



fashion&designinstitute

STUDENT HANDBOOK

2017 - 2018



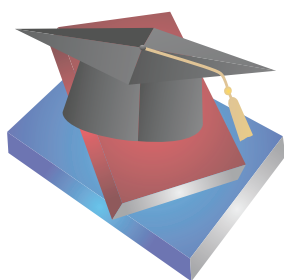


Student Handbook

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Message from Chairperson

Dear Students,

It is a pleasure to welcome you at the Fashion and Design Institute. In the course of the past years the Institute has strived to become a leading institution in post-secondary education in Mauritius. Our academic and administrative teams are highly motivated to facilitate your studies.

Life as a post-secondary student is not only about Academic, Vocational, or Art and design development but it is also about your holistic development as a responsible person in the relentless effort to become a good and honest citizen of our country. In your pursuit to graduate at different levels you are also given the opportunity to learn by succeeding and at times failing your endeavours. Your journey as a post-secondary student is part of your adulthood. Within a short period of time you will realise that you are no longer sheltered by your teachers but it becomes your responsibility to find new ways dealing with an array of circumstances that you have never thought of before. This is indeed an integral part of your learning experience at the fashion and Design Institute. As a post-secondary student you are now responsible for setting your own goals and choosing the different paths whereby to reach them.

You are entering a dynamic world-class institution that is constantly tackling the essential issues that matter to people, places and the environment. As a community, we respect ideas, value diversity of thought and inspire you to bold action and new ways of thinking.

In order to help you transition to post secondary education and achieve the high expectations you have set goals for yourself, we have prepared this overview of our support services and programs. We have also included information about the many opportunities to get involved and make a difference inside and outside of the classroom. This student handbook is an important document for you; it contains all the essential information about studying at the fashion and Design Institute. We assume that you will take some time to go through this handbook, and will find out what types of information can be found here, so that you will not have to go to fellow students, tutors, or members of staff for all your questions. Many answers are in this handbook.

We care deeply about our students and are here to offer our support. Our door is always open to hear your concerns and to hear your suggestions on ways to strengthen and build our learning community. This student handbook contains valuable information to help navigate your journey through the Fashion and Design Institute learning process. Make use of it, become familiar with your responsibilities as a student, and make the time to take advantage of the many opportunities to get involved. In that way, you will truly make the most of your life here at the Fashion and Design Institute.

Ms. Pushpanjali Luchoo
Chairperson
FDI Board

August 2017



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General information about Fashion and Design Institute (FDI)

Fashion and Design Institute “The Premier institute in design education in Mauritius”

The Fashion and Design Institute operates under the aegis of the Ministry of Tertiary Education, Science, Research, and Technology and its aim to promote excellence in the field of design education. The FDI which has been set up under the FDI Act 2009 by the Government to create a specialised Tertiary Education Institution, one of its kind, in view of providing the manufacturing as well as the creative sector with the manpower that it requires in the design industry. The FDI was officially launched in September 2009.

Vision Statement

To be a regional hub for design education and research that shapes lives and society.

Mission Statement

- a. To provide high quality, professional training of international standard in line with the needs of the industry.
- b. To foster creativity and promote a design culture in Mauritius.
- c. To assist industry in the design and production of high value added products and services.
- d. To offer demand driven services to the industry in the field of design.

Our Motto

The Premier Institute to bringing quality design education to Mauritius.



2 PROGRAMMES OFFERED BY THE FDI

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Art and Design (Fashion)

Full-time: 2 years

Part-time: 3 years

Pearson, UK

BA (Top-up) Fashion and Textiles Design

Full-time: 1 year

Part-Time: 1 ½ years

UTM (University of Technology, Mauritius)

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Art and Design (Graphic Design)

Full-time: 2 years

Part-time: 3 years

Pearson, UK

BA (Top-up) Graphic Design and Animation

Full time: 1 year

Part-Time: 1 ½ years

UTM (University of Technology, Mauritius)

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Art and Design (Digital design)

Full-time: 2 years

Part-time: 3 years

Pearson, UK



Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Art and Design (Art Practices)

Full-time: 2 years

Part-time: 3 years

Pearson, UK

BA (Top-up) Art and Design

Full time: 1 year

Part-Time: 1 ½ years

UTM (University of Technology, Mauritius)

Foundation Diploma in Art and Design

Full-time: 1 year

Pearson, UK

Extended Diploma in Art and Design

Full time: 2 years

Pearson, UK

BA (Hons) Interior Design

Full-time: 3 years

UTM (University of Technology, Mauritius)

Broad aims of our programmes are:

- a. To facilitate creative thinking.
- b. To encourage to be risk takers and push the boundaries of design.
- c. To help you in time management and be res possible.
- d. To work with others as part of a team as well as develop you as an individual.
- e. To advance visual, verbal and written communication skills.
- f. To plan, manage and organise your learning

FDI offers courses at different levels namely Higher National Diploma



courses awarded by Pearson, UK, Diploma and top-up degree courses awarded by the University of Technology Mauritius

Programme Structures

- Programme structures specify:
- Total credit value of the qualification.
- Minimum credit to be achieved at the level of the qualification
- Core units
- Specialist units
- Optional units
- Maximum credit value in units that can be centre commissioned.

FEES STRUCTURE

The fees structure for FDI courses are as follows:

- i. Course fee (depend on course and mode of delivery)
- ii. Deposit Rs 4000 (refundable)*
- iii. Insurance Rs 100 per year
- iv. Course materials Rs 2000 per year
- v. Administrative fees Rs 1500 per year
- vi. Library fee Rs 500 per year
- vii. FDI Identity Card Rs 200 per year
- viii. Student Union Rs 200 per year
- ix. Registration Fees £245
(Applicable for HND and Foundation courses awarded by Pearson)
- x. Registration & Exams Fees Rs 6,000 per year
(Applicable for courses awarded by UTM)

Note: Fees are subject to changes



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Recognition of Prior Learning and attainment


Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the policy document Recognition of Prior Learning available in the support section of our website (<https://qualifications.pearson.com>).

4. Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the Quality Assurance Agency – Quality Code and Ofqual General Conditions of Recognition (Pearson). Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminat-



ing arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design. Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson's policy regarding access to its qualifications is that:

They should be available to everyone who is capable of reaching the required standards.

They should be free from any barriers that restrict access and progression

There should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification.

Centres should consult our policy documents on students with particular requirements.



UTM (University of Technology, Mauritius)

Access to qualifications for students with disabilities or specific needs
Students taking a qualification may be assessed in British Sign Language or Irish Sign Language, where it is permitted for the purpose of reasonable adjustments.

5 Progression opportunities

While the practical skills gained from a Higher National Diploma (HND) can lead directly to the workplace, many students use the qualification as a stepping stone to an honours degree

Equivalent to the second year of a Bachelors degree, these vocational qualifications are usually studied full time for two years (or three years part time), preparing you for a career in a specific industry, such as engineering, business, hospitality, computer science, design, or health and social care.

As HND courses are designed with particular job sectors in mind, the practical, skills-focused programme will give you a level of expertise valued by employers and professional bodies.

Progression to BA(Hons) Degree year 2/3 or Top up Degree in a specialist area. The HND can also lead into employment, as the qualification is a recognised vocationally developed course.


Should I 'top up' to a degree?

It all depends on the career path you wish to take. If you want to apply for a graduate scheme or graduate-level job, you'll usually need to complete a degree - which is why most HND graduates decide to 'top up'.

Because the HND is a high-level qualification, it does give exemption from certain professional examinations; but you'll need to check which ones.

Before you make a decision:

check to see if your HND can get you into your chosen career with our



job profiles, work out if you can afford to study for a degree and discuss your options with a careers adviser.

How do I get on to a degree course?

If you're set on upgrading your HND to a Bachelors degree, you'll need to choose a university course. You can search and apply for available 'top up' course options at the Universities and Colleges Admissions Service (UCAS). This website provides links to the full entry requirement of each institution offering your particular course or continue at FDI with a top-up degree from UTM.

6 What is HN Global?

HN Global is an exciting new online platform created by Pearson for BTEC Higher National students around the world. Created in parallel with the development of the new BTEC Higher National qualifications, HN Global houses a great number of resources for students to get the most out of their BTEC Higher National experience.

How can students sign-up?

The process is simple, students just need to complete a self-registration form to create their own login details, which will grant them access to the platform.

What is currently available?

With HN Global, students can get access to 4 key sections:

Core textbooks - These textbooks provide students with key resources to develop their knowledge and understanding of the core units of their BTEC Higher National qualification. They contain selections from market leading textbooks that are used on Higher Education programmes worldwide, specifically chosen to cover the learning outcomes of students core units.

Career empowerment - Help students to get access to comprehensive online career services. As a student, they will have the opportunity to build their CV to meet the needs of industry employers relevant to



their vocational study route, with clear guidelines on how to demonstrate skills and knowledge in writing. Learn how to succeed at interviews, and gain access to a jobs board with exciting opportunities around the world.

Study skills modules - The best place to get started, especially if students are worried about the demands of Higher Education, or are unsure of what to expect when returning to study. Pearson has prepared self-directed online modules to develop your academic skills in areas such as essay and report writing, giving effective presentations, and the critical thinking required to consistently succeed in their assignments.

Forum - A place for students and tutors to engage in conversation, ask questions about their subject and chat with peers from around the world. This is the place to go when facing any difficulties with their studies or when needing further suggestions about how to succeed.

Our dedicated team at Pearson will always be there to answer any questions students might have.

Our aim

We hope HN Global will become an integral part of students Higher National experience. We look forward to working in collaboration with your centre and students to make it a resource that meets all of our BTEC Higher National students needs worldwide. If you have any questions or would like to get more information, email us.

