

## **7. Support for Learners Policy**

The purpose of this policy is to ensure that ICD continuously enhances the supports available to all learners to ensure learners are protected and to ensure learners are provided with equal learning opportunities and support infrastructure to provide them with the optimum platform to succeed in their studies.

The key participants in all support processes at ICD are the student support office staff, the Student Liaison Manager, and the Registrar. Support policies, resourcing, procedures and infrastructure at ICD are continuously reviewed and enhanced by the Academic Council. The Management Team share this responsibility to continuously review support policy and procedures and to ensure learner supports are optimally resourced. Governing Body has ultimate oversight responsibility to ensure the Management Team and Academic Council discharge their duties effectively to provide a supportive learning environment for all learners. All learners must be made aware of all learner supports at ICD through the ICD website, ICD Moodle, and the Student Handbook. All staff must follow the Support for Learners Policy given their shared responsibility to protect and support all learners.

ICD will ensure that it has sufficient systems, policies, and procedures in place to support and protect all enrolled learners including:

- i. Protection of enrolled learner (PEL) insurance (see section 7.1 of the ICD QA Policy)
- ii. Mechanisms for learners to make complaints (see section 7.2 of the ICD QA Policy)
- iii. Protection and support for international learners (see section 7.3 of the ICD QA Policy)
- iv. Counselling services (see section 7.4 of the ICD QA Policy)
- v. A clear, non-discriminatory fees and refund policy (see section 7.5 of the ICD QA Policy)
- vi. Opportunities for integration (see section 7.6 of the ICD QA Policy)
- vii. Accessible and safe programme related services, learning and physical resources (see section 7.7 of the ICD QA Policy)
- viii. Learner progression initiatives (see section 7.8 of the ICD QA Policy)
- ix. Media channels that provide clear, transparent and up to date information to all prospective and enrolled learners (see section 7.9 of the ICD QA Policy)

Regarding protections and supports ICD has in place for learners, please read the subsections of section 7 of the ICD QA Policy.

### **7.1 Protection of Enrolled Learners (PEL)**

ICD Business School must continuously ensure that it 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 will maintain an active enrolled learner protection insurance policy for all students.

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 student 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).

## **7.2 Student Protection, Complaints and Appeals Policy**

The purpose of this policy is to ensure that all learners are provided with adequate systems to make complaints, whether they are about ICD, its teaching, learning, and assessment environment, or about ICD staff or students.

Regarding the appeal of grades, please refer to ICD QA Policy section 5.2.1.5 (Grade Appeals Policy). Regarding other complaints, please see section 7.2.1 of the ICD QA Policy.

All enrolled learners will be made aware of the complaints policy and procedure in the student handbook and via the student Moodle document store. These are to be continuously updated as required.

### **7.2.1 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 (2013b 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 policy (section 5.2.1.5 of the ICD QA Policy).

### **Academic process or academic opportunities complaints:**

In accordance with QQI (2013b 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

### **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.

### **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 (see Appendix 7.2.1) 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. If a student complaint relates to a specific member of ICD staff (academic or non-academic), then that specific staff member is precluded from being a member of the Complaints Committee in this instance. As the coordinator of the complaints process, liaising between the student and the Complaints Committee, the Registrar is precluded from being a member of any Complaints Committee. The Complaints Committee will meet the student to discuss the complaint. **It is not the role of the Complaints Committee to reassess a student's work or overturn an academic judgement/grade, but if there has been a procedural problem regarding an assessment, the Complaints Committee will make decisions to rectify the problem.** 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 section 7.2.2 of the QA policy.

### **7.2.2 Student Misconduct Sanctions (General non-academic misconduct)**

This section relates to, but is separate from, ICD QA Policy 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 detailed in section 7.2.1 of the QA policy) 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 section 5.2 (and its subsections) of the QA policy. If the sanction possibility results from general (non-academic) misconduct, then there must be a disciplinary committee formed to review the matter. **A disciplinary committee is formed as follows:**

- **Stage 1 – Disciplinary Committee:** The Registrar will invite two staff (or more) to meet to discuss a possible case of general misconduct. The student will be invited to this meeting (and has the right to representation [e.g. a student rep]). If the student does not attend the meeting, then the matter will still be reviewed by the staff in the student's absence and a sanction may result. If the student does attend the meeting, they will hear the staff concerns regarding possible misconduct and can respond. Staff must unanimously agree an outcome. Otherwise, no sanction can result. The list of sanctions is outlined above. Staff will report the outcome of the meeting to the Registrar. The Registrar will send the student a letter (or email) outlining the decision

of the staff members present at the meeting including a possible sanction. The student will have one (1) week to respond whereby they either accept the outcome letter or they request a review of the decision/sanction (see stage 2 of the present process). If the student does not respond within this timeframe, then the sanction will stand, and the student will not have a right to appeal.

