed in all examinations, assessments and assignments and is signed by the students before they start taking the exams or submit assessments.

Integrity is one's refusal to cheat.
My actions define my character.

20.4 Procedure in Handling Violations Against the Student Academic Integrity Code

If a student violates any of the standards/provisions in the Student Academic Integrity Code, the investigating officer and/or body is/are bound to observe substantive and procedural due process. A student accused of violating any of the standards of the code shall be given due process and shall remain innocent until proven guilty.

20.5 Consequences of Violations Against the Student Academic Integrity Code

In the event a student is proven guilty after having been afforded due process, the sanctions stated in Section 21 of this Handbook shall be upheld unless changed or refined by the Discipline Board and/or the Academic Council.

STUDENT CODE OF CONDUCT

The term "student" refers to an individual to whom SISFU maintains records and who:

a. Is enrolled in or registered in an academic programme of SISFU.
b. Has completed the immediately preceding semester or term and is eligible for re-enrollment, including the break between academic terms.
c. Has not filed for Leave of Absence (LOA).

To carry out its work of teaching, nurturing, character building, research and public service, Southville International School affiliated with Foreign Universities has an obligation to maintain conditions under which the school can work freely, with full recognition by all concerned of the rights and privileges, as well as the responsibilities and accountabilities, of those who comprise the SISFU Community.

Students are members of both society and the academic community with inherent rights and responsibilities. Students are expected to comply with the general laws, school policies, and campus regulations.

Students' behavior not only projects their upbringing but also their education. Hence, SISFU aims to uphold academic and values excellence among the students. All SISFU students are expected to consistently exhibit good behavior.

SISFU believes that its students are responsible individuals. It is the responsibility of the students to keep their parents or guardians updated on their academic performance in school. The school is not duty-bound to inform parents or guardians regarding these issues. They are also expected to keep their parents or guardians aware of the status of their attendance, and discipline violations. Ignorance on the part of the parents or guardians on the academic standing or discipline records of their son/daughter **may not be attributable to the school.**

JURISDICTION

This Discipline Policy applies to ALL SISFU students.

SISFU has jurisdiction over student conduct committed on school properties, dormitories, and within its immediate vicinity or in connection with official school functions whether on or off campus.

Although SISFU will not routinely invoke its disciplinary processes over student conduct that occur off-campus, except in connection with official school functions, the school shall have discretion over conduct that occurs off-campus if the **alleged misconduct affects the good name and reputation of the school or affects the student's status.**

21.1   Types of Offenses

21.1.2   Major Offenses

21.1.2.1   Vandalism

Vandalism or the destruction of property belonging to the school and/or any school administrator, faculty member, staff, another student or to a visitor while on campus or in any school function.

21.1.2.2   Destruction of Property

Damage to or destruction of any property of SISFU or its employees, students, visitors, or the neighboring community.

21.1.2.3   Cheating

Cheating in any form of assessment which includes but is not limited to the following: exams, assessment papers, case analysis, experiments or assignments, and other course requirements.

21.1.2.3.1   Unauthorized possession or distribution of any material relative to the assessment whether the student uses them or not.

21.1.2.3.2   Copying or allowing another student to copy which, in this case,both parties are liable.

21.1.2.3.3   Looking at or allowing someone to look at another student's paper which, in this case, both parties are liable.

21.1.2.3.4   Unauthorized communication in any form with another student or any person in any form during an examination or test.

21.1.2.3.5   Having somebody else take an examination or test for oneself which, in this case, both parties are liable.

21.1.2.3.6   Plagiarism and other forms of academic dishonesty.

21.1.2.3.7   Use of Generative AI tools will be sanctioned based on the policy on academic dishonesty.

> Unpermitted Use
> a. Using the tool to compose discussion board prompts assigned to you or content that yo put into LMS and other activities in class.
> b. Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
> c. Fine tuning your research questions
> d. Writing a draft of a writing assignment

e. Writing entire sentences, paragraphs, or papers to complete class assignments
f. Recommendation of Research

21.1.2.4   Physical Abuse

Physical abuse including but not limited to rape, sexual assault, sex offenses, other physical assault, threat of violence, or conduct that threatens the health and safety of any person.

21.1.2.5   Use of Aggressive Gestures/Verbal Harassment

"Fighting words" and gestures that provoke others are personally abusive words, while gestures are actions which, when directly addressed to any person are, in the context used and as a matter of common knowledge, will most likely provoke a violent reaction. Such words include but are not limited to terms widely recognized to be derogatory references to race, religion, sex, sexual orientation, and other personal characteristics.

"Fighting words" and gestures constitute "harassment" when the circumstance of their utterance creates a hostile and intimidating environment.

21.1.2.6   Engaging in Fights

Fights within SISFU premises or outside the school during an academic function and/or school activity.

21.1.2.7   Inflicting Physical Injury

Inflicting physical injury on another inside SISFU premises or outside the school during an academic function or school activity.

21.1.2.8   Physical Confrontation/Aggravation

Any kind of aggravation that results in heated verbal or physical confrontation between or among students, administrator, faculty member, staff.

21.1.2.9   Threatening Resulting to Crime

Threatening another, regardless of the position in the institution, with any act amounting to a crime or with the infliction of any injury or harm upon the person, his/her honor or integrity.

21.1.2.10   Unauthorized Possession and/or Use of Prohibited Drugs and/or Drug Paraphernalia

Unauthorized bringing in, carrying, possession or using of prohibited or regulated drugs or chemicals without proper prescription and/or drug paraphernalia inside SISFU premises or outside the institution during any academic function or school activity, and

another violation of the provision of R.A. 9165, otherwise known as the "Comprehensive Dangerous Drugs Act of 2002".

Bringing of regulated drugs should be supported by a valid medical prescription.

21.1.2.11   Positive for Prohibited Drugs and/or Regulated Drugs

Tested positive for THC (Tetrahydrocannabino or marijuana), benzodiazepine (valium), methamphetamine (shabu), ecstasy, cocaine, or any other prohibited and/or regulated drugs after the Confirmatory Test.

21.1.2.12   Possession of Deadly Weapon

Bringing in, carrying or possession of a deadly weapon inside SISFU premises or outside the school during an academic function or activity without the approval of any of the following directly concerned: Head of Student Affairs, Head of Discipline, or Dean/Programme Head.

21.1.2.13   Deliberate Disruption Resulting to Serious Disturbance

Engaging in activities that deliberately disrupt or seriously disturb any academic functions or school activities, such as bomb threats, false fire alarms, and hoaxes related to severe weather emergencies.

21.1.2.14   Unauthorized Bringing of Prohibited Items

Unauthorized bringing in and possession of items such as, but not limited to, cigarettes, e-cigarettes, liquor or alcoholic beverages, Swiss knives, assault knives, guns, metal knuckles, and other prohibited items inside SISFU or outside the institution during an academic or school activity are not allowed.

21.1.2.15   Drinking or being under the influence of liquor or alcoholic beverages

Drinking liquor or alcoholic beverages inside SISFU and/or Southville premises, or outside the institution during an academic or school activity; or entering SISFU and/or Southville premises or attending academic functions or school activities under the influence of liquor or alcoholic beverages.

21.1.2.16   Smoking

Smoking inside the campus and smoking outside the school during academic functions or school activities using cigarettes and/or e-cigarettes.

21.1.2.17   Deliberate Act to Malign Resulting in Contempt

Deliberate act to align (in any form) any SISFU administrator, faculty, staff, security guards, maintenance personnel, students, and visitors resulting in ridicule or contempt including posting malicious and derogatory comments on social media.

21.1.2.18   Direct Assault upon the Person

Direct assault upon the person of any member of the administration, faculty, staff, or any student or person vested with authority.

21.1.2.19   Act of Profanity

Acts of profanity that include but are not limited to the display or distribution of pornographic materials inside SISFU, as well as accessing pornographic websites within the school premises.

21.1.2.20   Acts that Bring the Name of the School into Disrepute

Acts that bring the name of the school into disrepute such as public and malicious imputation of a crime, a vice or defect, real or imaginary, or any act, omission, condition, status or circumstance tending to cause dishonor, discredit, or contempt to the name of SISFU.

21.1.2.21   Unjust Enrichment or Stealing

Unjust enrichment or stealing whether attempted, frustrated, or consummated.

21.1.2.22   Unauthorized Collection or Exaction of Money

Unauthorized collection or exaction of money, checks or other instruments equivalent to money in connection with matters pertaining to the school.

21.1.2.23   Habitual Disregard or Willful Violation of Policies

Habitual disregard or willful violation of established policies, rules or regulation consisting in the commission of three minor offenses of the same kind or nature, or five minor offenses of different kinds or nature.

21.1.2.24   Forgery, Falsification of Official Records or Documents

Forging, falsifying or tampering with academic or official records or documents of any kind, intentionally making a false statement of any material fact, or practicing fraud or deception in connection with anything that pertains to SISFU.

21.1.2.25   Lending an ID to Another Student / Borrowing an ID from Another Student / Using an ID of Another Student / Using a Fake ID to Gain Access to the Campus

21.1.2.26   Gambling

Any form of gambling or games of risk where items of value are involved or wagered.

21.1.2.27   Acts of Subversion or Insurgency

Any act of sedition or act of rebellion (insurgency is an armed rebellion against a constituted authority).

21.1.2.28   Membership with and/or Organizing a Fraternity or a Sorority

Membership with and/or organizing a fraternity, sorority or any organization not sanctioned by the school.

21.1.2.29   Involvement in Hazing or any Form of Physical Injuries

Involvement in hazing or any form of physical injuries for the purpose of initiation, admission or continuance of membership in any organization, society or group, whether open or secret. For this purpose, the members involved shall be liable whether they actually participate in the hazing or not. The officers of the organization, society or group shall also be liable, whether or not they were present during the hazing incident.

21.1.2.30   Being Convicted in Court for a Criminal Offense

Conviction in any court for a criminal offense involving moral turpitude against person or property other than through reckless imprudence.

21.1.2.31   Sexual Harassment

Making sexual advances in words or deeds to another student or to any member of the academic community and any other violation of RA 7877 also known as the Anti-Sexual Harassment Act of 1995.

21.1.2.32   Public Display of Physical Intimacy

Public display of affection or intimacy while inside the premises of the school or even outside the school during an academic or school activities, or while wearing the school uniform outside the school.

21.1.2.33   Acts of Lasciviousness

Act that are lascivious in nature which include but are not limited to intentional touching or massaging, either direct or through clothing, of the private parts, anus, groin, breast, inner thigh or buttocks, and other sensitive parts of the human body.

21.1.2.34   Acts of Lewdness

Acts of lewdness or commission of any act of immorality such as but not limited to being inside the cubicle of a comfort room with another person regardless of gender and sex, necking or petting, and other acts of lewdness are strictly prohibited.

21.1.2.35 Perjury

Willful giving of false, misleading or verifiably false statement or incomplete testimony to any authority, verbal or otherwise.

21.1.2.36 Computer Security Breach

Accessing an institution's computer or computer network without authority or beyond authorized access. Acts that constitute computer security breach include but are not limited to the following:

21.1.2.36.1 Altering Information

Altering information (changing passwords of any school person, altering information beyond one's authorized access, etc.) or damaging/destroying information (deleting someone else's file, etc.).

21.1.2.36.2 Introducing False Information

Any act to mislead by giving false information.

21.1.2.36.3 Preventing Authorized Use of Information

Preventing authorized use of information that may lead to on-productivity and inefficiency.

21.1.2.36.4 Preventing Normal Operations

Preventing normal operations of computers or computer networks of SISFU.

21.1.2.36.5 Hijacking other online classes or video conferences

21.1.2.36.6 Attacking or uploading malicious files or programs in the school's Learning Management System

21.1.2.36.7 Posting malicious images in the group discussion

21.1.2.36.8 Hacking the Learning Management System

21.1.2.36.9 Using other accounts

21.1.2.36.10 Using multiple devices during assessments

21.1.2.36.11 Hacking the account of the teacher and other employees

21.1.2.36.12   Trolling in the video conference chatbox

21.1.2.37   Possession and Use of Explosive Device

Possession or use of an explosive device, legal or otherwise, inside the school or outside the school during academic or school activities.

21.1.2.38   Violation of the School's Internet Policy

The social networking platforms are not the proper forum or venue for the discussion or airing of grievances against or of personal or private concerns with administrators, students, or parents. In line with the policy of open communications, the different stakeholders in the school are encouraged to discuss concerns, issues or grievances with the person concerned or with the immediate head.

Any student, who airs, ventilates, discusses, discloses or uploads concerns or issues with the other stakeholders on the social networking platforms without first taking it up with the person concerned shall be guilty of fomenting, creating or causing dissension of discord, disloyalty or disrespect for authority and/or acts inimical to the common good of the institution and shall be dealt with accordingly.