Your data

Pearson is unable to access student information and we will not ask centres for any data. However and once students have accepted HN Global's terms of conditions, Pearson will receive students data and use it solely for administrative purposes. No data will be shared with third parties.



7 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, centres must implement robust quality assurance measures and monitor the effectiveness of their implementation. This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement, but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking creative industries practitioners for the future. Assessment can be either formative, summative or both.

Formative assessment

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

Through formative assessment tutors can identify students' differing



learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

Summative assessment

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

Assessment feedback

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

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.





Assessment decisions through applying unit-based criteria

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

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show ‘analysis’ and the related P criterion requires the student to ‘explain’, then to satisfy the M criterion a student will need to cover both ‘explain’ and ‘analyse’. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student’s evidence at the same time. In Appendix 1 we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

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

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.



8 Making valid assessment decisions

Authenticity of student work

An assessor must 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.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity. Centres may use Pearson templates or their own templates to document authentication.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms
- Examples of moderated assessed work
- Your Programme Leader and assessment team's collective experience supported by the standardisation materials we provide.



Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (and please also refer to section 3.6 in this Programme Specification).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Therefore, it may be advisable that students who do not complete assignments by your planned deadline should not have the opportunity to subsequently re-submit (on late submission see ch.16v). However, if you accept a late completion by a student, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve the completion of a



new task.

- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.


Assessment Boards

Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

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

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a centre does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and



minutes provide valuable evidence for QAA's Review of College Higher Education process.

The Programme Leader will also maintain records of assessment undertaken.

The key records are:

- Verification of assignment briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Calculation of the final qualification grade

Conditions for the Award

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

Compensation Provisions

Compensation Provisions for the HND

A student can still be awarded an HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

Compensation Provisions HNC



A student can still be awarded an HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- The overall qualification grade is calculated in the same way for the HNC and for the HND.
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Points per credit:

Pass: 4 Merit: 6 Distinction: 8

Point boundaries

Grade Point Boundaries

Pass 420–599 Merit 600–839 Distinction 840 +

Plagiarism and Assessment Malpractice Policy

It is essential that you understand that all work submitted must be your own, including correct referencing of any (short passages of) quoted material. Similarly your tutors are required to follow the correct procedures as laid down by the awarding body and the college, and this is carefully monitored through the verification process.

Definitions/Terminology

Student malpractice: any action by the student which has the potential to undermine the integrity and validity of the assessment of the student's work (plagiarism, collusion, cheating, etc.)

Assessor malpractice: any deliberate action by an Assessor which has the potential to undermine the integrity of BTEC qualifications

Plagiarism: taking and using another's thoughts, writings, inventions, etc. as one's own

Minor acts of student malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Student corrects and resubmits work in question

Major acts of learner malpractice: extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for the Assessor to deal with

Responsibilities

FDI will seek proactive ways to promote a positive culture that encourages students to take individual responsibility for their learning and respect the work of others.

Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work

Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work. **Quality Nominee:** required to inform Pearson of any acts of malpractice.



Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures

Addressing learner malpractice:

Promote positive and honest study practices

Students should declare that work is their own: check the validity of their work

Student induction and handbook will inform about malpractice and outcomes

Ensure students use appropriate citations and referencing for research sources

Assessment procedures should help reduce and identify malpractice

Addressing staff malpractice:

Staff BTEC induction and updating should include BTEC requirements

Use robust Internal Verification and audited record keeping

Audit student records, assessment tracking records and certification claims

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond
- Investigate in a fair and equitable manner
- Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures



Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Faculty and director with all personnel linked to the allegation.

It will proceed through the following stages:

- inform the individual of the issues and of the possible consequences
- inform the individual of the process and appeals rights
- give the individual the opportunity to respond
- investigate in a fair and equitable manner
- inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on



further action required

- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

Minor acts of student malpractice: handled by the Assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Student corrects and resubmits work in question and undertakes not to repeat error.

Major acts of learner malpractice: extensive copying/plagiarism, 2nd or subsequent offence, full investigation supported by the Head of Faculty and all personnel linked to the allegation.

Document all stages.

Definition of Malpractice by students

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other students to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.



Dealing with malpractice in assessment

‘Malpractice’ means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification.

Pearson does not tolerate actions (or attempted actions) of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice. The procedures we ask you to adopt when tackling malpractice vary between units that are internally assessed and those that are externally assessed.

Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre.

Pearson may conduct investigations if it is believed that a centre is failing to conduct internal assessment according to Pearson policies.

Student malpractice

Heads of Faculties are required to report incidents of any suspected student malpractice that occur during Pearson external assessments. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with the Fashion and Design Institute and Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre’s malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.



10 Student consumer rights

(Competition and Markets Authority)

Students are advised to consult all legislation concerning their field of study

- Consumer Protection (Control of Fairs) Regulations 2016 - GN 19/2016
- Government Gazette of Mauritius No. 13 of 13 February 2016
- THE CONSUMER PROTECTION (PRICE AND SUPPLIES CONTROL) ACT
- Regulations made by the Minister under section 35 of the Consumer Protection (Price and Supplies Control) Act
- THE CONSUMER PROTECTION (PRICE AND SUPPLIES CONTROL) ACT Act 12/1998
- Consumer Protection (Control of Price of Taxable and Non-Taxable Goods) Regulations 1998
- GN 164/1998
- THE CONSUMER PROTECTION (PRICE AND SUPPLIES CONTROL) ACT 1998
- Regulations made by the Minister under sections 3 and 35 of the Consumer Protection (Price and Supplies Control) Act 1998
- The Consumer Protection (Trade Fair and Exhibition) Regulations 2003
- Consumer Protection (Fees) Regulations 2005 - GN No. 35 of 2005
- Rodrigues Consumer Protection (Control of Manufacture and Sale) (Amendment No. 28) Regulations 2008 - GN No. 279 of 2008
- THE CONSUMER PROTECTION ACT 1991



11 Guide for references

Harvard guidance to citing references within learner work

Contents

- Text, Electronic & Written Word
- Books, printed journals, newspapers or magazines, e-Journals.
- Audio-visual Materials
- TV Programmes, DVD, YouTube, Live Performances & Plays
- Online Materials
- Websites, Wikis, Podcasts
- Software
- Computer programmes
- Personal Communications
- Emails, Unpublished interviews

The guide provides practical advice and examples to help you create references for information sources using Harvard style formats.

When producing an assignment you are required to acknowledge the work of others by citing references in the text and creating a list of references or bibliography at the end.

There are two steps involved:

- In-text citations
- A list of full references at the end of your work

Step 1: In-text citations

In-text citations enable you to indicate in your work where you have used ideas or material from other sources and authors. Here are some examples using the Harvard style. If, for example, your source is a book written by Jones and published in 2014, your in-text references would follow one of these three formats:

- . Further work (Jones, 2014) supports this claim
- . Further work by Jones (2014) supports this claim
- . 'This theory is supported by recent work' (Jones, 2014, p. 123).

Step 2: List full references at the end of your work



Everything you have cited in the text of your work, for example journal articles, web pages, podcasts, etc., should be listed in alphabetical order at the end. This is the reference list. Each reference should include everything you need to identify the item. You need to identify the source type (e.g. book, journal article) and use the correct referencing format from this guide to create the reference. If you include items that are not specifically cited but are relevant to the text or of potential interest to the reader, then that is a bibliography.

Generally speaking, the key pieces of information for a reference in Harvard style tend to be:

Author, A. A. and Other-Author, B. B. (Year Date) 'Title of item', Title of Overall Work [Item type/information], Publisher information, location of publisher.

Jones, J (2014) Walks on the Sussex Downs, RCS Press, Brighton.

Secondary source references

You may want to use a quotation or an idea from a source referenced within a work you have read. This is known as 'secondary referencing'. You need to make it clear in your work that are referencing the secondary source, for example:

In-text citation: Jones, cited in Smith (2014), loves country walks.

In the reference list you would provide details for the source you read it in, for example:

Southern/Pearson/2016

Smith, J. (2014) Country walks around the Downs, Brighton, RCS Press.

1. Books, texts, electronic written word

Books

In-text citation:

(Author, year of publication, page number) or Author (year of publication) says... Full reference:

Author, A. (year of publication) Title of Book, Place of publication, Publisher.

Printed Journal articles In-text citation:



(Author, year of publication) or Author (year of publication) states...

Full reference:

Author, A. (year of publication) 'Title of article', Title of Journal, volume [abbreviated to vol.], number [abbreviated to no.], page number(s) [abbreviated to p. or pp.].

For example;

(Jones, 1992) Jones, S. (1992) 'Walking the Downs for beginners; a short guide', The General Walkers Guide, vol. 13, no. 3, pp. 5–66.

E-Journal Articles

In-text citation:

(Author, year of publication) or Author (year of publication) states...

Full reference:

Author, A. (year of publication) 'Title of article', Title of Journal, volume [abbreviated to vol.], number [abbreviated to no.] [Online]. Available at URL (Accessed date).

Southern/Pearson/2016

For example:

(Jones, 1992) Jones, S. (1992) 'Walking the Downs for beginners; a short guide', The General Walkers Guide, vol. 13, no. 3, pp. 5–66.

Newspaper or magazine articles

In-text citation:

(Author, year of publication) or Author (year of publication) says...

Full reference:

Author, A. (year of publication) 'Title of the article', Title of the Newspaper, date, page number.

2. Audio-visual Materials

TV Programmes


In-text citation:

(Title of Programme, year of broadcast) or Title of Programme (year of broadcast) shows... Full reference:

Title of Programme (year of broadcast) Channel, date of transmission.

For example:

If you are accessing the programme online, for example via the BBC



iPlayer, then you would amend the reference as follows:
Eastenders (2014) BBC 1, 29 September [Online].
Available at www.bbc.co.uk/iplayer (Accessed 16 June 2015).

