Welcome to ICD Business School
A vibrant community of learning and scholarship

Student Handbook
2023-2024

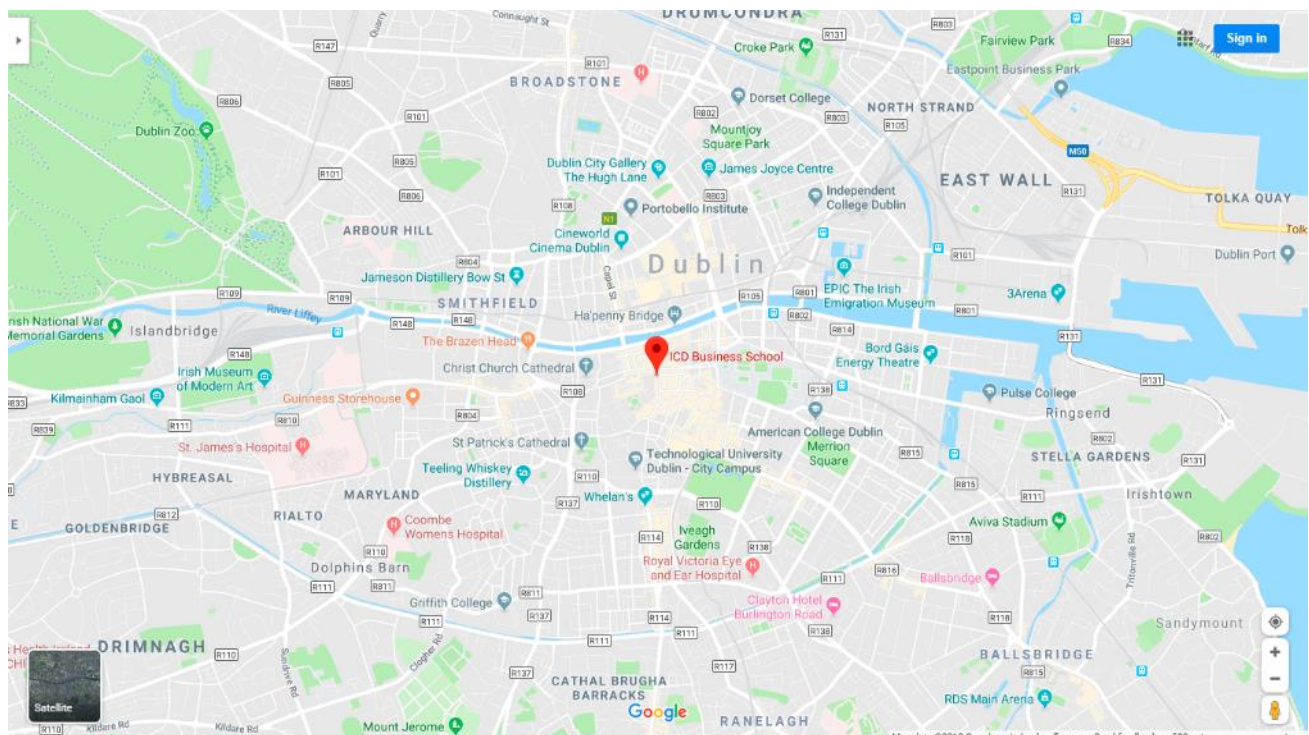**ICD Business School address, contact details, and location:**

ICD Business School, Wicklow House, 84-88 South Great George's Street, Dublin 2, Ireland
Tel: +353 1 6333 222   Fax: 00353 1 6333 111   Email: admin@icd.ie
Website: www.icd.ie

The information contained in this publication is intended for enrolled learners. ICD Business School reserves the right to make changes affecting policies, fees, curriculum, or any other matters announced in this publication. Enrolled students should ensure to keep themselves informed as to the conditions and regulations applicable to their particular situation at any given time. This can be achieved through accessing the most up-to-date Student Handbook in the ICD Moodle Document Store for Students. The Moodle Document Store for Students also contains a variety of other important information for students regarding policies and announcements.

Simple Table of Contents

Detailed Table of Contents

1. Introduction and General Information

1.1 Welcome to ICD Business School

Welcome to ICD (International College Dublin) Business School. For all new students at ICD, we congratulate you on achieving your place in college and are excited at the prospect of helping you to integrate into our learning community. For all continuing students, we are thrilled to welcome you back and hope you have had a nice break ahead of another semester of learning.

You have joined a uniquely diverse higher educational institution that is proudly celebrating over twenty three years of providing high quality education in a vibrant and friendly learning environment. We are delighted to provide a student-focused learning experience to all our business and accounting students at Level 8 (Honours Degrees and QQI Microcredential Certificates) and Level 9 (Masters and Postgraduate Diploma).

Our excellent staff and students continuously work hard to craft an atmosphere of diversity, equality, inclusivity, trust, excellence, and transparency in our teaching and learning strategies and in our approach to ensuring that every student at ICD feels equally valued and that every student at ICD can enjoy learning and socialising at ICD.

In the heart of Dublin's City Centre, we are surrounded by culture, commerce, history, and opportunity. We have sports teams, active student representatives, caring student- focused staff, and an ever-growing calendar of annual ICD social events that we hope will provide you with the best possible educational experience and also the best possible opportunity to integrate into the ICD learning community and also the wider community and culture of Dublin and Ireland.

At ICD you will meet students and staff from over 45 countries globally (and growing), allowing you to become a member of one of Ireland's most culturally diverse institutions.

We can learn, live, work, and improve together in the coming year. Our promise to you is to do everything we can to ensure you have the most enjoyable learning journey possible. If there is any way at all that we can help or improve, then my door is always open and I will do all that I can for every single student to ensure all problems are solved and all students are treated equally, fairly, and in the most caring environment you will find in any college in Ireland.

I am excited and looking forward to meeting and getting to know you all in the coming weeks and months. I will leave you with a quote from BB King – "The beautiful thing about learning is that nobody can take it away from you".

Vincent Barry
Managing Director, ICD

1.2 What is the Student Handbook?

The ICD Student Handbook is designed to provide you with a student guide to how the college operates, to help prepare you for life as a student of higher education, and hopefully to answer most of the questions that you might have. It covers a broad range of topics of direct importance to you. Please read this document carefully and if you have any further questions, please do not hesitate to get in touch with a member of staff.

Alternatively, your fellow students are a vitally important source of friendship, information, and support.

The Student Handbook should be read in conjunction with the *ICD Business School Quality Assurance Policy*, which can be found in the Student Document Store on Moodle and on the ICD website.

1.3 Essential Information for the coming year

Teaching and Learning:

The coming year will present unique opportunities, as we, hopefully, emerge from the global pandemic of recent years. The major benefits afforded to us in recent years include the emergence of online teaching and learning, which has provided colleagues and students in the ICD community with flexibility in teaching and learning that the vast majority have embraced and found highly valuable. Moving forward, ICD will continue to offer teaching, learning, and assessment that is a mix of online and offline depending on the module and the programme, taking account of student and staff preferences and other stakeholders' requirements and preferences, including INIS/GNIB, QQI, ACCA, and the Dept of Justice. To clarify which (if any) of your classes (lectures/tutorials) are online and which (if any) are face to face, please check your module timetable, which will be available in your module Moodle page(s).

Assessments:

Some assessment will be completed online with some assessment being completed in-person at ICD Business School at Wicklow House in Dublin. Please check with your module leader/lecturer to clarify whether your assessments will be completed/submitted online or offline. However, please keep in mind that all 'unseen assessments' (tests/exams) will be face to face (in person), invigilated, time limited, closed book assessments. Non-exam assessments (e.g., essays) will be paperless submissions, with submissions made by students via Moodle, to the module Moodle page.

Essential resources for students:

Please make sure to access the resources available to you in the:

- **Moodle Document Store for Students** (essential repository of important information and files for all students)
- **Student Induction Moodle page** (essential resource for students, which will help you with study/research skills, referencing/citation, assessment writing skills, and more)
- **Careers Portal Moodle page** (essential resource for students considering how they can develop their career)
- **Accounting Fundamentals Moodle page** (essential resource for any students completing any Accounting/Finance modules)
- **ICD Research Hub in Moodle** (essential resource for any student who needs to study or research materials (journals, books) which can be used in your assignments provided you cite and reference all sources accurately and adequately using the Harvard referencing system)

Student Representative Committee:

The voice of the learner is very important to us at ICD and through our active Student Representative Committee (SRC) we encourage feedback, support and engagement. If any student wishes to become

a member of the SRC, please email jason@icd.ie (Dr Jason Healy, Head of Academic Development). We hope the coming year is a rewarding and a positive experience for all our students.

1.4 ICD Business School Ethos

1.4.1. Mission Statement

To provide our learners with an educational experience that will equip them with the knowledge, understanding, skills, and competencies essential for employability, life-long learning, and entrepreneurship, in contemporary life.

1.4.2. Vision

At ICD Business School, we want all our students to enjoy learning and to achieve success.

1.4.3. Values

At ICD we:

- Value all learners equally.
- Support all learners in achieving their personal learning goals.
- Strive to provide a learning experience of the highest quality.
- Provide enriching and authentic learning opportunities that are accessible for all students.
- Ensure that all learners are assessed fairly and consistently.
- Endeavour to offer programmes of study that are innovative, up-to-date and responsive to changing demands.
- Collaborate enthusiastically with learners and key internal and external stakeholders
- Promote an institution-wide culture of quality, integrity and continuous improvement.
- Support the continuing professional development of our staff.
- Maintain a resource base which is sufficient to ensure sustainability and a governance structure which is inclusive, learner-centred, and quality-enhancing.

1.4.4. Objectives

We will fulfil this vision and mission by:

- Developing and delivering a relevant and responsive curriculum;
- Achieving high quality of provision and services through a culture of continuous improvement;
- Promoting employability and diverse learning opportunities;
- Promoting equality and diversity in all aspects of our work;
- Meeting the learning needs of individuals, communities and employers;

- Promoting a collaborative approach to identifying and meeting learner needs, and providing appropriate pastoral and learning supports;
- Ensuring good financial control to safeguard the future of the college and the sustainability of quality education provision
- Continuously improving our Quality Assurance Framework through consultation internally and externally.

1.4.5. ICD Values Diversity

ICD is committed to creating a culture in which no learner or staff member is discriminated against on the basis of age, race, colour, sex, sexual orientation, gender identity, religious belief, national or ethnic origin, or disability. ICD has also adopted a policy of transparent and non-discriminatory pricing, with academic fees set at the same level for all students irrespective of nationality or EU citizenship. The only exception to this arises if a student applies to ICD from abroad and requires visa assistance, which can lead to once-off fees. The college offers students a uniquely diverse learning environment, and currently serves learners from over forty-five countries, including Ireland, Belarus, China, India, Pakistan, Bangladesh, Brazil, Poland, South Korea, Iran, Mongolia, Nepal, the United States, the United Kingdom, Russia, Peru, Croatia, Cameroon, Nigeria, Venezuela, Malawi, Mauritius, Vietnam, and South Africa.

We are a proud member of ICOS (the Irish Council for International Students) and regularly hold consultations with ICOS in order to promote diversity and inclusion for International Students at ICD and in Irish Education generally.

1.5 About ICD Business School

ICD (International College Dublin) Business School was established in 2001 for the purpose of providing high-quality, third-level qualifications in Business and Accounting to both EU and non-EU students. These include full BA Honours degree programmes (NFQ Level 8), Masters degrees (NFQ 9), Postgraduate Diplomas (NFQ 9), and short course Certificates (QQI Microcredentials).

The college currently offers various programmes leading to major awards at levels 8 and 9 on the National Framework of Qualifications (NFQ)

The college also offers tuition leading to membership of professional bodies; for example, as part of the BA Hons in Business Studies and BA Hons in Accounting and Finance, graduates receive up to 9 exemptions (F1 to F9) with ACCA (Association of Chartered Certified Accountants).

ICD offers specifically tailored courses of education to small groups of dedicated students and guarantees lecturer to learner ratios that create an environment in which students are actively encouraged to participate, interact, and engage.

Because of its deliberate policy of small learner group sizes - typically no more than 40 students per session – ICD lecturers are free to provide learners with the individual attention they require to achieve their academic goals. 'Quality', 'Consistency', and 'Caring' are watchwords that embody ICD's organisational ethos, which proceeds from the belief that a truly quality academic experience can only be delivered by world class academics, teaching to small class sizes, backed up by a caring, personal and understanding administration system.

ICD Business School's activities are variously directed and managed by its Governing Body, Management Team, Academic Council, Programme Directors and administrative managers. The college's policies, procedures and practices are monitored and approved by its internal governing organs and by the external oversight and direction provided by national and international academic peers and related regulatory bodies.

Every Individual Learner is Treated Equally.

Where is ICD Business School?

ICD is located in the heart of Dublin City Centre in the Republic of Ireland; one of the most beautiful and historic cities in the world.

ICD's Address:

ICD Business School
Wicklow House, 84-88 South Great George's Street, Dublin 2, Ireland
Tel: 00353 1 6333 222   Fax: 00353 1 6333 111   Email: admin@icd.ie
Website: www.icd.ie

ICD's Postcode (known as an Eircode in Ireland)

ICD's postcode might be the easiest way to find ICD is you are searching with an online mapping or navigation platform such as Google Maps.

ICD's postcode/Eircode is: D02 TX84
Please note: the '0' in our postcode is a zero, not the letter O

Travelling to ICD: Car Parking

If you are travelling by car to ICD, we have a special lower price agreed with Park Rite Car Park on Drury Street, two minutes walking distance from ICD. To avail of the lower price, please contact Colm at the ICD Main Building Reception on the ground floor.
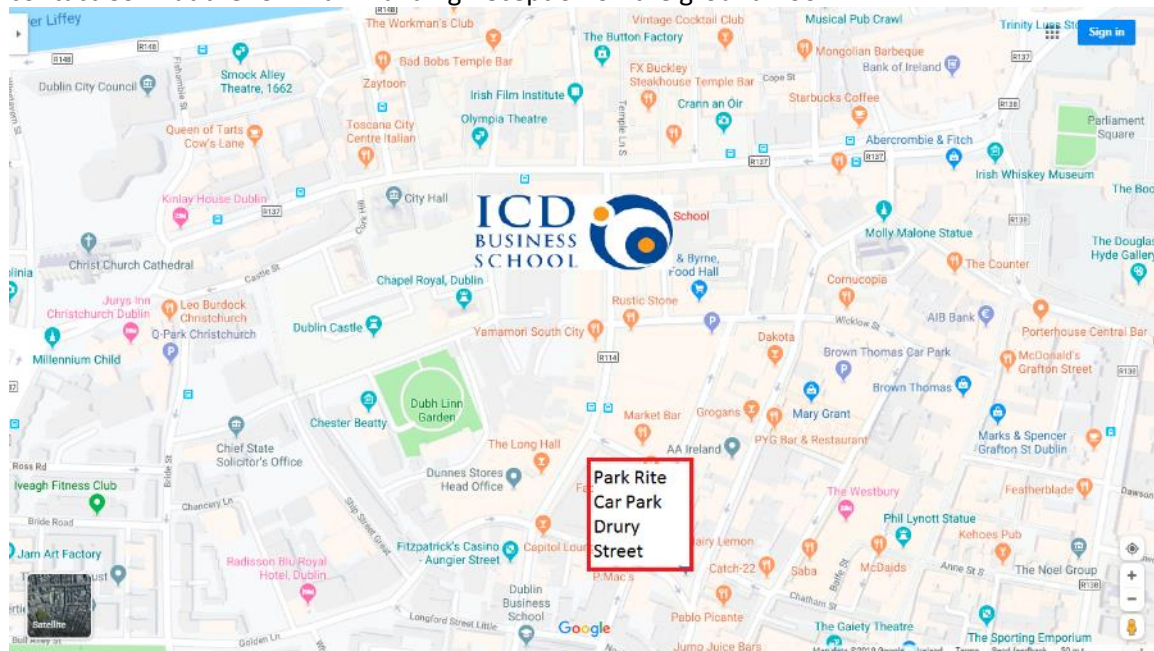
Travelling to ICD: Public Transportation

Dublin and Ireland have the following public transportation available for you to use. Prices vary depending on distances travelled. However, the good news is that many providers will provide a student discount.

- **Luas** provide tram transportation around Dublin www.luas.ie

- **Dublin Bus** provide bus transportation within Dublin city and neighbouring counties (e.g. Kildare)
  www.dublinbus.ie

- **DublinBikes** provide bicycles for short rental (e.g. 1 hour) across Dublin
  www.dublinbikes.ie

- **Bus Eireann** provides bus/coach transportation all over Ireland
  www.buseireann.ie

- **Irish Rail** provide train/rail transportation all over Ireland
  www.irishrail.ie

- **DART (Dublin Area Rapid Transit)** provide train/rail transportation in Dublin and Wicklow
  www.Irishrail.ie/about-us/services/dart-commuter

If you need any advice on how best to travel to ICD safely, please do not hesitate to get in touch with Ms. June Shannon (Student Liaison Manager).

1.5.1. External Quality Assurance

Department of Further and Higher Education, Research, Innovation and Science, Ireland

ICD Business School proudly follows the rules and regulations set down by the Government of Ireland's Department of Further Education and Higher Education, Research, Innovation and Science and Skills.

https://www.gov.ie/en/organisation/department-of-higher-education-innovation-and-science/

QQI

ICD's programmes are validated by QQI (Quality & Qualifications Ireland) which is the national agency responsible for qualifications and quality assurance in higher education in Ireland.

https://www.qqi.ie/

Standards Verification and External Examination

A key external quality assurance mechanism, External Examiners provide independent and impartial advice - and informed comment - on academic standards, assessment, and learner achievement. In addition to verifying marks and objectively judging student attainment against intended learning outcomes, External Examiners also assist ICD by evaluating and critiquing its programmes and assessment strategies more generally.

External Examiners are independent experts working in other higher education institutions with disciplinary specialisations that are appropriate to ICD's course offerings.

ACCA

The BA (Hons) in Accounting & Finance has exemption accreditation from Association of Chartered Accountants (ACCA) for the following examination papers:

- Accountant in Business (AB)
- Management Accountant (MA)
- Financial Accounting (FA)
- Corporate and Business Law (LW)
- Performance Management (PM)
- Taxation (TX)
- Financial Reporting (FR)
- Audit and Assurance (AA)
- Financial Management (FM)

The BA (Hons) in Business Studies has ACCA exemption accreditation for:

- Accountant in Business (AB)
- Management Accountant (MA)
- Financial Accounting (FA)
- Corporate and Business Law (LW)
- Taxation (TX)
- Audit and Assurance (AA)

2. Facilities, College Staff and Communication

We have all the facilities you need to succeed in your studies at ICD including our:

- **Fully staffed Reception area**, where you can always have your questions answered.
- **Library Resource Centre**, which contains access to books, magazines, eBooks, computers with office productivity software, access to peer-reviewed academic journals, eJournal databases, relaxed study area, collaborative study area, printing facilities, overhead projector and integrated sound system for multi-media presentations and training sessions and more!
- **Lift/elevator**, making all floors of the building accessible to people of all abilities.
- **Restroom facilities** on all floors of the building.
- **Gender neutral toilet facilities**.
- **Disabled toilet facilities** accessible on all floors of the building.
- **Security in the building** during all opening hours to keep students safe and to ensure people permitted to enter the premises are staff, students, or authorised visitors only.
- **Computer labs** for both class demonstrations/labs/tutorials and for use by students in your study and assignment work any time of day. Computer rooms also contain printing facilities and have full internet access with anti-virus protection to keep your files safe.
- **Secure cloakroom facilities**, where you can put your belonging during examinations for safe keeping.
- **Accessible, affordable car parking** less than two minutes from the front door (closer than you will find on most college campuses!).
- **Plenty of examination venue facilities on-site**, which means, when examination time comes, unlike some other colleges, we will not require you to take examinations in strange surroundings. You will feel safe completing your examinations in a familiar, friendly environment.