21.1.2.39   Disrespect of Authority

Gross acts of disrespect in words or in deed that put the school officer, administrator, faculty member, academic and non-academic personnel, security guard, maintenance personnel, student and visitor to ridicule or embarrassment.

21.1.2.40   Bullying

An act which seeks to harm, intimidate, or coerce someone perceived as vulnerable, causing the victim to suffer physical, mental, psychological, or emotional trauma. (Republic Act No. 10627)

21.1.2.40.1   Real Time

Willful aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak, with disability, less confident, or otherwise vulnerable.

21.1.2.40.2   Cyber-Bullying

Any misconduct mentioned above which is done through the use of electronic devices such as, but are not limited to, texting, instant messaging, and social media platforms.

21.1.2.41 Violations of RA 10173 or the Data Privacy Act of 2012

An act that secretly records conversations, meetings, conferences, and the like deemed confidential using electronic devices such as cellphones, tablets, etc.

21.1.2.42 Violations of any Dormitory Rules and Regulations

An act violating any dormitory rules and regulations of the Southville Dormitories.

21.1.2.43 Operating an Organization not Recognized by the School

An organization not recognized by the school conducting activities on or off campus.

21.1.2.44 Analogous Acts to Previously Cited Cases and Circumstances

Other acts analogous to the aforementioned, which may be determined by the school authorities.

21.1.3 Consequences for Major Offenses

This will be any, or a combination, of the following—depending on the gravity of the major offense and as deemed appropriate by the Discipline Board:

21.1.3.1 Restitution

Reimbursement which may be in the form of monetary payment or appropriate service to repair the damaged property.

21.1.3.2 Community Service

A minimum of two (2) days of community service, doing menial tasks in any offices/units/departments in SISFU.

21.1.3.3 Probation

The student will be placed under Strict Disciplinary Probation from the time the offense was committed until the following term.

21.1.3.4 Suspension

During suspension, the student will not be allowed to attend classes. The student will be held responsible for all the lessons he/she will miss during suspension. Number of days will be determined upon deliberation by the Discipline Board.

21.1.3.5 Disqualification from Honors upon Graduation

Students found guilty of cheating or any form of academic dishonesty and/or involvement in any major discipline case will be disqualified from graduating with honors.

21.1.3.6 Ineligibility for Re-Enrollment

The student will be allowed to finish the term but will not be allowed to re-enroll the following term.

21.1.3.6 Dismissal/Expulsion

Permanent termination of student status in the school.

21.1.4 Minor Offenses

21.1.4.1 Accessing Restricted Areas

Entering any restricted areas within the campus without prior notice.

21.1.4.2 Loitering

Going into another campus building (SISC Luxembourg, Tropical, Munich, STAR, College Campuses, and SSLC) without any official business. The act of loitering can lead to disruption of classes and/or the destruction of property.

21.1.4.3 Habitual and Willful Failure to Comply with Summons or Notices

Habitual and willful failure to comply with summons or notices issued for purposes of investigation in connection with discipline-related offenses.

21.1.4.4 Unauthorized Use of Mobile Phones and Other Electronic Gadgets

Unauthorized use of mobile phones and other electronic gadgets for non-academic purposes during class, school assemblies, or programs.
* Students may be allowed, at times, to take photos of board work or presentations.

21.1.4.5 Acts which Disturb Peace and Order

Acts which disturb peace and order such as boisterous laughter, shouting, yelling, horsing around along hallways that disrupt classes and academic-related activities or school functions.

21.1.4.6 Non-wearing/Inappropriate Wearing of Prescribed School Uniform

Not following the proper way of wearing the school uniform including non-wearing of the school ID.

21.1.4.7 Littering

This includes littering and not doing 5S. Violators are bound by the Anti-Littering Policy of SISFU.

21.1.4.8 Eating in Non-Eating Places

Eating in areas designated as non-eating zones such as classrooms, computer laboratories, libraries, multi-purpose halls, and other similar facilities.

21.1.4.9 Bringing Food Inside the Classrooms

This is highly discouraged to maintain a clean and healthy academic-friendly environment.

21.1.4.10 Selling/Engaging in Business and Soliciting Donations

Unauthorized selling items, engaging in business or soliciting contributions or donations on campus without prior approval from the Office of Student Affairs.

21.1.4.11 Preventing the Circulation of School Publication

Preventing the circulation of a recognized student publication by withholding or removing a substantial number of copies from the newsstands.

21.1.4.12 Purposely Removing Announcements, Poster, Notices on Bulletin Boards

Purposely removing announcements, posters, notices, and the like on bulletin boards, preventing other students from knowing or getting the needed information.

21.1.4.13 Violating any Policy of the Management Information System

Violation of any MIS policy, including but not limited to: playing computer games, chatting, using mobile phones or other electronic communication devices in computer laboratories, tampering with equipment such as removing keyboard parts, or using computer units for purposes other than their intended academic use.

21.1.4.14 Use of Classrooms and Other Facilities without Reservation

Use of classrooms and other school facilities for any purpose without any reservation or authority.

21.1.4.15 Uttering and Writing Derogatory Remarks

Uttering or writing derogatory remarks, profane and obscene words/phrases, and/or making indecent, obscene gestures.

21.1.4.16   **Violating the Speak English Drive Policy**

Violating the policy on the Speak English Drive by not interacting and communicating in correct English.

21.1.4.17   **Wearing Inappropriate Attire During School Activity**

Wearing inappropriate attire during school activities that require a specific dress code.

21.1.4.18   **Analogous Acts to Previously Cited Cases and Circumstances**

Other acts analogous to the aforementioned offenses, as may be determined by the appropriate school authorities.

21.1.5   **Consequences for Minor Offenses**

This will be any or a combination of the following:

21.1.5.1   **Verbal reprimand**

21.1.5.2   **Issuance of violation slip**

Each student is given three (3) chances. On the fourth (4th) violation slip, the student will already be charged with a MAJOR offense.

21.1.5.3   Confiscation of prohibited items upon entry at the gate during bag inspection, or when such items are found in use within the campus.

21.1.5.3.1   **Policy on Confiscated Items:**

21.1.5.3.1.1   All confiscated items must be turned over to the Office of Student Affairs and Services.

21.1.5.3.1.2   Consumable items such as cigarettes, lighters, and similar objects will be disposed of at the end of each day.

21.1.5.3.1.3   Non-consumable items like shades, earrings, bull caps, etc. must be claimed at the Office of Student Affairs and Services within five (5) school days.

21.1.5.3.1.4   Unclaimed items will be disposed of accordingly at the end of each month.

DISCIPLINE DUE PROCESS

In the event a **MAJOR OFFENSE** is committed by a student, the following procedure shall be observed:

1. A written Incident Report must be submitted by the victim or a witness to the incident to the Office of Student Affairs and Services for formal investigation;
2. The Discipline Officer conducts an initial investigation within **24 hours** upon receipt of the Incident Report.
3. If the student is of legal age, the Discipline Officer initially informs the concerned student of the complaint and requires the said student to submit a written response within **48 hours** from the time of notice.
4. If the student is a minor, the Discipline Officer initially informs the parents/guardians of the concerned student of the complaint and invites the parents/ guardians for a case conference. A written response is solicited from the concerned student within **48 hours** from the time of notice to parents/guardians.
5. Upon receipt of the written response of the concerned student and/or the case conference with the parents/guardians, the Discipline Officer considers the response of the concerned student in the investigation and performs an initial evaluation on the facts of the case.
6. The Discipline Officer may call for other witnesses and get their statements as well.
7. The Discipline Officer submits copies of the case file to the members of the Discipline Committee for assessment within 48 hours after receipt of the written response and statement.
8. An initial meeting will be held with the Discipline Committee. The Discipline Committee will review the case, recommend actions and decide on the appropriate action to be taken.
9. The Discipline Officer informs the student (if the student is of legal age) or the parent/guardian (if the student is a minor) of the decision of the Discipline Committee.

In case of an appeal:
a. The parent/guardian, through the student, must submit a Letter of Appeal addressed to the President.
b. The Director for Student Affairs and Services convenes the Discipline Committee to re-study the decision, and either they agree, amend, or change the decision.
c. The Discipline Officer, along with the concerned Programme Head, meet the parent/guardian and discuss the decision of the President and the Discipline Committee.

In case of **MINOR OFFENSE**, the following procedure is followed;

a. Any faculty, staff, or student who witnesses a minor violation submits an Incident Report to the Office of Student Affairs and Services.

b. The Discipline Officer invites the concerned student for a case conference within 24 hours upon receipt of the report.

c. The Discipline Officer processes the case/incident and sanctions the student accordingly.

THE DISCIPLINE COMMITTEE

The Discipline Committee is convened and chaired by the Director for Student Affairs. The following are the permanent members of the Discipline Committee:

Chairperson: Director for Student Affairs and Services

Members: 1. Academic Dean
2. Programme Head of the concerned student
3. Head of Student Affairs and Services / Discipline Officer
4. Head of Counseling and Psychological Services (CAPS) / Guidance Counselor / Guidance Designate

The presence of three (3) individuals (including the Chairperson) will be considered a quorum.

STUDENT CONCERN AND FEEDBACK

The following are various mechanisms for a student to voice out their thoughts or ideas:

- In general, the **Office of Student Affairs and Services** is in charge of developing programmes and initiatives that can enrich the lives of our students while in school, such that students enjoy their time on campus and feel positive about choosing to study at SISFU. The Student Affairs and Services Head serves as an advocate for student concerns and provides them with a personalized venue to express themselves.

- **Suggestion box**: the box is located in the Student Center. Here, a student may drop a commentary on any aspect of their stay at SISFU

- **Institutional survey**: SISFU conducts this survey twice a year to find out in what areas of our programmes and services can be modified and improved.

- **Focus Group Discussions:** Students can also express their concern or give their feedback during the FGDs facilitated by the Programme Heads

- **Student Council**: this is a student's venue to suggest, discuss, and brainstorm with the Council representatives or officers on how they can enrich the campus life and how best they can counsel and help a student in the process; Student Council officers are here to help represent students' ideas.

- **Open-door policy**: a student may approach Academic Chancellor, Dean, or Programme Heads should he/she have any question on any matter related to academics .

Open communication is one key to finding one's time at SISFU fulfilling and enjoyable.

STUDENT CONCERNS

A student concern or complaint is an allegation against a faculty or staff member that the member has harmed a student by violating a policy, rule, or regulation, or otherwise engaged in inappropriate conduct. Student complaints may have serious consequences for the faculty or staff member concerned.

Students should recognize that differences in personality, opinion, and perceptions do occur, and can often be solved by discussion between the parties. Whenever possible, students are encouraged to address such differences directly with the faculty or staff member.

To ensure that the concerns of the customers are accurately relayed to the concerned employee who will address the complaint and those concerned are given appropriate feedback. To proactively create measures to listen, interact with, and observe both current students and diverse customer groups, tailoring our methods to the unique characteristics of each segment and market, maximize the use of VOC -LADA tool for receiving, processing, and closing of complaints or concerns of external and internal customers whether reported or self-initiated.

HANDLING STUDENTS / CUSTOMER CONCERNS / COMPLAINTS
Reference:QSP-MKT-004 (Handling Customer Complaints rev012 dtd 1 July 2024)

This work procedure covers the steps in addressing student / customer concerns or complaints and giving feedback to the student / customer (complainant). SISFU emphasizes the use of the VOC-LADA approach to listen to, analyze, act on, and assess student / customer feedback.

- The student / customer informs a department of his/her request, concern, or complaints through scanning the CUSTOMER CONCERN'S AND COMMENDATION FORM QR code posted around the campus, through social media, email, or in a face-to-face manner. Students may also visit the PR Office or Office of Student Affairs and Services to discuss such. Customer Concern's and Commendation Form is accessible here

- The department acknowledges receipt of the student / customer concerns within **24 business hours via email or phone call**. Communicate when the student / customer should expect to hear a feedback/update about the request from the department to manage customer expectations. The staff should inform the department head concerned.

- The department addresses the request, concern, or complaints accordingly. Simple requests, concerns, or requests should be resolved within 1-3 days of receiving the complaint.

- If simple concerns, resolve them immediately (within 24 hours). Update the concern form and put the closure date/time. Ensure acknowledgement of the student / customer of the resolution of the case.

- If the request, concern, or complaint would require a period to resolve, the student / customer is given an update at least:

  > 1 week to resolve – 2x updates
  > 1 month to resolve – 2x a week update
  > more than a month to resolve – weekly update

- The department closes the request, concern, or complaint as RESOLVED.