DVD

In-text citation:

Southern/Pearson/2016

‘Title of episode’, year of release) or ‘Title of episode’ (year of release) shows... Full reference:

‘Title of episode’ (year of release) Title of Programme, series number if available, episode number if available. Directed by Director's Name. Written by Writer's Name. Date of original broadcast if available [DVD]. Place of distribution: Distribution Company.

For example:

‘Phil buys the Queen Vic’ (2014) Eastenders, series 23, episode 1. Directed by C. Reason. Written by M Sturgess. First Broadcast 2014, BBC, BBC House.

YouTube Items

In-text citation:

(Title of Item, date uploaded) or Title of Item (date uploaded) says...

Full reference:

Title of Item (date uploaded) YouTube video, added by Name of uploader [Online]. Available at URL (Accessed date).

For example:

Education [Online]. Available at Live Performances and Plays

In-text citation:

(Title of Play, year of performance) or Title of Play (year of performance) illustrates that...

Full reference:

Title of Play by Author (year of performance). Directed by Director [Venue, Location. Date seen].

For example:

Southern/Pearson/2016

The Hour We Knew Nothing of Each Other by Peter Handke. (1992) Directed by James MacDonald. [National Theatre, London. 2008].



3. Online materials

Websites

In-text citation:

(Author, year of publication/last updated) or Author (year of publication/last updated) states...

Full reference:

Author, A. (year of publication/last updated) Title of Website [Online]. Available at URL (Accessed date).

For example:

<http://qualifications.pearson.com/en/qualifications/btec-nationals.html> (Accessed 18th April)

Wikis

In-text citation:

(Title of wiki, year last modified) or Title of wiki (year last modified) states ...

Full reference:

Title of wiki (year last modified) Article Title [Online], date last modified. Available at URL (Accessed date).

For example:

Available at [https://en.wikipedia.org/wiki/Pearson_College_\(United_Kingdom\)](https://en.wikipedia.org/wiki/Pearson_College_(United_Kingdom)) Podcasts

In-text citation:

Southern/Pearson/2016

(Author/presenter, year of publication) or Author/presenter (year of publication) states...

Full reference:

Author/presenter (year of publication) 'Title of podcast', Title of Internet Site [Podcast]. Date. Available at URL (Accessed date).

4. Software

Computer programmes

The developer of a computer program or application software may be an individual or a company. The date is the year the application was first released.

In-text citation:



(Author or developer, year of release) or Author or developer (year of release) shows...

Full reference:

Author, A. (year of release) Program Title (Version) [Computer program]. Available at URL (Accessed date).

For example:

Macromedia (1997) Adobe Dreamweaver (Version 3) [Dreamweaver]. Available at <http://www.adobe.com/products/dreamweaver.html> (Accessed 14th April)

5. Personal Communications

Emails

In-text citation:

(Sender, year of email) or Sender (year of email) says...

Full reference:

Sender, A. (year of email) Email to Recipient Name, date of message.

For example:

Southern/Pearson/2016

Unpublished Interviews

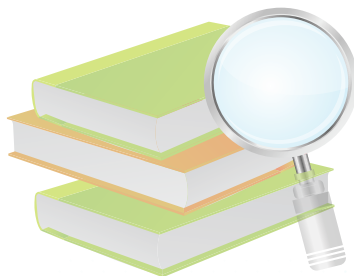
In-text citation:

(Interviewee, year of interview) or Interviewee (year of interview) claimed that...

Full reference:

Interviewee, A. (year of interview) Unpublished interview conducted by Interviewer Name, date of interview.

Jones, J. (1998) Unpublished interview conducted by Nasma Sadiq, 29/9/97.





12 Academic Grievance Procedures

June 2017

CONTENT

- Policies and Procedures
- Definitions
- Responsibilities of faculty members
- Responsibilities of students
- Resolutions of academic Grievances
- Academic Grievance committee
- Hearing Procedures
- Records of the academic grievance
- Authority of the academic grievance committee
- Report of the Academic Grievance Committee
- Office of Judicial Affairs
- Redress beyond the FDI
- Academic Grievance Procedures: Appeal Packet Checklist



1. Policies and Procedures (Academic Grievance Procedures)

Policy

The Fashion and Design Institute provides consistent and equitable treatment in resolving disputes arising from the Academic conflicts between faculty and student(s). The applicability of this policy is limited to issues directly associated and connected with the faculty member's responsibilities as a Training Officer/lecturer and the student's responsibilities as a learner as mentioned below.

2. Definitions

FDI	– Fashion and Design Institute
AGC	– Academic Grievance Committee
HOF head of Faculty	– The individual designated as administrative
Faculty Member	– Any individual employed as training officer/ lecturer
Grievant	– A student who files a formal academic grievance.
Remedy	– An action to correct an individual student's situation.
Respondent	– One or more faculty members against whom a grievance is filed.
Semester	– Any scheduled term of instruction as per time table.
Student	– Any individual enrolled to study at the Fashion and Design Institute



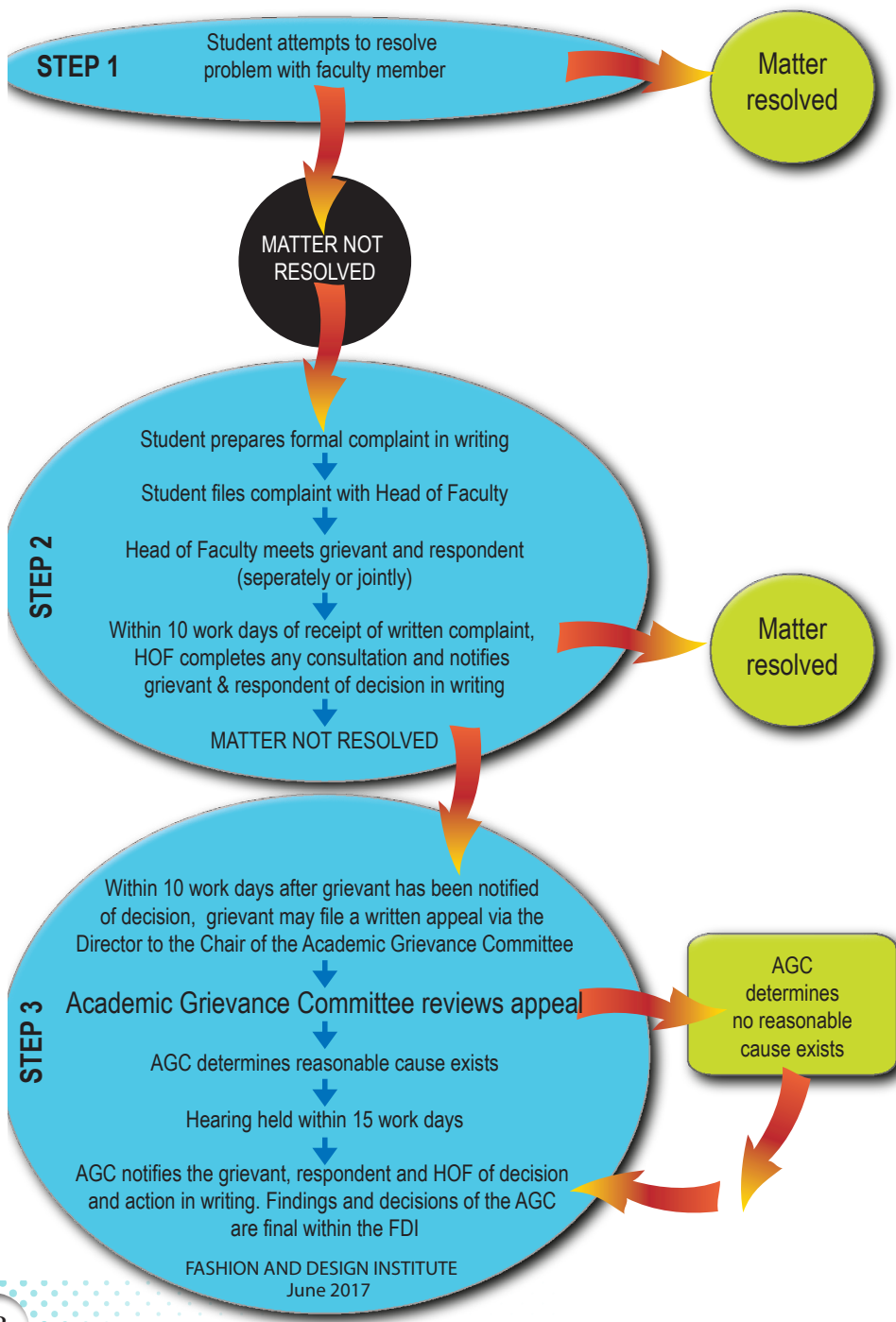
3. RESPONSIBILITIES OF FACULTY MEMBERS

In the classroom, in seminars, in the laboratory, studio, practicum or other instructional setting, and in conference, faculty members are expected to adhere to the highest professional standards of behavior and conduct. The responsibilities of faculty members include, but are not limited to, the following:

- to exhibit behavior which does not interfere with the rights of other faculties and students to learn or carry out their research or creative activities;
- to provide students equitable and unbiased treatment in an educational climate free from harassment and discrimination based on race, color, religion, national origin, sex, disability, arrest and court record, age, and sexual orientation;
- to provide students with sufficient and timely information, in writing, on the standards they are expected to meet and the procedures used to evaluate their achievements in their academic program, including (if relevant) an explanation of degree requirements, course objectives, general grading policy, attendance policy, and related matters;
- to ensure that each course offered is in fundamental accord with the latest course description provided at the beginning of the course;
- to permit students who act in accordance with the responsibilities indicated in "Responsibilities of Students" (Section 2) to complete any course in which they are enrolled;
- to provide instruction as scheduled with class meetings beginning and ending at the stated times, and to comply with other stipulations of the FDI calendar and planning schedule;
- to provide students timely evaluation in a fair, objective, and consistent manner;
- to retain student papers, tests, projects, reports, and examinations, as well as any other records maintained for the purpose of issuing grades, through the ensuing semester unless returned to the students;



- to allow students to question and discuss the options, written materials, and other data considered part of each course or instructional program;
- to maintain reasonable office hours during the semester at times which are mutually convenient to students and faculty;
- to adhere to the policies of the Faculty concerning authors' recognition of contributions to their work by students and others on Ethical Standards of Conduct; and
- to refrain from any interference with these academic grievance procedures, or from any retaliatory action against a student because the student has filed a grievance.





