

5.6 Learner Induction Policy

The purpose of this policy is to ensure ICD has specific structures in place to provide learners with all the information, resources and support they require to be in the best possible position to succeed in their studies at ICD.

The following learner induction principles (LIPs) apply at ICD.

LIP 1 All learners must have access to an up to date and accurate student handbook: Upon registration, all learners must be provided with copies of the ICD Student Handbook, which will contain information on:

- a. assessment methodologies,
- b. examination procedures,
- c. college services and facilities,
- d. key academic regulations,
- e. term calendars.

Key owner: it is the responsibility of the Admissions Office, under the supervision of the Registrar to ensure all new learners are provided with the student handbook during registration. It is the responsibility of the Management Team to ensure the up to date student handbook is available on the ICD website.

LIP 2 All learners must have access to informative and relevant information on ICD's VLE: This requires:

- a. module notes, readings, reading lists, module descriptor, assessment information, and past exam papers to be made available to all enrolled learners via Moodle through module Moodle pages. It is the responsibility of each individual module lecturer to ensure module Moodle pages are populated and updated comprehensively and accurately.

- b. the continued updating of a Student Document Store on Moodle, accessible to all students that will contain:
- the quality assurance policy
 - all other key quality assurance documents (e.g. forms students may need to complete for different processes)
 - relevant internal reports,
 - student tutorials and resources about study skills, research skills, Harvard referencing
 - the Student Handbook

Key owners: It is the responsibility of the Head of Academic Development and the Head of Quality Assurance to ensure the materials available on the Student Document Store on Moodle are continuously, comprehensively and accurately updated to ensure all learners are fully informed.

LIP3 All learners (prospective and enrolled) must have access to full programme information. This requires that, through the ICD website and the ICD VLE (Moodle), learners must be informed fully about:

- a. learning outcomes
- b. expectations of learners on the programme
- c. entry requirements
- d. assessment strategies/techniques

The Management Team and Academic Council share responsibility for monitoring information provided to current and prospective learners to ensure they are fully informed.

LIP4 All Stage One Learners Must be Provided with (and must attend) a Mandatory Induction Module:

In semester one of year one of all programmes all learners are required to complete a mandatory (but non-credit bearing) module. It is the responsibility of the Head of Academic Development to plan, and

coordinate delivery of, this module, to ensure it provides learners with an informative experience that enhances their knowledge, skills, and competencies, which specifically pertain to succeeding in higher education settings. The induction module must provide learners with adequate induction on, among other things,

- academic writing skills,
- IT skills (particularly pertaining to email, ICD Moodle, MS Office applications),
- study skills,
- research skills online and offline,
- how to use the ICD library facilities,
- English language education and language supports available through ICD,
- academic integrity,
- assignment/examination policies (regulations and procedures),
- plagiarism (including training on using the Harvard referencing style, understanding what plagiarism is, how and why to avoid plagiarism).
- Different culturally informed understandings of plagiarism

The mandatory induction module is designed to take account of the QQI (2013b section 2.1.1) assessment standards principle that “learners are responsible for demonstrating their learning achievement...with the support of the provider...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.”