- To go the extra mile, the overall assigned person in charge of monitoring the resolutions of all requests will make a final communication to the student / customer to check satisfaction with our handling of his/her request.

Feedback Cycle Time

Nature of concern - Category		Acknowledgement	Feedback	Resolution Closure	Timeliness of service
Simple	can be resolved within the dept. with guided policy	Within 24 hours	Within 24 hours	Within 24 hours	Rating from 1 Poor – 5 Outstanding
Complex					
B.1 Level 1	need resolution by higher superior of the dept. head		2x updates	Within 7 days	To be rated by the PR Staff 5 – resolved within schedule
B.2 Level 2	need resolution by Academic Heads, Institutional Heads and TRI		2x per week	Within 30 days	4 – 1 day later 3 – 2 days later 2 – 3 days later 1 – 4 days later
B.3 Level 3	leading to discipline case, with budget matters, need resolution by Acad Board, TRI/EXCOM		weekly update	More than a month	

Evaluation and feedback from the customer: Text to be sent out by PR team after the closure of the concern

"We'll always be glad to assist you, please help us to improve better."

Delightful - 5 4 3 2 1	Overall satisfaction - 5 4 3 2 1		
Other comments: _____			

STUDENT RIGHTS AND RESPONSIBILITIES

Southville International School affiliated with Foreign Universities (SISFU) upholds the value of academic excellence, global citizenship, and personal development. We recognize the importance of a Student Charter that defines student rights and responsibilities, fosters inclusivity, and cultivates a dynamic and diverse learning community.

Policy Statement

All SISFU students have the right to:

1. Access high-quality transnational education delivered in partnership with SISFU's international academic institutions;

2. Study in a supportive, inclusive, and nurturing academic environment;

3. Be fully informed of all academic and institutional policies, including academic expectations, disciplinary processes, tuition and school fees, and participation in co-curricular and extracurricular programs;

4. Receive competent instruction from qualified faculty using appropriate, up-to-date materials and teaching methods aligned with international standards;

5. Conduct academic research and disseminate findings in accordance with ethical and institutional guidelines, as well as applicable laws;

6. Have their intellectual property and copyrights respected and recognized;

7. Utilize academic support services, student development programs, and institutional resources appropriate to the standards and capacity of SISFU;

8. Expect a safe, inclusive, and accessible physical and digital learning environment, including well-maintained facilities, learning equipment, and common areas;

9. Access their personal and academic records upon request, in accordance with existing data protection laws;

10. Expect the privacy and confidentiality of their records to be maintained.

11. Organize, join, and participate in student organizations, clubs recognized by SISFU, subject to reasonable school policies.

12. Establish and manage student publications, provided they align with academic freedom, responsible journalism, and SISFU's institutional goals.

13. Represent SISFU in academic, civic, or extracurricular activities in accordance with prescribed institutional policies.

14. Be given due process in all disciplinary matters. This includes the right to be informed in writing of any allegation, to be heard, and to present one's defense before a properly constituted administrative body;

15. Express opinions, provide input, appeal decisions, or file complaints using official student feedback and grievance mechanisms. This includes the development and evaluation of school policies, reporting incidents involving discrimination, bullying, harassment, or violations of the rights outlined in this Charter.;

16. Be treated with fairness, respect, and dignity at all times, regardless of background, beliefs, gender identity, nationality, or ethnicity;

17. Learn and grow in an environment that is free from all forms of harassment, intimidation, and discrimination—whether physical, verbal, sexual, or racial.

All SISFU students have the responsibility to:

1. Uphold the highest standards of academic honesty and integrity in all academic work and assessments;

2. Refrain from engaging in any form of academic dishonesty;

3. Take personal accountability for their academic progress and performance by attending classes regularly and submitting requirements on time;

4. Strive for excellence in all learning activities;

5. Take an active role in managing their enrollment with SISFU and ensure that all enrollment requirements are submitted on time;

6. Fullfill financial obligations in a timely manner by paying fees, charges, or fines as they become due, or by making alternative arrangements for payment;

7. Treat all members of the SISFU community (students, faculty, staff, management, and guests) with courtesy, respect, and dignity regardless of beliefs, race, nationality, gender identity, religion, and socioeconomic background;

8. Promote inclusivity, cultural sensitivity, and respectful dialogue within and beyond the classroom;

9. Familiarize themselves and comply with all institutional rules, regulations, and guidelines as stipulated by SISFU and its academic partners;

10. Observe and respect academic calendars, policies on grading, conduct, dress code, use facilities, and other policies;

11. Use SISFU resources, technology, and facilities responsibly and sustainably;

12. Conduct themselves in a manner that reflects positively on SISFU, both on and off campus, including school official activities;

13. Avoid engaging in behavior that may bring disrepute to the institution or cause harm to others, including bullying, harassment, and discrimination;

14. Participate meaningfully in academic, co-curricular, and extracurricular activities that support holistic development;

15. Take leadership initiatives in Student Council and recognized student organization to contribute to community building, leadership development, and service;

16. Provide honest and respectful feedback to the institution through official student feedback and grievance mechanisms to improve academic and institutional policies;

17. Take responsibility for their actions and decisions, and be willing to accept the consequences of misconduct or violations of school policies.

PROFESSIONAL DECORUM FOR SGEN STUDENTS

Rationale

The Professional Decorum of the Southville Global Education Network (SGEN) is a program that serves as a vehicle for students to achieve Academic and Values Excellence.

It is a program designed to facilitate a student's growth in life values such as Respect, Responsibility, Relationship, Integrity, and Humility – values that are critical in an individual's personal development. Ultimately, it is SGEN's way of giving to society well-formed and values-driven individuals who will make a difference.

Objectives

The SGEN Professional Decorum aims to:

a. Develop students who respect themselves, others, and properties.

b. Develop students who build positive relationships.

c. Develop students who are responsible with themselves, others, and properties.

d. Develop students who possess integrity.

e. Develop students who possess humility.

f. Develop a culture of excellence in the campus where good manners and social graces prevail.

Components

a. Respect

b. Responsibility

c. Relationship

d. Humility

e. Integrity

Behavioral Indicators

a. RESPECTFUL students…

1. Greet each other, teachers, staff/personnel, parents, guests as they see and meet them.

2. Wait to be recognized before talking in class or in an assembly and in conversations with adults.

3. Practice good social graces in varied situations like dining, assemblies, etc.

4. Knock before entering a room.

5. Say "please," "thank you," "excuse me," "sorry," or "welcome" on day-to-day conversations with peers and adults.

6. Maintain silence along the corridors and hallways to promote a positive academic atmosphere.

b. RESPONSIBLE students…

1. Come to class on time.

2. Come to class prepared.

3. Submit requirements on time.

4. Keep things in order.

5. Practice 5S (Sort, Sweep, Sanitize, Standardize, Self Discipline) everywhere.

6. Maintain good grooming.

c. RELATIONAL students…

1. Offer help to those who need it.

2. Use appropriate language that is not offensive or foul.

3. Show love and concern for oneself and others by not bullying, teasing, or taking advantage of others.

4. Encourage and inspire others to do /show/ practice good behavior.

5. Demonstrate verbal and non-verbal expressions that build relationships (e.g. no shrugging of shoulders, etc.).

d. Students who possess INTEGRITY…

1. Practice self-direction by not taking the possession of others without permission.

2. Speak the truth.

3. Show consistency between words and actions.

4. Stay firm and strong even when influenced/coerced by others to do/show/practice bad behavior.

5. Observe the Academic Integrity Code by not cheating and plagiarizing.

6. Take a firm stand against bad behavior shown by others.

e. HUMBLE students...

1. Encourage others rather than putting them down.

2. Listen to and value the advice, recommendations, feedback, ideas, etc. of peers.

3. Acknowledge, admit, and/or accept faults, mistakes, shortcomings, etc.

4. Apologize (say sorry) when called for.

APPENDIX C

ONLINE NETIQUETTE FOR SGEN STUDENTS

The Digital Citizenship framework based on ISTE focuses on being a responsible and respectful digital citizen.

Be a Responsible Digital Citizen
1. Think before you post. Consider the potential consequences of sharing information online.
2. Protect your personal information. Avoid sharing sensitive details like your address, phone number, or school ID number.
3. Be mindful of online reputation. Your digital footprint can impact your future.
4. Respect copyright. Understand and respect intellectual property rights.
5. Be aware of cyberbullying. Treat others with kindness and respect online.
6. Use your SGEN email account exclusively for academic purposes.
7. Utilize Google Chat as the primary platform for school and class group chats.
8. Refrain from using personal email accounts or other messaging apps for school-related discussions.

Be a Respectful Digital Citizen
1. Communicate respectfully. Use appropriate language and tone in online interactions.
2. Be inclusive. Respect diverse perspectives and cultures.
3. Practice empathy. Consider the feelings of others before posting.
4. Be honest and trustworthy. Maintain integrity in online interactions..
5. Obtain permission. Seek consent before adding others to a group chat.
6. Avoid creating groups without supervision. Refrain from creating group chats without the supervision of a responsible adult or authorized school personnel.
7. Respect group chat purpose. Use group chats for their intended purpose and avoid off-topic conversations.
8. Leave groups respectfully. If you no longer wish to be part of a group chat, politely inform the group and exit.

Build Positive Online Relationships
1. Be inclusive and welcoming. Create an environment where everyone feels valued and respected.
2. Collaborate effectively. Work together with classmates on online projects and discussions.
3. Report about any cyberbullying, harmful content or inappropriate behavior to your teachers or to other officers of the school.
4. Protect the school's online reputation. Uphold the school's values and image in online interactions.

SISFU ONLINE/VIRTUAL CLASS GUIDELINES

You are here to take part in a positive learning experience that should develop your personal, academic and employability skills. To get the most of the opportunities we provide, you will need to take responsibility for your own learning and development.

Before the Online Class

1. Establish daily routines and ensure you are aware of your online class schedule for the week.

2. Identify a comfortable, quiet space in your home where you can work effectively and successfully (avoid lounging on the bed or sofa, etc).

3. Prepare and set-up your device at least 10-15 minutes in advance, so you are ready to start on time.

4. Some faculty members will be sending you materials and instructions in advance, it is your responsibility to complete the required readings and preparation before the actual online schedule.

5. You are expected to be respectful of the virtual classroom environment. You may wear your uniforms (Type A or Type B) to set the tone for learning or wear civilian clothes following SISFU's dress code. (Please see Section 13 - Uniform and Dress Code for reference)

6. Snacks and meals may be taken in between online sessions, when you are actually offline.

7. Use the official SGEN email account at all times.

8. All communications with your respective faculty members should be via Google Classroom chat.

9. Inform your faculty if you are unable to maintain video conferencing throughout the session due to data restrictions.

10. If internet is limited, here are some steps to save data:

    a. To change your video resolution when using Meet on your computer:

        i.   In a web browser, open https://meet.google.com/

        ii.   Click Settings and select Network.

        iii. Choose a setting you want to change:

            1. Send resolution — The image quality from your device that others see.

            2. Receive resolution — The image quality that you see from other participants.

        iv.   Click Done.

    b. Send resolution (maximum)

i.   High Definition (720p) — (Available on computers with a quad-core CPU or higher) Uses more data, but your camera will send a better quality picture.

ii.   Standard definition (360p) — Uses less data, but your camera will send a lower quality picture.

c.   Receive resolution (maximum)

i.   High Definition (720p)—(Available on computers with a quad-core CPU or higher) Uses more data, but you see a higher quality picture.

ii.   Standard definition (360p) — Uses less data, but you see a lower quality picture.

iii.   Standard definition (360p) - single feed — To save more data, the other participants' thumbnails turn off.

During the Online Class

1. Attendance will be taken via a 'roll call' at the beginning and end of each session.
2. Mute your microphone when not actually speaking, so as to limit ambient and other distracting sounds.
3. Complete your academic tasks/work with integrity and honesty.
4. Follow online etiquette and be a responsible digital citizen.

After the Online Class

1. Take note of submission dates.

2. Should there be challenges in submission dates that would be beyond our control, inform your faculty and Dean/Programme Head.

3. Check regularly updates and newsletter posted by the respective Academic Offices.

ONLINE EXAMINATION STUDENT GUIDELINES

1. **Set-up** your computer at least 20 – 30 minutes prior to the commencement time of your examination.

    a. Laptop or tablet/personal computer.

    b. A working webcam with a microphone or a phone with a built-in camera.

    c. Sound output via headset or earbud (optional)

    d. Internet connection (to test the internet connection, visit https://www.speedtest.net/ at least 2 mbps download and upload speed.

    e. A table and a chair

    f. Well lit, quiet, and free from distraction room/environment

    g. A testing surface that is clutter-free and contains only one computer, one monitor, one keyboard, and one mouse. No other items permitted, unless specifically required by your lecture.