4. RESPONSIBILITIES OF STUDENTS

In the classroom, in seminars, in the laboratory, studio, practicum or other instructional settings, and in conference, students are expected to adhere to the highest academic standards of behavior and conduct. The responsibilities of students include, but are not limited to, the following:

- to exhibit behavior which does not interfere with the rights of other students and faculty to learn or carry out their research or creative activities;
- to attend classes, seminars, and laboratories or follow other courses of study as required by the tutor, recognising that absences or deviation from required courses of study may adversely affect the final grade, acceptable attendance of 80% per module ;
- to fulfill assignments and requirements as described by the module leader, recognizing that failure to do so may adversely affect the final grade;
- to provide required written, artistic, or other required materials to the submission of project office in as set by the module leader, allowing the faculty sufficient time to adequately review such materials;
- to abide by the FDI Student Conduct Code and other academic regulations in effect at FDI and the awarding body;
- to follow these Academic Grievance Procedures in pursuing redress of an academic grievance, as failure to do so may result in dismissal of the grievance;
- to recognise that the burden of proof rests upon the grievant; and
- to refrain from frivolous grievances.

If a student has fulfilled all of his/her responsibilities as set forth in this document (Section 4) and believes that a faculty member has failed to meet any of the responsibilities stated in this document (Section 3), or has acted arbitrarily and/or capriciously in the exercise of these responsibilities, the student may initiate action to achieve remedy.



Such action should be taken in accord with these Academic Grievance Procedures.

The procedure to resolve grievances is outlined below and must be initiated no later than the end of the semester following the one in which the cause of the grievance occurred.

Step 1 – The student shall attempt, insofar as possible, to resolve the problem with the faculty member(s) involved.

In the attempt to resolve the matter with the faculty member, the student may wish to consult, in the following suggested order:

The HOF

The Director

In addition, any combination of the above may be approached to assist in an informal resolution.

Step 2 – Failing to resolve the problem at Step 1, the student/grievant shall prepare a formal complaint in writing indicating:
the statement of facts as the grievant perceives them, citing specific violations where possible;
the remedy sought by the grievant; and
the respondent's statement or actions, if any, during or after the consultation(s) under Step 1.

This written complaint is presented to the HOF of the respondent, with a copy for the respondent, and must be filed within 10 work days of the date on which the outcome reached in Step 1 is known to the grievant.

The HOF shall meet separately with the grievant and the respondent, or if both parties agree, jointly, to discuss the complaint.

Within 10 work days of receipt of the written complaint, the HOF shall complete any consultation and shall notify in writing the grievant and





respondent of the HOF's determination and decision in writing, with a copy of the findings to the Director.

If the HOF becomes aware that sexual harassment is a possible basis of the academic grievance and the grievant confirms this opinion, the HOF will notify, in writing, the Director that said academic grievance may involve sexual harassment. In such cases the HOF will provide the grievant a copy of the FDI.

Policy and Procedure on Sex Discrimination and Gender-Based Violence and the Discrimination Complaint Procedures for Employees, Students. Notwithstanding this notification, the procedures for academic grievance shall continue as stated below.


Step 3 (Appeal) – Failing to achieve a satisfactory resolution at Step 2, the grievant may file an appeal in writing via the Chairperson the AGC.

Such filing must be done within 10 work days after the grievant has been notified of the decision reached and any action(s) taken at Step 2. The grievant shall 1) provide as part of the appeal complete copies of all materials associated with Steps 1 and 2 and 2) shall notify the chairperson of the AGC of the names of other custodians of relevant material which the grievant may not possess.

It is the responsibility of the Chairperson of the AGC to ensure that all notifications required, are accomplished.

6. THE ACADEMIC GRIEVANCE COMMITTEE

Composition of the AGC and its Hearing Committee. The AGC has eight (8) members: a chairperson, 3 students representatives, 1 Administrative officer and three (3) faculty members. For pre-hearings and hearings, the AGC shall have five (6) members: the AGC Chairperson serving as chair of the hearing committee, the two faculty members, one administrative officer and two students.



Five (5) members of the AGC shall constitute a quorum for a hearing.

All members of the AGC serve for one academic year with terms beginning on the first day and ending on the last day of the 9 month duty period (of nine-month faculty). Members may be reappointed.

All members of the AGC serve for one academic year with terms beginning on the first day and ending on the last day of the Academic year. Members may be reappointed.

Responsibilities and Procedures of the AGC

Pre-hearing Procedures

a. Upon receipt of an appeal the chairperson of the AGC shall: review and act upon the appeal or transmit the appeal to the AGC for discretionary review and recommendation;

notify, in writing, the grievant, the respondent, and the respondent's HOF of its action on the appeal; and

N.B the presentation of an appeal is a request by the grievant to the AGC. however, should the AGC decide in the pre-hearing that no reasonable case exists, no hearing will be held. completion of steps 1 and 2 does not automatically lead to a hearing.

in the event of a decision that a reasonable case exists, hold a hearing within 15 work days.

Note that the chairperson of the AGC may waive any and all specified time deadlines for a specific period when there is evidence that a good-faith effort to meet the deadline has been made. The AGC Chairperson shall determine if any prospective member of the hearing committee has a conflict of interest in the particular case and, should such determination be made, exclude that person as a member for a hearing.

Provisions for determining a quorum will apply in the usual manner.



Upon scheduling a hearing the AGC chairperson shall:

- give written notice of the hearing, at least 10 work days prior to the hearing date, to the grievant, the respondent, and the appropriate HOF;
- inform grievant and respondent of the date, time, and place of the hearing;
- give notice that the burden of proof rests upon the grievant; and
- distribute to grievant and respondent copies of the FDI Academic Grievance Procedures.

7. Hearing Procedures

The AGC operates under guidelines for the conduct of the hearing which include but are not limited to the following:


The grievant and/or respondent may have an advisor present provided that notice of such intent and the name of the advisor are given to the Office of director at least five work days prior to the hearing. The other party to the appeal shall be notified by the Office of the Director of such notice within 24 hours of having received notice and may, without further notice, have an advisor present.

The hearing is closed unless both the grievant and respondent request, in writing, an open hearing. This request must be made to Office of Director at least 24 hours prior to the hearing.

The chairperson of the AGC is responsible for recording the hearing, maintaining order, and shall have the authority to rule on points of order and to exclude immaterial and/or unduly repetitious evidence.

The grievant and respondent shall be provided the opportunity to present evidence and arguments on all issues involved.

Oral and documentary evidence may be introduced.



The grievant and respondent shall have the right to question witnesses and submit rebuttal testimony.

All members of the hearing committee may question witnesses.

The AGC hearing committee may secure testimony from witnesses other than those presented by the grievant or respondent. The AGC hearing committee, with due notice to the grievant, may also secure documents relevant to the issue which were not introduced at any previous step, or introduced in the hearing by the grievant or respondent. Confidential documents may be secured only with the consent of appropriate parties.

The hearing will be held as scheduled even in the absence of the respondent, unless such absence is for good and sufficient cause. The decision of the AGC as to good and sufficient cause is final within FDI.

Should the grievant not appear, except for good and sufficient cause, the grievance may not be refiled. The decision of the AGC, as to good and sufficient cause, is final within FDI.

The deliberations of the AGC after receipt of all testimony are closed.

After the AGC has made its findings and reached a decision, a formal report shall be made. The chairperson of the AGC shall send a copy of the formal report in writing to the grievant and to the respondent within seven work days after completion of the formal report. A copy shall be sent to the HOF, and the Director (where appropriate).

Remedies imposed by the AGC shall be appropriate to the elements of the grievance and decided by the director approved by the FDI Board.



8. RECORDS OF THE ACADEMIC GRIEVANCE

The chairperson of the AGC shall maintain a log of the hearings. The log shall include a brief notation as to the subject matter of the dispute but no personally identifiable information. This log shall be open to inspection at the Office of Director.

Other records to be maintained by the AGC shall be limited to the following and shall not be open to inspection except to the grievant or respondent and only upon written request to the Office of Director. Such records include all pleadings, motions and rulings, all evidence, including oral testimony, the report of the AGC, and audio recording of the hearing. This material will be filed in the Office of Director. Any costs associated with preparing copies of such records may be charged to the requestor.

9. AUTHORITY OF THE ACADEMIC GRIEVANCE COMMITTEE

The findings and decisions of the AGC are final within FDI.

The AGC has the authority to direct the execution of remedies as specified in its decision.

10. REPORTS OF THE ACADEMIC GRIEVANCE COMMITTEE

The chairperson of the AGC shall submit a report of the decisions of the AGC, in summary form, by May 1 each year to the Office of Director who shall provide copies to the office for Students affairs, the HOF, and the presidents of Student council. The report shall not include any personally identifiable information which must be kept confidential under the Equal opportunities Act.



11. Office of Judicial Affairs

Failing to achieve a satisfactory resolution at all the above steps, the grievant may file an appeal in writing to the Office of Judicial Affairs which is chaired by the Director and 2 faculty staff and one administration officer.