- **Stage 2 – Disciplinary Review:** The Registrar will invite two staff (or more) (none of the staff members present during stage 1 can be present at this meeting) to meet to discuss a possible case of general (non-academic) misconduct and to consider the outcome of stage 1, above. The student will be invited to this meeting (and has the right to representation [e.g. a student rep]). If the student does not attend the meeting, then the matter will still be reviewed by the staff in the student's absence and a sanction may result. If the student does attend the meeting, they will hear the staff concerns regarding possible misconduct and can respond. Staff must unanimously agree an outcome. Otherwise, no sanction can result. The list of sanctions is outlined above. Staff have the option to either:
  - Uphold the decision from stage 1
  - Or apply a different sanction from the sanctions list
  - Or to remove all sanctions

Staff will report the outcome of the meeting to the Registrar. The Registrar will send the student a letter (or email) outlining the decision of the staff members present at the meeting including a possible sanction. The student cannot appeal the decision of stage 2 (a disciplinary review).

If a student receives a sanction, they will receive a letter (or email) from the Registrar. The outcome(s) of disciplinary meetings at stage 1 or stage 2 above will be communicated to the Academic Council, who are responsible for reviewing policy and procedures surrounding student misconduct regulations and sanctions for breaches of these regulations.



### **7.3 Protection and Support of International Learners**

ICD is committed to ensuring that international learners benefit from a high-quality experience from enrolment to the completion of their respective programme. Our approach to ensuring our international learners receive a quality education and also quality pastoral care is made up of various components, described below.

#### **The most culturally diverse college in Ireland:**

ICD will ensure it maintains a culturally diverse learner population to ensure all international learners feel more at home in a diverse environment with peers who share similar experiences of travelling to study and live.

#### **Legal protections and compliance:**

ICD will be committed to ensuring:

- That all of our international learners are covered by national quality assurance and consumer protection guidelines.
- Continuous maintenance of protection of enrolled learner insurance
- Full compliance with the QQI 'Code of Practice for Provision of Programmes of Education and Training to International Learners.'
- Tax compliance, as stipulated by section 3.1.2 of the QQI code of practice for international learners.

#### **Membership of International Student Bodies/Associations:**

- In tune with its pastoral responsibilities to international students ICD will regularly liaise with external bodies (e.g. ICOS) to receive feedback and advice on the requirements of international learners.
- ICD will explore with QQI the possibility to obtain the QQI's International Education Mark, as means of validating and ensuring our quality assurance and quality of education provision to international students.

### **Building and Maintaining Relationships with External Bodies**

ICD will maintain relationships with any and all external bodies who can advise and assist ICD in ensuring ethical and effective student recruitment and the protection of all learners and the integrity of the Irish higher education and qualifications system vis a vis ensuring applicant's documentation is checked and verified to ensure programme entry requirements are met:

- Engagement with Education Ireland
- Engagement with the International Office of The Dept. of Education and Skills,
- Maintaining good relationships with the Irish Embassies/Consulates in countries across the world
- Liaising with Irish Embassies and Consulates

### **Ethical Recruitment of International Students:**

Where marketing, recruitment and admissions are concerned ICD must operate in an ethical and transparent manner including:

- Processing inbound enquiries from prospective learners in a manner that treats all applicants equally and ensures all prospective learners are fully informed about ICD, its entry requirements, and its programmes
- Attendance at educational fairs/exhibitions to engage with international students directly in their home countries, which facilitates ICD in fully and transparently informing students about what we offer (rather than over-relying on intermediaries).
- Informing all prospective learners about programme entry requirements (skills, experience, qualifications, and English language proficiency)
- Only enrolling students once they satisfy entry requirements, as a means of protecting prospective students.