- **And, of course… lots of classrooms!!**

PLEASE NOTE:

Food and drink may ONLY be consumed in the Chillout area. At no time is food or drink permitted in any other area of the college, including classrooms or labs.

2.1 College Map

1st Floor
Wicklow House

Room 102	Reception	Room 101

Exit to Outdoor Area →

Canteen		Lift	Storage	Storage	
	Admin Office	Stairs	Female Toilet	Male Toilet	Disabled Toilet

Outdoor relax area	

2nd Floor
Wicklow House

Academic Office	Lecturer Office		Room 202 &	Room 201	

| Storage | | | | | |
| Computer Lab 1 | Room 204 | Stairs | Lift | Storage / Female Toilet | Storage / Male Toilet | Disabled Toilet |

3rd Floor
Wicklow House

Room 304	Room 303	Room 302	Room 301

| Storage | | Corridor | |
| Resource Room / Room 305 | Stairs | Lift | Storage / Female Toilet | Storage / Male Toilet | Gender neutral Toilet |

2.2 Contact Information
2.2.1. Student Services, Access and Administration
General enquiries from the public or prospective students: Email: info@icd.ie

Current students with general queries: Email: admin@icd.ie

Current students requiring a letter (visa, reference related):   Email: letters@icd.ie

2.2.2. Key Personnel
Managing Director: Mr Vincent Barry   Email: vincent@icd.ie

Registrar: Ms Joyce Zhao   Email: joyce@icd.ie

Head of Academic Development: Dr Jason Healy   Email: jason@icd.ie

Head of Quality Assurance: Mr Charles Alves de Castro   Email: charles@icd.ie

Student Liaison Manager: Ms June Shannon   Email: june@icd.ie
Telephone: +353 (0) 1 633 3222 and ask for June

Security and Facilities: Mr Colm Ellis

Mr Ellis is ICD's facilities and security manager. Colm is the first friendly face that you will meet every day as you enter the ICD building. Colm is always ready to help staff and students at ICD whether there is a question about how to get to a particular classroom or office or even a general question about Dublin or transportation. Colm ensures the building is safe and that all those who enter the building are looked after.

2.2.2.1.Postal Address:

ICD Business School
Wicklow House,
84-88 South Great George's Street,
Dublin 2,
Ireland. D02 TX84

2.2.2.2.Main Telephone Number

+353 (0) 1 633 3222

2.2.2.3.Office Hours

Administration Office is open 9:30am – 5pm Monday-Friday.

Reception: 9.30am-4pm Monday-Thursday.

The Administration Office is located on the 1st Floor Wicklow House.

2.3 College Staff and Communication

2.3.1.   Key Commitments to Students

The college's staff members are committed to providing you with an educational service that is:

* Open, honest and professional
* Supportive and welcoming
* Challenging and informative
* Based on internationally recognised qualifications
* A high-quality teaching and learning experience
* A relevant preparation programme for future careers
* A course designed to facilitate academic progression
* Support with special learning needs and difficulties

2.3.2.   Key Lecturing and Support Staff

The college could not operate without the expertise of its dedicated staff members. All staff members, from reception to security, academic to non-academic alike are committed to ensuring that a professional learning experience and service are provided. As a student, there are several ICD members that play a direct role in your learning and student life, please refer to the ICD website or Moodle for up-to-date personnel.

The Head of Academic Development has overall responsibility for the management of the faculty while the Programme Directors are each responsible for individual programmes.

Queries about a specific module should be directed to the relevant lecturer. Please check Moodle module page for the individual lecturer email addresses.

2.3.3. Communicating with the Faculty

The most effective way to communicate with your lecturer(s) is via:

- Moodle (module Moodle page)
- During Face-to-face or Zoom Lectures/Tutorials
- Email

2.3.4. How will the College Communicate with you?

Most of the communication you receive will be through Moodle using your email address and as such please ensure that you have registered all your personal details correctly and that you check your email regularly. If your postal address, email or phone number changes please advise our Administration Office admin@icd.ie immediately.

2.3.5. ICD Moodle: The College Virtual Learning Environment

On registration you will be given a Moodle account with a secure login. Please do not share your login details with anyone.

It is essential that you check Moodle every day for updates.

You will have access to individual module pages which are updated and maintained by each module lecturer for <u>each</u> module you will study. Please check that you are registered correctly for your modules. If there is an error, or a module is missing then please contact the Admin Office admin@icd.ie to notify them.

Please check Moodle regularly for all class zoom connections, class material and assignment submissions throughout the academic year. Lecturers will post information such as lecture notes and tutorial materials here. Check also for timetables, notices and events.

In Moodle, the **Student Document Store** is the repository for all general student related information, including Guides, documents etc. It includes:

- The most up to date ICD Student Handbook
- Essential Policy and Procedures (also commonly referred to as the Quality Assurance Policies)
- Information about induction, study skills, and research skills
- Information about the library
- Information about all services and facilities at ICD
- Essential forms you may need (e.g. the Declaration of Authorship sheet that you will need to submit with your assignments)
- And more!

If you have any feedback, advice, or requests about how we can continue to improve the Document Store for Students, please do not hesitate to get in touch with Jason (jason@icd.ie).

3. Guidelines and Regulations

General information and regulations are set out below. Further details can be found in the *Quality Assurance Policy,* which is available in the Student Document Store in Moodle.

3.1 Attendance

You are expected to attend all lectures scheduled for your course. Tutorials are optional for students but attendance is **highly** recommended. Attendance is recorded in every lecture. If a specific learner misses any more than five lectures, a member of staff may invite that student for a meeting to discuss the issue and to review whether ICD can offer the student any assistance. This follows evidence that finds "attendance does matter for academic achievement."

Attendance is recorded through Moodle and you will be able to check your attendance record through Moodle. Please see the ***How to Check Attendance*** guide in the Student Document Store.

3.2 Holidays

You are required to attend all lectures, workshops, class tests, formal exams, assessments, and are not permitted to take holidays during the academic year, except during designated semester breaks.

3.3 Punctuality

You are required to be present at the appointed start time for your lectures. By being late, you inevitably disrupt the class for others, and you lose out on essential teaching. Consistent lateness for a lecture/module may result in an 'absent mark' being registered for you in that module. ***This applies to both online classes and in-person classes.***

3.4 Participation

As a learner you are encouraged to participate in all lectures, tutorials, presentations, workshops and any other classes/meetings timetabled for your programme of study.

To ensure appropriate participation, you are expected to provide yourself with any materials (such as textbooks, manuals, notebooks, pens, calculators, etc.) stipulated by the lecturers/faculty as essential to your course of study.

The time spent in class is a critical part of your learning experience. It is here that the core ideas, theories and methods of module content are introduced.

The lecture is the cornerstone of your learning. It is in-class that topics are introduced to you and the directions for further learning and independent study are mapped out.

The group setting is important as you get to discuss and deliberate on module topics. Most importantly you get to share in the collective engagement with the course material. We all benefit, learners and lecturers, from discussing module content. We want to optimise the class experience for you and have formulated these guidelines in order to create the best class experience for you.

Should you need to leave a lecture early, it is polite to excuse yourself to your lecturer (preferably before the commencement of the lecture) rather than to just leave without explanation/permission.

3.5 Note Taking

While most lecturers will provide you with comprehensive lecture notes and manuals, you should also take notes in class. We advise you to reappraise your notes that evening or at least within 24 hours of the session. We recommend that you use the notes to engage with the module readings and the online notes as the starting point of your own independent study and reading on a topic.

3.6 Smart Phones

These devices should be either turned off or on silent during class. They should also be kept in your bag or a pocket and not on the desk as they may distract you or others. If you are expecting an urgent call, you may discuss this with your lecturer prior to the commencement of the lecture to see if a special dispensation can be made.

3.7 Online Communication

You should not initiate or respond to a text, email, call or any social media activity during class, unless specifically directed by a lecturer.

3.8 Recording Lectures

Recording of lectures by a learner is not permitted. If a class is recorded and subsequently put on Moodle by the lecturer for reference, these recordings are solely for the learners' own personal study and cannot be uploaded to any social media or online platform.

3.9 Professional and respectful communication between students and academic/administrative staff

All communication with academic and administrative staff of the College should be professional and polite in nature.

3.10   Timetables and Academic Calendar

Class timetables are available on Moodle and the notice boards. Please note timetables may be subject to change particularly at the beginning of each semester and it is therefore important that you regularly consult the notice boards and Moodle.

The College Academic Calendar is also published on Moodle and on noticeboards highlighting key dates for the year including exam periods, semester dates and graduations. These dates are published to allow students to plan for travel and holidays <u>outside</u> of semester and exam periods in order to minimise absence and avoid disruptions.

3.11   Computer Use:

The *College's Email & Network Acceptable Use Policy (AUP)* defines proper and improper email and network usage behaviour and is in place in order to protect your rights as a network user to privacy, fair use and protection from offensive, obscene or abusive material; the needs of the College network community to share resources in an effective way that will benefit all users and avoid excessive or unnecessarily large traffic; and to protect the safety and integrity of our network.

As an ICD Business School learner, you must employ the college network and computing resources as tools to conduct your coursework in an efficient, ethical and lawful way and adhere to the guidelines outlined in the policy.

4. Key Student Responsibilities

As an ICD student, you are required to:

* Treat students and staff within ICD with respect
* Actively commit yourself to your learning process through participation, study and timely completion of course work
* Fully familiarise yourself, and comply, with college rules/regulations and procedures, including Health and Safety procedures
* Take advice from academic staff on educational matters
* Report any behaviour which is inappropriate or criminal
* Report any personal circumstances that might affect your studies

Students are expected to treat all staff and students with respect, just as would be the case in a working environment. If a student is found to behave inappropriately towards any other student or staff member, that student will be subject to investigation and possible sanctions.

The following behaviours are examples of types of inappropriate behaviour that may be defined as either threatening another person's dignity or safety or well-being, harassment, abuse, or bullying. If any student is found to engage in any of these behaviours towards other students or staff, that student will be the subject of disciplinary procedures and sanctions:

* Endangering others
* Verbal abuse/insults
* Physical abuse
* Intrusion – pestering, spying or stalking
* Menacing behaviour
* Threatening behaviour
* Intimidation
* Aggression
* Undermining behaviour
* Humiliation
* Sexually derogatory statements
* Sexually discriminatory remarks, or innuendo, or jokes made by someone that is offensive or objectionable to the recipient, or which causes the recipient discomfort, or humiliation.
* Any unwelcome sexual advance, which includes: -
    o Unnecessary touching, groping, pinching, patting, fondling, or kissing
    o Demands for sexual favours
    o Sexual assault or rape (where civil/criminal proceedings may also be appropriate)

This list is not exhaustive.

If a student is found to engage in any of the above behaviours (or other similarly inappropriate behaviour towards any other student or staff member), that student will face investigation and disciplinary sanctions up to and including suspension or expulsion from the college. Fees will not be refunded in such cases. **This is to protect all staff and students from inappropriate or threatening behaviour.**

As a multi-cultural institution, with learners coming from all around the world from different countries and cultures, it is essential that all students and staff understand and are tolerant of differing cultural norms and behavioural expectations. As an ICD student, you will have the opportunity to integrate into a learning community where we are all required to respect one another's different cultural backgrounds in order to embrace diversity. One important example of this is around 'personal-space'. Please remain conscious of every person's right to personal space and to not have their personal space encroached upon. Encroaching on a person's personal space may make them feel threatened or uncomfortable.

In any academic community, students, faculty members, and other staff have responsibility for maintaining an appropriate learning environment and treating each other with understanding, dignity and respect. All are expected to:

- Be considerate to the needs of fellow learners, staff and any authorised visitors to the College.
- Not engage in any conduct which is intended to, or is likely to, disrupt teaching, learning, study, research, ceremonies, recreational activities, meetings, examinations, administration or other activities undertaken by or within the College or organised as part of its approved activities.
- Respect ICD property and not to use it for unapproved purposes.

4.1 What is considered disruptive behaviour?

Talking without permission, repeatedly interrupting, being late, passing notes, texting, using smart phones/tablets, or similar without permission, making personal insults, using inappropriate language, physical threats or actions, and refusal to comply with faculty or staff direction.

5. Online Class Delivery

During the COVID-19 outbreak, the main effort of ICD has been towards ensuring the health and welfare of its staff and students, while also ensuring the continuity of its programmes. This period has provided the ICD community of staff and students with the experience of online teaching, learning and assessment, which has, for the vast majority, proven to be beneficial both in terms of health and safety and also in terms of the flexibility and work-study-life balance that it affords.

During this forthcoming period, a mix of online and face-to-face classes will take place on most programmes.

Each student's timetable will clearly indicate which classes are face to face and which classes are online.

Whether classes take place in-person or online, essential lecturer-class notes, communications, and module resources will be distributed through Moodle.

Students must ensure that they can access every module Moodle page they are registered for. The Moodle pages will contain the information needed to continue to study for each module.

All face to face (in person) classes will take place at ICD campus building at Wicklow House.

All online classes will take place via Zoom:

- **Zoom lectures and tutorials (live):** lecturers will carry out Zoom lectures live online. The lecturer will notify the students via the Moodle page (e.g., check the Moodle announcements section for each module) and/or via email.

From September 2020, the policy of ICD is that **all live Zoom lectures are also recorded and uploaded to the module Moodle page** for students to watch/re-watch later. Recording of tutorials is optional, depending on lecturer preference.

<u>PLEASE NOTE:</u> face to face (in person) classes will **not** be online (live) and will **not** be recorded either.

The following options may be used as part of the class but not to replace a class:

- **PowerPoint presentations:** these may or may not contain pre-recorded audio slideshows, depending on the specific module and will be used in conjunction with discussion / chat options and or live Zoom Q&A sessions during scheduled class time.
- **Pre-recorded lectures:** videos may be uploaded to Moodle by a lecturer for students to watch and learn from. Lecturers may use pre-recorded lectures as part of their delivery to be used in conjunction with discussion / chat options and or live Zoom Q&A sessions

during scheduled class time. Pre-recorded lectures **cannot be used to replace live lectures.**

5.1 Using Moodle to Enhance Teaching and Learning

Lecturers may use a number of different options to help students in their learning such as:

- **Moodle Announcements:** lecturers can use Moodle announcements to send information to all students on the Moodle page quickly and easily.
- **Moodle Discussion forums:** students should check the Moodle pages for each module to find any Moodle discussion forums about the module and/or assignments
- **Chat** enables participants to have text-based, real-time synchronous discussions.
- **Checklists** The checklist module allows a lecturer to create a checklist / to-do list / task list for their students to work through.
- **Choice** The choice activity module enables a lecturer to ask a single question and offer a selection of possible responses. A choice activity may be used
  - As a quick poll to stimulate thinking about a topic
  - To quickly test students' understanding
  - To facilitate student decision-making, for example allowing students to vote on a direction for the course
- **Quiz** The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

Please see the Student Document Store on Moodle for a range of tutorials and guides.

5.1.1. Zoom

Zoom is an online meeting/conference software solution that is being used increasingly to deliver live and/or pre-recorded classes/lectures in education settings.

ICD lecturers will hold live Zoom classes during standard lecturing hours (as shown on your current timetable).

A Zoom account is not required if you are strictly joining Zoom Meetings as a participant (e.g., a student). If someone invites you to their meeting, you can join as a participant without creating an account. So, students do not need to set one up. A Zoom account is only required if you need to create your own meetings and send invitations to participants.

However, if a student wishes to have a free Zoom account, we do recommend that you sign up for one as it may improve your experience.

Students should check their email and module Moodle pages regularly (everyday ideally).

5.2 Advice for Students Preparing for Online Learning

- **Embrace online:** Online learning will become more and more common in the future, so this is a great chance for you to develop some skills to help you succeed.

- **Develop your communication skills:** You will communicate in different ways on various online formats (email, discussion boards, social media, online seminars). Be professional and appropriate, but don't be afraid to project your personality and show that you are a real person.

- **Stick to a routine:** There are many time management techniques, so find one which works for you. There will likely be daily and weekly tasks for you to do plus longer-term targets like deadlines. Plan a daily, weekly and monthly schedule to manage these different timescales.

- **Get connected:** Be proactive with communicating with your course mates. Set up course Whatsapp groups (or another platform if you prefer) for offline chatting and engagement. Form small virtual study or reading groups and work through online materials together.

- **Find somewhere quiet to work.** Yes, you can work from bed but this might not be the most comfortable! Make sure you have somewhere peaceful to work, try and use a workspace like a desk or table, and cut down on external and online distractions.

- **Use the right channels to solve your problems:** This will be signposted for you in your course, so contacting the correct person will help you get your problem solved more quickly. The ideal contact point for a module is the module lecturer (e.g., via email or a via a Moodle discussion the lecturer may have set up on the module Moodle page)

- **Embrace discussion boards:** If your course Moodle page has them, these are a great way to discuss with your peers and work through learning as a group. Ask questions, comment on your course mates' answers, and enter into dialogue.

- **Use online learning communities you might find yourself:** Online learning communities can be as rich, supportive and exciting as on campus learning. We hope you can adapt to this experience and benefit from it.

- **What if I have a technical issue?** Develop your initiative and resilience. Don't give up if you hit a technical issue. For example, if your reading link is broken, maybe you can search for the journal article yourself by searching online (e.g., Google Scholar). If you still cannot resolve the issue please contact a member of staff.

5.2.1. Submitting Assignments Online

- The majority of assignments will be submitted via Moodle (most likely in MS Word format in most cases, but not all [e.g., MS Excel assignments]).

- All assignments must be accompanied by a completed and signed **Assignment Coversheet and Declaration of Authorship**, found in the *Student Document Store* on Moodle.

- When you submit your file (assignment) via Moodle, it will be automatically checked for plagiarism by the URKUND plagiarism detection system. If there is plagiarism, your lecturer will be notified in an URKUND report and you may receive sanctions or be required to participate in a Plagiarism Detection Process (as described later in the ICD Student Handbook).

5.2.2. Library and Research Resources

The Library Resource Room is open to students. Access to resources, including academic journal/textbooks and academic search engines/research repositories, are available to students on-site (in the physical Library) and also through Moodle in the ICD Research Hub. We are working with all lecturers to add to these resources in order to assist you with your studies in the coming semester. We will also continue offering links to online tutorials and workshops.

Accessing the physical on-site ICD Library: If a student wishes to access the ICD Library (physical on-site Library), please contact the ICD main office, or consult ICD Moodle, to check what the opening hours are for that time-period because these vary during the year.

Accessing online readings, journals, eBooks, research repositories: All students are offered tailored student induction sessions every semester which will provide detailed guidance on:

- Where to find research materials incl. journals, books, ebooks, and how to use research repositories and search engines

- Typically, these sessions are offered through Moodle (specifically the Student Induction Moodle page) which means that the training materials and the research resources are available to all students 24 hours a day and 365 days a year

- **The ICD Research Hub**: ICD Business School offers a comprehensive online resource for students through its ICD Research Hub, accessible via Moodle. This hub provides a vast collection of research databases, allowing students to find everything from journal articles, eBooks, to electronic sources and data sets. These resources are designed to support students in their assessments and broader learning endeavours. Within the hub, students can read abstracts to get an overview of articles and can also download full articles in PDF format for in-depth study. This service is accessible at any time and from any location with internet access.

Announcements

What are Research Databases and why should students use them when writing assignments?

➜ Click here to watch the video

Guides on how to use the Harvard Style of Citation and Referencing

➜ Cite It Right 4th Ed GUIDE TO THE HARVARD STYLE OF CITING AND REFERENCING

➜ Click here to visit the ICD Student Induction Moodle page

The ICD Student Induction Moodle page contained comprehensive guides, tutorials, advice, information, live lectures/workshops, and video recordings of workshops that will help students understand how to cite and reference using the Harvard Style. The page also contains plenty of other important information that will help students to succeed.

Academic journals, such as those accessible to you via the ICD Research Hub, can be a useful source of reference material for your assignments.

6. Examinations, Assessments, Grading System & Results

As you undertake our academic programmes it very important that you appreciate the following points:

Firstly, this is your life and your educational experience. You need to take personal responsibility for your studies so that you achieve your goals.