12. REDRESS BEYOND THE FASHION AND DESIGN INSTITUTE

Nothing in this document shall preclude either the student or the faculty member from seeking redress through a court of competent jurisdiction or an outside enforcement agency.

Students are encouraged to exhaust all available internal, FDI procedures to achieve a resolution of an academic grievance before seeking redress outside the Institute.

13. ACADEMIC GRIEVANCE PROCEDURES: APPEAL PACKET CHECKLIST

The sample checklist below is a tool to assist students in navigating the Fashion and Design Institute (FDI) Academic Grievance Procedures and in preparing a complete and detailed academic grievance appeal packet for the Academic Grievance Committee (AGC). Students who wish to file a grievance should contact the Office of Administrative Affairs for a current checklist. The FDI Academic Grievance Procedures are located at [fdi.intnet.mu/student affairs](http://fdi.intnet.mu/student%20affairs)

Students should complete and document each step in the Academic Grievance (AG) process in order to ensure that grievances are given due consideration. Be sure to collect the information and documentation below when compiling a grievance. Additional supporting documents may be included as appropriate for each step. If you have any questions or concerns, please contact the FDI Office of administrative Affairs.



Name (Last, First):

FDI Student ID#:

Contact email :

Contact phone:

Programme:

Term & Year:

Module leader:

Faculty :

Head of Faculty:

Step 1: Student shall attempt to resolve issue with the module leader.

Grievances must be initiated no later than the end of the semester following the end of the course in question.

Step 2: Student submits formal written complaint to HOF.

If issue is not resolved upon completion of Step 1, Student should then prepare a formal, written complaint. Please see 2a to 2c below. Provide all information and documentation requested.

Step 2a: Student files a formal complaint in writing to the HOF; a copy of the written complaint must be provided to the Instructor. The formal complaint must include:

A statement of facts as the grievant perceives them, citing specific violations where possible.



The remedy sought by the grievant.

The respondent's statement or actions, if any, during or after the Step 1 consultations.

Attach appropriate documentation or correspondence, such as email or assignments.

Step 2b: Within 10 days of receipt of formal written academic grievance complaint, the HOF shall meet with Student and staff (separately or jointly) to discuss the complaint.

Step 2c: HOF shall notify Student and Instructor of determination or decision in writing

Step 3: Student submits written appeal to Academic Grievance Committee.

If a satisfactory solution is not achieved in Step 2, the student may file a grievance appeal in writing via the Office of Director with the Academic Grievance Committee.

Please remember:

The burden of proof rests upon the student filing the complaint

The findings and decisions of the Academic Grievance Committee are final and binding within the Fashion and Design Institute.

N.B. THE TIME LINE FOR THE GRIEVANCE PROCESS IS NOTED IN THE ACADEMIC GRIEVANCE PROCEDURES. DEADLINES MAY BE EXTENDED BY THE OFFICE OF DIRECTOR ONLY IN EXCEPTIONAL CIRCUMSTANCES.

GENERAL REGULATIONS FOR HND/ FOUNDATION COURSES AWARDED BY BTEC PEARSON

(i) The Pearson BTEC HND/Foundation/Extended Diplomas programmes are made up of units comprising of formally identified set of learning outcomes. The learning outcomes and the level of the unit together define the standard. Credit may be awarded for a unit only if at least the minimum standard of performance has been achieved in every learning outcome within the set.

(ii) The HND/Foundation/Extended Diplomas are assessed mainly through assignments and course work. The tutor issues assignment briefs to students at the start of the unit.

The assignment briefs will:

- Inform the student of the tasks set
- Inform the student of the methods of assessment
- Set clear deadlines for submission of work.
- Detailed description of specific activities the students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks including any specific preparation that students will need to make


(iii) Once an assignment has been set, the assessment process will be split into two stages:

- **Formative assessment:** This is where the assessor and the student discuss ongoing progress on the assignment.
- **Summative assessment:** This is the final assessment decision on an assignment task in relation to the assessment criteria for each unit. It is the definitive assessment and recording of the student's achievement.

(iv) Students will receive a grade and written feedback for each assignment project within a unit shortly after completion of the work. It is from these grades and reports that the final grades for each unit will be determined.

(v) To ensure fairness, ALL assessment are both internally (staff from FDI) and externally (Awarding Body, Pearson BTEC) verified.

(vi) Mentor/Supervisor Assessment:



On some projects/assignment assessment is done not by the unit tutor but also by a mentor or supervisor in a company in which the student was attached to.

(vii) It is the responsibility of the student to ensure that assignments are submitted before the cut-off date, that is the last date an assignment/project work made be handed in.

(vii) Minimum standard of performance

Since each assessment component tests one or more of the learning outcomes, and each outcome is tested only once, at least a minimum standard of performance is required in every assessment component.

(viii) Minimum attendance requirement, Over and above the minimum standard of performance, a minimum of:

- 80% attendance is required for each unit. Failure to achieve the minimum 80% attendance for a unit, without genuine reasons (Extenuating Circumstances) and supporting evidence might result in a Referral subject to the Assessment and Award Committee.

(ix) Unit achievement

- To pass the unit and for the credits to be awarded, a student must achieve at least the minimum standard of performance in all the assessment components contributing to the unit, and achieve an overall grade for the unit of PASS. Merit and Distinction grades are awarded for higher-level achievement

- Where the overall grade for the unit is below PASS, or where the minimum standard of performance has not yet been reached in any one of the assessment components contributing to the module, the referral regulations apply

14 ASSESSMENT AND AWARD COMMITTEE

a) Following consideration of the evidence of student performance in assessment, an Assessment & Award Committee may recommend that the student should pass, or be referred, or be deferred or should fail a unit. Where it is recommended that a student should pass a unit, the Assessment and Award Committee will confirm the credits to be awarded in respect of the unit.



- b) It is important to note that grades for all assessment components will be considered at Assessment and Award Committee, and only those grades will be accepted as the formal grades for the units.
- c) Students will be deferred or referred in named assessment components and will be required to resubmit work for the whole component. Exceptionally, following a ruling made by a panel in consideration of a proven academic offence, a student may be required to take a unit again.

(d) Grading Definitions and Performance

a. Pass

- Each successfully completed unit of the BTEC Higher National will be graded as a Pass, Merit or Distinction. In order to achieve a Pass in a unit all learning outcomes and associated assessment criteria must have been met by the student.
- Merit and Distinction grades are awarded for higher-level achievement.

b. Not Achieve

First attempt: failed to submit work to deadline or cut-off date or obtained a REMEDIAL on first submission.

Second attempt: failed to resubmit remedial work or submitted and obtain a REFER.

Students wishing to retake a REFERED unit would require to re-enroll for the unit and should contact the Institute's administration regarding registration's terms and conditions.

c. Repeat units


(i) Submitted work to deadline or cut-off date but below PASS standard (can score a maximum PASS grade on satisfactory completion)

(ii) The Student must study again with full attendance and payment of the full unit fee.

COMPLETION FOR AN AWARD

a. Higher National award: Students should be successful in all modules as per Pearson BTEC Requirements.



- 
- b. Early Exit Qualification: If a student terminates her/his studies at the FDI before having completed the general and specific requirements for a named HND/ Foundation/ Extended award, the student may qualify for a Notification of Performances Qualification for an Award. It is normally the students' right to determine the point at which they wish to terminate their studies and claim an award. In order to qualify for an award the student must have satisfied both:
- i. the Pearson BTEC requirements for the award; and
 - ii. all the specific requirements identified in the Award Committee, for each of the phases leading to the award.
- c. Requests for an Award: The student must request that a named award is confirmed, and must declare that s/he has completed her/his period of study at the FDI as an HND/Foundation/Extended student.

The request may be made:

- i. Following completion of the programme requirements for the award
- ii. Prior to completion of the final semester but subject to the achievement of all the requirements for the award.
- iii. A claim which leads to confirmation of the award terminates, automatically, the student's registration for that award and the credits attributed to it are considered to have been 'spent'. They cannot be used again to qualify for an alternative award at the same level.


Statement of Results

- At the end of each academic year, following publication of the results in individual units, a Statement of Results will be available to every student.
- This will take the form of a transcript listing all units taken by the student which can count towards an award. It will also state the total number of units achieved to date at each level.

REGULATIONS FOR BA/TOP-UP DEGREE COURSES AWARDED BY UTM

1. General Conduct

- (i) In the case of a student whose behaviour or actions interrupt or im-



pede the normal work of the University or whose conduct is deemed to be otherwise unsatisfactory, the University may suspend or at any time preclude him/her from further study, or take such other disciplinary action as may be appropriate.

(ii) All students must be punctual and regular in their attendance at such lectures/tutorials/seminars/practicals attachments/etc or any instruction as may be prescribed as part of programme of study.

(iii) A student who causes damage to or loss of any property of the University is required to make good such damage or loss to the satisfaction of the University.

(iv) A student whose behaviour interferes with the satisfactory conduct of instruction may be required by a member of the academic staff to withdraw from a lecture, seminar, laboratory class, tutorial, tests, examinations or other class. The staff shall submit a report to that effect to the Registrar

(v) A student who disrupts any meeting properly organised to take place in the University is liable to disciplinary action by the University.

(vi) A student who spreads litter in the University premises or creates excessive noise is liable to disciplinary action by the University.

(vii) Drunkenness and disorderly behaviour on the University premises is liable to disciplinary action. (viii) Student should abstain from smoking on the University premises.

(viii) The University may suspend or preclude from further study, or take such other disciplinary action as it may deem fit against any student found in possession of unauthorised substances, the possession of which, unless prescribed for that student by a registered medical practitioner, would render the student liable for prosecution.