2. **Ensure** that you are familiar with procedures and violations relating to Student Academic Integrity, you may refer to:

    a. Student Handbook - Section 19 Student Academic Integrity Code

    b. Partner school policies and procedures:

    De Montfort University:
    https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx

    Pearson:
    https://www.pearson.com/legal-information/our-policies.html

3. **To be observed during the exam**:

    a. Proper posture – sit up straight facing your laptop/computer with a camera.

    b. Remove all unnecessary things in your exam area. Text books, learner guides, etc., are not permitted.

    c. Remember – no extra or other gadgets allowed.

    d. During the exam, your hand should be on the keyboard of the gadget you will use to take the online exam.

    e. Face should not be blocked by headphones, headpiece or any other kind of headbands/hoodie.

f. The camera should not be disconnected during the exam session at any time.

g. The web-cam must be focused on you (the one taking the exam) at all times.

h. You may not lean out of the camera view during your exam session. The invigilator must be able to see you at all times.

i. You must not willingly receive any kind of communication from any person during the exam.

j. You are not permitted to talk or chat with any other participant taking the examination.

k. Reading the exam aloud is prohibited.

l. You must not leave the online exam testing area.

m. No other people are allowed in the exam testing room.

n. **OBSERVE INTEGRITY AT ALL TIMES!** Do not open any browser or site except the one given by your lecturer/invigilator. You will be locked out of the exam page.

4. **Exam Proper**

a. Using your laptop/personal computer or gadget with the same capacity that is connected to the internet, open *(Faculty to insert Google Meet or Zoom link, class ID and password)* and start the video conference.

b. Attendance will be taken.

c. Then mute your microphone.

d. Upon the instruction of the invigilator you will be asked to open the browser and go to the assigned exam platform

e. You will be informed when to start the designated reading time.

f. Any specific questions relating to the exam must be asked during the reading time and it is at the invigilators discretion as to whether they will be answered. After this, questions are not permissible.

g. If you wish to gain the invigilators attention, raise your hand via the video session & wait for the invigilator to communicate with you.

h. During reading time, you are only permitted to type/encode on the sheets identified as 'scrap paper'. *(note for faculty to include 'scrap paper sheets' when uploading the exam paper)*

i. Do not commence your work or answer the questions until the allocated reading time has concluded or you are directed to start.

j. Do not forget to click the check/submit button to submit your exam.

USING GENERATIVE ARTIFICIAL INTELLIGENCE

De Montfort University

DMU recognises that some generative AI tools can help develop academic skills. However, using the output produced by generative AI tools as if it was your own would be in direct contravention of [DMU Academic Integrity and Misconduct Policy](). See [DMU's Academic Integrity website]() for developing good academic practice skills and the using AI ethically section for advice and guidance.

What is Generative AI?

AI tools are very powerful and it is important to use them ethically. In an education setting, this means using them with academic integrity and within the expectations set by the university. You need to ask yourself whether you are using AI tools to do the thinking for you or simply to assist you in thinking better. If you have been permitted to use AI tools in your work there are ways to acknowledge and referencing their use.

Using AI Ethically

AI tools are very powerful and it is important to use them ethically. In an education setting, this means using them with academic integrity and within the expectations set by the university. You need to ask yourself whether you are using AI tools to do the thinking for you or simply to assist you in thinking better. If you have been permitted to use AI tools in your work there are ways to acknowledge and referencing their use.

Using AI Effectively

AI can potentially be very useful, but you need to learn to use it effectively and critically. This involves asking 'good' questions and evaluating the answers. As AI can be unreliable you also always need to fact check its answers.

AI Tools

Generative AI is changing all the time and there are a huge number of tools available. Some tools can help with finding academic papers whilst others can help with generating images, summarising, making sense of materials and proofreading.

AI Guides

Guides, tutorials, and resources on Generative AI created by DMU and curated from trusted sources.

To learn more about using Generative AI effectively and responsibly, please visit the DMU Library Learning Services resource page: https://library.dmu.ac.uk/genai/home

This site offers guidance, best practices, and support on integrating AI tools into your academic work.

Pearson BTEC

On Use of AI Generative Platforms

As the educational landscape evolves with the advent of artificial intelligence (AI), the responsible use of AI tools has become a critical area of academic policy. At SISFU, students are encouraged to embrace innovation while maintaining the highest standards of academic Integrity.

Generative AI platforms (such as ChatGPT, GrammarlyGO, Notion AI, Quillbot, and others) offer assistance in areas such as grammar correction, paraphrasing, and idea generation. However, reliance on these tools without proper attribution or understanding constitutes academic dishonesty. The line between legitimate support and misrepresentation must be carefully observed.

Students are expected to:

● Use AI tools only for permitted purposes, as may be outlined in a unit guide or by the tutor.

● Understand and engage critically with any AI-generated content, ensuring that all academic outputs remain the result of their own learning and intellectual effort.

● Disclose the use of AI tools where applicable (e.g., via an AI usage statement in their assignment).

● Avoid using generative AI platforms to produce entire responses or to complete significant portions of assignments, particularly if the tool substitutes the student's independent thinking.

Undeclared or excessive use of generative AI may be considered a form of malpractice and may result in investigation and academic sanctions, particularly if it undermines the authenticity of student work.

LIST OF RECOGNIZED STUDENT ORGANIZATIONS

Southville International School affiliated with Foreign Universities (SISFU) aims to develop individuals with holistic and well-rounded personalities. This is manifested in students who are physically active, confident, value-driven, and socially engaged. In support of this mission, the school offers various student-led organizations and activities that complement classroom instruction, reinforce academic learning, and translate principles and values into real-life experiences. The following organizations are officially recognized by the institution and are integral to student development:

Student Council

The Student Council represents the voice of the student body and serves as the liaison between students and the school management. In promoting diversity and inclusion, the Council protects individual and collective student rights while fostering community engagement. It plays a key role in articulating the ideas and concerns of the students—known as the Paladins—and supports initiatives that advance student welfare and leadership development.

The Bridge

As SISFU's official student publication, The Bridge keeps the community informed and engaged through timely reporting, relevant storytelling, and creative content. It provides a platform for student journalists to connect with the school's pulse, cultivate readership, and develop media literacy through writing, editing, and broadcasting.

SISFU Business Club (SBC)

The SBC develops key competencies essential for success in today's dynamic business environment—such as creativity, leadership, tenacity, and entrepreneurship. The club offers business students opportunities to collaborate, engage with industry leaders, and gain practical exposure beyond the classroom. Activities include networking events, business simulations, and leadership development programs.

Hospitality Management and Culinary Association (HMCA)

Open to students from Hospitality Management, Culinary Arts, and Business programs, HMCA promotes camaraderie, creativity, and personal growth through hands-on activities related to the hotel and food and beverage industries. It offers platforms for community service, industry exposure, and leadership training aligned with the standards of global hospitality.

Digital Alliance (DA)

A technology-focused organization that empowers students with knowledge and skills in digital media, software usage, and online collaboration. DA promotes responsible and innovative use of digital tools and provides workshops and projects in content creation, editing, and media enhancement.

Senior High School Society

This organization supports the interests and development of SISFU's Senior High School students. In partnership with the Senior High School Department, it fosters a sense of belonging through student-led initiatives, leadership training, and collaborative projects, enhancing the overall SHS experience.

SISFU Honors Society

The Honors Society recognizes academic excellence, leadership, and service among students. It fosters ethical development, personal growth, and intellectual engagement while providing exclusive opportunities for networking, community service, and professional development.

Cradle

A performing arts organization that nurtures student talent in theater, music, dance, and other artistic disciplines. Cradle promotes cultural appreciation and creativity, enabling students to express themselves and contribute to the artistic spirit of the campus community.

Rotaract Club of SISFU

Affiliated with Rotary International, the Rotaract Club offers students opportunities to engage in community service, leadership development, and global citizenship. Members participate in projects that address social issues and promote civic responsibility, preparing them to take active roles in both local and international communities.

SISFU Kinetics

The SISFU Kinetics Club aims to provide a platform for students to engage in a wide range of sports and athletic activities. The organization's objective is to promote physical health, develop athletic skills, build character, enhance cognitive functions, and provide an inclusive and diverse community to ensure equal participation.

GUIDELINES FOR JOINING A STUDENT ORGANIZATION

RATIONALE

These guidelines serve to establish a clear and structured process for students who wish to become members of SISFU's accredited student organizations. These guidelines ensure a smooth recruitment process while promoting student engagement, leadership development, and active participation in extracurricular activities.

MEMBERSHIP ELIGIBILITY

- The student must be officially enrolled at SISFU.

- The student must be genuinely interested in the student organization's objectives and its activities.

- The student must be willing to actively engage in student organization's meetings and activities.

APPLICATION AND ADMISSION GUIDELINES

- Students are automatically admitted as members of their co-curricular student organization depending on their academic programme.

    SOBM students - SISFU Business Club
    SODT students - Digital Alliance
    SOHC students - Hospitality Management and Culinary Arts Association
    SHS students - SHS Society

- Students are encouraged to join at least one (1) extra-curricular accredited student organization during their time at SISFU.

- Students may join a maximum of two (2) extra-curricular accredited student organizations at SISFU. This is to ensure active participation and academic balance.

- Interested students must fill out and submit the ***Student Organization Membership Form*** to the Office of Student Affairs

- The Office of Student Affairs will review the submitted form.

- Once reviewed and approved, students will receive a confirmation email of membership.

- Students will be officially registered in the Student Organization Membership Database.

STUDENT ORGANIZATION MEMBER'S RESPONSIBILITY

All members of SISFU accredited student organizations are expected to uphold the values of leadership, commitment, and teamwork. The following responsibilities ensure active participation and the smooth functioning of the accredited student organizations in SISFU.

- Attend general assemblies, meetings, and events organized by the student organization.

- Contribute to projects, activities, and initiatives that align with the student organization's objectives.

- Fulfill assigned roles and tasks responsible within the student organization.

- Notify officers/adviser in advance if unable to attend meetings or fulfill duties.

- Serve as an ambassador of the student organization and SISFU by upholding its values in internal and external activities.

- Engage in networking and collaboration with other student organization and external partners when necessary.

- Take advantage of leadership development opportunities, workshops, and training sessions.

- Provide constructive feedback and suggestions to improve the organization's activities.

ON-CAMPUS ACTIVITY GUIDELINES

Purpose

These guidelines serve to ensure that all student activities are conducted in a safe, organized, and professional manner. By providing a clear framework for planning, approval, and execution, these guidelines support the development of student leaders by encouraging responsible event management while enhancing student life through meaningful and well-coordinated activities aligned with SISFU's core values and standards.

Scope

These guidelines apply to all student-led, faculty-supervised, and institutional activities held within the premises of SISFU. These include events organized by student organizations and academic departments. These guidelines aim to ensure consistency, safety, and alignment with SISFU's institutional values.

On-Campus Activity Request and Approval Guidelines

When a department or student organization at SISFU wishes to conduct an on-campus activity or event for students, a formal process must be followed to ensure alignment with institutional policies, procedures, and quality standards set by the Office of Student Affairs and Services (OSAS).

The student organization and its adviser are jointly responsible for preparing and submitting all required documents necessary for processing the activity request.

All student-led activities are organized through three (3) major stages:

Pre-Activity Stage:

- The requesting organization must accomplish and submit the **Activity Request and Approval Form** one (1) month prior to the proposed activity date.

- The Activity Request and Approval Form must be accompanied by a **comprehensive Activity Proposal**, which must include the following:

    Activity Proposal Contents:

    - Activity Details: Title, Date, Time, and Venue

    - Activity Description: Brief overview of the event

    - Activity Objectives: Clearly defined goals and learning outcomes

    - Comprehensive Activity Design:

        - Activity milestones

        - Committee structure, roles, and responsibilities

- Process sheet or implementation plan

- Key Performance Indicators (KPIs)

- Assumptions and Risk Management

- Breakdown of Expenses

- Projected Income, if the activity is income-generating

Signatories Required Prior to Submission:

- Project Head
- Student Organization President
- Student Organization Adviser

Incomplete documents may result in delays, reprocessing, or disapproval of the proposed activity.

- Upon submission, OSAS will review and assess all pre-activity requirements. OSAS may also assist the student organization in coordinating the following:

  - Venue Reservations

  - Budget Request and Endorsement

  - Resource Speaker Request

  - Transportation Request

  - Promotional Support (bulletin boards and TV screens)

  - MIS and technical support during the event

- Once the activity has been reviewed and deemed compliant, it will be routed for endorsement and approval by the following individuals:

  - Head of Student Affairs and Services

  - Programme Head(s)

  - Admin Head / Director for Admin

  - Accounting Head (for budget approval)

  - Dean of Academics

  - Executive Vice President and Director for Academic Support

- The requested budget amounting to Php 801.00 and above will be released within seven (7) working days upon approval.

