

# **SISFU - Online MBA Student Handbook**

## **BTEC Level 7 Extended Diploma in Strategic Management & Leadership**

### **AY 2023-2024**

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## I. INTRODUCTION

### Purpose of the Student Handbook

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

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

### Message from the Dean



Welcome to SISFU, where the focus is on quality and excellence in international education.

Allow me to congratulate you on your decision to pursue a postgraduate education that will provide you a future of opportunities. We are now in an era where widespread knowledge is just within our fingertips – newer technologies, and platforms for learning. The professional horizons especially in the field of business administration and management are expanding that would require higher level skills since our business sector has become borderless, dynamic, and competitive. Your investment to equip yourself with the required knowledge, abilities, and new skills will put you in the forefront of your career. The institution will provide you the intellectual, social, and physical environment to succeed plus forming life-long friendships and networks that will aid you in your future endeavors.

Our vision statement affirms our commitment to being globally connected that will provide you a learning experience that will propel you towards managerial and leadership excellence. We look forward to helping you achieve your aspirations and may you have a fruitful, happy, and successful stay with us.

Nancy L. de Guia, PhDM, CGSP  
**Dean of Academics**

## History

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

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

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

SISFU brings high quality education to the Philippines to enable its students to be globally competitive. The excellence that we aim for in this degree scheme is a result of collaboration between staff and students. We try to provide a board and stimulating environment in which you can explore ideas and pursue projects. Our aim is to spark your enthusiasm and interest.

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

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

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## II. PARTNER EDUCATIONAL INSTITUTIONS

### Pearson

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

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

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

### III. PHILIPPINES VS. UK TERMINOLOGY IN HIGHER EDUCATION

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

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

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

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

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

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

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

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

## IV. MATRICULATION & REGISTRATION

### Matriculation for Pearson L7 Diploma

#### *Tuition and Other Fees*

**Tuition Fee per Unit:** For students seeking admission into the program, this fee is paid at the time the applicant is registered into the Programme. **USD 420.00**

**International Registration Fee (IRF):** The IRF is a one-time fee to cover the cost of official registration of each student with the foreign partner university for a specific period. **USD 1,100.00**

**Annual Fee:** For students who are starting their second year of study, this is a one-time fee paid on or before the start of classes. **USD 100.00**

**Miscellaneous Fee per enrolment:** The miscellaneous fee covers the digital platform subscriptions. **USD 60.00**

#### *Payments*

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

Payments may be made using:

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

### Registration

#### *Registration Card*

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



## V. PEARSON BTEC Level 7: Qualification Purpose and Progression

### Pearson BTEC Level 7 Qualifications in Strategic Management and Leadership

#### Who are these qualifications for?

The Pearson BTEC Level 7 Qualifications in Strategic Management and Leadership are designed to provide focused and specialist courses with a clear work-related emphasis. The qualifications provide the knowledge, understanding and skills required to manage people and resources in a strategic way in all sizes of organisation.

They are particularly suitable for learners who wish to follow a tailored programme of study that is directly related to their work in strategic management/leadership, or that is related to an aspect of employment they wish to move into in the future.

The 45 GLH Certificate is designed to provide a smaller bite-sized qualification focused on strategic management and leadership. It can be studied in combination with other qualifications or as training within a wide range of employment fields to introduce learners to essential knowledge and understanding of strategic management and leadership. It enables progression into larger sized qualifications both in this and other subject areas.

The 135 GLH Diploma builds on the 45 GLH Certificate and is designed to provide a focused qualification on strategic management, leadership and change, with optional units that allow some specialisation. It prepares learners to work as strategic managers and leaders.

The 270 GLH Extended Diploma builds on the 135 GLH Diploma and is designed to provide a broad qualification on strategic management and leadership. It prepares learners to work as strategic managers and leaders with optional units in, for example, planning, creative and innovative management, and communication.

**What could these qualifications lead to?**

BTEC Level 7 Professional qualifications in Strategic Management and Leadership support progression to further postgraduate study.

These qualifications support career progression. Learners who have completed a BTEC Level 7 Professional qualification in Strategic Management will be ready to work in the role of a strategic manager.