15 Registration

(i) All full-time and part-time students, both undergraduate and post-graduate, are required to register at the beginning of each Academic Year of their programme of study. The times and procedures for registration are announced by the University and only with the special permission of the Registrar may a student be permitted to register other than at the appointed time. Students who do not register at the



appointed time may be required to pay a late registration fee.

(ii) At the time of registration, all students are required to sign a statement of undertaking that they will conform to the provisions of the Act, Statutes and Regulations of the University.

(iii) At the time of registration, all students are issued with a UTM Student ID Card which must be carried at all times and shown upon request. A student who loses his/her Student ID Card must inform the Police and the Registrar immediately. A duplicate Student ID Card may be issued on payment of a fee determined by the Registrar. Students are required to surrender their Student ID Cards to the Registrar when they cease to be members of the University.

(iv) For the purpose of examinations and other assessments, only the Student ID Number should be used.

(v) All students are required to state at the time of registration, their address and other particulars. Any change in address must be notified in writing immediately to the Registrar. Students shall notify the Registrar, of any change in the information they have provided at registration time.

(vi) Students shall not register concurrently for two programmes at the UTM.

(vii) Students registered with other universities / institutions do same at their own risk. No concessions whatsoever will be entertained with respect to their obligation as registered UTM Students.

(viii) For reasons of insufficient number enrolled, registration on any first year programme, whether full-time, part-time or by distance learning may be terminated by the University, within two weeks of the start of delivery of the programme.

(ix) Registered students may be allowed to transfer from one programme to another within the first three weeks from the start of the programmes concerned, with the permission of the Registrar. Tuition fees already paid will normally be transferred to the new programme with the appropriate adjustments/refund. It will be the responsibility of the student to settle any difference in fees.

(x) Students who fail to report to the University within four weeks of the start of the Academic year / semester will have to officially inform



the School giving valid reasons supported by relevant documents. Failure to inform the School may entail application of relevant regulations. (xi) A student who is withdrawn from a programme on the recommendation of the Academic Council shall be deemed to have terminated his registration with the University.

3. Additional informations

For more informations about Regulations and Policy documents students are required to access the UTM official website or <http://www.utm.ac.mu/index.php/en/student-services/student-regulations>.

4. Students should abide to the Regulations and Policy documents of both FDI and UTM.

STUDENT ASSESSMENT (BA programmes)

The BA programmes awarded by UTM will be assessed through coursework/assignments and examinations

UNDERGRADUATE

Overall Marks Grade Remarks

$70 \leq X \leq 100$	A Excellent
$60 \leq X \leq 70$	B Very Good
$50 \leq X \leq 60$	C Good
$40 \leq X \leq 50$	D Satisfactory
$X < 40$	F Referred

Assessment and evaluation of a student performance is based on the quality of the work produced (known as “outcome”) in attaining the required standard.

Allow the student to provide all the evidence required for the learning outcomes and the associated assessment criteria at all grade levels.

Allow the student to produce evidence that is their own independent work.

Allow a verifier to independently reassess the student to check the assessor’s decisions.

FORMS OF ASSESSMENTS - COURSEWORK

A variety of assessment methods will be used for evaluating student performance as coursework namely:

- a. Portfolio of artwork
- b. Sketchbooks, notebooks, visual development sheets, disks, samples, test pieces, models, films, printouts, maquettes, supporting statements
- c. Personal study, critical investigation, products and texts, dissertation
- d. Personal reflective diary, annotations, reports, research journals, records from tutorials and critiques, skills workshops and visits
- e. Records of self-evaluation and progression opportunities
- f. Curriculum vitae, personal statement, letters of application, mock inter- view, witness assessment.

ASSIGNMENT BASED EVALUATION

(i) Assignment brief will be issued to students by their tutors at the start of the assignment process.

The assignment brief will provide clear information on:

- Tasks set
- Methods of assessment




- Deadlines for submission of work.
- Duration (approximate time it is expected that the assignment will take to complete)
- Purpose/Scenario
- Overview and aims of assignment
- Detailed description of specific activities the students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks
- Assessment and grading criteria
- Forms of evidence
 - o what the student is expected to produce as evidence
 - o Guidance on how the evidence will be assessed
- Other information such as Resources and reference materials

SUBMISSION OF ASSIGNMENTS

- a) After having satisfactorily completed his/her assignment/course-work, the student shall submit the same to the examination section.
- b) Students will be required to sign a statement of authenticity to certify that the work submitted for this assignment is their own work
- c) Receipt of assignments shall be endorsed by the staff of the examination section at the time of submission
- d) An assessor must assess only student work that is authentic, i.e. the student's own work 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:
 - i) Evidence submitted for the assignment is the student's own
 - ii) The student understands that false declaration is a form of malpractice.
- e) Students should ensure that assignments submitted are signed in by an appropriate member of staff to record date of receipt

COLLECTION OF ASSIGNMENTS

- a) Students will be required to collect the assignments within three weeks after the final grade has been communicated to them.



b) Failure to observe the three weeks collection time, FDI will reserve the right to dispose the said work.

LATE SUBMISSION

a) Work which is submitted after the designated deadline for a course-work assessment is deemed late.

b) Students who cannot submit work by set deadline and who wish to claim Extenuating Circumstances should submit the ECF form by set deadline with all relevant evidences.

c) If the work is submitted together with an approved Extenuating Circumstances Form [ECF], and is received before the extended deadline indicated on the ECF, the work will be marked with no limitation of the grade available.

d) If the submitted work is late but within 5 working days of the deadline, and there are no approved extenuating circumstances, the work is assessed but the highest mark available is the minimum PASS grade.

e) If the work is tendered without an approved ECF more than working 5 days after the deadline and cut-off date, it is not accepted and a “U” grade is recorded. The referral regulations apply.

17 PROGRESSION THROUGH THE LEVELS

(i) In most programmes, a general recommendation is that students should not attempt study at a higher level until they have reasonably completed their current level.

(ii) Progression from Year 1 to Year 2 of the HND programme will be allowed only if when the student has successfully completed at least a pass in 105 credits at level 4 (see assessment procedures)

(iii) Students enrolled on Foundation courses will only be allowed to progress to the next stage provided that they have achieved the current stage.

(iv) For degree programmes, students who have failures in more than 3 modules in any level of the programme shall be withdrawn from the programme. Students who are withdrawn may choose to repeat the



level they are currently in, provided the programme is available.

RESIT/REFERRAL REGULATIONS

- Failures in modules for first Degree programmes shall be taken as a resit modules in the next level provided the programme is available and that the student have no more than 3 failures at that particular level.
- An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first time assessment opportunity has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

Only one opportunity for the reassessment of the unit will be permitted.

Reassessment for course work, project or portfolio based assessments shall normally involve the reworking of the original task

A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

- A fee of **Rs1,000** per module/unit will be charged for all re-assessment or resit for examination.

Any work after deadline will not be accepted except under extenuating circumstances.

MINIMUM PERFORMANCE

The FDI reserves the right to restrict or redirect the studies, or terminate the registration, of any student whose attendance and performance gives cause for serious concern, as demonstrated by comprehensive or repeated failure. This action may be taken only by the Institute Assessment and Award Committee for Exceptional Circumstances, and only when the Committee judges it to be in the best educational interest of the student concerned.



REGULATION FOR RE-ENROLMENT OF REFERRED MODULE

In case a student has not submitted his/her assignments and course works for a given module/unit and need to re-enrol for the referred module, a re-enrolment fee of **Rs 5,000** per module will be charged.

18 ACADEMIC APPEAL

General

This procedure relates to appeals against an assessment result during the academic year or the decision of an Assessment and Award Committee for taught programmes only.

The FDI encourages students to make use of the day-to-day informal communications with tutors to resolve any issues or concerns. Impartial advice on how best to raise issues is available from the Institute

Administration and the Students Council.

It is important that students ensure that any circumstance which they feel could adversely affect their performance is recorded in accordance with the published procedures and within the deadlines set down in those procedures. It is unlikely that an appeal on this basis will be successful if the student has not reported it and followed the appropriate procedures.

Any student who has evidence or believes that evidence exists to show that a programme grade was assigned or similar evaluation was made as a result of prejudice, caprice or other improper conditions, such as administrative or computational error, may appeal against the said grade/evaluation to the Head of Teaching and Learning.

An appeal must be made not later than 14 successive days following the official publication of results.

While filing an Academic Appeal the appellant should provide relevant supporting evidence. The burden of proof is on the student.

Membership of the Academic Appeal Committee

Head of Faculty (Chairperson).



Admission, Examination and Student Affairs Executive.

At least one more academic staff member.

Administrative Officer (Secretary).

At least one academic staff member from different department.

Conditions for Appeal

The appellant must have a minimum of 80% attendance across the academic year except in the case of illness or other extenuating circumstances supported by appropriate documents.

The appellant must have met the all deadlines set in the Academic year.

Grounds for Appeal

Students can only appeal against an assessment result or a decision of an Assessment and Award Committee for one or more of the following reasons:

(i) that the student's performance in an assessment suffered through illness or other compelling circumstances which could not have been reasonably reported at the time of the assessment; students who base an appeal on this ground will be expected to show why the circumstances could not have been reported earlier;

(ii) that the assessment was not carried out in accordance with the programme and/or module regulations and procedures;

(iii) that the administrative procedures were not correctly followed or that a significant mistake was made in the administrative process;

(iv) that the assessor(s) or the Assessment and Award Committee did not consider all the previously reported circumstances which may have significantly affected the student's performance. Students are reminded that such circumstances must be recorded at the time they arise.


Note: Students cannot appeal against academic judgement, nor can an appeal be based on a complaint about an aspect of provision which was not formally recorded at least seven (7) days prior to completion of the assessment process. In cases where such a formal complaint has been made, but has not been satisfactorily resolved, and the circumstances can be shown to have had an effect on the student's perfor-



mance, an appeal will be considered in the usual way.