- Budgets will be disbursed to the student organization adviser.

● The OSAS will issue a formal communication to the student organization regarding the approval status of the proposed activity.

Activity Proper:

During the actual implementation of the event, the student organization is expected to:

● Adhere to the approved programme flow and activity design.

● Ensure that all committee members fulfill their roles and responsibilities as outlined in the proposal.

● Monitor attendance and participation, ensuring safety and orderliness throughout the activity.

● Coordinate with OSAS and other relevant units for real-time support and supervision.

● Document the activity through photos, videos, and observations for post-activity reporting.

● Comply with school policies and student code of conduct at all times.

● Any changes in the event must be reported to OSAS for approval and guidance.

Post Activity Stage:

To ensure transparency, accountability, and continuity in student-led initiatives, the Project Head is required to submit a comprehensive Post Activity Report within one (1) week following the conclusion of the event.

● The Post Activity Report shall be supported by the following post-activity documents:

○ Attendance Report (official list of participants)

○ Activity Evaluation Report (summary of feedback and assessments)

○ Liquidation Report - with official receipts and proof of transactions

○ Income-Generated Activity Report (if the activity involved fundraising or sales)

○ Donation Drive Report (if the activity collected donations in cash or in kind)

● All post-activity documents must be duly signed by:

○ Project Head

○ Student Organization President

○ Student Organization Adviser

● Unsigned or incomplete reports will be returned for revision.

● All post-activity documents must be submitted to the OSAS for review and endorsement.

- A designated representative from OSAS will evaluate the completeness, accuracy, and compliance of the submitted documents.

- Any deficiencies, missing attachments, or inconsistencies will be formally communicated to the student organization for immediate resolution.

- Any excess funds from approved budgets, proceeds from income-generating activities, or donations must be remitted to the Accounting Office.

- The Acknowledgment Receipt issued by Accounting must be photocopied and attached to the post-activity submission.

- OSAS must be notified of the turnover by submitting this acknowledgment as proof.

- Once verified and complete, the Head of Student Affairs and Services will approve the Post Activity Report.

- The OSAS reserves the right to suspend the approval of future activities by the student organization if the Post Activity Report from any prior activity remains outstanding.

Special Approval for Specific Activities

Bazaars

Bazaars are student-led market-style events typically intended for fundraising, entrepreneurial, or community engagement. Due to the nature of this activity, the following special approval guidelines must be observed in addition to the standard on-campus activity request procedure:

- Additional requirements:

    - List of Participating Vendors (students and/or external participants) - Include company or organization names and contact details.

    - Product List or Menu - Clearly identify all items for sale, with allergen information for food or beverages.

    - Proposed Layout - Booth/table arrangement and assigned areas within the approved venue.

    - Crowd Control and Risk Management Plan - Outline protocols for ensuring safety, managing lines or crowds, and handling emergency situations.

    - Ingress and Egress Form- All participating vendors must submit these forms before the scheduled activity for proper coordination and security clearance.

- All food items must meet school health and safety standards.

- Booths must maintain cleanliness throughout the duration of the activity.

- Vendors are responsible for proper food handling and waste disposal.

- Selling prohibited items such as alcohol, tobacco, vapes, explicit content, or any product not aligned with an academic setting is strictly prohibited.

- Bazaars must be conducted only within approved school grounds.

- Activities must strictly follow assigned time slots and must not interfere with regular class schedules.

Concerts

Concerts are large-scale live performances typically involving music, entertainment, and significant audience attendance. These require extensive planning, safety coordination, and strict adherence to school protocols.

- Additional requirements:

  - Performer Details - Full list of performers, artists, or band (internal and external), including performance agreements or consent and waiver forms.

  - Stage and Technical Setup Plan - Layout of stage, audio/visual equipment, lighting, and power needs.

  - Security and Crowd Management Plan - Identify entry/exit points, number of ushers and marshals, emergency procedures, and coordination with School Security.

  - Ingress and Egress Form - List of equipment, manpower and other pertinent information needed for the event.

  - Risk Assessment Plan - Include plans for first aid availability, weather contingencies (for outdoor concerts), and adherence to safety protocols.

  - Parental Consent and Waiver Form - to be signed by all participants, acknowledging the physical nature and risks of the activity.

  - Ticket Plan (if applicable) - Include pricing, method of distribution, and how attendance will be monitored. Events with external guests will need a gate list or ID verification system.

- Concerts must be held in approved venues only, with consideration of sound levels, curfews, and classroom proximity.

- Concerts are not allowed during final exams or periods of academic suspension unless otherwise permitted.

- All performers and attendees must adhere to SISFU's Code of Conduct.

- Performances must be appropriate for an academic setting.

Large-Scale Gatherings

Large-scale gatherings are student activities or events expected to attract a significant number of participants (typically 100 or more), including students, faculty, staff, and sometimes external guests. These require meticulous planning and risk assessment.

- Additional requirements:

  - Detailed programme flow - including schedule, number of expected participants, and segment breakdown.

  - Layout Plan of the Venue - Showing stage setup (if any), booth areas, audience sections, ingress/egress flow, emergency exits.

  - Security and Safety Plan - including number of ushers and marshals, crowd control strategies, emergency response procedure, and first-aid stations.

  - External Guest List (if applicable)

  - Parental Consent and Waiver Form - to be signed by all participants, acknowledging the physical nature and risks of the activity.

  - Risk Assessment - identification of potential issues and mitigation strategies (weather, security, health emergencies).

Sporting Events

Sporting events involve physical activity and often include inter-school competitions, intramurals, friendly matches, or fitness initiatives. Due to physical and logistical risk, special approval is required.

- Additional requirements for Sporting Events:

  - Detailed Game/Event Plan - including the type of sporting event, schedule of games/matches, and rules and mechanics.

  - Nurse, First-Aider, First- Aid Station, and First-Aid kits

  - List of Participants

  - Parental Consent and Waiver Form - to be signed by all participants, acknowledging the physical nature and risks of the activity.

- Off-campus sporting events must comply with the same requirements as off-campus activity guidelines.

- Activities involving external participants (e.g., tune-up games with other schools) must include an invitational letter from the schools.

OFF-CAMPUS ACTIVITY GUIDELINES

RATIONALE

These guidelines are established to ensure the safety, educational alignment, and seamless implementation of off-campus activities organized by SISFU and student organizations. They aim to promote responsible planning, supervision, and evaluation of all activities conducted outside school premises.

This guidelines applies to all off-campus activities initiated by the institution, academic programmes, or student organizations involving SISFU students, personnel, or partners.

TYPES OF OFF-CAMPUS ACTIVITY

An off-campus activity refers to any activity, event, or programme organized by the school or student organization that takes place outside the physical boundaries of the school. These are classified into the following:

1. **Institutional**

   Refers to any off-campus activities organized or endorsed by the institution. These activities are usually aligned with the institution's academic, co-curricular, or extracurricular goals.

   Examples:
   - Recreational Activities
   - Conventions / Seminars / Conferences / Training
   - Team Building Activities
   - Outreach Activities
   - Relief Operations
   - Sports / Athletics activities

2. **Programme-Based**

   Off-campus activities specifically design to meet the academic or developmental objectives of a particular programme or course of student. These activities are closely aligned with the learning outcomes or skill-building goals of a specific academic programmme.

   Examples:
   - Study Tours
   - Industry Visits
   - Academic Contests / Competitions
   - Programme-related seminars or trainings

3. Curriculum-Based

Educational off-campus activities conducted outside the school premises that are directly linked to prescribed curriculum of a specific course or unit. These activities are planned, assessed, and integrated into the academic curriculum, often serving as required components for learning outcomes, assessments, or course completion.

Note: Curriculum-based off-campus activities must have a parallel activity, which refers to an alternative, concurrent, or equivalent activity offered to students who are unable to join the activity.

CATEGORIES OF OFF-CAMPUS ACTIVITIES

There are three categories of off-campus activities:

- **Category 1**

    Refers to off-campus activities involving larger groups (e.g., whole students, specific year levels, entire class, or all officers and members of a student organization) that are planned, scheduled, and included in the official Academic Calendar.

- **Category 2**

    Refers to off-campus activities involving larger groups (similar to Category 1), but are not reflected in the official Academic Calendar. These activities are typically initiated after the start of the academic year and require additional documentation and approvals.

- **Category 3**

    Refers to off-campus activities involving smaller groups (e.g., selected officers, specific student sub-groups, or individuals) that may take place for specialized purposes such as competitions, training sessions, meetings, or representation.

OFF-CAMPUS ACTIVITY GUIDELINES

These guidelines aim to ensure the safety, educational value, and smooth implementation of off-campus activities conducted by student organizations and academic or student affairs departments.

All off-campus activities are organized through 5 major stages:

1. PLANNING THE OFF-CAMPUS ACTIVITY:

Regular Academic and Institutional Off-campus Activities:

- All off-campus activities to be offered to students must be pre-determined during the summer planning.

- All pre-determined activities shall be consulted with the students and parents.

- All Category 1 Off-Campus Activities organized by the school must be included in the academic calendar and submitted to CHED no later than sixty (60) days before the start of the academic year.

Student Organization-Led Off-Campus Activities:

- Student organizations conducting off-campus activities must include all activity details in their Activity Plan

- Student Organization Activity Plan must be submitted within one (1) month after the start of the academic year.

- All Category 1 Off-Campus Activities organized by student organizations must be reflected in the academic calendar submitted to CHED, and any revisions must be submitted before the start of Term 2.

Guidelines for Planning Off-Campus Activity:
- Identify the objectives and purpose of the off-campus activity, and define its main goal.

- Ensure that the objectives are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).

- Align the activity with SISFU's mission, vision, core values, and/or the mission, vision, and goals of the student organization.

- Choose a date that does not conflict with academic requirements or existing school activities.

- Identify the intended participants (e.g., students from a specific programme, year level, class, or student organization members).

- Estimate the number of participants.

- Consider the needs of participants, including accessibility, dietary requirements, or other accommodations.

- Draft a working budget for the off-campus activity.

- Seek early guidance, support, and coordination from programme heads, student organization advisers, the Student Affairs and Services Head, the Administration Head, and any partner organizations.

- Check if the off-campus activity requires coordination with local authorities (e.g., barangay, LGUs, police).

- Check the weather forecast for the intended date of the off-campus activity.

- Research and verify the safety, security, and legitimacy of the venue.

- Conduct an initial risk assessment.

- Classify the activity based on risk levels (low, medium, high).

- Identify possible risks associated with the off-campus activity.

- Determine mitigation measures to address identified risks.

- Draft the initial documents required for submission and approval.

2. OFF-CAMPUS ACTIVITY REQUEST AND APPROVAL:

- The Activity Head of the off-campus activity must fill-out and submit the **Off-Campus Activity Request** and Approval Form one (1) month prior to the scheduled off-campus activity.

- The Off-Campus Activity Request Form must be accompanied by a comprehensive Activity Proposal, which must include the following:

  - Basic Off-Campus Activity Details:

    - Title
    - Date(s)
    - Time
    - Location(s) of Activity
    - Activity Head / Person in-charge
    - Participating Programmes / Student Organization
    - Estimated Number of Participants

  - Objectives and Justification:

    - Purpose and Rationale
      - Provide a brief explanation of the purpose of the off-campus activity
      - State how this off-campus activity aligns with the learning outcomes and institutional goals.
    - Relevance to the Curriculum (for programme-based and curriculum-based off-campus activities
      - Explain how this off-campus activity supports the academic programme and contributes to the student's competencies.
    - Expected Outcomes
      - List the specific skills, knowledge, or competencies that students are expected to gain from this off-campus activity.

  - Supporting documents (as applicable)

    - Detailed Itinerary and Programme Flow
    - Coordination Letters with Relevant Agencies
    - Invite Letter from External Partner or Host
    - Safety and Risk Assessment Reports
    - Budget and Financial Plan

- For Category 2 Off-Campus Activities, additional supporting documents are required:

- ○ Consent Form from students/participants explicitly stating their agreement to any fees associated with the off-campus activity.
- ○ Documentation of consultation and orientation sessions with relevant stakeholders (e.g., students, parents, staff) covering the applicable fees, safety protocols, contingency measures, and activity goals and expectations
- ○ For physical or strenuous activities, proof of medical clearance or certificate must be submitted, especially for participants with pre-existing medical conditions.

- ● All additional supporting documents for Category 2 Off-Campus Activities must be submitted to CHED at least fifteen (15) working days before the scheduled date of implementation.