Secondly, you must actively participate by attending your lectures. You are also strongly encouraged to attend tutorials. There is a direct correlation between poor attendance and poor grades. ICD's faculty are committed to assisting you throughout your education journey. However, if you do not attend classes, the lecturer/ student relationship will not develop and it will be more difficult to seek advice, direction and assistance from your lecturer.

Thirdly, there will be times when you may experience problems, personal or otherwise, but please remember we are here to support you during any difficult times. If you have any concerns or issues that are affecting your studies or welfare, please do not hesitate to contact the Student Liaison Manager (Ms June Shannon) and please note any personal matters discussed will remain strictly confidential.

Please see Examination and Assessment Regulations section for more detail.

6.1 Modules and Credits

A module is a subject that makes up a single topic of study. Each module carries a number of ECTS credits e.g., 5 credits or 10 credits. Typically, over an academic year on a programme leading to a major degree, learners would be expected to complete enough modules to amount to 60 credits across two semesters.

6.2 Studying and Time Management

'If you fail to prepare you prepare to fail'

Key Steps:

- Identify the tasks that have to be done
- Prioritise the most important tasks
- Try to avoid doing the easy tasks first
- Set a realistic time allocation for each activity

Try to plan study time for each module, especially the ones you are finding difficult. At the same time, do not let your strong subjects suffer because you are spending so much time on the subjects you have problems with. If you are having difficulties with a subject, please speak to your lecturer.

How much time should I spend studying?

Well, this will depend on the module you are taking, the amount of material to be covered and the level of difficulty associated with the module. You are expected to undertake independent learning (studying on your own), as well as attending lectures and tutorials.

Each module descriptor, which will be available to students on the module via the module Moodle page, will specify how much time a student should spend working on a module. Generally, across an entire semester, on a single module, **a student should spend 125 hours studying/working/attending classes for each 5 ECTS credits.** In Ireland, 1 ECTS credit is generally interpreted as requiring 25 hours of student effort in total. **If you are studying a 10 ECTS credit module, then, you should be investing 250 hours of effort/time approximately, as a student on that module (250 hours = lectures + tutorials + reading + studying + revising + independent learning + completing assessments). So, if you have a 10 ECTS credit module that stretches over approximately 16 weeks (incl all teaching weeks, plus reading weeks, plus exam weeks), then you should be spending approximately 15.6 hours per week (for 16 weeks) working/studying on that module, including attending classes. These 'hours per ECTS credit / per module' are accepted across Higher Education in Ireland and required by QQI.**

The academic year passes by very quickly, so it's vitally important that you revise and study material from your lectures every week as it's very easy to quickly fall behind. Normally you will have exams at the end of each semester and if you do not focus on your studies each week during the semester you will place enormous pressure on yourself at the end of semester when you are preparing for exams and/or final assignments.

6.2.1. Study Skills and Effective Revision

It is important for you to plan your study time well. Try to make the study time as effective as possible. Once you have started to study, there are different memory and learning strategies you can use to help you with your learning. One very successful way to help recall is to look at index cards or key notes just before sleeping and then when you awaken look at the notes again. The following are some pointers to help you study:

- **Setup a schedule** and allocate more time for the most difficult modules

- **Eat well and take plenty of breaks**. You will need your rest!

- **Study small portions of material at a time**, take a break and then study some more

- **Reward yourself**. You are more likely to study again and concentrate if you know there's a reward at the end

- **Make sure your place of study is quiet**, comfortable and well lit

- **Keep your smart phone turned off** in your bag or pocket to avoid distraction while studying

- **Try to get into a study routine** where possible by starting at the same time every day/evening

- **It is important to understand what is going to be expected of you in the examination**. Your lecturer will normally advise you in class on the structure of the exam.

- **Remember to practice questions from past exam papers** (usually available on Moodle unless it is a new module) as this knowledge will not only help your knowledge of the topic but allow you to become familiar with the way the questions are normally asked.

- **Be positive**. Having a positive outlook will help to reduce those exam nerves

- **Don't leave revision until the last minute.** Revision is a way of pulling your understanding together in preparation for the examination. Make your notes readable, attractive and interesting so as to assist in building memory. Try to begin intensive revision about four weeks before the examination.

- **Read through your notes over and over again but read in order to understand and not just memorise.** The best way to do this is to look for material related to possible exam answers. You could also discuss past exam questions with your friends or send in a draft answer to your lecturer for feedback.

- **Write notes out over and over again.** This can be a good strategy is you learn through motor memory

- **Don't panic.**

- **Organisation is a major part of study, learning, and exam preparation.** Set up a revision checklist for each subject. Test yourself using relevant exam questions from past/sample papers available on Moodle. When you are revising you should beak sections of your course into small achievable pieces, trying not to do everything on the one night. Study for approximately 45 minutes at a time and then take a break before resuming study.

- **Write out your own notes.** If you are attempting an exam question after a period of study, give yourself another 10 – 15 minutes to write down some bullet points as to what your answer might include.

- Beware of devoting too much time to your favourite subjects – **remember that you have exams to do in other subjects too and not just your favourite subjects!**

- **When you are studying please ensure you understand the material and not just memorise it.** If you understand the material it will be much easier to remember it.

6.3 Examinations

It is every student's responsibility to be aware of ICD's Examination Regulations, which are included later in the Handbook and are available for viewing in the *QA Policy* on Moodle and on the ICD website*. Any breach of these regulations will result in disciplinary measures.

6.3.1. Dates of Examinations

Examinations (final examinations) for modules ordinarily take place as follows:

- Autumn (Sept-Jan) Semester Exams: January
- Spring (Feb-May) Semester Exams: May & June
- Resit/Repeat/Autumn Exams: January/February/March/May/June/August

6.3.2. Exam Timetables and Venues

The Registrar schedules final exams and releases the timetable to students. While we do everything we can to accommodate students, we cannot change examination timetables to suit individual requests.

All ICD offline examinations are held on ICD premises at Wicklow House. Each exam venue will have a seating plan corresponding with your student number. The seating plan varies from examination to examination and you should arrive early to the exam venue to ensure you are aware of the seating plan.

Examination Timetables and Regulations are posted on the student notice boards and Moodle several weeks in advance of the examinations. You are reminded to familiarise yourself fully with their content.

6.3.3. Preparation for examinations

In preparing for examinations, you should:

Before the exam

- **Have a relaxing night before your exam**. Go to bed early and try to have a healthy breakfast in the morning. Staying up all night studying is counterproductive.

- **Eat and drink properly to maintain a stable energy level.** Eating foods such as chocolate bars before an exam might give you an energy boost to begin with but your blood sugar levels will drop within an hour and your energy will plunge dramatically, making it hard for you to concentrate. Eat a good breakfast and drink plenty of water.

- **Know the start time and room number** for the examination.

- **Arrive before exam with plenty of time to spare**. If you are rushing into the exam hall or late you will suffer from extra stress and put yourself under more pressure. You are expected to be at the exam centre at least 20 minutes before your exam.

- **Make sure that you have your student number** with you, as it will be required for identification purposes during the examination.

Given the importance of the examination process, all students are advised to be present in advance of the examination and to remain in the examination hall for the full duration of the examination. In particular:

- * You will be allowed take up your seat several minutes before the scheduled start time for the examination,
- * You will **not** be permitted to enter the examination once it has commenced.
- * You will **not** be permitted to leave the examination hall during the first hour of the examination nor during the last 30 minutes.

6.3.4. At the Exam

- **Read the entire exam-question-paper.** Where you have choices, decide which questions you plan to answer. **Always choose the questions which allow you to maximize your marks.** If you are confused about any question please raise your hand and speak to the invigilator for assistance.

- **Remember if you do not read the question carefully you will not answer the question correctly.** Sometimes students focus on a specific word/topic in the question and they write all they know about the topic rather than answering what has been specifically asked about that topic.

- **Write clearly.** A lecturer can only mark what he/she can read, so, if your handwriting is illegible, you will not receive any marks. Make sure to ONLY write your answers in the official ICD answer book/script with which you will be provided at the start of the exam. Answers written on scrap paper, the exam question paper, or other pieces of paper will not be graded.

- **Plan your time**. Spend some time drafting a plan/rough work for the questions you choose to answer. Keep an eye on time remaining throughout the exam and answer all the required questions. If for example each question is worth 25 percent, and you are required to answer four questions, it is obviously better to attempt the required number of questions and be marked out of 100 percent, than to spend all your time answering three questions and be marked out of only 75 per cent of the available marks.

- **Underline the key words** in each question for example, *describe, list, discuss, compare, illustrate, etc.*

- **Always try to include** diagrams, examples, and show your calculations, etc., where appropriate to help illustrate your answer.

- Answer the questions on the basis of **choosing the 'easiest' first** as this will give you extra confidence as you settle into the exam. However, be careful not to spend too much time to the neglect of other questions.

- **Write down ideas as they come to you**. While you are answering one question, information about another may suddenly occur to you. Note it down somewhere because when you come to that question perhaps an hour later, you may have forgotten it.

- **Don't leave any questions or any part of a question unanswered**. If you are short of time, try to attempt all parts and sub-parts of questions rather than focusing only on one question part / sub-part at the expense of attempting the others. Remember you can only be marked on the answers you give.

- **Never leave the Exam Room early**. If you have time at the end, go over your work, add information (e.g., in the margin). Once you leave the Exam Room and submit your exam you can't return if you suddenly remember a fact after you have left.

- **Maximise your marks**. If you have an exam with choices, always remember to choose the questions that will give you the most marks. For example, a question may be worth a total of 20 marks but if you can only do Part b of that question which is worth 5 marks, you should consider other questions where you have a better chance of increasing your marks.

- **Exams for numeric subjects such as accounting and taxation** may require a very specific approach. You will be required to clearly demonstrate how you have completed your workings. The layout must be tidy and clear and your work should be easy to follow.

- You cannot communicate with another student once you are in the exam centre and **you cannot bring unauthorized materials** such as notes, mobile phones into the exam centre.

- **You are required to bring your student number** as the agreed form of identification. If you forget to do so, you must notify the college Registrar/Invigilator prior to the start of the examination.

6.4 Coursework and Continuous Assessment (CA)

Many modules in higher education nowadays contain what is known as coursework or continuous assessments. These are assignments that you are required to attempt in pursuit of completing a module (and programme). Details of coursework (CW / CA) will vary from module to module and will be provided to you by the module lecturer and made available on the official module Moodle page. If you have any questions about assessments for a module, your lecturer will be delighted to help; just ask them in class or via email.

6.4.1. Coursework

Normally you will be assessed by exam and coursework for each module you attempt. Your coursework could involve an assignment, project, presentation, class test, etc.

The purpose of coursework is normally to:
- Ensure you meet learning outcomes associated with your module(s) by testing your understanding of specific parts of the module
- Help you to develop your primary and secondary research skills
- Assist and encourage you to develop your own original analysis and views
- Enhance your analytical and/or personal skills

The quality of the material that you submit to your lecturer will obviously determine the marks you receive and as such you should start your assignment by asking yourself the following questions:

- What is my deadline/submission date?
- What are the questions/tasks I am being asked to attempt/complete?
- What is the marking scheme and assessment criteria?
- What is the word count / submission mode/criteria?
- Where will I find the information I need?
- What level of analysis/work is required?

A lot of this information will be available in your assignment brief. If you have any queries regarding your assignment you should contact your lecturer as soon as possible. And remember to ALWAYS include a completed Assignment Coversheet and Declaration of Authorship with each submission.

You will gain marks by:

- Demonstrating that you understand the topic.
- Focusing on the questions that are asked.
- Presenting your material in a professional way.
- Putting forward an original and well-developed point of view on the topic.
- Adhering to the word count / submission criteria
- Using appropriate reference material to support your point of view and referencing correctly.
- Supporting your point of view with relevant examples/supporting data where necessary.

Keep your style straightforward and uncomplicated. Try to write well-structured sentences and avoid slang or jargon. Try not to write a paragraph if a sentence will do, and you should only include one main idea per paragraph.

In most cases, there are different views and opinions, some with which you may agree and others with which you disagree. In many cases your written work / assessment submission will be expected to reflect this range of views, opinions and theories but it's also very important that you provide your own analysis and views on the data and research that you examined.

It is a good idea to prepare your assignment well in advance of the submission date, then review and edit your work critically before you submit it to the lecturer. Remember to spell check your submission. Unfortunately, many students submit work that has not gone through this review process and grades are often lower as a result.

Lecturers will sometimes give you the opportunity to submit a draft of your work to them before the due date for feedback. This is a beneficial resource and you are encouraged to take advantage of the opportunity.

You will lose marks by

- Failing to follow the assignment brief and/or not answering the questions which were asked
- Missing the assignment submission date.

- Simply re‑producing notes given out in class.
- Demonstrating a lack of thought/effort/research on the topic.
- Making errors in spelling, grammar and punctuation.
- Poor referencing.

ICD Business School requires that you use the Harvard Style of referencing (see later section in this handbook).

6.4.2. Presentations

Some of your modules will require you to make a presentation, as part of your assessment, to your fellow students and/or lecturers. In some modules you may be required to make a group presentation, however you will be assessed on your individual performance and contribution to the group assessment submission(s). One of the common reasons for poor presentations is a general lack of preparation.

Sometimes students can understandably become nervous and start to panic about the presentation. The best way to overcome this is by practicing your presentation in front of friends, or in front of the mirror.

Preparation:

- The module lecturer will provide module specific details/plans regarding presentations. Some modules will have presentation assessments; some modules will not.

- Some presentations may be online and others may be face to face; clarify this with your lecturer.

- If you are doing an online presentation, test everything well in advance – check lighting and sound and do a number of practice sessions that you can record and watch back to identify ways you can improve.

- You should try to put as much work into the preparation of your presentation as possible. A speaker that is not well-prepared will 'lose' their audience

- Plan the key points you need to deliver and if you can support these points with appropriate visuals such as PowerPoint slides then please do so. Be positive in your approach and develop strong conclusions to support the material you have delivered.

- It's very useful idea to bring small index cards (cue/note cards) with you that can be used to refresh your memory and guide you during the presentation so that you don't forget your points.

- Try to practice your presentation in front of people or in front of the mirror.

- If required to complete 'face to face' presentation, check out the presentation venue and make sure that if you are using equipment that it works. Always bring a backup copy of your presentation in case they are problems with the computer, projector, USB stick, etc.

- Practice your timing. If your presentation has a time limit (it probably does), then it is imperative that you carefully, and naturally, practice your presentation in advance multiple times to ensure your total presentation time respects the specified time limit.

In addition to the content, the quality of a presentation can be improved using the following criteria:

- Appearance of presenter (well-dressed /unprofessional)
- Voice Projection (strong/weak)
- Ability to make eye contact with the audience (in an online context this may mean looking into the camera)
- Confidence/Enthusiasm (confident/nervous)
- Quality of Visual Support Aids (interesting and appropriate / dull and inappropriate)
- Pace (speaks too fast/too slow)
- Ability to answer questions from the audience (well-prepared / poorly-prepared)

6.5 Grades/Results

6.5.1. Release of Exam Grades

Exam grades are released by the Registrar to students.

The results forwarded to you by post or electronically (e.g., email) will indicate:

*   The overall grade you achieved in each module.

*   Where appropriate, a recommendation to discuss with college staff any implications your results may have for your progression/award classification.

*   If required, arrangements for reassessment/repeat.

6.5.2. Provisional Grades

All grades released by lecturers to students are provisional. All results released in relation to assessments/examinations remain provisional until they are second marked (internally verified), reviewed by the External Examiner, and approved by the Examination Board.

6.5.3. Reasonable Accommodations

Please refer to section 7.4 of the student handbook. If you have any special learning needs, disabilities, extenuating circumstances, or illnesses, you may qualify for reasonable accommodations to be made for your classes, examinations and/or other assessments. Any information you provide about yourself in this regard will be kept in the strictest confidence to ensure your privacy. If you wish to discuss a case for reasonable accommodations please contact the Registrar, Ms Joyce Zhao, via email to joyce@icd.ie

6.5.4. Feedback on Grades for Exams or CAs

All students are entitled to feedback on examinations and assessment grades. To receive feedback on a grade, you must contact the lecturer/examiner within two weeks of receiving your grade.

6.5.5. Examination and Assessment Regulations

The examination and assessment regulations are contained later in the student handbook.

6.5.6. Appealing Grades

Students are entitled to feedback on an assessment grade, a recheck of the marks calculation for an assessment, or a review of an assessment grade. Dissatisfaction with the grade received or disagreement with the academic judgement of the assessor are not grounds for appeals. The policy is contained later in the student handbook as part of the section containing all the Examination and Assessment Regulations.

6.5.7. Reviewing Fee

Students who would like a grade review of their examination paper/assignment will be charged €50.00 per review. If the review results in a change of mark in the student's favour, the reviewing fee of €50.00 will be refunded.

6.5.8. Extenuating Circumstances

If personal extenuating circumstances lead to a serious difficulty relating to your ability to complete/attend an examination or to complete/submit a piece of coursework, we are here to help! Please refer to the Examination and Assessment Regulations, later in the student handbook, where you will find details on:

- What qualifies as extenuating circumstances
- How to apply for official approval of extenuating circumstances

Any information you provide about yourself in this regard will be kept in the strictest confidence to ensure your privacy.

6.5.9. Deferral

If you have been awarded a deferral as a result of reasonable accommodations made by the Registrar following an application (by the student to the Registrar) for reasonable accommodation approval:

- You have submitted documentation to the Registrar deferring the submission of an assignment and/or attendance at an examination due to illness or personal circumstances.

- You must submit any assignment and/or attend examination at the next available sitting.

- Your result(s) **will not** be capped at 40%.

- You are not required to submit assignments or attend examinations in which you have already received 40% or over in that piece of assessment.

6.5.10. Assignment Submission Deadlines

All assignments must be completed by the appointed deadline. You must keep a copy of any assignment submitted. It is college policy not to grant assignment extensions other than in exceptional circumstances. This ensures the fairness of the challenge set for all students on the programme. If you feel that there are genuine extenuating circumstances for a failure to complete an assignment your lecturer must be informed in advance of the assignment deadline date. All assignment submissions are made through Moodle and are submitted through URKUND for plagiarism checks.

6.5.11. Consequences of Late Submission

Failure to submit an assignment by the due date, except in the case of extenuating circumstances, **will result in your grade being less than would be the case if submitted on time**. The standard lateness penalty is 10 percentage points per day (or part thereof) late. More detail on the official lateness policy is contained in the ICD examination and assessment regulations (later in the student handbook).

6.5.12. What happens if I fail?

The prevailing regulation of the validating body (i.e., QQI) approving your course and/or college regulations determine the consequences of failing a module.

You are required to make yourself fully familiar with these regulations before sitting any examination. The regulations are available from the Administration Office and are contained later in the Student Handbook and in the ICD Quality Assurance Policy (both of which are available in the ICD Moodle

Document Store for Students).

In general, students who fail modules in the Autumn or Spring semester (January exams or May/June exams) will be required to retake the examination or resubmit coursework (or both). However, the following implications of failing are worth particular attention:

* For a non-award-year Honours Degree student, failure to pass a sufficient number of modules may mean that you will not be permitted to progress to the next stage (second year/third year) of the programme.

* The repeat fee is **€150.00** per module.

* A failure in the first attempt at assessment in any module automatically results in the grade for the repeat assessment **being capped at a Pass grade.** Regarding the capping of repeat attempts at a pass grade (i.e., 40%), ICD follows QQI's Assessment and Standards (revised 2022) closely, which specifies that:

  > **When a module whose grade is designed to contribute to the determination of an award classification is failed on the first attempt, the maximum achievable grade shall be capped at Pass for any and all subsequent attempts and the capped grade shall be used in the determination of the award classification, which is not capped at Pass.** (source: https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf)

7. Student Support Services

7.1 Medical

If you have any health-related issues or queries, whether they are physical health or mental health related, please do not hesitate to get in touch with Ms June Shannon, the Student Liaison Manager, who will assist you in accessing any health information and services that you might require. There are pharmacies all over Ireland and we recommend you identify the nearest one to where you live and work; there is a pharmacy just across the street from ICD for example. If you require a doctor or a nurse, ICD will assist you in locating the best doctor or nurse (e.g., based on location) for your needs.