Academic Appeal Procedure

1. The appellant shall forward on the prescribed appeal form duly filled Academic Appeal Form to the Head of Teaching and Learning.
2. An appeal fee of **Rs. 3000/-** per module in the form of an office cheque must be enclosed. If the appeal for a particular module is successful, the appeal fee for that module will be refunded.
3. Receipt of the appeal is acknowledged by the Head of Teaching and Learning and the appellant is advised of anticipated timescales for the investigation.
4. If the Director or her/his nominee establishes that the appeal is not properly based on the permissible grounds for appeal, or that the outcome of the appeal would not alter the student's results, s/he will recommend to the Head Learning and Training that the appeal be dismissed. The student will be notified of the outcome in writing.
5. If there are grounds, the Chair of the Assessment & Award Committee will consult with other members of the Committee to agree what action, if any, should be taken to address matters without the need for a Formal Appeals Panel hearing.
6. Else, the student will be notified of the date, time and place of the meeting and invited to attend the meeting.
7. The student may have an advisor and or a student representative present during the meeting, who may advise the student but not speak for the student during the meeting.
8. The procedures regarding recheck of marks and grades, re-correction of papers etc by an independent party will be determined by the FDI. A report to this effect must be submitted to the Appeal Committee
9. Where a member of the Appeal Committee is challenged by the appellant student on grounds such as conflict of interest, bias or malice, the remaining members of the Committee shall consider the merits of the challenge and determine whether or not the member is disqualified from hearing the appeal. If the Chair of the Committee is unable to sit for any reason, including disqualification, the Committee will elect an Acting Chair.

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10. The recommendation of the Appeal Committee will be reported to the Academic Council for approval.
11. The Director will then inform the student of the decision of the FDI.


19 GENERAL REGULATIONS FOR STUDENTS

- (i) All full-time and part-time students, are required to register at the beginning of each Academic Year of their programme of study.
- (ii) At the time of registration, all students are required to sign a statement undertaking that they will conform to the provisions of the Act, Statutes and Regulations of the Institute.
- (iii) At the time of registration, all students are issued with a FDI Student ID Card which must be carried at all times and shown upon request.
- (iv) All students are required to state at the time of registration, their address and other particulars. Any change in address must be notified in writing immediately to the Administration.
- (v) For reasons of insufficient number enrolled, registration on any first year programme, whether full-time or part-time may be terminated by the FDI, within two weeks of the start of delivery of the programme.
- (vi) A student who is requested to repeat a level has to re-register for that level and pay all applicable fees pending processing of exemptions for which student may be entitled to refunds.
- (vii) Official Communications
- General official communications addressed to students may be placed on official notice boards, or the Institute's website as appropriate.
 - Individual official communications to students may be:
 - a). sent by post or
 - b). handed over to students on campus or
 - c). collected from designated places at the institute.

Discipline

GENERAL

The Student shall observe:

- 
- a) The rules and regulations of the Institute set out in this document.
 - b) The special rules and regulations in force in the library and the workshops, if any.
 - c) A Student shall comply fully with all the safety rules, instructions and precautions of the Institute and the place where he/she is on industrial visit or industrial attachment.
 - d) A Student shall carry out, conscientiously all assignments given to him/her.
 - e) When a student misbehaves, the student's parent/guardian or employer, where applicable, will be informed of such behavior

ATTENDANCE AND PROGRESS

- a. All students should be in class at 08:45 a.m.
- b. No more than 15 minutes of lateness will be allowed to students.
- c. If ever a student is late, he/she will have to collect a lateness form at the main reception or at the graphic section and submit same to his/her Class Tutor. Each student will be allowed only one lateness per week.
- d. If a student has more than five lateness per module he/she will be given a verbal warning. e. If again lateness persist students will be given written warning.
- f. If again lateness persists he/she will be given second written warning.
- g. If after two written warnings problem still prevail disciplinary actions will be taken against the student. h. A Student who needs to leave the Institute early shall seek the permission of the Class Tutor upon submission of a letter signed by the Responsible Party/Guardian.
- i. A Student who leaves the centre without permission will do so at his/her own risk.
- j. It is the responsibility of the student to make up for missed classes.

ABSENCE

- a. It is the responsibility of a student to attend and be punctual in all lectures, tutorials and other components of programmes on which he/she is enrolled.
- b. A Student who is absent shall inform the Institute by phone within two hours on the day of absence.



c. A Student who is absent shall, on the day he/she resumes course, submit a letter explaining the reason for his/her absence. This letter should be signed by his/her Responsible Party/ Guardian/Parent.

d. A Student who absents himself/herself for more than three consecutive days on ground of sickness shall submit a Medical Certificate on the fourth day. a medical certificate issued by a State medical practitioner.

e. A Student, who will be absent for more than three consecutive days on any ground other than sickness, should inform the Class Tutor and seek the approval of the Head Learning & Training.

f. When a Student, without permission, absent for 20% or more of the total number of contact hours/ days for any specific course, he/she may be liable to disciplinary actions and may be barred from taking part in assessment/examinations.

g. Students will need to fulfil at least 80% attendance except for extenuating circumstances.

WITHDRAWAL FROM COURSE


If any student decides to discontinue his/her studies, the latter shall inform the student affairs section within a month by letter.

TIMETABLE

A Student shall comply with the timetable of the Institute.

PERSONAL EFFECTS

- a) All Students should be decently dressed while attending courses at the institute.
- b) Student's names shall be written on their personal effect.

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- c) A Student shall not, while he/she is on the Institute premises, keep or have in his/ her possession a large sum of money or any valuable object.
 - d) The Institute shall not be responsible for any loss within its premises.
 - e) A Student shall, when he/she has lost an object or has found an object, which does not belong to him/her, report the matter to his/her Training Officer/Lecturer
 - f) Cellular phones should be switched off within classrooms, workshops and library.

TIDINESS

Tidiness of the Institute is the business of one and all.

- a) A Student shall keep the workshop/laboratory/Library and classroom neat and tidy at all times.
- b) A Student shall not throw away litter inside or outside the premises the Institute and shall use the baskets or bins available for this purpose.
- c) Students are not allowed to eat in classrooms and workshops.
- d) It is the students' responsibility to clean his workplace at the end of a practical session.

DAMAGE TO PROPERTY OF FDI

- a) A Student shall immediately report any loss of, or damage to, the property of the Institute to the Lecturer/Training Officer.
- b) A Student who causes any loss or damage to the property of the Institute shall make good such loss or damage.
- c) When a Student fails to make good use or any loss or damage to the property of the Institute, the Guarantee Bond/deposit submitted by the Student shall be forfeited (without prejudice to further disciplinary/legal actions).
- d) A Student who commits any act of vandalism shall be dealt with according to law.
- e) A Student who causes any damage to the safety equipment may be expelled from the Institute subject to the decision of the Disciplinary Committee.



WORKSHOP

- a) A Student shall comply with the rules and regulations specified for the different workshops.
- b) A student shall not handle nor take out of the workshop any materials, tools and equipment without the authorization of the Training Officer/Instructor.

UNIFORMS AND ATTIRE

A Student who is on an industrial attachment program shall, if the firm to which he/she is attached has prescribed uniform/protective equipment, wear such uniform/protective equipment.

SAFETY

- a) A Student shall observe all safety precautions in force in the workshop.
- b) A Student shall acquire the safety equipment specified for his/ her training by the Institute.
- c) A Student shall wear or use the prescribed safety equipment whenever necessary and he/she shall immediately report to his/her Training Officer/Lecturer any loss or damage to his/ her protective equipment and any unsafe condition.
- d) A Student shall not, except under the supervision of his/her Training Officer/Lecturer, handle any machine, equipment or tool with which he/she is not familiar with.
- e) A Student shall not tamper with the safety devices of the Institute.

SMOKING/DRUG TAKING/CONSUMPTION OF ALCOHOLIC BEVERAGES

- A Student shall neither consume alcoholic beverages nor smoke within the FDI's premises.
 - A Student shall not take any prohibited drugs which are suspected.
 - A Student who is suspected of being a drug addict will be refused access to the FDI
- a) No Student shall engage in any gambling in or around the



premises of the FDI.

b) A Student who is found gambling may be liable to severe disciplinary actions, including expulsion from the Institute.

20 STUDENTS RIGHTS AND RESPONSIBILITIES

a. PARTICIPATION IN FDI ACTIVITIES

All students have equal rights to take part in all centre activities on an equal basis regardless of race, sex, national origin, creed, or disability.

b. RECORDS

The FDI will not disclose any information from the student's permanent records except in response to a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or student 18 years of age or older, is entitled to access to the FDI records by submitting a written request to the Head of Faculty .

c. FREEDOM OF EXPRESSION

a) No student may make any statements to the press, radio or television on behalf of the Institute without the prior permission of the Director through the Students' Council.

Appropriate disciplinary action will be taken against any student who purports to speak on behalf of the Institute without such permission. This is without prejudice to the right of any individual to make statements on his/her own behalf.

b) Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech either personally or through the Student Council/ Representative. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves. Written expression of opinion must be signed by the authors. Any form of expression that involves libel, slander, the use of obscenity and personal attacks or that otherwise disrupts the training process is prohib-



ited.

c) Students participating in the publication of student newspapers, yearbooks, literary magazines and similar publications is encouraged by the FDI, as a learning and educational / training experience. These publications have qualified faculty advisors and strive to meet high standards of journalism. Opportunities for a broad spectrum of opinions are provided.

d) No student shall distribute any printed or written material on FDI property without the prior permission of the FDI. To obtain such permission, the person wishing to distribute the material shall provide a copy to the Head of Faculty , with a written request that the Director of the Institute give permission for its distribution. This written request shall contain a brief statement of when, where, and how the material is to be distributed. The Head of Faculty shall decide whether or not to give permission within two working days of the date of submission, and shall notify the applicant in writing of the decision.