- ● Once submitted, the Student Affairs and Services Head will assess the off-campus activity requirements along with any other necessary documents for endorsement.

- ● Once assessed, the following individuals will endorse and approve the off-campus activity request:
  - ○ Programme Heads
  - ○ Admin Head / Director for Admin
  - ○ Accounting Head (Budget Approval)
  - ○ Dean of Academics (for Curricular Off-Campus Activities)
  - ○ Executive Vice President and Director for Student Support
  - ○ President (For Overnight and Long Itinerary Off-Campus Activity)

3. ORGANIZING THE OFF-CAMPUS ACTIVITY:

- ● The final list of participants must be submitted to the Office of Student Affairs and Services one (1) week after the approval of the off-campus activity. This ensures proper Personnel-in-Charge (PIC) to student ratio.

- ● All groups conducting off-campus activities must be accompanied by the Personnel In-Charge (PIC). The required ratio is 1:10 (PIC to Students) for proper supervision and crowd control.

- ● The Personnel-in-Charge (PIC) refers to the designated faculty member, non-teaching staff, or student organization adviser responsible for supervising and ensuring the safe, orderly, and successful conduct of an approved off-campus activity. The PIC is also responsible for overseeing student conduct and safety, coordinate with relevant authorities or partners, and serving as the primary point of contact during the off-campus activity.

- ● The PIC must sign a conforme indicating their agreement and responsibility for the off-campus activity.

- ● The Activity Head / PIC must finalize transportation arrangements upon approval of the off-campus activity. This includes determining the total number of passengers, the type of transportation needed, and specific trip details.

- ● Once finalized, the Activity Head / PIC must coordinate with the SISFU Admin and Student Affairs and Services to arrange and confirm transportation logistics.

- The school van may be used as the official transportation, subject to availability and seating capacity.

- If the school van cannot accommodate the total number of passengers, the SISFU Admin and Student Affairs and Services will coordinate with an accredited or partnered transportation provider.

- For air travel, plane tickets must be booked in advance either through personal/group bookings or via an accredited travel agency to ensure proper documentation and coordination.

- Parental Consent and Waiver Form must be secured at least two (2) weeks before the scheduled off-campus activity.

- No participant will be allowed to join the off-campus activity without a duly signed Parental Consent and Waiver Form

- College participants who are 18 years old and above (of legal age) may sign the waiver form on their own behalf.

- Participant Information Sheet must be submitted at least two (2) weeks before the off-campus activity.

- Participant's Information Sheet should contain the full name and contact information of the participant, emergency contact details, existing medical conditions, dietary restrictions, and other relevant information.

- All participating students must be cleared by the SISFU Medical Department before joining the off-campus activity.

- Travel insurance is mandatory for all off-campus activities involving long itineraries. No participant shall be allowed to join the off-campus activity without travel insurance.

- A First-Aid Kit Borrower's Form must be submitted to the SISFU Medical Department prior to the scheduled off-campus activity.

- Pre-Activity Orientation and Briefing must be conducted at least one (1) week prior to the off-campus activity.

- The orientation should cover the activity flow and objectives, expectations and code of conduct, safety and emergency protocols, and other relevant information.

4. EXECUTING THE OFF-CAMPUS ACTIVITY:

Before Departure:

- PICs must arrive early at the designated departure location.

- Participants must arrive on or before the scheduled call time for departure.

- Participants must adhere to the rules and regulations stated in the Student Handbook.

- Participants must sign the Participant's Manifest Form before leaving the departure location.

- Conduct a briefing covering the travel itinerary and safety reminders.

- Conduct a final headcount before departure location

During Travel and Site Visits:

- Rest stops for restroom breaks may be scheduled depending on the travel distance and duration.

- Attendance must be checked everytime participants board the vehicle from one site to another.

- Assign each participant a "buddy" to ensure that no one is left behind

- PICs must attend to participant's concerns, emergencies, and unforeseen situations.

- Activate the emergency response protocols if needed.

- Contact the emergency contact person on file, if needed.

- Notify the school authority immediately(Programme Heads, Dean. Student Affairs and Services Head, or designated Activity Head) in case of emergencies or incidents.

Return to School:

- Conduct a final headcount before departing from the site to return to school.

- Participants must be dropped off at the designated drop-off point in the school.

- Before dismissal, participants must sign the Participant's Manifest Form again.

- Monitor participants' disembarkation from the vehicle.

- Inform parents/guardians (especially for minors) of the group's arrival time, if necessary.

- Report to the Activity Head or Student Affairs and Services Head once all participants have returned safely.

- In case of delays, the PIC must promptly notify the participants, their parents, and the Office of Student Affairs.

5. **EVALUATION AND SUBMISSION OF POST-OFF-CAMPUS ACTIVITY REPORT:**

- The Activity Head/Personnel-in-Charge (PIC) shall conduct a Post-Activity Debriefing Session within three (3) working days after the scheduled off-campus activity.

- The Post-Activity Debriefing Session is intended to process and synthesize the learning experiences and insights of the participants.

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- The Activity Head/PIC must submit the Off-Campus Post Activity Report within two (2) weeks after the execution of the activity.

VISA AND STUDY PERMIT

The Bureau of Immigration requires international students to secure a Special Study Permit (SSP) or Student Visa for International Students to be able to study in the Philippines. The SSP/Student Visa is renewed every year. Students need to process the SSP/Student Visa upon enrollment. Students without the SSP/Student Visa one month after the enrollment are TEMPORARILY ENROLLED.

Visa Extension Guidelines

1. If your existing visa is less than one month from its expiration date, you are required to extend your visa for an additional two months. Once this is initiated, you must submit your passport and I-Card to the Registration Office.

2. Complete the appropriate visa form – either Student Conversion or Student Extension.

3. Prepare all required documents, including ten (10) pieces of 2x2 ID pictures.

4. Secure a clearance permit from the Registration Office to proceed with the payment for your visa application and administrative fee.

5. A school representative may accompany you to the Bureau of Quarantine for medical clearance.

6. A school representative shall accompany you to the Bureau of Immigration and Deportation (BID) for biometrics processing.

7. The School Registrar will inform you once your passport and I-Card are available for claiming.

It is the student's responsibility to monitor the expiration date of their visa. Please visit the Registration Office two months before your visa expires to begin the extension process and avoid any penalty charges.

5S, NO-LITTERING, SUSTAINABLE WASTE MANAGEMENT PROGRAMME

Southville International School affiliated with Foreign Universities (SISFU) recognizes the importance of maintaining a clean, orderly, and sustainable environment to safeguard the health and well-being of its community. A clean and organized campus fosters discipline, enhances productivity, and supports the school's commitment to environmental responsibility.

The Programme integrates the **5S principles** (Sort, Set in Order, Shine, Standardize, Sustain), **anti-littering practices**, and **sustainable waste management efforts** to promote a culture of cleanliness and environmental stewardship among all members of the school.

Programme Guidelines:

1. **Campus-Wide Monitoring -** The monitoring and implementation of the programme are carried out by the following designated **monitors**: Faculty Members, Programme Heads, Coordinators, Discipline Head, Student Affairs Officers, Department Heads, Student Leaders, Non-Teaching Associates/Staff

2. **Apprehension and Reporting -** Any of the designated monitors may remind or report students observed violating the 5S, No-Littering, or Waste Management policies.

3. **Documentation and Intervention -** The monitor shall refer the incident to the Discipline Office and the Administration. The Discipline Officer shall evaluate and initiate appropriate action, which may include guidance sessions or community service.

4. **Sustainable Waste Management Practices:**

   ○ Segregate waste properly using designated bins (biodegradable, non-biodegradable, recyclable, and hazardous).

   ○ Minimize single-use plastics and promote the use of reusable containers and utensils.

   ○ Participate in campus-wide recycling and clean-up drives.

   ○ Avoid food and material wastage.

   ○ Support digital transactions and paperless processes where possible.

All members of the SISFU community are expected to model and uphold these practices as part of their shared responsibility in building a healthy and sustainable learning environment.

SPEAK ENGLISH DRIVE

Rationale

The Speak in English Drive of the institution underscores professionalism among students and graduates in their transactions; it also contributes to one's global competitiveness. The English language is the lingua franca of the industry and it is an expected communication skill in all sectors of the industry. Hence, competence is a must. Furthermore, "Speak in English Drive"aims to:

- Respond to CRITICAL DEMAND of the industry. Good Communication skills, particularly verbal and written English, are expected from graduates who will join the industry and the world of work.

- Facilitate understanding among different cultures. English as an international language has been the global language of business, education, science and technology.

- Widen the opportunity of improving one's communication skills. Speaking, listening, reading, and writing are fundamental to human communication and the only way to improve these skills is through constant use and practice.

In the end, a SISFU graduate is envisioned to be a contributing member of any professional organization that makes a difference in the world through a high regard of professionalism, especially in terms of speaking, time management, affection control, and rubbish-free environment.

Implementing Guidelines

- All Heads, Faculty, and staff are expected to use English when dealing with students.

- In order to successfully execute the speak in English Drive, this policy shall be observed:

- Apprehending authority is ANY member (teaching and non-teaching personnel) of the SISFU community;

- The student violator will be identified by the apprehending authority indicating all pertinent information;

- Student violators will pay a penalty of Php 5.00 per offense committed.

- Funds collected will go to students' activities.

NO SMOKING POLICY
Cigarettes and E-Cigarettes

Rationale

Pursuant to the implementing Rules and Regulations of Tobacco Regulation Act of 2003 (RA 9211), CHED Memo No. 63, Series of 2007, DepEd Memorandum No. 111, Series of 2019, and Las Pinas City Ordinance No. 353-97, SISFU implements a strict NO SMOKING POLICY within 100 meters from any point of school vicinity including the parking lots and its peripheries (Tropical Avenue, Lima, Yokohama, Munich, and Luxembourg Streets, Legacy TownHomes, CAA Road in front of LPDH, Select, Shell Gas Station, McDonalds, 7-11, South Star Drug Store, Pan de Manila, Bon Jour, Total Gas Station), effective April 2015.

Penalty Offenders will be charged a fine of:

First Offense:	Php 1,000.00 and 1 day suspension
Second Offense:	Php 2,000.00 and 3 days suspension
Third Offense:	Php 5,000.00 and 5 days suspension

Implementing guidelines

1. Anyone who catches violators must report immediately to the nearest guard on duty or officer-in-charge of managing the case. Non-student violators will be handled by the Office of Administration and the Safety and Security Office. Student violators will be managed by the Office of Student Affairs and Services. Possible non-student violators are drivers, guards, guardians, parents, faculty, and staff.

2. School authorities (i.g. teacher, staff, and security personnel et al) are empowered and mandated to apprehend the violators.

3. The I.D of any student who would violate the policy would be confiscated by any school authority and endorsed to the Office of Student Affairs and Services for Implementation of appropriate sanction. If they refuse to surrender their I.D., just get the name or any identifier and coordinate with the Head of Discipline for corresponding action.

4. Non-student violators will be issued a violation slip by the school authority that apprehended the former.

5. Fines would be paid to the Accounting Office.

This policy supersedes all other policies about smoking.

DRUG ABUSE POLICY

Policy Statement

SISFU maintains a strict zero-tolerance policy on the use, possession, distribution, and influence of dangerous drugs within its campus and in all school-related activities, whether conducted on-site or off-campus. In compliance with Republic Act No. 9165 (Comprehensive Dangerous Drugs Act of 2002), SISFU is committed to fostering a drug-free learning environment that promotes the health, safety, and holistic development of all students.

Any student found to be in violation of this policy—whether through possession, use, distribution, or being under the influence of illegal substances—will be subject to disciplinary sanctions in accordance with the Student Code of Conduct, in addition to possible criminal liability under national law.

Definitions

Dangerous Drugs: Refers to prohibited substances listed under the schedules in RA 9165, including but not limited to shabu (methamphetamine hydrochloride), marijuana (cannabis), ecstasy (MDMA), LSD, and other substances classified as dangerous or prohibited by the Philippine Drug Enforcement Agency (PDEA).

Drug Paraphernalia: Any equipment, product, or material that is used, intended for use, or designed for use in ingesting, inhaling, or otherwise introducing dangerous drugs into the human body. Examples include bongs, pipes, syringes, or rolling papers.

Drug Testing: A procedural test conducted using a student's biological samples (usually urine) to determine the presence of dangerous drugs or metabolites. Random drug testing must adhere to DepEd, CHED, DOH, and DDB guidelines.

Rehabilitation: A medical, psychological, and educational intervention program aimed at helping individuals who have tested positive for drug use. Rehabilitation may be done in partnership with government-recognized centers or through campus-based counseling services and support groups.