Over each academic year, information will be posted on college notice boards and in the Student Wellbeing section of Student Document Store to keep you informed about:

- mental health (and the college counselling service)
- physical health promotion
- contraception and sexual health
- healthy lifestyle programmes and awareness

If you have any health issues that you wish to confidentially disclose to the college, you should contact either June or Joyce (the Registrar), and we will do anything we can to assist. Your confidentiality is paramount in this regard. If a health-related issue qualifies you for extenuating circumstances or reasonable accommodations (e.g., alterations made to an exam venue or an extension to an assignment due date) this will be confirmed by the Registrar, who will make all necessary arrangements to ensure that a health issue does not prevent you from succeeding in your studies at ICD.

7.1.1. Covid-19

Information related to Covid-19 is contained in the ICD Moodle Document Store for Students. It is subject to change.

If you develop symptoms, you should:

- self-isolate to stop the spread of coronavirus.

- Phone your GP (General Practitioner – commonly called 'a doctor') straightaway to discuss your symptoms and whether you need a test for coronavirus.

- <u>Do not go to a GP surgery, pharmacy or hospital unless advised to do so by a health professional</u>.

- The GP may assess you over the phone. Getting an early diagnosis means you can get the help you need and take steps to avoid spreading the virus, if you have it.

- Contact ICD's administration office by telephone (+35316333222) or email (admin@icd.ie)

- **Do not come to the College in person.**

Up to date information about Covid-19 is provided by the Health Service Executive (HSE) here: https://www2.hse.ie/conditions/covid19/

7.1.2. Out of Hours Doctor's Service:

Should you need the services of a doctor (a General Practitioner) out of standard working hours (ordinarily between 9am-5pm), this is a list of services that might be of assistance to you. Each of these services is relevant for different geographical areas (parts of the country). The locations covered by each service are listed below the name of the service. We have listed all of the out of hours services across Ireland because we know we have students who commute to Dublin to study at ICD and we also know that you might be travelling around Ireland during your studies and find yourself in need of a healthcare practitioner.

This information has been sourced directly from the Health Service in Ireland: the HSE. https://www2.hse.ie/services/find-a-gp-out-of-hours/

Caredoc
Carlow, Kilkenny, South Tipperary, South Wicklow, Waterford, Wexford
Opening Hours: Open each weekday evening, from 6pm - 9am, open 24 hours on Saturday, Sunday, and on Bank Holidays
Telephone: 1850 334 999 **Website**: www.caredoc.ie

Caredoc

North Leitrim, Sligo, West Cavan
Opening Hours: Open each weekday evening, from 6pm - 9am, open 24 hours on Saturday, Sunday, and on Bank Holidays
Telephone: 0818 365 399 **Website**: www.caredoc.ie

Dub doc

South inner-city Dublin
Opening Hours: Open each weekday evening, from 6pm – 10.00 pm and from 10.00 am to 6.00 pm Saturday, Sunday and Bank Holidays
Telephone: (01) 4545607 **Website:** www.stjames.ie

D Doc

Dublin city and county north of the river Liffey
Opening Hours: Open each weekday evening, from 6pm - 8am, open 24 hours on Saturday, Sunday, and on Bank Holidays,
Telephone: 1850 22 44 77 **Website**: www.northdoc.ie

DL Doc

Dun Laoghaire - Based in St. Michael's Hospital
Opening Hours: Open each weekday evening, from 6pm – 10.00 pm and from 10.00 am to 6.00 pm Saturday, Sunday and Bank Holidays
Telephone: (01) 663 9869

EastDoc

Dun Laoghaire - Based in St. Vincent's Hospital
Opening Hours: Open each weekday evening, from 6pm – 10.00 pm and from 10.00 am to 6.00 pm Saturday, Sunday and Bank Holidays
Telephone: (01) 209 4021

K Doc

Kildare and West Wicklow
Opening hours: Open each weekday evening, from 6pm - 9am, open 24 hours on Saturday, Sunday, and Bank Holidays
Telephone: 1890 599 362 **Website:** www.kdoc.ie

Luke Doc

Dublin south central - Based in St. Luke's Hospital, Rathgar
Opening Hours: Open each weekday evening, from 6pm – 10.00 pm and from 10.00 am to 6.00 pm Saturday, Sunday and Bank Holidays
Telephone:01 406 5158

MIDOC

Laois, Offaly, Longford, and Westmeath

Opening Hours: Open each weekday evening, from 6pm - 8am, open 24 hours on Saturday, Sunday, and on Bank Holidays

Telephone: 1850 302 702

NEDOC

Cavan, Louth Meath and Monaghan (Dundalk GPs have a separate service)

Opening Hours: Open each weekday evening, from 6pm - 8am, open 24 hours on Saturday, Sunday, and on Bank Holidays

Telephone:1850 777 911 **Website:** www.nedoc.ie

NoWDOC

Leitrim, North Roscommon, Donegal

Opening Hours: Open each weekday evening, from 6pm - 8am, open 24 hours on Saturday, Sunday, and on Bank Holidays

Telephone: 1850 400 911

Shannon Doc

Clare, Limerick, North Tipperary

Opening Hours: Open each weekday evening, from 6pm - 8am, open 24 hours on Saturday, Sunday, and Bank Holidays

Telephone:0818123500 **Website:** www.shannondoc.ie

SouthDoc

Cork and Kerry

Opening Hours: Open each weekday evening, from 6pm - 9am, open 24 hours on Saturday, Sunday, and Bank Holidays,

Telephone:1850 335 999 **Website**: www.southdoc.ie

West Doc

Galway, Mayo, Roscommon

Opening Hours: Open each weekday evening, from 6pm – 9 am, open 24 hours on Saturday, Sunday, and on Bank Holidays,

Telephone: 1850 365 000 **Website:** www.westdoc.ie

TLC Doc

Tallaght and Clondalkin

Opening Hours: Open each weekday evening, from 6pm – 10.00 pm and from 10.00 am to 6.00 pm Saturday, Sunday and Bank Holidays

Telephone: 1890 20 22 24 **Website**: www.tlcdoc.ie

7.1.3. Medical Cards

In Ireland, depending on your life circumstances and income, you may possibly qualify for a medical card. A medical card substantially reduces the costs of healthcare in Ireland.

ICD is not involved in the medical card application process. That is handled directly by the HSE. If you wish to apply for a medical card you can do so by following information provided at: https://www2.hse.ie/medical-cards/apply-for-a-medical-card/

7.1.4. Health Insurance

Health Insurance and Costs for European Students

International Students, enrolled on college courses in Ireland, who are from any EU/EEA member state are legally entitled to use hospital services in Ireland, free of charge or at a reduced cost. In order to access these services for a reduce charge, you should obtain Form E109 (also referred to as Form S1) and a European Health Insurance Card (EHIC). Please contact the Overseas Section of the Health Service Executive on 01-6352000 for more information on how to apply. See also https://www2.hse.ie/services/ehic/ehic.html

It is likely that you may need to also contact the health service authority in your home country to apply for these documents. You may also decide to purchase private health insurance. More information on this is provided below.

Health Insurance and Costs for Non-European Students

Non-EU International students in Ireland, unfortunately, do not qualify for free medical services. ICD advises all non-EU international students to purchase their own private health insurance. This is because high charges can be incurred by healthcare recipients if you do not have health insurance and require, for example, hospital services. It is also the case that the Garda National Immigration Bureau (GNIB) will require non-EU students to show proof of medical insurance when registering for or renewing visas. For up-to-date information about visa issues, please consult: https://www.irishimmigration.ie/

Health insurance will provide you with part or full financial assistance if you require the services of a healthcare professional (e.g., a medical doctor) or hospital services or accommodation relating to an illness. If you are carrying out research on which health insurance company to choose, please be aware that you must choose an Irish Health Insurance Provider Company.

Examples of Health Insurance companies include:
- Study and Protect: www.studyandprotect.com
- Irish Life Health www.irishlifehealth.ie
- VHI www.vhi.ie/students

7.2 Mental Health

During your time in education, many factors can influence your mental health, such as, for example, a balanced lifestyle, doing your best to think positively about situations you find yourself in, and when you find yourselves facing personal difficulties, seeking appropriate support.

Remember, if you are worried, stressed, or experiencing personal difficulties, and these are affecting your academic studies, please don't hesitate to contact the Student Liaison Manager or Registrar. All conversations will remain strictly private and confidential.

There are a number of steps you can follow to foster positive mental health:

- Accept who you are
- If you have a problem, talk about it
- Try to keep active
- Maybe you can learn a new skill
- Keep in touch with friends
- Do something creative
- Relax
- Get involved in some activity
- If you find yourself in a situation you cannot deal with alone, ask for help.

Handling stress A mild degree of stress can be helpful when you are preparing for exams and assignments, providing a challenge and excitement and a level of focus. However, you should not allow stress to become overwhelming. Try to manage your stress levels.

Sleep properly and try to take regular breaks when you are preparing for your academic work. Try to manage your time effectively and it is also a good idea to set personal priorities and goals for you to achieve. Don't leave work until the last minute. Create a good study environment where you can concentrate and feel comfortable. Eat well and take time to prepare healthy meals, which will provide you with the energy you need for studying.

If you do not manage your time and take care of your mind and body, it will become a stressful time for you. Try and get some exercise, avoid excessive alcohol and partying, put the effort into planning your study and achieving your personal goals and objectives.

Studying at third level is challenging at the best of times. College is a beneficial and enjoyable experience most of the time. However, any of us can experience difficulties. These could be related to:

- The stress of study
- Difficulties in maintaining work-life and study-life balance
- Difficulties relating to integrating into a new culture, if you are not from Dublin or if you are an international student
- Difficulties integrating into a culture that speaks a different language
- Personal difficulties that are impacting negatively on your mental health
- Challenging life circumstances
- Increasing anxiety about grades
- General stress and anxiety
- Depression
- Suicidal thoughts
- Relationship difficulties
- Problems with food/eating and/or eating disorders
- Worries about personal appearance
- Bereavements
- Loneliness
- Homesickness
- Low self-esteem or lack of confidence
- Traumatic experiences (including being the victim of violence, a crime, or rape)
- Difficulties with substances such as drugs or alcohol
- Pregnancy issues
- Self-harm
- Anger management issues

7.2.1. College Counselling Service

The college counsellor has been appointed specifically to support students who may be faced with a particular personal difficulty in their lives. A counsellor provides you with a confidential, one-to-one, supportive, and non-judgmental space, where you can voice your difficulties and concerns in a caring, trusting situation.

You can access the counsellor by contacting Ms June Shannon, the Student Liaison Manager, by emailing june@icd.ie , who will help you to arrange an appointment to personally meet a counsellor for a confidential appointment. Details are posted throughout the college notice boards and are

available in The Student Document Store.

ICD will provide funding to ensure money is not an obstacle for you in maintaining your well-being. Any information you provide about yourself in this regard will be kept in the strictest confidence to ensure your privacy.

7.2.2. Mental and Emotional Support Services

The Samaritans
The Samaritans are a charity who provide free mental and emotional support services. If you need someone to talk to who will listen and won't judge you or tell you what to do, then please feel free to contact the Samaritans. **Tel: Freephone** 116 123 **Text:** 087 260 9090 **Email:** jo@samaritans.ie

Aware
Aware provide a FREE helpline for people who suffer from depression, or family or friends of people who suffer from depression. If you are feeling depressed or are worried about someone, please call Aware. Aware provide a non-directive listening service, someone to talk to (10am-10pm Mon-Sun) **Tel: Freephone** 1800 80 4848 **Web:** https://www.aware.ie/about/contact-us/

Pieta House
Pieta House provides a free, therapeutic approach to people who are in suicidal distress and those who engage in self-harm. Free 24Hour Support.
Phone: Freephone 1800 247 247. **Text:** HELP to 51444 **Web:** https://www.pieta.ie/contact/

Women's Aid
Women's Aid provides support and information to those experiencing abuse to stop domestic violence against women and children. National Freephone Helpline is available 24 hours a day/ 7 days a week.
Phone: Freephone 1800 341 900 **Web**: https://www.womensaid.ie/help/

BodyWhys (The Eating Disorder Association of Ireland)
BodyWhys provide a confidential, non-judgmental support for people affect by eating disorders.
Tel: 01-2107906 **Email:** alex@bodywhys.ie **Web:** https://www.bodywhys.ie/

GROW
GROW is a mental health organisation who help people who have suffered, or are suffering, from mental health problems to help anybody recover from, or help prevent, mental breakdown.
Tel: 1890 474 474

Shine

Shine support and uphold the rights of people affected by mental ill health including, but not limited to, schizophrenia, schizo-affective disorder, and bi- polar disorder. Shine runs a confidential helpline from 9am-4pm Mon-Fri **Tel:** 1890 621 631

National Drugs & HIV Helpline

Providing confidential support and information to people with HIV or who have difficulties with drugs. **Tel:** 1800 459 459

Health Service Hse.ie

Bereavement and support helpline **Tel: Freephone** 1800 111 888

Gay Switchboard Dublin

GSD provide non-directive, non-judgmental friendship, support and information to the gay, lesbian, and bisexual community, and to anyone who has any issues relating to their sexuality. **Tel:** 01 872 1055

Parentline

Parentline provides confidential help and support for parents and guardians of newborn babies, toddlers, pre-teens, and teenagers, to help parents address any challenges or difficulties they may have. **Tel:** 1890 927 277 **Web:** https://www.parentline.ie/

Also, please remember, that one of the best supports you can have in college are your fellow students. Please reach out to any ICD staff member or student that you trust if you need any help. The Student Representatives will also support you when you need them.

7.3 Sports

In order to maintain your physical health, we would be delighted if you consider becoming involved in one of our sports teams or initiatives such as those who are members of the Neptune Rowing Club, an ICD partner sports club.

ICD Business School is a member of Student Sport Ireland; the organisation that coordinates the Inter Varsities competitions. ICD's athletes and sports teams have opportunities to meet and compete with students from other colleges across the country.

We are very proud of all our students who participate in sports. We are hoping that we will continue to expand our number of athletes and number of sports they participate in. If you are an athlete or would like to participate in any sports, all you need to do is talk to Vincent who will discuss the possibility of providing you with financial and non-financial assistance to ensure your sporting needs are met and exceeded during your studies at ICD Business School.

Also, importantly, ICD are happy to support sports people who wish to play competitive sports AND to support and fund sporting initiatives for fun. Sports can sometimes be about competition, but if you just want to try a sport for the purposes of socialising or having fun then we are equally happy to support you and help you in any way we can.

7.4 Support for Students with Disabilities

It is the policy of ICD Business School to offer our courses to everyone who can attain the entrance requirements. ICD supports the participation of learners with disabilities on all courses. In order to achieve an inclusive educational platform, alternative arrangements can be made by assessment designers (e.g., module lecturers) to accommodate different learning needs. It is the policy of ICD Business School to grant Reasonable Accommodations as per QQI policy Assessment and Standards and also with regard to the European Standards and Guidelines.

ICD has an open-door policy when it comes to helping and supporting our students. If you are in any way in need of assistance or further information regarding special educational needs, disability supports, or reasonable accommodations, please do not hesitate to contact Joyce (the Registrar) or June (the Student Liaison Manager), who will provide you with every possible support to assist you in your studies at ICD. Any information you provide about yourself in this regard will be kept in the strictest confidence to ensure your privacy.

ICD's policy on supporting students with special learning needs is continuously updated based on the feedback ICD receives from students. In preparing this policy, extensive resources have been referred to including:

- DAWN (Disability Advisors Working Network): *Everything you wanted to know about Reasonable Accommodation and supporting students with disabilities but nobody bothered to tell you... (2013)*
- AHEAD and Higher Education Authority, 'Charter for Inclusive Teaching and Learning' (2013)
- DARE: Disability Access Route to Education Handbook (2018) available at http://accesscollege.ie/wp-content/uploads/2017/02/Dare-2019-Handbook- Web.pdf
- The Equal Status Act 2004
- Disability Act 2005

If you wish to provide any feedback to ICD on we can improve this policy then please contact the Head of Academic Development by email to jason@icd.ie

7.4.1. Definitions of Disability:

Definition of disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'.

The Equal Status Act 2004 defines a disability as;
i. The total or partial absence of a person's bodily or mental functions, including

absence, malformation, or disfigurement of the person's body.

ii. A diagnosed chronic or potentially chronic disease.

iii. A condition or malfunction which results in a person learning differently from a person without the condition or malfunction or a condition which affects a person's thought processes, perception of reality, emotions or judgements or which results in disturbed behaviour.

iv. In the context of providing reasonable accommodations, a disability or illness must be long term, generally it must last more than a year.

It may include:

- candidates with known and long-standing learning difficulties (e.g., dyslexia)
- candidates with physical disabilities, permanent or temporary
- candidates with sensory impairment
- candidates who have difficulties at, or near, the time of assessment that may have affected their performance in the assessment.

7.4.2. Access to the ICD Building:

ICD is fully accessible for students with disabilities. ICD Business School is based in Wicklow House, Dublin 2. The building is fully compliant with all disability legislation (Disability Act 2005) allowing for access to all facilities in the building (classrooms, restrooms, and different floors of the building via the elevator). ICD operates a Loop Induction System for the aurally impaired in its lecture halls and administration offices. As a small college, ICD is open to all student requests and we do our utmost to provide for and accommodate for all students' diverse needs.

7.4.3. Reasonable Accommodations for Learners with Special Learning Needs or Disabilities

Reasonable Accommodation: the provision of additional supports, facilities, resources or amendments to assessment tasks and activities to enable a learner with a disability or specific learning need to have a comparable opportunity to demonstrate attainment of learning outcomes as any other learner.

Students are encouraged to contact lecturers at any time to discuss any specific learning needs they may have that may qualify them for alternative assessment arrangements.

ICD follows QQI (2013 section 2.2.10), which states that "some learners with disabilities may be unable to demonstrate their achievement of the intended learning outcomes through conventional assessment tasks…reasonable accommodations will therefore need to be made to deal with issues that would otherwise prevent such learners from demonstrating their achievement." These reasonable accommodations are defined by QQI (ibid) as follows: "adapting the assessment approach, not with diluting the standard of learning to be attained, interfering with or amending the intended learning outcomes. Assessments which involve reasonable accommodations should be consistent with those which do not."

A Reasonable Accommodation will allow learners to show what they know and do without changing the integrity or the demands of the assessment, for example by using a reader or scribe. Reasonable Accommodation is approved before an examination or assessment and they allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment.

7.4.4. Reasonable Accommodation Procedures:

i. Learners seeking a Reasonable Accommodation must inform the Registrar's Office upon registration with ICD Business School.

ii. Reasonable Accommodations cannot be applied retrospectively (e.g., after an assessment has been completed)

iii. ICD Business School is aware of its responsibilities under GDPR and relevant legislation. It may however have to disclose to certain members of staff a learner's disability or long-term illness if a Reasonable Accommodation is requested. But this is on a need-to-know basis only.

iv. ICD Business School will where reasonable and possible absorb all costs in relation to Reasonable Accommodations.

v. It is the responsibility of the learner and or their family to apply for a Reasonable Accommodation.

vi. Only Medical documentation from a verifiable source (Registered Medical Practitioner/Consultant) will be accepted as proof of the disability or long-term illness.

7.4.5. Educational Needs Assessment

Students with special needs (specific learning needs) are requested to confidentially disclose the nature of their needs at the beginning of the academic year, and, where appropriate, to provide supporting documentation.

The primary point of contact in this regard is the Registrar (Ms Joyce Zhao) who both coordinates the assessment process (with the assistance of externally sourced needs assessors) and coordinates internal notifications to lecturers and other staff, as appropriate, to ensure staff are aware of specific student learning needs and to ensure that reasonable accommodations are made to teaching, learning, and assessment strategies as appropriate to ensure all learners have equal (or equivalent, with reasonable accommodations provided) learning (and demonstration of learning) opportunities.