LOCKERS AND DESKS

a) Students lockers and desks, as provided by the FDI remain the property of the institute. However, the FDI will not be held responsible for books, clothing or valuables left in lockers or in desks.

b) Students shall not place, keep or maintain in their locker or desk any article or material which may cause the disruption of the lawful mission of the Institute.


c) The following rules shall apply to the search of Institute property assigned to a specific student and the seizure of illegal items found there in:

I. Students lockers are the Institutes' property and remain at all times under the control of the centre; however, students are expected to assume full responsibility for the security of their lockers.

II. Periodic general inspections of lockers may be conducted by centre authorities for any reason at any time without notice, without student consent, and without a search warrant.

III. General or individual searches may be conducted under the authorisation of the Head of Faculty or his/her designee.

IV. Items which are prohibited on centre premises, or which may be



used to disrupt or interfere with the educational/training process, may be removed from student lockers or desks by centre authorities.

OFF CAMPUS EVENTS

Students at centre-sponsored off campus events such as workplace attachment shall be governed by the rules and regulations of the Institute and are subject to the authority of Institute officials. Failure to obey the lawful instructions of Institute officials shall result in a loss of eligibility to attend centre - sponsored off campus events and may result in additional disciplinary measures in accordance with the disciplinary code contained in this policy manual

FIRST-AID

- First-Aid facilities are available in the workshop and in the administration section, where applicable.
- In case of emergency, a Student should contact any staff member for assistance.

ADDITIONAL INFORMATION


- a) Students are allowed to park their bicycles, motorcycles or cars only in the space reserved for students on the FDI compound. They are forbidden to drive/ride noisy motor vehicles within the Institute premises.
- b) All visitors will have to call at the reception desk.
- c) Before setting up any association, club, etc., students are encouraged to discuss the issue with the Director/Head of Faculty/Class Tutor.
- d) Students should use the entrance assigned to them.
- (e) Parking area in front of FDI is reserved for **FDI staff** only. (Block A)

USE OF STUDENT WORKS

The Institute will use the artworks, photographs in publicity and promotion of the Fashion and Design Institute with the consent of the student.

DISCIPLINARY ACTIONS

- a) A Student who fails to comply with the Rules and Regulations of the



Institute may be liable to disciplinary actions.

b) A Student against whom disciplinary actions are instituted may be faced with any of the following sanctions depending on the severity of the act:

- Withdrawal of privileges;
- Verbal warning;
- Written warning;
- Expulsion.

c) In case a student commits an offence, the nature and seriousness of which may entail rustication or expulsion, a academic grievance committee shall hear the student concerned and shall submit its recommendations to the Director.

21 REGULATIONS FOR THE USE OF ICT FACILITIES

1. The following regulations apply to users of all ICT facilities owned FDI.


2. IT facilities are made available, for official and academic use, to registered students of the FDI, which use shall include and shall not be limited to the following:

(i) performing work under the direction/supervision of a member of the staff of any School; (ii) carrying out supplementary work or research in connection with the programme of study.

Note: The use the computer stations for non-academic purposes are not allowed that is activities such as personal web browsing and email, game playing, etc

3. ICT users are not allowed to tamper with or remove any equipment from the computer labs. Removing equipment from the computer labs is considered theft and will be treated accordingly. Equipment includes all items in the room that belong to FDI such as: computers, monitors, keyboards, mice, printers, unused printer paper, projectors, projector screens, televisions, speakers, tables, chairs, main circuit board, air conditioners, windows, window blinds, cleaning supplies, fans, etc.

4. Users must take all necessary precautions not to cause any form of



damage or loss of use or interruption of service to the ICT facilities of the FDI.

Damage and loss of use shall include and shall not be limited to the following: (i) damage to equipment and power supply;

(ii) deletion or alteration of software;

(iii) alteration of configuration of software and /or hardware; (iv) swapping of components of software and/or hardware;

Note: Costs associated with restoring the ICT facilities will be charged to the person or persons causing the damage.

5. Use of facilities may be subject to registration and control procedures.

6. Bags, food and beverages are not allowed in the computer labs.

7. Eating or drinking in premises where ICT facilities are located are prohibited.

8. Use of any equipment/s which can interfere with the ICT facilities is prohibited.

9. The FDI reserves the right to carry out occasional monitoring/control exercises in order to ensure that the above regulations are being followed.

10. Users are not allowed to remove/unplug any cable, network and electrical connection.

11. Users should keep track of your personal belongings at all times and do not leave them in the computer labs unattended. FDI is not responsible for lost or stolen items.

12. Users should report any problems associated with ICT equipment to your course tutor or course coordinator.

13. Computer stations dedicated for special use should be reserved for their special uses only, unless there are no other available stations. Special use computer stations include computers with special hardware and/or software such as: document scanners, web cameras, smart boards, Wacom, etc. 14. Users are not allowed to log into or use more than one computer station per student at a time. If you have a particular need that requires this type of use, please contact your course tutor or course coordinator.

15. Users should leave the computer labs neat and tidy:



- If you work on schoolwork, please cleanup your workspace and pick-up all your papers, belongings, and supplies.
 - All chairs must be moved back to its respective table.
 - Always keep the door closed when the air conditioner is working
 - Keep the lights on when working in the lab
16. Downloading and viewing inappropriate materials is strictly forbidden. It is the responsibility of each user to adhere to the Data Protection Act and Copyright Act.
17. Keep the door of computer labs closed when the Air Conditioner is ON
18. Computers and scanners should be turned off after use.
19. Students should ABIDE to the Student Information System Policy Version 1.1 and the Student Internet Usage Policy Version 1.1 of the FDI as posted on the website of the institute on the following address <http://www.fdi.mu/studentresources.html>

Students should abide to the Rules and Regulations of the Library. Books will be lent only upon the presentation of the FDI student ID. Students are responsible for the care and return of books checked out on their accounts and will be charged for lost or damaged items. Students must pay for items that are damaged when checked out on their account and damage/ lost charges (Cost price) will be deduct from the student's deposit.

FDI students may access reference documents from ebscohost and emerald on line libraries as follows.

Online Library link

Link/URL: <http://search.ebscohost.com>

Username/Id: ns236348main

Password: main

Link/URL: www.emeraldinsight.com

Username: FDI541

Password: wekue55

Note: Username and password to be kept among FDI students only

ACADEMIC STAFF (on permanent basis)

1. Mr NAIK Bipin Raj
2. Mrs MOORGHEN Marie Stella
3. Mr MAUREE Druvananda Pillay
4. Mrs MAMODE HOSSSEN Leila Shaheen
5. Ms RAMPARSAD Geeta Devi
6. Mrs SIBARTIE Shalini
7. Mrs GOUGES Marie Julie Charlotte
8. Mrs KALA-BEEJADHUR Anjali
9. Mr PATHAREDDY-APPANAH Voshan

ADMINISTRATIVE STAFF (FDI, Ebene)

- | | |
|--------------------------------|--|
| 1. Ms KARISHMA Bheenick | Administrative Officer |
| 2. Mrs ANNABELLE MELIN Leveque | Marketing & Events
Coordinator |
| 3. Mr MANOJ Bumma | Business Analyst |
| 4. Mr DIPTISH Dowlutrao | Stores and Logistic |
| 5. Mr SANJEEV Bhundun | IT Officer |
| 6. Mrs AJAGEE Coothen | Accounts Clerk |
| 7. Mrs NIRMALA Dhany | Executive clerk |
| 8. Mrs JYOTI Fakirah | Clerk WPO |
| 9. Mr REZA Hanseea | General Assistant |
| 10. Mr JAGESSUR Luchoomun | General Assistant |
| 11. Mr VEEREN Mounisamy | Textile/Fashion Technical
Assistant |
| 12. Mrs JACQUELINE Roussety | Receptionist |
| 13. Mr LESPERANCE Eddy | Handy Worker |
| 14. Mr VISHWEN Vaitilingon | Driver/Office attendant |
| 15. Mrs PRIYAH Takah | Support Assistant |



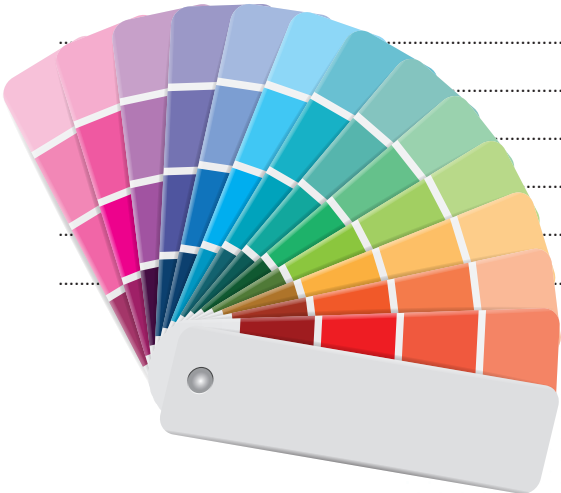
TECHNICAL STAFF (FDI, Vallée des Pretres)

- | | |
|-----------------------------|----------------------------|
| 1. Mr MAHENDRADEO Daby | Project Executive |
| 2. Mrs SANGEETA Maha | Senior Technical Assistant |
| 3. Mrs JENNY Ruhee | Senior Support Assistant |
| 4. Mr SOMARCHAND Soonilduth | Senior Support Assistant |
| 5. Mr ABDOOLAH Noormohamed | Support Assistant |
| 6. Mr NURKOO Danesh | Support Assistant |
| 7. Mr RAKESH Chaytoo | Support Assistant |
| 8. Mr DEEPAK Ramjug | Support Assistant |
| 9. Ms LYNDA Maudrame | Support Assistant |





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Good luck



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