Preventive and Intervention Programmes

SISFU is committed to educating students about the harmful effects of drug abuse and the importance of making responsible life choices. To this end, SISFU shall:

- Conduct annual drug awareness seminars, forums, and campaigns.

- Provide access to counseling services for students at risk or showing signs of substance use.

- Integrate drug prevention education during new student orientation programs, ensuring all students understand the policy and support systems in place.

- Promote a culture of peer support, mentorship, and student engagement as preventive strategies.

Random Drug Testing Guidelines

To comply with national directives and ensure a safe learning environment, SISFU may implement random drug testing in accordance with DepEd Orders, CHED Memorandum Orders, and the Dangerous Drugs Board:

- A screening and detection procedure through student urine samples will be conducted prior to enrollment each term or randomly during the term.

- Urine sample collection will be conducted on campus by a laboratory accredited by SISFU.

- Students will be selected randomly, with no bias or profiling.

- Students (or their parent/guardian if under 18) must sign an informed consent form before participating in testing.

- Test results will be kept strictly confidential and will only be disclosed to authorized personnel with consent.

- Should a student test positive, their parents will be promptly informed and requested to participate in a conference with school administration.

- A student who tests positive will be referred to counseling and intervention.

- Repeat offenders or those who refuse rehabilitation may face disciplinary action.

Students found to be involved in the sale, trafficking, or manufacture of dangerous drugs—whether within the SISFU campus or during any school-related activities conducted on-site or off-campus—will be immediately expelled. The incident will be reported to the Philippine Drug Enforcement Agency (PDEA) and will be subject to criminal prosecution.

All costs related to urinalysis, including the transportation of samples by the school up to the point of a confirmed positive result, will be shouldered by the school. However, once a positive result is confirmed, any subsequent expenses related to additional testing, counseling, and rehabilitation will be the responsibility of the student's parent or guardian.

ANTI-HAZING POLICY

Policy Statement

SISFU maintains a firm commitment to upholding the safety, dignity, and well-being of all students. In line with this, the school strictly prohibits all forms of hazing in any student organization, fraternity, sorority, athletic team, or other group recognized or unrecognized by the institution.

Hazing is defined as any physical or psychological harm, coercion, or humiliation imposed as a condition for admission, initiation, or continued membership in an organization. This includes but is not limited to acts of violence, forced activities, verbal abuse, sleep deprivation, or exposure to degrading conduct, whether with or without the consent of the victim.

In accordance with Republic Act No. 11053, the following policies are enforced:

- All forms of hazing, initiation rites involving physical or psychological abuse, and acts that endanger a student's life or safety are absolutely prohibited.

- Welcome activities such as general assemblies, orientations, recruitment, auditions, initiation or initiation rites must be non-violent, approved by the school, and monitored by a school representative throughout their conduct.

- Students, officers, or advisers involved in hazing will face immediate disciplinary action, including possible suspension, expulsion, or permanent disqualification from joining organizations, and may be held criminally liable under national law.

SISFU is committed to providing a safe, inclusive, and respectful environment for all members of the academic community. Students are encouraged to report any incidents or suspicions of hazing confidentially to the Office of Student Affairs. Retaliation against complainants or witnesses will not be tolerated.

ANTI-SEXUAL HARASSMENT AND SAFE SPACES POLICY

Policy Statement

SISFU is committed to fostering a safe, inclusive, and respectful learning environment for all members of its academic community. In line with the Anti-Sexual Harassment Act of 1995 (RA 7877) and the Safe Spaces Act of 2019 (RA 11313), the university strictly prohibits all forms of sexual harassment, gender-based violence, and inappropriate conduct—whether committed by a person in authority or by a peer—within campus premises, online platforms, or any setting related to academic and extracurricular activities.

Scope

This policy applies to:

- Faculty, Staff, and Management
- Students
- Visitors and third-party contractors

It covers conduct that occurs in the following contexts:

- Academic settings such as classrooms, laboratories, offices, and learning facilities.
- Online learning used for instruction, communication, or engagement
- School-sanctioned events, field trips, internships, and off-campus activities.

Prohibited Acts

Prohibited acts include, but not limited to:

- Sexual harassment involving unwelcome sexual advances, requests for sexual favors, or any verbal, non-verbal, or physical conduct of a sexual nature, especially when submission to such conduct influences academic or employment-related decisions (RA 7877)

- Gender-based harassment in public and digital spaces, including:

  - Catcalling, wolf-whistling, leering, and intrusive or suggestive gazes.
  - Use of sexist, misogynistic, homophobic, or transphobic language.
  - Sending or sharing inappropriate or offensive messages, images, memes, or videos online.
  - Persistent and unwanted contact or attention, both online and in person (RA 11313).

Reporting and Support

Any member of the SISFU community who experiences or witnesses acts of sexual harassment or gender-based violence is encouraged to report the incident to:

- The Office of Student Affairs and Services (for students)
- The Human Resources Department (for employees)

All reports will be handled with the utmost confidentiality. SISFU ensures that victims/survivors and those affected by such incidents are provided with appropriate counseling, protection, and support services.

SISFU affirms its support for national efforts that uphold gender equality, human dignity, and respectful engagement. As members of a diverse and forward-thinking academic institution, all students, faculty, and staff are expected to act with integrity, empathy, and accountability to ensure that SISFU remains a Safe Space for all.

COMPREHENSIVE CHILD PROTECTION POLICY

"Safety and security don't just happen; they are the result of collective consensus and public investment.We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."

Nelson Mandela

Child's Rights

What are Child Rights?

Child Rights include:

- the right to be born and have a name.

- protection given to children to ensure a happy and healthy development without fear of harm or exploitation.

- rights that are not based on gender, religion, ethnicity, class, age, or other factors.

Why is the Child Protection Policy Important for the Institution/ School?

Reasons why the Child Protection Policy is important for the institution/ school:

- prevents incidents between employees (teacher & staff) and children and between children;

- prevents legal issues that may emerge from inappropriate behavior;

- shows commitment to keep children safe.

What should a Child Protection Policy include?

The CPP should include:

- recognition of the rights of children (go to www.unicef.org/crc)

- procedures for reporting child abuse within the institution/ school

- guideline on the use of photos and stories of children

Child Protection Policy of Department of Education

The Philippine Department of Education (DepEd) promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

Thus, the provisions of the Department of Education's Order No. 40, Series of 2012 on the Child Protection Policy on Bullying and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, entitled An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions (Anti-Bullying Act of 2013) were issued and have remained in full force and effect.

Child Protection Guidelines and Procedures

It is every institution's (school/ organization) responsibility to do its best to protect the children within their care which, either directly or indirectly, it has a moral and legal obligation to guard from both intentional and unintentional harm.

Thus, Southville International School affiliated with Foreign Universities (SISFU) enhanced these guidelines and procedures with the existing provisions from the Child Protection Policy on
Bullying of the Department of Education's Order No. 40, Series of 2012, and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 or the Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institutions (Anti-Bullying Act of 2013). Other rules and regulations were adapted from the United Nations Convention on the Rights of a Child.

The guidelines and procedures as well as their implementation in this document will serve as a learning reference tool providing detailed information on the definition of the terms, roles and responsibilities of all the stakeholders (parents, students, teachers, and staff), prevention procedures, Code of Conduct (violations included), and the possible indicators of child abuse.

Definition of Terms

Bullying may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g.isolating an individual from the activities and social acceptance of their peer group).

Child is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child (1989).

Child Abuse, according to the World Health Organization (WHO), constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

Child prevention concerns include suspected, alleged, self-disclosed or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm including harm to self.
Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of

the students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility of care seriously.

Comprehensive Child Protection System is grounded in a child-rights framework and implemented through an inclusive and integrated set of policies, practices, and programmes at all levels, with adequate financial, physical and human resources, enforcement and accountability, and with the involvement and support of children, families, the community and civil society.

Direct Contact with Children is being in the physical presence of a child or children in the context of the institution's work, whether contact is occasional or regular, short or long term.

Emotional Abuse is the persistent emotional ill treatment of a child as to cause severe and adverse effects on the child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations are being imposed on children; cause children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Indirect Contact with Children is having access to information on children in the context of the institution's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies.

Informed Consent is the capacity to freely give consent based on all available information, according to the age and evolving capacities of the child. For example, if you seek consent from a child regarding taking his or her photograph and using it for publicity purposes, the child is informed as to how the photograph will be used and is given the opportunity to refuse it. If a child is invited to give input into the development of a child protection policy, he or she must be made aware of the time it will take, what exactly will be involved, his or her roles and responsibilities and only then will he or she be able to give his or her "informed consent."

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Physical Abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. These symptoms could also include harm to self, such as, cutting and suicide ideation.

Sexual Abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Impact of Child Abuse

Long term impact of unmitigated child abuse function

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

Long term impact of child abuse

- Poor educational achievement

- Inability to complete responsibilities

- Inability to live according to plan/ability

- Inability to care for self

- Inability to coexist, cooperate or work with others

- Lack of self-confidence, prone to addiction

- Inability to express love / or accept love

- Inability to lead family, constant health problem

- Prone to mental health problems

- Low self-esteem, depression and anxiety

- Post-traumatic stress disorder (PTSD)

- Attachment difficulties

- Eating disorders

- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

Signs of Offenders

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

Students

- Has unusual interest in sex, sexualizing inanimate objects and activities

- Does not stop sexual misbehavior when told to stop

- Uses force and coercion in social situations

- Has unusual intensity when discussing sex and sexuality

- Socializes with children much younger

- Gives gifts, requires secrecy in relationships

Adults

- Has "favorite" student or child

- Attempts to find ways to be alone with children

- Uses inappropriate language, jokes and discussions about students/children

- Gives sexualized talk in the presence of students/children

- Gives private gifts or has private chats on Facebook and in any form of social media

Roles and Responsibilities

Child Protection Team

The School-Based Child Protection Team will consist of the:

- Principal
- Discipline Officer / Head of Student Affairs and Services
- Head of Counseling and Psychological Services (CAPS)
- School Nurse
- Head of Human Resource
- Head of Admin Services
- Representative from the Barangay (included in the Student's Handbook)

The main role of a school-based Child Protection Team (CPT) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- Ensuring that a comprehensive Child Protection Program is in place in the school;

- Working within the school's existing structures to ensure the development and adoption of a Child Protection Curriculum that will meet the needs of the school;

- Ensuring that the Child Protection Curriculum is taught and assessed annually;

- Supporting teachers and counselors in implementing the Child Protection Curriculum;

- Ensuring/guiding professional development training for all staff including teachers and non-teaching personnel regarding the Child Protection Program;

- Ensuring/guiding parent education programs to support understanding of the objectives and goals of the CPP policy and curriculum;

- Ensuring systems are in place and monitored to educate and involve all school employees in the child protection program; and

- Serving as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate.

Employees and External Clients

All employees (teachers/ non-teaching employees/volunteers/consultants/partners/ external clients) should always:

- Empower children by discussing with them their rights, what is acceptable and unacceptable, and what they can do if there is a concern;

- Be loving, caring, and responsible;

- Demonstrate encouragement and motivation;

- Show equal treatment of students regardless of gender;

- Give children opportunity to be involved in their choices;

- Be a positive role model;

- Talk to children about their contact with staff or others and encourage them to raise any concerns;

- Be aware of situations that may present risks to children and manage these;

- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed; and

- Ensure that a sense of accountability exists among staff so that poor practices or potentially abusive behavior does not go unchallenged.

Parents and/or Guardians

Parents should play their part in Child Protection by:

- Familiarizing themselves with the school's rules and regulations and all the policies stipulated in the SISFU Student's Handbook;

- Informing the school through a phone call on the morning of their child's absence, or sending a note on the child's return to school, so the school is re-assured as to the child's situation;

- Informing the school by sending a note whenever anyone, other than themselves, intends to pick up/ fetch the child after school;

- Letting the school know in advance if their child is going home/ riding or carpooling with a friend/ classmate to an address other than their own home or attending a party;

- Discussing safety practices for students who were issued gate passes; and

- Raising concerns they have in relation to their child with the school.

Students

Students should report any abuse or concern to their teachers, guidance counselors, and/or the CPP Team.

The school-based child protection team conducts weekly meetings to give updates and ensure that the policy and guidelines are cascaded to all employees.

Prevention

Human Resource Management

Southville International School affiliated with Foreign Universities conducts background and or reference checks on faculty, non-teaching employees, and staff as a condition for hiring. Pre-employment requirements are submitted to the HRMD Office prior to deployment.

The background check for outsource service providers are done by the requesting department to ensure compliance with mandatory and safety requirements of the school. The requesting department performs an onsite visit to the company of the outsource service provider and keeps the records of their visit and background check.