**VI. Qualification summaries and key information**

Qualification title	Pearson BTEC Level 7 Extended Diploma in Strategic Management
Operational start date	01/01/2021
Entry requirements	This qualification is for learners aged 19 or above. There are no specific entry requirements however centres must ensure that learners have sufficient capacity and/or experiential learning to undertake this qualification. Please also refer to <i>Section 7 Administrative Arrangements</i> .
Guided Learning Hours (GLH)	270
Total Qualification Time	1200 hours
Credit value	120
Assessment	The units are assessed using assignments that are set and marked by the centre.
Unit grading information	Pass
Qualification grading information	Pass

## VII. Programme Structure

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Unit Number	Unit Title	Credit	GLH
1	Strategic Leadership & Management	20	45
2	Strategic Change Management	20	45
3	Research Methods	20	45
5	Strategic Marketing Management	20	45
7	Strategic Human Resource Management	20	45
8	Financial Principles and Techniques for the Strategic Manager	20	45

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## VIII. LEARNING PLATFORM: MOODLE

All learning materials and activities can be accessed through Moodle.

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

## IX. ASSESSMENT

To achieve a pass for this qualification, the learner must achieve all the units required in the qualification structures.

### Internal assessment

All units in this qualification are internally assessed. This means that centres set and mark the assessments, which are then subject to external standards verification by a Pearson standards verifier.

### Assessment using assignments

For all units, the format of assessment is an assignment taken after the content of the unit has been delivered. An assignment may take a variety of forms, including practical and written. Assignments are separate from teaching, practice, and other activities that learners complete with input from teachers. Assignments must be completed independently by learners, which means they work on their own without input from other learners or teachers.

An assignment needs to be issued to learners as an assignment brief that includes a start date, a completion date and clear requirements for the evidence that they need to provide. Assignments should be set within a specific organisational context. Assignments can be divided into tasks and may require several forms of evidence, including written tasks and observations.

Teachers will set the assignments. These must allow learners to generate the evidence required to meet the assessment criteria.

### **Issuing assessment decisions and feedback**

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why achievement of assessment criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an internal verifier before it is given to the learner.

### **Resubmissions and retakes**

Learners who do not successfully pass an assignment are allowed one opportunity to resubmit evidence for this assignment. If they still do not reach the required standard, they should be given one opportunity to retake.

## Assignment Submission

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

### 1. Submission of Assignments

- a. The deadline for assignment submission is indicated on the assignment brief. Additionally, the deadlines are indicated on the Access Kit.
- b. Submissions made after the deadline are still acceptable. The maximum extension that may be granted to learners is 4 weeks. This is subject to approval of the unit adviser. The learner shall fill up an online deferral form to document the request for extension.
- c. If, upon the expiration of the 4-week extension, the learner fails to submit or to achieve a learning outcome, the grade shall be Referred. The next step is to file for Reassessment.

### 2. Reassessment

- a. If a learner's assignment does not merit a pass after the first assessment, they have the opportunity to resubmit the assignment for reassessment. The reassessment fee is \$150 per assignment.
- b. The assignment must then be submitted within 4 weeks from the date of initial assessment. The learner shall be notified of the new deadline.
- c. If a learner fails to achieve a pass for a unit following reassessment, they shall repeat the unit.
- d. The learner shall pay the full amount of \$420 per unit.

### 3. Submission of Grades

- a. From the date of assignment submission, the Assessors are given 7 days to assess, provide summative feedback, award a grade, and submit all documentation for internal verification.

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

### **Authenticity of student work**

Your assessor will assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

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

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

### **Plagiarism**

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

Forms of plagiarism include:

- Repeating as your own someone else's sentences
- Using other person's arguments as your own without appropriate acknowledgement
- Repeating someone else's particularly apt phrase without appropriate acknowledgement
- Paraphrasing another person's argument as your own

- Presenting another's line of thinking as if it were your own

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

### **Self-Plagiarism**

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

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

### **Assessment Boards**

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

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

Assessment Boards may also monitor academic standards.



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## IX. GRADUATION

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

## X. Appendix A

# ONLINE BEHAVIOUR POLICY

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

### BE FRIENDLY

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

### KEEP IT SAFE

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

### STAY ON TOPIC

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

NO ADVERTISING

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

KEEP IT LEGAL

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