Where possible, the college will establish appropriate alternative arrangements, either to access classes or in the assessment of coursework and examinations. As external approval may be required, late notification may result in the college being unable to accommodate certain special needs, but ICD endeavours to accommodate every student's needs in every case wherever practically possible. All records will be treated in strict confidence.

7.4.6. Examples of Reasonable Accommodations Available to Students Who Qualify:

The following adaptations are examples of what may be considered for the purposes of facilitating reasonable accommodations, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;

- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all *Accommodations* (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same accommodation for all assessments.

Learners will be fully involved in any decisions about accommodations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

As the needs and circumstances of each learner are different, ICD Business School will consider any request for a reasonable adjustment on a case-by-case basis. Evidence of need will be required.

7.5 Support for International Students, Mature Students, and Minority Groups

International student or international learner is defined as "a person who is not an Irish citizen but is lawfully in the State primarily to receive education and training" (Qualifications and Quality Assurance (Education and Training) Act 2012, Revised 2014 p. 8).

A mature student is a student who commences study on a course aged 23 years or above.

Whether you are an international student or a mature student, the good news is that ICD is the most culturally diverse higher educational institution in Ireland. What this means specifically is that our students come from over 45 countries around the world (and growing) and a large proportion of our student body are mature students.

ICD's culture is focused on mutual respect between students and staff. ICD's staff and student culture does not include or tolerate discrimination on the basis of age, race, colour, sex, sexual orientation, gender identity, religion, national or ethnic origin, disability or disability status. Equality in educational access is a foundation stone of ICD's philosophy to education delivery with, for example, fully accessible facilities for learners who have diverse access requirements (e.g., fully wheelchair accessible facilities [e.g., classrooms, elevator and restrooms]).

7.6 Non-Discriminatory Fees Policy

Unfortunately, most colleges in Ireland operate a system of charging considerably higher fees for international students compared to Irish students. ICD completely disagrees with this practice and views it as a form of discrimination against international students.

ICD prides itself on minimising the difference between tuition/registration fees for Irish citizens, EU, and non-EU international students. ICD Business School does not participate in price/fees-based discrimination; academic fees are the same for all students irrespective of nationality. The only exception is if to extra fees incurred if a student requires additional assistance in visa applications, from abroad, before arriving in Ireland.

Even in those cases, any additional fees will only apply to the student's first year of study. From their second year of study onwards, they will pay exactly the same fees as all other students at ICD (whether they are Irish, EU, or non-EU students).

7.7 International Students

At ICD Business School, we place immense value on the diversity and vibrancy that international students bring to our academic community. Our collaboration with key partners such as Enterprise Ireland's 'Education in Ireland' initiative and the Irish Council for International Students (ICOS) ensures that we not only attract top-tier talent from around the globe but also provide a nurturing environment focused on academic excellence, personal development, and well-being. The pastoral care of our international students is of paramount importance to us, and we are committed to offering an inclusive, supportive setting where all students can flourish.

We take immense pride in the contributions of our international students to the ICD community, including their participation in the 'Education in Ireland' International Student Ambassador Programme. This involvement not only enriches our institution's cultural tapestry but also serves as a testament to the positive experiences international students have at ICD. Their perspectives add depth and richness to classroom discussions, collaborative projects, and extracurricular activities, benefiting not just themselves but also their peers and the institution as a whole.

We believe that international students are not just enrolees; they are ambassadors who represent the global reach and impact of ICD Business School. Their success is a cornerstone of our mission to provide a holistic, world-class education. We are committed to facilitating the best possible experience for all of our students and to upholding the high standards set by our esteemed partners in student welfare and international education. Therefore, we encourage you to make the most of the diverse opportunities and resources available at ICD to achieve both your academic and personal goals.

7.8 Promoting and Protecting Student Equality

ICD's approach to equality and respect is of paramount concern from a student protection perspective. In the interest of student protection and welfare, ICD has a policy on student complaints (about staff, other students, or any other issues), a policy on non-academic general student misconduct, and sanctions and procedures relating to same detailed elsewhere in the Student Handbook and in the ICD Quality Assurance Policy. ICD also encourages students to report any instances of bullying or harassment, which will be dealt with by the disciplinary committee where necessary.

The day-to-day running of courses also emphasises equality through a focus on students meeting deadlines for assigned coursework. ICD does not offer informal flexible deadlines for individual students because such practice is counter to treating all learners equally (extenuating circumstances are allowed of course [as are reasonable accommodations for special learner needs], but, also, all students have equal access to extenuating circumstances extensions [and/or reasonable accommodations for special learner needs] where required).

7.8.1. Language and Maths Support

Any student can access our language and maths support services. All you need to do is contact Ms June Shannon (Student Liaison Manager), who will work with you to find a solution tailored to your needs.

As a small college we are in a position to provide you with one-to-one maths tuition from our experienced lecturing staff, should you face difficulties with mathematics on any of our courses.

English language difficulties may arise for any student in higher education, especially if you are an international student. That is why we are happy to provide you with access to specific English language training courses via our educational partners, the Centre for English Studies (CES). You will regularly see CES staff visiting ICD to provide English courses. If you wish to access any of their courses, please contact Ms June Shannon.

As part of ICD's Student Induction service, which runs throughout the semester every semester, ICD offers students access to a tailored **'English for Business and Accounting Students' course**, which is free, voluntary (for students) and is delivered by a non-native English speaker. The course is designed to provide all non-native (and native!) English speakers with interactive tuition on the type of jargon and terminology they may face during their studies across ICD's business and accounting courses.

✚ English for Business and Accounting Students with Ms Ilaria Dondero (Spring 2023)

Edit▾

Ilaria will cover various topics. We have no doubt that these sessions will be helpful to any student who wishes to improve your English which will help you to:

- interact in class,
- complete your assessments,
- make effective applications for jobs,
- ultimately achieve career success while working in roles where English will be a requirement.

Details of dates and times are:

- 21st March 2023 at 5pm

- 28th March 2023 at 5pm

- 4th April 2023 at 5pm

- 11th April 2023 at 5pm

- 18th April 2023 at 5pm

- 25th April 2023 at 5pm

Each session will be approximately 1 hour in duration.

Edit▾

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➜ Presentation Structure March 2023

Edit▾

➜ Communication tips

Edit▾

➜ Figures of speech in Business Communication

Edit▾

➜ Professional profile: common action words

Edit▾

➜ Presentation Structure

7.9 Careers Advice and Guidance

Career advice and work placement services are provided at ICD by Mr Vincent Barry and Ms June Shannon and the work placement and Careers Portal team.

It can be difficult to find a job, especially if you are in a new country. If you need a part- time job to help you fund your studies, if you need a summer job, if you need work placement as part of your studies, or if you are looking for career advice to find a job after graduation, then Vincent and June will help you; all you need to do is ask!

Reference letters: finding your first job or finding a job in a new country can be challenging and may be made much easier with the help of a reference letter. ICD will provide reference letters for students seeking jobs.

Please make sure to visit the ICD Moodle Careers Portal, which contains various resources that will be useful to you when searching for jobs during and after your studies at ICD. The Careers Portal also hosts various important live Zoom sessions which will be organised by internal colleagues and also feature external advisors such as those from the ACCA, who meet with ICD students to help you understand what it takes to enhance your career during and after your studies at ICD.

CV workshops are provided at ICD via the ICD Careers Portal.

Interview workshops are provided at ICD, via the ICD Careers Portal. The ICD Careers Portal team will, both, populate the page with up to date career advice, and will host a number of live interactive sessions, freely available to students, to:

- advise students on interview skills
- provide feedback to students on their CVs and approach to job-seeking
- provide career advice for students and graduates
- help students to find jobs both during their studies and after they graduate

The ICD Careers Portal also offers Postgraduate opportunities advice to students who are seeking employment or to continue their studies at ICD or elsewhere. If you need any **advice on job seeking or continuing your study (further study)**, please visit the Careers Portal, or contact Mr Vincent Barry, Managing Director, or Dr Jason Healy, the Head of Academic Development, who will help you to develop a plan for the next stages of your career journey using an approach that is tailored to your individual goals, qualifications, and aspirations.

8. Information about Visas and Immigration Services

8.1 Visa Application and Renewal Support

The Garda National Immigration Bureau (GNIB) and the Irish National Immigration Service (INIS) manage visa applications and queries in Ireland. If you are an International Student, an asylum seeker, have a question or application regarding citizenship, immigration, or visas, you should contact INIS or the GNIB. Below is some information to help you.

8.1.1. Contact information for INIS/GNIB

- *Web:*
  Irish Naturalisation and Immigration Service (INIS):
  https://www.irishimmigration.ie/

- *Postal address:*
  Garda National Immigration Bureau (Irish Naturalisation and Immigration Service)
  13-14 Burgh Quay, Dublin 2, Ireland
  Telephone: +353 1 666 9130

- Student permission section of INIS
  Unit C – Domestic Residence and Permissions
  Division
  Immigration Service Delivery
  Department of Justice and Equality
  13-14 Burgh Quay, Dublin 2 D02XK70
  Ireland
  Web: https://www.irishimmigration.ie/contact-immigration-service-delivery/
  Email: DRPCustomerservice@justice.ie

Include documentary evidence for any statements you make when contacting INIS.

8.1.2. Registering with INIS / GNIB: Citizens from EU/EEA countries (and Switzerland)

It is not necessary for students from these countries to register with the immigration authorities in Ireland.

8.1.3. Registering with INIS / GNIB: Citizens from outside the EU

If you are a non-Irish national, not a citizen of an EU/EEA country, not a citizen of Switzerland, you must register in person with the Garda National Immigration Bureau (GNIB) and INIS. After successful registration and visa approval, the GNIB/INIS will issue you with a residence permit (GNIB/INIS card). There are fees relating to visa applications.

8.1.4. Online Renewing Visas or Residency Permit

All visa or residency permit information is provided by the INIS/GNIB here: https://www.irishimmigration.ie/

8.1.5. What information INIS will look for you to provide them with

The below information is indicative only and subject to change by INIS.

- A valid passport
- Valid learner id
- Evidence of financial support. Here are some examples:
  - Bank statement
  - Letter of guarantee from a parent or guardian indicating availability of financial support
  - Letter from a sponsor
- A letter from ICD specifying your status and course registration details (e.g., fees)
- Documentary evidence of your course results/grades
- Evidence of private health insurance

The need to register early

Please make sure *you plan ahead and do not contact INIS at the last minute*. The waiting list for appointments can take at least six weeks. Applications after that will also take a number of weeks to be fully processed by INIS in many cases.

8.2 Induction Services

ICD provides induction/orientation to all students every semester to ensure you are familiar with what is expected of you during your time studying at ICD. This will be provided online via Moodle. All students will have access to the materials. Live induction sessions will be held via Moodle/Zoom and recordings and materials will also be uploaded to Moodle to ensure students can access the resources on an ongoing basis.

During your induction to ICD you will (either in person or via online services [e.g. in Moodle]):

- Be welcomed to ICD and provided with information about the college and its services
- Receive information from the Registrar (Ms. Joyce Zhao) and the administration team on student services and administration
- Be informed about student support services (e.g., English language training and counselling services) (main contact is the Student Liaison Manager (Ms. June Shannon))
- Receive information about programme management
- Receive guidance on how to use Moodle, the ICD Research Hub, online research databases, Mendeley Referencing software, MS Word, MS PowerPoint and MS Windows
- Learn how to do referencing with and without software (using the Harvard Style of citation and referencing)

Student Induction

Introduction to studying at ICD Business School.

Including comprehensive instructions on how to reference your coursework assignments using the Harvard Referencing System

🏠 / Miscellaneous / Student Induction

Navigation

Home
- Dashboard
- Site pages
- Current course
  - Student Induction
    - Participants
    - Badges
    - General
    - Welcome to ICD!
    - Student Handbook
    - All ICD Students should watch these videos:
    - Video from QQI about Academic Integrity and Why to...
    - Useful article about how to be a good writer:
    - English for Business and Accounting Students with ...
    - Essential Student Orientation Sessions with Mr Cha...
    - Referencing and Study Skills Sessions with Ms Aile...
- My courses

Administration

- Course administration
  - Grades
  - Question bank
  - Competencies
- Switch role to ...
  - Return to my normal role
- Site administration

Search in settings

JSTOR

www.jstor.org

Search forums

[Go]

Advanced search ⑦

Latest announcements

Student Induction: Referencing and Study Skills Zoom Sessions with Ms Aileen Manto (Spring 2023)
27 Mar, 13:33 Aileen Maria Farrell

Student Induction: Essential Student Orientation Sessions with Mr Charles Alves de Castro (Head of Quality Assurance) [Spring 2023]
20 Mar, 13:35 Jason Healy

Student Induction: Referencing and Study Skills Zoom Sessions with Ms Aileen Manto (Spring 2023)
20 Mar, 12:34 Jason Healy

Student Induction: English for Business and Accounting Students Zoom Sessions with Ms Ilaria Dondero (Spring 2023)
8 Mar, 11:40 Jason Healy

Student Induction: Essential Student Orientation Sessions with Mr Charles Alves de Castro (Head of Quality Assurance) [Autumn 2022]
27 Feb, 17:07 Jason Healy

Older topics ...

Upcoming events

There are no upcoming events

Go to calendar...
New event...

Recent activity

Activity since Sunday, 10 September 2023, 10:50 AM
Full report of recent activity...

📢 ➔ Announcements

Welcome to ICD!

See slides below from our first live Zoom induction session (held on 28 Feb 2023 at 2.45pm):

📕 ➔ Induction Topic 1 WelcomeToICD Feb2023semester

📕 ➔ Induction Topic 2 (Moodle) WelcomeToICD Feb2023semester

Getting Started on Moodle (slides coming soon)

📕 ➔ How to upload your photo to Moodle

How to apply for your student card

📕 ➔ How to apply for your student card

How to access Zoom Online Classes:

📕 ➔ Getting Started with Zoom for ICD Students updated 20220930

Zoom Sessions for Student Induction Spring2023:

➔ Zoom Sessions for Student Induction Spring 2023

Password/passcode: student

Student Handbook

📕 ➔ ICD Student Handbook 22-23

ICOS, USI, and Threshold Advice for Students When Searching for Accommodation (Scamwatch):

All ICD Students should watch these videos:

➔ THE CARNIVAL OF CONSEQUENCE

➔ A Plagiarism Carol (A Norwegian take on plagiarism -- credit to University of Bergen, Norway)

Video from QQI about Academic Integrity and Why to Avoid Academic Misconduct:

➔ QQI video

How to Avoid Plagiarism: A simple guide

Twitter: @dr_asadnaveed

Via the Student Induction Moodle page (shown in above screenshot), all students will learn how to:

- Cite and reference sources using the Harvard style
- Practice and improve your academic writing and presentation skills
- Learn what plagiarism is and why and how to avoid plagiarism
- Improve your independent learning and critical thinking skills
- Improve your research and study skills
- Learn about the rules and regulations in assessments and examinations
- Learn about plagiarism detection software (Urkund) and how this software can be used by students to improve your understanding of plagiarism and how/why to avoid it
- Be introduced to the Moodle Document Store for Students
- Be guided through the most up-to-date ICD Student Handbook
- Learn about a variety of different approaches to assessment
- Learn about the facilities at ICD
- Learn about higher education generally (and at ICD)
- Learn about how higher education works, including insight into the importance of learning outcomes and demonstrating achievement of learning outcomes at both the programme and the module level
- Learn how to submit assignments in both hard copy (print-out) and digitally via Moodle (and Urkund)
- Learn about formative and summative assessment
- Learn about a variety of important ICD policies, including:
  - Extenuating circumstances policy
  - Plagiarism policies
  - Student misconduct policy
  - Sanctions that result from breaches of regulations
- Learn about the vital role the Student Representative Committee (SRC) plays at ICD

9. Learner Feedback and the Role of the Student Voice at ICD

9.1 The Student Representative Committee (SRC)

Every year students in every programme have the chance to be elected to the prestigious role of member of the Student Representative Committee (SRC).

The SRC provides representation for learners in the college's governance (e.g., SRC members attend meetings with staff to discuss learner experience) and encourages the student body to become active partners in the college's overall governance and operation.

They play a critical role in promoting the student voice at ICD Business School and in enhancing and assuring the quality of the college's programmes, services, and learner supports.

The committee is comprised of elected student representatives from each stage of each of the college's programmes. The recent Covid crisis proved the vital importance of having active SRC members. The SRC acted as a vital decision-making, communication, and feedback channel between the college and our student community during that time. We intend to continue working closely with our SRC on into the future. If you wish to become a Student Representative Committee member then please email jason@icd.ie now.

10. ICD's Corporate Social Responsibility

10.1 ICD's Supports for Learners

In addition to the various services described throughout the student handbook, ICD takes pride in providing a variety of other learner supports and protection initiatives.

10.1.1. Waiving of Fees Fund

ICD Business School established a Waiving of Fees Fund in 2002. This fund is administered by the Directors of ICD and is discretionary, but primarily for learners who find themselves in financial difficulties but have shown through their studies and results a commitment to their field of study. For this reason, the funding tends to be directed at students who have been part of ICD for at least one academic year. If any student wishes to apply for assistance with their fees, please contact Mr Vincent Barry. Of course, unfortunately, it is not possible to waive all student fees. However, the students who qualify and are most in need will receive all the financial assistance possible.

10.1.2. ICD Scholarships

The scholarships are for learners of <u>all</u> nationalities, who are currently residing/living in The Republic of Ireland.

10.1.3. Student of the Year Awards

Every year, at ICD's Annual Graduation Ceremony, we present awards to the Student of the Year on every programme. This initiative is equally achievable by all students, and we believe it is our responsibility and privilege to recognise and reward students who excel in their studies, as a way of marking student excellence and providing incentives, by example, to all students.

11. Health & Safety Information

11.1 Covid-19

ICD Business School follows all regulations set down by the Government of Ireland. ICD operated using a Contingency Plan, which was regularly updated, for the period March 2020 – August 2022. As of the Sep 2022 Academic Council Meeting, ICD has postponed its use of a Covid-19 Contingency Plan, until further notice. ICD will continue to monitor the Covid situation and will, if necessary, reintroduce a contingency plan in the future. Contingency planning and modifications to teaching, learning, and assessment as a result of Covid are subject to oversight by the ICD Contingency Planning Subcommittee, which reports to Academic Council.

We expect and hope that all staff and students will continue to behave responsibly to protect everybody.

The following are the <u>minimum</u> requirements for attendance for in-person classes, tests and exams at Wicklow House:

- Learners should not attend in-person lectures, tests or exams if they are exhibiting COVID – 19 symptoms.
- Notify a staff member immediately if they feel unwell.

11.2 CCTV

A CCTV system is in operation at ICD for the purposes of security and safety of all staff and students.

11.3 First Aid

We have staff who are trained in first aid to assist students who may become unwell. In the interest of health and safety, never place personal belongings (e.g., school bags) in corridors, stairways, or communal areas in locations that might cause someone to trip or have their exit impeded if they are evacuating the building (e.g. behind doors). Never bring drinks or liquids near electrical devices (e.g., computers) as this could cause electric shock or fire.

11.4 Defibrillator

There is a defibrillator at the ICD Reception. A defibrillator is also known as an automatic external defibrillator (AED). It is used to administer an electric shock to a person who is having a cardiac arrest. Various staff have been trained in how to operate the defibrillator and administer CPR.

11.5 Smoking

ICD Business School is a no smoking campus. E-cigarettes or vaping are not allowed at ICD.

11.6 Fire Safety

You will be notified of fire safety procedures during your time at ICD on a regular basis. We have **at least one fire drill each semester**, so all building users can familiarise themselves with evacuation procedures.

If you see a fire, trigger the nearest fire alarm and evacuate the building. Fire evacuation, if required, will begin when you hear the fire alarm.

If this occurs:

- Please stop what you are doing,
- Do not take time to gather possessions as this will slow you down
- Evacuate the building immediately making use of fire exits or external doors (whichever is nearest)
- Cooperate with fire wardens
- Please evacuate in an orderly manner. Do not run or push other people who are evacuating.