Education and Training

Students

SISFU students are empowered to be an advocate of their own well-being. The Guidance Designate has a great responsibility in these efforts, especially in their role regarding the social and emotional well-being of the students. This is achieved through counselors working with teachers to teach students the fundamentals of child protection, personal advocacy, safety, and healthy relationships.

Parents

SISFU is committed to engaging parents as partners in child protection. The school strives toward this goal through clear and consistent communication about the Child Protection Guidelines and Procedures. This is done through the SISFU Preparatory Programme, Students and Parents Bulletin, Student Handbook, and Parent Teacher Conference. In particular, Parenting Sessions provide a great opportunity to engage parents and guardians in discussing healthy adult-student relationships and the various ways to work together in partnership for children protection.

Employees – Faculty, Coaches, Non-teaching Employees and External Partners

SISFU recognizes the importance of educating the faculty, coaches, non-teaching employees, and external partners about its commitment to child protection and ways adults can maintain and nurture healthy adult-student relationships. The Office of the Taylor Center for Professional Development conducts training with all SISFU Faculty and Staff through its Learning Institute Program (LIP) series.

COMPUTER SYSTEM AND INTERNET USAGE POLICY

This Internet Usage Policy provides students with rules and guidelines about the appropriate use of the school equipment, network and Internet access; having such a policy in place helps to protect both the school and the student.

This Internet Usage Policy applies to all students of SISFU who have access to computers and the Internet to be used in the performance of their work. Use of the Internet by students of SISFU is permitted and encouraged where such use supports the goals and objectives of the school. However, access to the Internet through SISFU is a privilege and all students must adhere to the policies concerning computer and Internet usage. Violation of these policies could result in disciplinary action. Students may also be held personally liable for damages caused by any violation of this policy.

Computer and Internet Usage

a. Students are expected to use the Internet responsibly and productively.

b. School-related activities include research and educational tasks that may be found via the Internet that would help the student academically.

c. All Internet data that is composed, transmitted and/or received by SISFU's computer systems is considered to belong to SISFU and is recognized as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties.

d. The equipment, services and technology used to access the Internet are the property of SISFU and the school reserves the right to monitor Internet traffic and monitor and access data that is composed, sent or received through its online connections.

e. Emails sent via the schools' email system should not contain content that is deemed to be offensive. This includes, though not restricted to, the use of vulgar or harassing language/images.

f. All sites and downloads may be monitored and/or blocked by SISFU if they are deemed to be harmful and/or not productive to the student.

g. The installation of software such as instant messaging technology is strictly prohibited unless required in class.

Unacceptable Use of the Internet by Students includes, but not limited to:

a. Access to sites that contain gaming, obscene, hateful, pornography, unlawful, violent, Adware, Drugs, Gambling, Discrimination, Weapons, Anonymizer, Proxy, or otherwise illegal material.

b. Sending or posting discriminatory, harassing, or threatening messages or images on the Internet or via SISFU's email service.

c. Using computers to perpetrate any form of fraud, and/or software, film or music piracy.

d. Stealing, using, or disclosing someone else's password without authorization

e. Downloading, copying or pirating software and electronic files that are copyrighted or without authorization.

f. Sharing confidential material, trade secrets, or proprietary information outside of the organization.

g. Hacking into unauthorized websites.

h. Sending or posting information that is defamatory to the school, its products/ services, colleagues and/or customers.

i. Introducing malicious software onto the company network and/or jeopardizing the security of the organization's electronic communications systems.

j. Sending or posting chain letters, solicitations, or advertisements not related to the schools' purposes or activities.

k. Passing on personal views as representing those of the organization.

l. Uploading pictures/ videos/ comments that may implicate or tarnish the reputation of the school or its personnel.

All terms and conditions as stated in this document are applicable to all users of SISFU's network and Internet connection. All terms and conditions as stated in this document reflect an agreement of all parties and should be governed and interpreted in accordance with the policies and procedures mentioned above. Any user violating these policies is subject to disciplinary actions deemed appropriate by SISFU.

Policy to regulate the use of electronic gadgets and other related devices

Section 1. It shall be prohibited for any student, not being authorized by their professor to use any electronic gadget and other devices smartphone, mobile phone, smart watch, entertainment gadget, gaming console, camera or any other similar electronic device including its accessory while and during class session.

Section 2. Any student who willfully or knowingly does or who shall aid, permit, or cause to be done any of the acts prohibited in the preceding section or who violates the provisions of the following sections, or aids, permits, or causes such violation shall be subjected to disciplinary action provided for in the next paragraph.

Confiscation of School ID of the student; The ID of the erring student shall only be released upon payment of a fine amounting to Three hundred (300.00) pesos in Philippine Currency coupled with satisfactory explanation by such student to the Programme Head. This section shall not apply in cases provided for under Section 6 of this Policy.

Section 3. Nothing contained in this Policy, however, shall render punishable for any student, who is authorized by their professor, to execute any of the acts declared to be prohibited. The authority or permission granted or issued by the professor shall specify: (1) the student or students who will be allowed to use their electronic device; (2) the period of the authorization; (3) the scope of authorization and; (3) the electronic device to be allowed.

Section 4. Using an electronic device for any purpose, other than what has been permitted by the professor shall also be a violation under this Policy.

Section 5. Use of Mobile phones by the students for any purpose shall be prohibited during class session. All students must turn off or otherwise put their mobile phone on "silent mode" during class.

It shall be prohibited for any student to have mobile phones or any similar device in their possession while on duty, whether in the kitchen, restaurant training room, office or any other event or activity facilitated by SISFU, thereof.

Section 6. Using of electronic gadget or any other electronic device during examination shall be a prima facie evidence of cheating and shall be punishable under other related policy of the school regarding cheating.

Social Media

The social networking platforms are not the proper forum or venue for the discussion or airing of grievances against or of personal or private concerns with co-employees, administrators, students, or parents. In line with the policy of open communications, the different stakeholders in the school are encouraged to discuss concerns, issues or grievances with the person concerned or with the immediate head.

Any employee, parent, student or administrator, who airs, ventilates, discusses, discloses or uploads concerns or issues with the other stakeholders on the social networking platforms without first taking it up with the person concerned shall be guilty of fomenting, creating or causing dissension or discord, disloyalty or disrespect for authority and/or acts inimical to the common good of the institution and shall be dealt with accordingly.

APPENDIX T

GOOGLE DRIVE STORAGE LIMIT FOR STUDENTS ACROSS SGEN

Google Drive plays a crucial role in supporting SGEN's educational vision and mission by facilitating collaboration, sharing resources, and enhancing teaching and learning processes. The efficient utilization of Google Drive storage is essential to ensure the smooth and uninterrupted operation of these educational processes. This policy established a fair and equitable storage allocation for all students to ensure sustainable and responsible usage, utilization, and management of Google Drive Storage.

- Each student shall be allocated the default Google Drive storage limit of 15GB, following the approved SGEN's Google Workspace Account and Storage Policy for Students.

- For students exceeding the limit will be required to archive or delete files exceeding the limit with the grace period set by the MIS department. The MIS Department may provide assistance in identifying and archiving less frequently used files.

- For graduating students, Registration must submit a list of students for deactivation to MIS, including their name, programme, and last day of attendance/enrollment. Graduating students' accounts will be deactivated within one (1) month after account deactivation.

- Considerations will be made if the student/s will continue their top-up at DMU or any of our partner schools as long as they are maintaining the storage limit to avoid any inconvenience.

- The MIS Department will regularly monitor Google Drive storage utilization across all student accounts.

- Students exceeding the storage limit may have their Google Drive access temporarily restricted until they comply with the storage policy.

- The list of students exceeding the designated Google Drive storage limit will be reported to the respective Programme Heads.

INCLUSIVITY AND DIVERSITY POLICY

Purpose

The purpose of this policy is to describe Southville International School affiliated with Foreign Universities' approach to student diversity and to promote inclusion that ensures positive attitudes and responsiveness to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.

Rationale

The Diversity Policy of Southville International School affiliated with Foreign Universities' position statement on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum, offering maximum learning opportunities and meeting the educational and social needs of all students.

Southville International School affiliated with Foreign Universities educates all students as successful, creative and confident, active and informed learners empowered to shape and enrich our world as future leaders. It is the role of the management, administrators, teachers, and staff in our school to ensure that each student is given the support and encouragement they need to become the leaders of the 21st century.

Supporting diversity and being inclusive is about building communities that value, celebrate and respond to diversity, underpinned by respectful relationships between learners, teachers, and caregivers. It is supported by collaborative relationships with communities and governments and shapes the society in which we live and the type of society to which we aspire. Education is recognised as the key pathway to improving equitable economic and social, emotional, and wellbeing outcomes for students.

Policy Statement

Every student deserves to flourish and has the right to learn in a safe, supportive, and inclusive school environment, free from discrimination, bullying and harassment. SISFU supports all students, regardless of background, religion, culture, identities, and abilities to access and fully participate in their learning.

Principles

SISFU believes that every learner:

- is a lifelong learner, with a desire to search for truth and do what is right, is accountable for choices and responsible for actions
- is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all
- can achieve success in life and learning where diversity is valued, and shared wisdom contributes to decision-making that enriches and enlivens our world
- brings to the learning experience their own richly diverse life journey to contribute to the Southville community, empowered and be at the service of others.

SISFU caters for students who have a diverse range of personal characteristics and experiences. As these different student groups experience different barriers to inclusion, SISFU commits to continue to develop and implement strategies and policies, and support practices that address the unique needs of:

- students with disability
- gifted and talented students
- students from culturally and linguistically diverse backgrounds
- students living in out-of-home care
- students who identify as gender diverse or LGBTIQ+
- students from rural and remote communities
- students with mental health and wellbeing concerns
- disengaged and marginalized students.

Statement on Racial Discrimination

As an international school that welcomes students from a variety of racial, ethnic and cultural backgrounds, Southville International School affiliated with Foreign Universities (SISFU) teaches and expects its students to treat one another with compassion and kindness. There is no place for any kind of hatred in speech and in behavior. We pride ourselves on diversity, inclusion and equality for all students where they feel safe and valued.

We have a zero tolerance policy for any act or language that violates the rights and dignity of individuals, and seeks to intimidate and foster hate towards another person's race, religion, disability, ethnicity, gender identity. Even one hate incident is one too many and students, faculty and staff are made to understand that it will not be tolerated.

We strive to create a diverse, safe and inclusive learning environment that respects and embraces the differences between and among us.

We are committed to educating our student's minds and hearts, and preparing them to live and thrive in a diverse world. We see in them a reason to hope for a more just and humane society in the future.

Gender Equality

Southville International School affiliated with Foreign Universities is committed to promoting gender equality and creating an inclusive and welcoming environment for all students. We believe that every student deserves to be treated with respect and dignity, regardless of their gender, gender identity, or expression.

We strive to create a safe and supportive learning environment that allows all students to reach their full potential. We do not tolerate discrimination or harassment based on gender, and we actively work to promote gender equity in all aspects of school life.

Our curriculum and educational programs are designed to promote gender equality and challenge gender stereotypes through courses that explore gender concepts, activities that allow reflection and promote awareness of gender biases, as well as by promoting interaction and collaboration among students of all gender. We also provide resources and support services for students who may be experiencing gender-based discrimination or harassment.

We believe that gender equality is a fundamental human right and an essential component of a just and fair society. As such, we are committed to creating a school culture that values and promotes gender equality and diversity.

LIST OF RELEVANT REPUBLIC ACTS AND GOVERNMENT-MANDATED POLICIES

Republic Act No. 11036 - Mental Health Act

Republic Act No. 7877 - Anti-Sexual Harassment Act of 1995

Republic Act No. 11313 - Safe Spaces Act (Bawal Bastos Law, 2019)

Republic Act No. 9262 - Anti-Violence Against Women and Children

Republic Act No. 7610 - Special Protection of Children Against Abuse, Exploitation and Discrimination Act

Republic Act No. 10627 - Anti-Bullying Act of 2013

Republic Act No. 11053 - The Anti-Hazing Act of 2018

Republic Act No. 8049 - An Act Regulating Hazing and Other Forms of Initiation Rites

Republic Act No. 7079 - Campus Journalism Act

Republic Act No. 10173 - Data Privacy Act

Republic Act No. 10175 - Cybercrime Prevention Act of 2012

Republic Act No. 9165 - Comprehensive Dangerous Drug Act of 2002

CHED Memorandum Order No. 18 Implementing Guidelines for the Conduct of Drug Testing of Students in All Higher Education Institutions

Dangerous Drugs Board Regulation No. 6 General Guidelines for the Conduct of Random Drug Testing for Secondary and Tertiary Students