- Do not use the lift/elevator. Always use the stairs in the event of a fire alarm
- Close all doors if you are the last person to leave a room
- If you cannot get out through one route/door, use other alternative routes to exit
- Assist those who have difficulties with mobility
- Report to the designated fire assembly point and advise a fire warden or staff member if you are aware of anybody who is having difficulties leaving the building
- Do not return to the premises unless you are instructed by a staff member or fire warden that it is safe to do so
- Do not return to the building while the fire alarm is sounding

11.6.1. Fire Safety Procedures for Disabled Persons or Persons with Temporary or Permanent Mobility Impairment

If you have any disabilities or mobility impairments of any kind, please contact the Administration office for a personal emergency evacuation plan tailored to your specific needs. You can make contact at any time, but we strongly advise that you contact the office about this issue immediately

upon becoming a member (staff or student) or visitor to ICD. Any information you provide about yourself in this regard will be kept in the strictest confidence to ensure your privacy.

11.6.2. Fire Prevention

We should all follow these principles to prevent fire:

- Do not use adapter plugs for electronic devices
- Do not place belongings on or beside a heater
- Inform a staff member if you notice a fire safety concern
- Do not tamper with heating appliances
- If you notice any potential dangers with any appliance, inform a staff member
- Do not bring combustible goods/equipment on the premises (e.g. fuels, pressurised cans)
- All litter must be placed in the bins provided

11.6.3. Fire-Fighting Equipment

There is fire-fighting equipment (fire hoses and fire extinguishers) on every floor of the building. However, if you see a fire, trigger the nearest fire alarm and evacuate the building. Fire-fighting equipment is only to be used by trained members of staff. If you notice any problems or tampering evidence on/to fire-fighting equipment or fire alarms, you must inform a member of staff.

12.   ICD Business School Fees and Refund Policy

Our strategy with fees at ICD is very simple: "to make higher education affordable for everybody."

12.1   ICD's Fees Policy

Section 3.1.3 of QQI's code of practice for provision of programmes of education and training to international learners (2015a) specified that providers 'shall have a fees policy that details the manner in which fees will be collected from learners and that incorporates a refund policy'.

Parchment fees: please note that all QQI parchments carry a fee. For QQI-accredited courses, there is an additional QQI Award Fee applied on completion of the programme. The fees are as follows (subject to change):

Higher Certificate	€100
Ordinary Bachelor Degree	€150
Honours Bachelor Degree	€200
Higher Diploma	€200
Post-graduate Diploma	€200
Masters Degree	€200
Doctoral Degree	€200
Minor, Special Purpose and Supplemental awards	€50

12.1.1. Non-Discriminatory Fees

The college will operate a transparent and non-discriminatory pricing policy with academic fees set the same level irrespective of nationality or EU citizenship. The only exception to this is for students who require added assistance from ICD in applying for study visas <u>before</u> arriving in Ireland (and increased fees in that case, to cover extra costs of assisting with and processing the application, ONLY apply in the first year of the student's period of study at ICD – after the first year, such student pays fees equal to all other students):

- **Equal fees for all ICD students who do not require ICD assistance with application for a study visa in advance of arriving in Ireland:** ICD will charge Irish-based, EU and Non-EU the same fees (provided they do not require ICD assistance with application for a study visa in advance of arriving in Ireland).

- **Higher fees in the first year (of study) ONLY for students who require ICD assistance with study visa applications before arriving in Ireland:** The only fees difference is for those students who require help applying for an Irish study visa before arriving in Ireland; their fees will be higher in the first year of study

at ICD. Once those students arrive in Ireland, their remaining fees (e.g. 2nd year or 3rd year) will be charged the same as any other students.

12.1.2. Clear Information About Fees and Learner Protection Insurance:

Clear information about fees, fee collection, learner protection insurance and refunds are given to all learners both during the application process, and during induction. ICD's refund policy is provided to learners during induction and includes provisions for cancellation prior to commencement (see later in the present student handbook, for the refund policy, which is given to all students as part of induction). All enrolled learners are also covered by learner protection insurance provided by the specialist education insurance platform 'Study and Protect'. This learner protection policy meets the needs of the Educational Act 2012 which is recognized by the Department of Justice and approved by QQI.

12.1.3. Protection of Enrolled Learners Insurance

ICD Business School is fully compliant with the legal requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012 (regulation 3.3.2.b). Following QQI's protocols for the implementation of part six of the 2012 Act, ICD has purchased enrolled learner protection insurance for all of its students from educational insurance platform Study and Protect/ O'Driscoll O'Neil DAC, 17 Herbert Place, Dublin 2. Enrolled Learner Protection offers protection to students in two ways, firstly with cover for their fees, and secondly through an extensive auditing process for all schools that are certified to offer Enrolled Learner Protection insurance to their students. In the event of an issue with their original provider, this policy offers students placement with an alternative college *or* the return of their fees. Although it is not practicable for the college, given its context, to secure agreements with alternate providers for learner transfer, ICD has put in place arrangements which will enable it to refund an enrolled learner, or person who has paid moneys on behalf of an enrolled learner, in any of the scenarios described in part six of the 2012 Act. Each learner receives a certificate with their own personal policy number accompanied by a designated customer service hotline to contact in the event of a claim. Details of these learner protection arrangements are provided directly to prospective learners during the application process, and during initial induction of enrolled learners.

ICD's Registrar and Academic Council are responsible for:
- Notifying QQI of the college's PEL arrangements and ensuring that they are published and made accessible to all interested parties.
- Periodically reviewing the college's PEL arrangements and ensuring that they are adequate and meet legal requirements.
- Making sure that the number of enrolled learners on each programme

does not exceed the maximum number specified in agreed PEL arrangements.

- Notifying learners of any change to these arrangements (within 14 days of becoming aware of any change).

12.1.4. Policy on programme fees

Programme fees vary by programme. The most up to date list of programme fees is always available by contacting info@icd.ie (email). Programme fees are subject to change each year.

12.1.5. Policy on repeat assessment fees

If a learner fails an assessment and must repeat, this learner will incur a repeat fee of €150.

12.1.6. Policy on fees relating to assessment grade reviews

A learner who is not satisfied with the outcome of stage two of the grade appeals process at ICD (see the grade appeals policy later in the learner handbook for more detail) has the option to request a review. Each time a learner requests a review, they will incur a fee of €50 (payment process managed and recorded by the Registrar). If the review results in an increase in the learner's grade/mark, the review fee will be refunded. "Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review" (QQI 2013 section 4.10.3).

12.1.7. Policy on fees relating to repeats due to breach of regulations

Any requirements to repeat assessments or examinations or modules (due to a breach of regulations (academic breaches or non-academic breaches)) may carry fees. If a learner must repeat an assessment or examination, this learner will incur a repeat fee of €150. If the learner must repeat a module, this will carry a module repeat fee (which varies for each programme). If the learner must repeat a full semester, they will need to pay at least half the full year's tuition fees. If a learner must repeat a year, they must pay a full year's tuition fees.

12.2   ICD's Refund Policy

12.2.1. Cancellation /Deferment by Learner

All refund requests must be made in writing to the Admissions Office, ICD Business School, Wicklow House, 84-88 South Great George's Street, Dublin 2, D02 TX84 Republic of Ireland.

Please note that overseas students on a student visa must undertake a full-time study load per semester.

12.2.1.1.   *New Learners – Programme cancellation prior to commencement of semester: Domestic Learners*

- Domestic learners who cancel their admission to a program of study before semester commencement will receive a full refund of fees paid.
- Fees are credited to learners' account.
- Refunds must be requested in writing via the Request for Refund form.

12.2.1.2.   *New Learners – Programme cancellation prior to commencement of semester: International Learners*

- International learners who cancel their admission to a program of study before semester commencement will be charged the fee equivalent of half the annual fee.
- These penalties are waived where a learner cancels due to serious illness or personal misadventure – as deemed by the Extenuating Circumstances in The Learner Handbook.
- Fees are credited to learners' account.
- International learners whose visa application is rejected will receive a full refund of fees. Proof of visa rejection must be submitted to Admissions Office in writing.
- Refunds must be requested in writing with documentary evidence via the Request for Refund form.

12.2.1.3.   *New Learners – Programme cancellation after commencement of semester: Domestic Learners*

Domestic learners who cancel their programme after the commencement of the semester will attract the following penalty:

- **Up to end of Week 2** - No penalty (full tuition credit).
- Cancellations **between week 3 and the end of Week 4** will attract a cancellation penalty of one full subject/module fee.

- **After week 4**, there is no tuition credit. These penalties are waived where a learner cancels due to serious illness or personal misadventure (extenuating circumstances) as deemed by the rules and regulations set out in The ICD Business School Student Handbook. Refunds must be requested in writing with documentary evidence via the Request for Refund form.

12.2.1.4. *New Learners – Programme cancellation after commencement of semester: International Learners*

International learners who cancel their program after the commencement of the semester will attract the following penalty:

- Cancellations **between week 1 and the end of Week 4** will attract a cancellation penalty of half of the full fee.
- **After week 4**, there is no tuition credit. These penalties are waived where a learner cancels due to serious illness or personal misadventure as deemed by the rules and regulations set out in The ICD Business School Learner Handbook.
- International learners who cancel their program whilst in Ireland will have refunds, where applicable, forwarded to their home country.
- Refunds must be requested in writing with documentary evidence via the Request for Refund form.

12.2.1.5. *Individual Subject Cancellation*

Fees for cancelled subjects will be credited on a pro-rata basis as follows:

- **Up to end of Week 2** - No penalty (full tuition credit)
- Cancellations **between week 3 and the end of Week 4** will attract a cancellation penalty of the full subject/module

12.2.1.6. *Programme Deferment: Domestic Learners*

- Should a domestic learner defer studies to a future semester all fees will be credited according to the following schedule,
- **Up to end of Week 2** - No penalty (full tuition credit)
- Cancellations **between week 3 and the end of Week 4** will attract a cancellation penalty of half of the full fee
- After week 4 No refund applies

12.2.1.7. *Programme Deferment: International Learners*

- Should an international learner defer studies to a future semester all fees may be credited according to the following schedule
- **Up to end of Week 2** - Fee equivalent to a single subject fee
- Cancellations **between week 3 and the end of Week 4** will attract a cancellation penalty of a full fee
- After week 4 No refund applies

12.2.2. Programme Cancellation by ICD Business School

If a program or subject is cancelled by ICD Business School, a full refund will apply. Enrolled learners are also covered by ICD's learning protection policies.

12.2.2.1. *Refund Policy pertaining to Electronic Payments.*

All requests for electronic refunds must be made in writing.

The Information contained in this publication is intended for persons seeking admission and currently studying in ICD Business School. ICD Business School reserves the right to make changes affecting policies, fees, curriculum, or any other matters referred to in this publication without prior notice. Learners should keep informed as to the conditions and regulations applicable to their situation at any given time.

12.2.3. Expulsion

Learners excluded from ICD Business School for disciplinary reasons or deported from the country for contravening visa requirements will forfeit all fees.

13. IMPORTANT POLICIES AND PROCEDURES AT ICD

13.1.1. Policy on Cancelling or Postponing Classes

ICD has a policy of not cancelling classes. Sometimes, classes may be postponed (rescheduled for another date) due to anavoidable circumstances such as, for example:

- **There is a weather warning issued by MET Eireann** that identifies a risk to learners or staff if they travel (to/from college). If such situations arise students will be informed via email and an announcement will be placed in the ICD Moodle Document Store for Students, which is accessible to all students. These announcements will automatically be emailed to all students via the Moodle Announcements system. Please check your email regularly (ideally every day). If there is a weather warning and you are concerned about travelling to college then please do not hesitate to contact the college student services admin office.

- **If a lecturer is unavailable (due to illness for example)** a class may be postponed. If such situations arise students will be informed via email and an announcement will be placed in the ICD Moodle Document Store for Students, which is accessible to all students. These announcements will automatically be emailed to all students via the Moodle Announcements system. Please check your email regularly (ideally every day).

14.   Examination and Assessment Regulations

This is extracted from the ICD Business School QA Policy Document. Please read the full document available on Moodle for further details.

Application of these Regulations:

These regulations refer to:
- Written final examinations
- In-class tests
- Assignments (also known as coursework or continuous assessment)
- Oral examinations (e.g., presentations or viva voce)
- Project work
- Essays
- Reflective diary assessments
- Primary and/or secondary research assignments
- Dissertations or theses
- Any other form of assessment used to assess a learner's achievement of module or programme learning outcomes

14.1   Expectations of Learners Regarding Assessments

Learners are expected to:
- Demonstrate Awareness of Assessment Guidelines*
- Demonstrate Academic Integrity*
- Complete and Submit Assessments/Assignments Before the Relevant Deadline*
- Attach Declaration of Authorship Sheet to all Submitted Assignments*
- Make Digital (e.g., Moodle or email) Submission and Hard-copy (printout) Assignment Submissions as Required*
- Be Available for Viva Voce*

*More detail on each of the above points is contained in the below subsections

14.1.1. Demonstrate Awareness of Assessment Guidelines

Learners are responsible for making themselves aware of:
- Learning Outcomes of the Module
- Types of assessments for each module undertaken
- Due dates for assessments
- Tasks to be undertaken for assessments

- Guidelines for assessments
- ICD Examinations and Assessment Regulations before attending examinations or completing assignments
- ICD Plagiarism and academic dishonesty/misconduct regulations
- Learners should consult the relevant lecturer to clarify any of the above

14.1.2. Demonstrate Academic Integrity

According to QQI (2013, section 2.1.1) Assessment and Standards guidelines (revised 2013): "each learner is expected to strive for academic integrity, and to undertake assessment tasks honestly and truthfully, shunning plagiarism and other forms of academic dishonesty or impropriety." See later section for more detail.

14.1.3. Complete and Submit Assessments Before the Relevant Deadline

- Students must complete assignments according to deadlines set out by ICD and by ICD staff (e.g., relevant lecturers for modules).

- Deadline extensions will not be granted unless students have extenuating circumstances officially recognised by ICD staff and/or lecturers)

- All assignments must be completed by the appointed deadline. You must keep a copy of any assignment submitted. It is college policy not to grant assignment extensions other than in exceptional circumstances. This ensures the fairness of the challenge set for all students on the programme. From September 2017, ICD will be implementing the Moodle system for assignment submission, students will be given training/instruction on same. Failure to submit an assignment by the due date, except in the case of extenuating circumstances, will result in your grade being less than would be the case if submitted on time.

14.1.3.1. *Late Assignment Penalties Policy:*

A lecturer may refuse to accept late assignments. This depends on the specific lecturer and they should notify students of the late assignments policy via the dedicated module Moodle page. Example cases where lecturers may refuse to accept late assignment (except in cases of extenuating circumstances) include (but are not limited to):
- In-class tests/exams (due to scheduling difficulties)
- Presentations (due to scheduling difficulties)
- Moodle tests

- Any lecturer may refuse to accept late assignments for any assessment element [provided all students are treated equally in this regard] (in such cases, students will be afforded an opportunity to repeat the assignment or the module or to sit the repeat examination, but will be considered as a repeat candidate, not as a first sitting candidate [unless they have extenuating circumstances officially approved])

In the absence of a specific policy for a module regarding assignment lateness, the following rules apply by default:
- **Default Penalty for Lateness:** For each day late, or part thereof, late assignment grades will be reduced by a penalty of 10 percentage points (for each day).
  - This means that if an assignment is submitted 1 day late and is graded as a 55% performance, then the penalty (of 10 percentage points) reduces the grade for this assignment to 45%. Please note, this is not 10% of 55%; it is a 10 percentage point reduction. If penalties are applied as percentage reductions rather than percentage point reductions, then better performing grades would receive higher penalties than lower performing grades, which is counter to student equality and goes against the principle of consistency in assessment.
- **Lecturers may alter the lateness policy for their specific module** (such that it is different to the official ICD default lateness policy), provided they notify students via Moodle in advance of the submission dates. However, it is intended that lecturer changes should not apply less severe penalties unless there is a specific rationale for doing so.
- **Students may apply for extenuating circumstances** in order to be granted official assignment submission date extensions. As a smaller institution, ICD also operates an 'open door' policy at its reception and administrative office, and actively encourages to learners to approach staff members about any matter pertaining to their study or personal circumstances.
-

   14.1.3.2.   Policy if a student does not submit an assignment or does not attend an examination.
The policy is very clear regarding this issue. If a student does not submit an assignment, it is not the lecturer's responsibility to 'follow-up' with this student. If a student does not attend an examination, it is not the lecturer's responsibility to 'follow-up' with this student. It is the student's responsibility to make contact with ICD and/or a lecturer if they fail to submit an assignment or if they fail to attend an examination and wish to query what to do next. In the interest of pastoral care, ICD staff may contact such a student, potentially to discuss retention or failure to progress in their programme.
However, while ICD takes its pastoral duties very seriously, it also expects students to be autonomous, independently learning and completing assessments, and following the principle of student-self-directed education as much as possible.

14.1.3.3. Extenuating Circumstances Policy:

Students who fail to attend for examination, or who fail to submit an assignment on schedule, are advised to notify the college of any extenuating circumstances that might apply to their situation. **Such exceptional circumstances are limited to:**

- certified illnesses,
- family bereavement
- Involvement in an accident
- Victim of a crime
- Serious family illness
- Bereavement of a partner
- Domestic emergency (e.g., fire, burglary)
- or other similar significant adverse influences (which will be dealt with compassionately, confidentially, and on a case-by-case basis).

In such cases, the college may permit the student to resubmit the assignment(s) or retake the examination at the next available sitting as a first attempt. Supporting documentation must be submitted where applicable (e.g., illness certificate from a medical practitioner).

Circumstances that are unlikely to be approved as extenuating circumstances:

- Exam stress
- Stress or standard anxiety relating to completing assignments
- Disrupted sleep patterns due to worry about assessments
- Relationship difficulties
- Financial difficulties
- Going on holidays
- Travelling of any kind
- Transportation issues (e.g., ones which make a student late for an exam)
- Getting mixed up about the exam timetable or the submission date for an assignment
- Loss of data (relating to an assignment) on a computer
- Being in work or having to work when an assignment is due (or at exam time)
- Sporting commitments of any kind
- Weddings or other similar social events
- Forgetting about an assignment
- Not knowing about an assignment
- Being busy
- Delaying an assignment submission to improve it
- A printer 'breaking' while printing an assignment 'at the last minute'

In order to apply for extenuating circumstances regarding an assessment, the student should contact the Registrar who will assess the case and may request supporting documentation for verification purposes (e.g., illness certificate from a medical practitioner). While ICD wishes to protect all learners who find themselves in difficult personal circumstances, and this will typically lead to reasonable accommodations, it is important to note that extenuating circumstances applications will not be approved lightly. This is in order to maintain consistency in assessment and to provide every learner with equal treatment in assessment (equal opportunity and time [no greater or lesser]) to demonstrate learning outcome achievement. Equal and consistent treatment of all learners is paramount. Therefore, extenuating circumstances applications will be treated confidentially but will, as appropriate, be carefully considered before approval to protect learner equality. Extenuating circumstances applications will be rejected if the learner's circumstances are not deemed to be extenuating. If the Registrar verifies and approves a learner's extenuating circumstances application, it is the Registrar's responsibility to inform the relevant lecturers/assessors, confidentially. Learners are advised that they may choose to contact specific lecturers about their extenuating circumstances application, in confidence, but only if they so choose. Doing so will ensure that a lecturer can maintain awareness of the situation.

14.1.3.4. *Attach Declaration of Authorship Sheet to all Submitted Assignments*

A copy of the official ICD Declaration of Authorship Sheet is available in the Moodle Document Store for Students.

- The official ICD Declaration of Authorship sheet must be attached (stapled or bound) to or within every piece of assessment work submitted by the learner (except for examinations, Moodle tests, or in-class tests)
- It is the learner's responsibility to download, print, fill in, sign, and attach this sheet
- Assignments will not be graded unless the Declaration of Authorship sheet is properly attached, filled in, and signed by the student
- In cases of group-assignments, all students must fill in and sign the Declaration of Authorship sheet (multiple sheets can be used if necessary)

14.1.3.5. *Make Digital Submission and Hard-copy Assignment Submissions as Required*

- Students may be required to submit an assignment in multiple formats e.g.:
  - Hard copy printout
  - Online (e.g., Moodle or email)
  - Verbal (e.g., PowerPoint and/or viva voce) presentation
- The nature of assignment submission format is at the discretion of individual lecturers

- Where practical, students will be required to submit assignments to plagiarism checking software (e.g., via Moodle)
- Lecturers reserve the right to:
  - Request a resubmission of an assignment from a learner (e.g., if a learner has submitted a printout, a lecturer may subsequently also request a digital copy submission to assist in the grading process)
  - Check any learner's assessment submissions for the presence of plagiarism
  - Invite a student for a viva voce

14.1.3.6. *Be Available for Viva Voce*

Viva voce:
- For any assignment, a learner may be invited to attend a viva voce in order to discuss the assignment, as a requirement for completion of the marking/grading process
- A viva voce is a meeting between at least one member of ICD staff and at least one student to discuss their performance and/or contribution towards completion of an individual or a group assignment (in any module, on any programme)
- The decision to hold a viva voce is at the discretion of the individual lecturer or examiner, who may consult with other members of staff on the need for a viva voce in a given case or may invite other members of staff to attend a viva voce to discuss a given assignment with a student
- If a lecturer intends to invite a student to a viva voce at which plagiarism will be discussed (i.e., that the lecturer suspects that plagiarism may be present in the assignment submission) then that lecturer must be accompanied by a second member of academic staff. If the lecturer does not intend to discuss plagiarism, then the lecturer may organise a viva voce to meet with the student to discuss the assignment, at which there is no requirement for a second member of staff to be present

14.2   Grading of Assessments

ICD has a policy of requiring that a sample of all graded assessment elements be internally moderated (also known as second marking) and reviewed by an External Examiner.

In completion of grading/marking of any assessment (e.g., assignment, examination, coursework, presentation, continuous assessment) an Examiner or other member of staff may request further information from a student about their completion of the assessment. This information request may take the form of:
- Verbal discussions about the assessment
- Meeting(s)

- Emails
- Moodle messages
- Viva voce

If an examiner has concerns relating to plagiarism and/or academic misconduct (or any other breach of examination and assessment regulations), the examiner has the right to withhold the learner's grade (for the entire module and/or for a specific assignment) until the learner has communicated with the examiner to remove these concerns. In the event that these concerns persist, the examiner should refer to ICD's policy on plagiarism / misconduct.

14.2.1. Assessment Grading – QQI Level 8 & Level 9

Grading of Assessments at ICD follows QQI (2013, section 3) guidelines regarding sectoral conventions for assessment: "the sectoral conventions for assessment comprise a set of regulations and benchmarks, which in the interest of fairness and consistency, are agreed at the sectoral level by QQI and all associated providers."

For every QQI module, assessment is designed to test the student's knowledge and understanding of the module outcomes. The module outcomes represent the knowledge and skills that the student is required to master to pass the module. QQI (the awarding body) provides a set of assessment criteria designed to test the student's competence regarding each outcome. Assessment is designed in such a way as to be transparent. This means that it should be clear to the student what is expected of him or her to achieve the various grades.

ICD follows QQI's Assessments and Standards guide regarding grading classifications which is available here: https://www.qqi.ie/sites/default/files/2021-09/assessment_and_standards-revised-2013.pdf

A module that is completed satisfactorily can be graded at Pass 40-49, a H2.2 50-59, a H2.1 60-69 or H1 70+ **for level 8 Honours Degree programmes. See the below table.**

Classification of Honours Bachelor's degrees (Level 8) and Higher Diplomas (Level 8)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
First-class honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second-class honours Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

A module that is completed satisfactorily can be graded at Pass 40-59, a Second-Class Honours 60-69, a First-Class Honours 70+ **for level 9 Masters programme.**

See the below table.

Classification of Taught Master's degrees (Level 9)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
First-class honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

A module that is completed satisfactorily can be graded at Pass 40-59, a Merit 60-69, a Distinction 70+ **for level 9 Postgraduate Diploma programme.**
See the below table.

Classification of Postgraduate Diploma (Level 9)	GPA boundary values	PPA boundary values	Description 2009 - 2010 and following
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

For any ICD course that is a QQI Special Purpose award, such as a **QQI Microcredential**, of less than 60 ECTS credits, ICD follows QQI guidelines, which specify that the Award receives a numerical grade (0 – 100%) instead of classification. This applies to, for example, the ICD Project Management Certificate QQI Microcredential. This is a QQI requirement for all awards of less than 60 ECTS Credits across Irish Higher Education.

14.2.2. Grading/Assessing Group (or team) based Assessment Tasks

As per QQI (2013 section 2.2.5) *Assessment and Standards* guidelines, all "individuals undertaking team-based assessment tasks are assessed [i.e., graded] as individuals" at ICD. Grading of group-work assessments takes account of the fact that not all learners may contribute equally to group work. Where practical, team-based assignments, at ICD, should, and do, incorporate peer evaluation whereby students report their evaluation of their own work/contribution to an assignment task and also evaluate the contribution of other team members. These evaluations should be used as evidence when making grading decisions. However, the assessor will seek further evidence, as and when appropriate and/or necessary. Alternatively, a lecturer may require that individual students be clearly specified as the author of specific sections of group submissions as a means to grading the submission on an individual basis.

14.2.3. Determination of Award Classification

Following QQI (2013) *Assessment and Standards* guidelines (Sectoral Convention 3 on Determination of Award Classification), at ICD, "calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules…[undertaken by the student on] a specific programme which has been validated by QQI…for the purposes of making the award." The percentage point average (PPA) for a stage is defined at ICD as the credit- weighted mean of the percentage point values for the modules at that stage, as recommended by QQI (2013). No credit is allocated to a learner in respect of modules that are failed outright (by that learner) (QQI 2013).

To achieve a Pass a student must have a satisfactory knowledge and understanding of <u>all</u> the outcomes included in that particular module.

A grade above a pass (e.g., H2.2 (level 8), H2.1 (level 8), H2 (level 9), Merit (level 9), Distinction (level 9), or H1 (level 8 or 9)) would indicate a level of achievement beyond what is required to pass the module. The module lecturer has the primary responsibility for grading students' work. However, all grades are subject to approval by an examination board meeting chaired by the Programme Director or Registrar and agreed by an External Examiner. Grades must also be internally verified (second marked).

See also section 14.2.1 of the present document for information about QQI Award Classifications.

14.2.4. Outright Fails

In line with QQI's (2013) *Assessment and Standards* guidelines, at ICD, an outright fail (or fail outright) is defined as follows. An outright fail in a module occurs when a learner's combined assessment grade for that module is below 35%. If a learner receives 35% (or more), but less than 40%, they may qualify for a pass by compensation, as described later in the ICD QA policy, and

pending reference to the programme document to ensure that pass by compensation can be applied to the specific module (or is not precluded from applying the pass by compensation rule). It may be the case that a learner must pass specific assessment elements in a module in order to pass a module. If this is the case, then the learner must:

- Pass all assessment elements in the module that they are required to pass (as described in the specific module descriptor)
- Also receive 40% or greater as their combined grade for the module

Whether or not learners can fail some assessment elements but still pass a module (provided they achieve an overall grade of 40% or greater in the module) will be indicated in the programme manual and module descriptors. In cases where this is not specified, the rule is that the learner's overall grade for the module must be 40% or greater (to pass), but they can fail any assessment elements (within a module) and still pass the module overall (again, provided their overall grade for the module is 40% or greater).

14.2.5. Repeat Strategy

Students who fail an end of semester examination or a phased test have a right to repeat. Students also have a right to resubmit coursework which is considered below Pass standard. The grade for a second sitting or resubmitted coursework will be limited to a Pass grade. In the case of repeat assessments, a student will incur a repeat fee of €150.

Learners who fail a module will typically be offered three repeat attempts. Following QQI (2013 section 2.2.5) guidelines, "for an unseen examination (e.g., an examination paper which is not seen by learners until handed out at the time of examination), the repeat tasks" will not be the same as the original task.

14.2.6. Repeat for Honours

ICD follows QQI (2013) *Assessment and Standards* guidelines (Sectoral Convention 3 on Determination of Award Classification) with regard to its repeat for honours strategy: "the existing approach to repeat for honours…[is that] it is not be offered." However, recent External Examiner feedback has advised that this practice may be unfair, and we are aware of a similar perspective at another institution under the auspices of QQI. Despite this, while the point is one we may consult QQI on again in future, at the direction of our External Examiner, for the immediate future, ICD intends to follow QQI (2013) guidance that repeating for honours is not to be offered.

14.2.7. Honours Classification

Following QQI (2013, updated 2022) *Assessment and Standards* guidelines (Sectoral Convention 3

on Determination of Award Classification), at ICD:

> Calculation of the award classification shall be based on the credit-weighted mean value of the allowable grades (i.e. those that contribute to the classification) for modules of a specific programme which has been validated by QQI or by a recognised institution for the purpose of making the award. A learner may request exemption from a module whose grade would otherwise contribute to the award classification, provided that he or she can demonstrate the attainment of the relevant knowledge, skill and competence. In cases where the attainment cannot be graded fairly and consistently, only an unclassified award shall be available. Procedures for exemption and/or pass by compensation shall not compromise national standards for awards.
>
> When a module whose grade is designed to contribute to the determination of an award classification is failed on the first attempt, the maximum achievable grade shall be capped at Pass for any and all subsequent attempts and the capped grade shall be used in the determination of the award classification, which is not capped at Pass.
>
> Source: https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf

If a student passes an assignment or module, ICD will not offer that student an opportunity to repeat the assignment or module (e.g., to improve their grade to a level that is higher than a pass), in keeping with QQI guidelines

14.2.8. Pass by Compensation

ICD follows QQI's updated 2022 Assessment and Standards with regard to 'pass by compensation':

> Grades which are greater than or equal to 35% but less than 40% in the percentage system…are awarded when a learner has nearly (but not quite) demonstrated attainment of the relevant minimum intended learning outcomes for a particular assessment task. Performance at the first attempt in modules in a given stage (of at least 30 credits) may be used to compensate in the same stage, provided no module in the stage has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing. Where a candidate is just below pass in each of a string of independent modules in the same stage, the results are reinforced. Consequently, it is justifiable to limit the number of independent modules that may be passed by compensation in a stage. Because modules can have different sizes, it is reasonable to express such a limit as a proportion of the total available credit rather than the number of modules. This latter point assumes that the confidence in the grade is increased in larger volume modules owing to compensation processes operating within the module. In a programme based on stages, subject to conditions 1 - 4 specified below, a module can be passed by compensation (using passes in other modules from the same stage) unless this is specifically precluded in the programme assessment strategy and approved programme schedule. Compensation can be applied automatically. Accordingly, the programme and module assessment strategies should take this into account. Specifically, they should further ensure that compensation is consistent with the requirement that minimum intended programme learning outcomes are achieved before an award is recommended. In the programme assessment strategy and approved programme schedule, certain modules may be designated as not passable by compensation.

Compensation can only be applied in the following circumstances:

1. The learner has been assessed for all stage modules and no module in the stage has been failed outright (… below 35%).
2. The results of all modules in the stage are from first attempts.
3. In the case of full-time learners, the results are from the same sitting (session).
4. The overall … stage-aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage-aggregate of credit-weighted deficits of marks (under 40) and the potentially compensatable results account for no more than one-third of the credit for the stage: i.e. 20 credits in a 60-credit stage or 10 credits in a 30- credit stage.

Compensation may be applied only to enable a learner to pass a stage (at the award stage, a learner who passes by compensation remains eligible for honours etc.). [However] compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37%.... along with an indication that the module pass has been granted by compensation.

Source: https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf

Passing by compensation requires a learner to achieve 35% or higher in the respective module where compensation is being applied.

If a learner has passed a module by compensation, at ICD, they are offered the opportunity to repeat the module assessment(s), if they so wish, in order to improve their grade to a pass, rather than a pass by compensation. If the learner's repeat grades are lower than the first attempt grades, the first attempt grades will still stand. Where a learner's module grade is 35-39% and they pass by compensation, their transcript of results (and the Diploma Supplement) will show the actual result (e.g., 35%) along with an indication that the module has been passed by/with compensation applied. All students who qualify for a pass by compensation will receive a pass by compensation automatically, pending their receipt of an offer to reattempt the assessments as a repeat in the hope of improving their grade to a pass. If compensation cannot be applied in a specific module, this will be identified in the respective programme module. Decisions to preclude modules from qualifying for pass by compensation, at ICD, are based on reference to the minimum intended programme learning outcomes (MIPLOs) and ensuring that these MIPLOs are achieved for a candidate to receive an award.

Examination board meetings and the Registrar are the primary parties/processes responsible at ICD for overseeing this procedure.

14.2.9. Feedback on Grades for Students

14.2.9.1. *Formative Assessment Feedback*

All students are invited to participate in formative feedback mechanisms within modules. Given the variety of assessment methods used at ICD, there is no single formative assessment mechanism. However, the standard approach may include (but is not limited to):

- Allowing students to provide drafts of assignments to the lecturer for formative feedback (which will not contribute towards the final module grade)
- Allowing students to provide drafts of model exam answers to the lecturer for formative feedback (which will not contribute towards the final module grade)
- Setting in-class tests for formative feedback (which will not contribute towards the final module grade)
- Setting Moodle tests for formative feedback (which will not contribute towards the final module grade)
- Lecturer meetings with students during (or outside of) class time to discuss progress on assignments (which will not contribute towards the final module grade)
- In-class discussions about how to approach assignments or examinations (which will not contribute towards the final module grade)
- Formative feedback may be provided verbally or in writing
- It is important to note that summative feedback provided to learners (after a piece of summative assessment is graded) is also considered to be a form of formative assessment:
    - Especially when provided in advance of other assessments (e.g., feedback on assessment 1 may help the learner improve their approach to assessment 2)
    - Given the inter-related nature of modules within programmes, summative feedback in one module should help a learner to improve their approach in other future modules. This is confirmed in QQI (2013, section 4.9) guidelines. See quote in the next section of the present document for elaboration on this.

14.2.9.2. *Summative Assessment Feedback*

All lecturers are required to give feedback to students regarding the grade they have received for a piece of assessment. This section takes direction from QQI (2013, section 4.9):

"Following the issue of results, assessors involved in the specific assessment tasks should normally be available to meet individual learners to review their scripts etc. Such consultations aim to:

- Give formative feedback to learners, especially to those who need to repeat.
- Explain the basis of the learner's grade/mark against the assessment criteria, especially where the learner believes that the assessor may have made an error in grading the work.

Such a consultation is distinct from a formal re-check or review of results"

Summative Feedback: Verbally or in Writing:

Summative assessment feedback may be provided verbally or in writing. The feedback is designed to (but not guaranteed to) satisfy the student that the grade they have received is appropriate and fair.

General Summative Assessment feedback:

A lecturer may provide general feedback on the performance of the overall cohort in the first instance, then encourage any individual student to contact the lecturer directly if further individual feedback is required.

Two-week time-limit:

If a student requires feedback, they are required to contact the lecturer within two (2) weeks of receiving their grade. If contact is made after that time, it is at the discretion of the individual lecturer(s) whether they can offer further feedback. Students have the option to seek feedback, a recheck, a review, or to make a formal appeal of grades received.

14.3   Grade Appeals Procedure

Following QQI, ICD adopts the QAA definition of 'appeal.' According to the UK's QAA (2013 p. 4) an academic appeal is "a request for a review of a decision of an academic body charged with making decisions on student progression, assessment and awards."

There are invalid grounds for a learner appeal of a grade. Students have a right to be assisted/advised by their class representative in relation to the appeals policy should they so wish.

Invalid grounds for a learner appeal of a grade:

Following guidance from QQI, as provided by the independent QQI Reengagement Panel during 2019, ICD will not allow learner appeals of grades on the following grounds:

i.   Dissatisfaction with the grade received by the student in an assessment or module (this is not grounds for an appeal)

ii.   Disagreement with the academic judgement of examiner(s)/assessor(s) (this is not grounds for an appeals)

Any appeals lodged on either of the two above grounds will be disregarded/rejected. However, students are entitled to feedback on an assessment grade, a recheck of the marks calculation for an assessment, or a review of an assessment grade, as described below.

Grade Feedback, Rechecks, and Reviews Procedure:

While a learner cannot appeal a grade on the basis of a disagreement with the judgment of the assessor/examiner, the learner is entitled to feedback, for a grade recheck, and to a review, on request, according to the following stages:

Stage 1 – Feedback: The student should ensure they have received feedback on their grade from the examiner (e.g., the module lecturer). The student should contact the examiner within two (2) weeks of receiving their grade(s) for feedback. If the student is not satisfied with the feedback, they can move to stage 2.

Stage 2 – Recheck: "Re-check means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage" (QQI 2013b

section 4.10.3). If a student wishes to have their mark rechecked, they should in the first instance contact the examiner (e.g., module lecturer) within one (1) week of receiving feedback. The outcome of a recheck may lead to the student's grade increasing, decreasing, or remaining the same. If the student is not satisfied with the outcome of stage 2, they may choose to move to stage 3.

Stage 3 – Review: A student who is not satisfied with the outcome of stage two has the option to request a review. Each time a student requests a review, they will incur a fee of €50 (payment process managed and recorded by the Registrar). If the review results in an increase in the student's grade/mark, the review fee will be refunded. "Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review" (QQI 2013b section 4.10.3). The student should indicate to the relevant lecturer <u>and</u> the Registrar that they wish for their grade to be reviewed. The student must contact the lecturer <u>and</u> Registrar within one (1) week of the completion of stage 2 to request a review. The lecturer is obliged, on request, to re-examine the work and reconsider the grade. The lecturer does have the power to change the grade having reassessed the work. The outcome of a review may lead to the student's grade increasing, decreasing, or remaining the same. The outcome will be communicated by the lecturer to the Registrar who will communicate the outcome to the student. A student can only request a review of an assessment decision once. Students are disallowed from requesting a second review of the same assessment decision/grade.

Valid Grounds for a Learner to Make a Complaint Relating to Academic Process or Opportunities:

If a student has an issue that is different to a specific disagreement over a grade, they should consult ICD's complaints procedures (section 7.2.1 of ICD's Quality Assurance Policy). Students may lodge an official complaint relating to the assessment process, the assessment criteria, the relevance of the assessment tasks to the intended programme learning outcomes, or other learning opportunities issues. However, students may not lodge a complaint specifically due to a difference of opinion regarding the grade received for an assessment.

14.4 Breach of Examination and Assessment Regulations

When completing assessments, learners are expected to demonstrate academic integrity. This means that learners should:

- **Make themselves aware of how to avoid academic misconduct including inter alia plagiarism by referring to information provided by ICD** (e.g., referring to plagiarism avoidance materials provided by ICD and attending citation, referencing, and plagiarism avoidance workshops provided by ICD) and demonstrate this awareness by shunning academic misconduct and plagiarism in all its forms
- **Independently make themselves aware of how to avoid academic misconduct and plagiarism through referring to reputable sources on the subject beyond just the information provided by ICD**
- **Complete assignments themselves (avoiding collusion)** (e.g., not outsourcing the work to other students or other organisations, except in cases where there is an element of group-work, and not using any form of Artificial Intelligence software/websites)
- **Complete exams within exam regulations** (e.g., not bringing notes on paper or on devices or any other type of notes to be used when completing examinations (except when specifically instructed to do so))
- **Complete assignments according to assignment guidelines provided by ICD and by ICD staff and lecturers**

14.4.1. Breaching examination regulations (academic misconduct):

During examinations, an invigilator or other member of ICD staff reserves the right to inspect the possessions of an exam candidate. If a student refuses to allow this without reasonable grounds they are in breach of examination regulations.

A learner should be deemed to have breached these regulations if they are found to have attempted to engage in any of the following during examinations:

- Students are not permitted to enter the examination venue after the examination has commenced
- Students are not permitted to leave the examinations hall during the first hour of the examination
- Students are not permitted to leave the examinations hall during the final thirty (30) minutes of the examination
- Cheating (e.g., bringing notes or other materials to an exam (in any form; e.g., on a device or written on the learner's person or on paper), which are not permitted)
- Talking or otherwise attempting to communicate with anybody (e.g., other students) at an examination (except for examination invigilators, lecturers or other ICD staff in attendance at the examination)
- Learners cannot move any of the papers on their designated desk before an

examination, or until advised to do so by the invigilator
- Learners cannot bring bags or large coats to examinations (a cloakroom is provided at ICD)
- Learners cannot have any computing equipment (e.g., a mobile phone, smartwatch, tablet computer, laptop computer, electronic organiser, recording device, radio or similar device) in their possession at their desk during an examination
- Learners cannot have any notes, books, reference material, or computing equipment (e.g., a mobile phone, smartwatch, tablet computer, laptop computer, electronic organiser, recording device, radio or similar device) in their possession during comfort breaks (e.g., visits to the bathroom) during an examination
- Learners must have their student ID card available for inspection before, during, and after all examinations
- Learners must read the instructions for every exam before they begin to complete the exam
- Learners must comply with ICD Examination Invigilator's and ICD Staff directions at all times
- Learners, during examinations, may not use dictionaries, reference documents, reference books, or mathematical tables unless expressly permitted for that specific examination
- Learners are not permitted to borrow or loan materials from other learners during examinations
- Learners are not permitted to leave the exam venue (room) unless they have received permission from an invigilator
- Bribery (of a member of staff)
- Impersonation (e.g., a student completes an assignment for another student or a student uses the work of somebody else in the completion of an assignment without specifically giving credit to that other party) (OR e.g., a student [person 1] knowingly allows another person [person 2] to complete their [person 1's] assignment or examination)
- Learners cannot remove answer books from the exam room

14.4.2. Breaching assessment regulations (academic misconduct incl. use of Artificial Intelligence):

A learner should be deemed to have breached these regulations if they are found to have attempted to engage in any of the following during assessments:

- **Falsification** (e.g., claiming to have collected primary data for an assignment, when the learner has not in-fact collected this primary data, or has not used the methods the learner claims to have used)

- **Plagiarism**

- **Collusion:** collusion means a secret, unauthorised agreement or cooperation especially for an illegal or deceitful purpose, which is not allowed.

- **Contract Cheating**

- **Untrue/inaccurate claims to have carried out secondary research**

- **Misrepresentation** (e.g., the learner provides something (e.g., a fact, theory, figure, statement, research finding, opinion) along with a citation or reference that is irrelevant to it [e.g. the assignment contains a sentence along with a citation to back up this sentence, but the cited source does not validate or back up this claim in any substantial way] [or citations are irrelevant to the passages they appear within or alongside])

- **Use of artificial intelligence software/websites to complete assessments in part or in whole.**

14.4.2.1. _Collusion or Contract Cheating (Criminal Activity)_

According to the QQI National Academic Integrity Network publication, 'Academic Integrity: National Principles and Lexicon of Common Terms', 'collusion' is "undisclosed collaboration [by] two or more people on an assignment or task, which is supposed to be completed individually" (source: https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf). The same publication continues that:

Collusion…is a form of plagiarism by both parties… Collusion includes:

• students providing their work to another student before the due date, or for the purpose of them plagiarising at any time;

• paying another person to perform an academic task and passing it off as your own;

• stealing or acquiring another person's academic work and copying it;

• offering to complete another person's work or seeking payment for completing academic work.

This should not be confused with academic collaboration where there has been a general group discussion about a project or question but where each student writes his/ her own answer.

Contract Cheating is a:

Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. (source: https://www.qqi.ie/sites/default/files/2021-

11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf)

Collusion or Contract Cheating are now considered to be criminal offences. Please see
https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/prosecution-of-contract-cheating . In the aforementioned QQI URL, you will see the following:

> The facilitation of learner cheating is a threat to the integrity, standards and reputation of Irish education and training. Legislation to address this issue was introduced in November 2019.
>
> Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 makes it a [criminal] offence to:
>
> - facilitate a learner to cheat in any way;
>
> - advertise cheating services to learners; and
>
> - publish advertisements for cheating services to learners.
>
> QQI is responsible for bringing prosecutions under this section of the Act. Those convicted of an offence under Section 43A may receive a fine of up to €100,000 and/or imprisonment for a term of up to five years.

If you are involving yourself in collusion you may be potentially prosecuted as a criminal (especially if you are facilitating a learner/student to cheat).

What this means is if a student(s) is/are helping (an)other student(s) to produce work (e.g., assignments, exams), for which the recipient of the help will receive academic credit or progression, then you are engaging in criminal activity, and, according to QQI, you may be "convicted of a [criminal] offence [and] may receive a fine of up to €100,000 and/or imprisonment for a term of up to five years."

14.4.2.2. Unauthorised Use of Artificial Intelligence

Students **cannot** use any artificial intelligence (AI) software to complete part or all of an assignment/assessment at ICD Business School (students cannot use generative AI such as ChatGPT or any other similar type of AI). Students cannot use AI to create part or all of an assessment unless the module lecturer specifically allows it clearly and unequivocally. **If a student uses any kind of artificial intelligence in their work towards creating an assignment/assessment submission/attempt, then the student is obliged to clearly specify, in writing, within the assignment/assessment submission, which AI they have used and how they have used it.**

14.4.2.3.   Plagiarism

ICD is actively building a culture that values and supports good academic conduct through providing students with induction and refresher sessions throughout academic years at all levels to inform students about academic integrity, academic misconduct, and plagiarism.

However, ICD is equally focussed on detecting plagiarism where it occurs in order to ensure that no assignment at ICD is knowingly graded by an examiner if it contains plagiarism. Plagiarism detection software is in use at ICD using a Moodle digital assignment submission system and lecturers are encouraged to report any concerns they may have to colleagues and Programme Directors in order to deal with any issues that may arise.

Plagiarism is not limited to text and can be found to arise in assessments of all types, which includes but is not limited to:
- Written final examinations
- In-class tests
- Assignments (also known as coursework or continuous assessment)
- Oral examinations (e.g., presentations or viva voce)
- Project work
- Essays
- Reflective diary assessments
- Primary and/or secondary research assignments
- Dissertations or theses
- Any other form of assessment used to assess a learner's achievement of module or programme learning outcomes

Plagiarism arises when a learner (in completing an assessment) displays and of the following (but is not restricted to these examples):
- **Poor scholarship (Lack of Citation/Referencing):** Uses extracts from some other party's work (published or unpublished) without specific acknowledgement that the other party's work has been used (e.g., citation and referencing). This includes the paraphrasing of another work without adequate attribution (citation and referencing).

- **Unattributed quotations:** Quotes another party's work (published or unpublished) without specific acknowledgement that the other party's work has been used (e.g., citation and referencing)

- **Substantial similarity to another work (including paraphrasing without adequate referencing):** Structures their assignment submission (or sections of it) in a substantially

similar fashion to another party 's work (published or unpublished) without specific acknowledgement that the other party's work has been used (e.g., citation and referencing). Sections of an assignment that contain high degrees of similarity to sections of another work (e.g., another assignment, a journal article, website, book, thesis or dissertation, YouTube video content, and more) are likely to be judged to contain plagiarism unless adequate credit is given through specific citation and referencing to the correct source(s) (even when paraphrasing is used [without adequate citation and referencing])

- **<u>Presents the work of others as their own:</u>** Presents the findings (secondary or primary research) or opinions of another party as their own without specific acknowledgement that the other party's work has been used (e.g., citation and referencing). **This includes the use of Artificial Intelligence, by a student, in the creation of an assessment submission, which is forbidden at ICD Business School** (unless the lecturer specifically states otherwise for a specific assessment). If a student presents the work of others (e.g., secondary or primary research, or AI generated text/images/graphs/tables/materials of any kind) as their own, this is plagiarism

- **<u>Self-plagiarism:</u>** submitting the same or substantially similar work in multiple assignments (in multiple modules and/or within the same module). The previous/original assignment(s) may have been submitted at the current or a previous institution in a case of self-plagiarism.

A finding of plagiarism being present in a learner's assessment includes:
- An entirely plagiarised assignment
- Parts of an assignment may be plagiarised, and other parts may be original
- In either of the above cases, plagiarism may be found, and sanctions may result

In cases where parts of an assignment are plagiarised, these parts may include:
- Text
- Graphics (e.g., figures, tables, charts)
- Photographs/images
- Videos
- Audio files
- PowerPoint or similar presentations
- Computer code
- Tables

14.4.2.4. *Policy on Intentional or Unintentional Plagiarism:*

It is important to note that, particularly in cases of plagiarism, if a student is found to breach regulations, <u>their intention or lack of intention to cheat is not a centrally</u> <u>important matter</u>. For example, if a learner submits an assignment that is found to be substantially similar to the work of another party, whether or not they intended this level of similarity (i.e., plagiarism) is not a centrally important matter. Deliberate intent to cheat or plagiarise is a breach of regulations. However, deliberate intent is not a requirement for a sanction to result. Accidental or unintentional plagiarism is still plagiarism nonetheless and appropriate sanctions will result.

14.4.2.5. *Policy on a Learner's Lack of Knowledge about Plagiarism:*

If plagiarism results from lack of learner knowledge regarding citation and referencing, then this is the learner's responsibility and sanctions may still result. ICD provides supports to students for them to familiarise themselves with how to avoid plagiarism. Equally, there are plenty of reputable sources available for students to consult in this regard. It is a student's responsibility to make themselves aware of how to avoid plagiarism. This includes seeking support and assistance from ICD staff. However, if a learner engages in plagiarism, knowingly or unknowingly, then sanctions may result.

These sanctions may include the student needing to attend plagiarism awareness sessions and the completion of an assignment on how to avoid plagiarism, in order to ensure they improve their knowledge on how to avoid plagiarism.

15. Student Protection, Complaints and Appeals Policy and Procedure

Regarding the appeal of grades, please refer to the Grade Appeals Procedure elsewhere in the student handbook. Regarding other complaints, please see the next section (from the ICD Business School QA handbook Section 7.2)

The complaints policy and procedure are available to all students in the student handbook and via the student Moodle document store. These are to be continuously updated as required.

15.1 Student Protection and Student Complaints

Student and staff protection and welfare are paramount at ICD. Students who have concerns or are experiencing problems during their studies are encouraged to, in the first instance, feel free to contact any members of ICD staff (lecturers, administrative staff, Registrar, Student Liaison Manager, Programme Director) they wish, to discuss concerns.

In the event that a student has a complaint, ICD follows QQI guidelines in this regard. QQI adopts the QAA definition of 'complaint.' According to the UK's QAA (2013 p. 4) a complaint is "the expression of a specific concern about matters that affect the quality of a student's learning opportunities." According to QQI (2013 section 4.10), "in the context of the assessment of learners, a complaint is an expression of a concern that a particular assessment procedure is unfair or inconsistent or not fit-for purpose."

If a learner has a concern or disagreement about a grade, they have received they should refer to ICD's grade appeals process.

15.1.1. Academic process or academic opportunities complaints:

In accordance with QQI (2013 section 4.10.2), the learner may complain if they have a specific issue (other than the grade received) relating to (but not limited to):

- The assessment process
- The conduct of the assessment process
- The assessment criteria
- The relevance of the assessment tasks to the intended programme learning outcomes
- Learning opportunities

15.1.2. Non-academic complaints

These complaints relate to students' welfare, safety, and security. If students are faced with any of the following issues, they have valid grounds to raise a complaint with the Registrar and ICD will do all it can to investigate and find a resolution to the issue:

- Students concerns about general health and safety related to their education
- Student is being bullied by another student or staff member
- Student is being harassed or victimised by another student or staff member
- Student is being endangered by the actions of another student or staff member

Whether a student has a complaint relating to the academic process or a non-academic complaint, the following complaints procedure applies.

15.2 Student Complaints Process

Stage 1: **The student should contact the Registrar** to explain the issue. The Registrar will endeavour to find a solution with the student. If this is not possible, the Registrar may move to Stage 2. If the student is not happy with the outcome of Stage 1, they may request Stage 2.

Stage 2: **The Complaints Committee:** In order to request stage 2 of the complaints process, the student must complete and submit the complaints form (available from the Registrar) to the Registrar. As a result of receiving a complaints form, under coordination of the Registrar, a special complaints committee, which reports to the Academic Council, is formed. This complaints committee will deal with unresolved student complaints. The Complaints committee will consist of the Chairperson of the Academic Council (or nominee) and two other members of staff. These staff may be from administrative roles or academic roles, depending on the nature of the complaint, and will be selected as ideally placed to hear a specific complaint, depending on the nature of the complaint. The Complaints committee will meet the student to discuss the complaint. The outcome of this process will be communicated to the Registrar and the Academic Council. Any required actions will be overseen by the Academic Council.

At both stage 1 and stage 2 above, the student has a right to request representation from the student body.

If a student complaint is upheld and the nature of the complaint(s) relates to another student engaging in misconduct, then please refer to the next section.

15.3   Student Misconduct Sanctions (General non-academic misconduct)

This section relates to, but is separate from, the section on sanctions relating to academic misconduct, and examination and assessment regulations.

General (non-academic) student misconduct cases arise when:
- A student is found to endanger staff, students, or any other visitor to ICD
- A student is engaging in criminality
- A student is bullying a staff member or student
- A student is harassing a staff member or student

The above examples of misconduct may be reported by students (e.g., through the complaints process) or by staff to the Registrar.

Sanctions are decided upon on a case-by-case basis and include, but are not limited to, the following:
- Suspension of the student's studies at ICD for one semester or more
- Expulsion (removal of the student from the programme(s) and/or module(s) in question)
- Any requirements to repeat assessments or examinations or modules or stages may carry fees
- In any of the above cases, the student's result may be listed as a fail for an assessment and/or module for the relevant attempt (depending on how severe the breach of regulations is)

If the sanction results from a plagiarism detection handling process or a breach of assessment and examination regulations, please see the Examination and Assessment Regulations section of the student handbook (and ICD QA Policy). If the sanction possibility results from general (non-academic) misconduct, then there must be a disciplinary committee formed to review the matter.

16.   Introduction to the Harvard Referencing System

During your time studying you will be required to submit written work, most of which will need to be completed outside of class time. The vast majority of this written work and research will require you to produce your own individual work and support your views with information from reliable external sources such as peer reviewed work (authors whose work has been reviewed by others). This is known as research. When you carry out research and include this information into your written work (assignments, essays, projects, etc.) you are required to identify the sources of your information/research which is known as referencing. This will help your lecturers and any others reading your work to assess the quality of your work and the research you have undertaken.

Referencing

The referencing system that is used in ICD Business School is the Harvard Referencing System. To ensure you are correctly identifying all the sources of information that you find while researching you MUST:

- Reference in the <u>text</u> of the written work (these are known as citations)
- Develop a list of all referenced work at the back of the document which is known as the 'references list' or 'references section' or simply 'references'
- Do not use footnotes, or numbered references in the text of the document, as this is not Harvard Referencing.

Plagiarism / Academic Misconduct

Any material used in your assignment should be properly identified and referenced using the Harvard Referencing System.

As mentioned earlier if you submit coursework for credit that is the work of another person or that is copied from an existing work, or if you collude in the production of plagiarised work or knowingly allow your work to be used in this way you will be disciplined and penalised.

Submitting your written work

You will normally be required to submit your written work to your lecturer via Moodle. Once submitted, this work will then be automatically examined by URKUND which is the plagiarism detection software that we use in ICD Business School. URKUND checks all submissions of your work against, journals, websites, books, and all other student submissions and then identifies any attempts to plagiarise. The originality results of your written work submission are then automatically sent to your lecturer.

Unreliable Sources

When constructing your assignments use of sources, such as, Wikipedia, Investopedia etc is strictly

forbidden. As these sites do not contain peer-reviewed work nor are they academic sources the information contained within these websites cannot be confirmed as accurate or reliable. It is important that you only use sources that are of the highest quality as failing to do so can affect your grades.

How to Harvard Reference

You must cite (reference) sources you use in your work within the text of your assignment/report. You must also include the references in the references section at the back of your assignments/report. Every reference must have enough information for the reader to find the source if they needed to.

Citations (In text referencing) is/are done throughout the body of your assignment. In-text references are used when directly quoting or paraphrasing a source.

To start, in the Harvard style **your in-text reference/citation** will include:

- The author's name
- Year of publication
- Page number where relevant

The author(s) and year of publication are cited in the text. E.g., Gibbs (2011). The author's full name is not used in the text, just their surname.

Example of in text referencing......... "there is a style of marketing management which has grown around 'proven formula' which is inimitable to New Marketing" (Grant, 2005)

The References List should include a **list of all references you cited** in your assignment and it only includes works that you have directly cited in your assignment. The references must be arranged alphabetically by author. The references list should appear at the end of your assignment on the last page (or last few pages).

In the **references** you would include author, title of book. E.g., Gibb, C. (2011) *Human Resource Development*. 3rd Ed. London: Palgrave Macmillan.

Example of References

Gibb, C. (2011) *Human Resource Development*. 3rd Ed. London: Palgrave Macmillan

Gunnigle, P., Heraty, N. and Morley, M.J. (2011) *Human Resource Management in Ireland.* 4th Ed. Dublin: Gill & Macmillan

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2012) *Human Resource Management.* 8th Ed. Essex: Pearson Education

Appendix 1: Academic Calendar
Date of Terms for Academic Year 2023/2024
This calendar is subject to change.
This calendar does not apply to the Project Management Certificate

Week Commencing:	Event
September 15 2023	Examination Board Meeting
September 25, 2023 – September 29, 2023	Registration/Induction
October 2, 2023	Course Commencement Date for Autumn Semester, Academic Year 2023/2024
October 28 – November 5, 2023	Reading Week
October 30, 2023	College Closed (Halloween Holiday)
December 22 2023	Final teaching day for 2023 (Teaching weeks up to 22nd Dec 2023 inclusive amount to 11 weeks completed)
December 23, 2023 – January 1, 2024	College Closed for Christmas Break
January 2, 2024 – January 8, 2024	Final Scheduled Classes of semester. Note to lecturers and students: Any revision classes should be during normal timetabled lecture/tutorial hours during the final weeks of the semester.
January 9, 2024 – January 14, 2024	Student Exam revision period in advance of January Exams
January 15, 2024 – January 23, 2024	Examinations Period
January 24, 2024 – February 20, 2024	Winter Break
January 26 2024 (provisional date)	Graduation Day (provisional date) for 2022-2023 graduations
February 5 2024	College Closed (Public Holiday)
February 16, 2024	Winter Examination Board Meeting
February 12, 2024 – February 20, 2024	Registration for Spring Intakes
February 21, 2024	Course Commencement Date for Spring Semester, Academic Year 2023/2024
March 18, 2024	College Closed (St Patrick's Day holiday (observed))
March 29, 2024 - April 4, 2024	Reading week
March 29 2024	College Closed (Good Friday)
April 1 2024	College Closed (Easter Monday)
May 6, 2024	College Closed (May Bank Holiday)

May 21 2024	Provisional final date for classes
May 22, 2024 – May 28, 2024	Study period for Exams
May 29, 2024 – June 6, 2024	Examinations for Spring Semester
June 3, 2024	College Closed (June Bank Holiday)
July 3, 2024	Summer Examination Board Meeting
August 5, 2024	August Bank Holiday (College closed)
August 6, – August 16, 2024	Examinations Period
September 13, 2024	Repeat Examination Board Meeting
September 16 – September 20, 2024 (provisional)	Registration/Induction Week
September 23, 2024 (provisional)	Course Commencement Date for Autumn Semester, Academic Year 2024/2025.
January 31, 2025	Graduation for Academic Year 2023/2024 (provisional)

The Academic Calendar is subject to change.

We are excited about the prospect of working with you in the coming year and helping you to achieve your goals in college, career, and life!