### **Assuring Quality Professional Agents Only are Used in Recruitment**

If due diligence is not carried out, the system of agents can be fraught with issues and dangers, including, but not limited to:

- Agents recommending students to enrol on programmes that they are not suited to (e.g. entry requirement deficiencies)
- Agents forging documentation or providing forged documentation
- Agents not accurately representing a HEI to a prospective student
- Agents not accurately informing a HEI about a learner (e.g. their prior learning)

ICD will continuously engage with external bodies (e.g. QQI, ICOS, Education in Ireland) to ensure our policies and procedures for the use of agents in student recruitment are continuously enhanced and improved.

ICD will engage in due diligence processes before and after using any agent. This involves the Managing Director:

- **Prioritising Agents Who Have a Long-Term Relationship With ICD:** agents with a known quality track record of providing a quality and professional service to prospective students
- **Background Checks on Unknown Agents:** Doing background checks on any previously unknown agents to verify their track record and credentials
- **Verifying and Checking All Prospective Learner Prior Learning Certificates and Visa/Travel Documentation as Appropriate:** Ensuring that all prospective students (those recommended by agents and those not recommended by agents) provide ICD directly with certificates of prior learning and any other supporting evidence required as part of the applications process, including checking travel and visa documentation. The system that the Irish Authorities put in place through the Embassies and Consulates is of great assistance to mitigate against any spurious dealings at this stage, as they have the final say on the Bona Fides of an applicant. This should ensure that only genuine students would apply to ICD.
- **Access Requirement Checks, Ongoing Pastoral Care and Ongoing Monitoring of Student Progress:** It is important to state that agents do not recruit ICD students. Agents may recommend that a student apply to ICD. At that point, once a prospective student contacts ICD, then, ICD carries out all necessary entry requirement checking and provides the student with information about travel/visa requirements, fees, learning outcome achievement as a

necessity for progression, the demands of the programme, and the learning environment. For all successful applicants to ICD, whether following an agents' recommendation or not following any agent involvement, ongoing monitoring of all students' progress, including those recruited as a result of an agent's recommendation, is a matter of priority at ICD. For the purposes of providing pastoral care, ICD will continuously track students' progress both in integrating into Dublin life, in integrating into ICD education and progress through programme stages. Monitoring student progress is a part of internal monitoring of agents. If an agent recommends learners who complete programmes, this is a mark of quality, and vice versa. Ongoing monitoring of the progression and completion rates of students recommended by agents enables ICD to have ongoing evidence of the quality of the agent.

- **Discontinuing Relationships with Poor Quality Agents:** If an agent is found to recommend students who do not qualify (based on entry requirements) or to recommend students whose progress on a programme is not as expected, these are reasons for ICD to discontinue its relationship with that agent

#### **Providing Clear and Accurate Information to all Prospective (International) Students**

Clear, accurate and unambiguous information about all of our programmes – including NFQ level, component modules, commencement dates and professional accreditation and exemptions – will be provided on the ICD website at [www.icd.ie](http://www.icd.ie), and information about PEL and ATP will be provided during the recruitment process after a prospective learner has initiated contact. The ICD website will also permit prospective learners to submit queries directly to the Registrar via a 'contact us' form-fill. Applicants will be made aware of attendance requirements for learners on student visas - and all relevant monitoring policies and sanctions - before, during, and after enrolment.

#### **Providing Clear Information, Induction Training, & Pastoral Care to all Enrolled (International) Students:**

All enrolled students will be provided with clear information, during induction, on all pastoral and academic supports and services, including the responsibilities of the Registrar and Programme Directors, the student resource centre, language supports, ICD's student counselling service, and more

broadly on available integration opportunities including student clubs, sports-teams and seasonal events. Counselling services are provided by ICD through an independent and impartial external counsellor; referrals to the counselling service are available to all students who contact the ICD Student Liaison Manager and/or the Administration Office. The college also offers a specially-tailored academic induction which is aimed at explaining key academic regulations – such as those which relate to plagiarism and referencing – in a way which is accessible to learners from diverse nationalities. This induction also includes training in the college’s virtual learning environment, Moodle.

### **English Language Supports**

ICD will maintain a relationship with an external partner (e.g. the Centre for English Studies) to ensure English language supports are available to all enrolled learners on request. ICD will continuously explore the feasibility of providing English language supports ‘in house’, but will only provide same when such supports can satisfactorily meet or exceed the quality of externally sourced supports.

### **Providing INIS/GNIB and Pastoral Supports Specifically for International Students:**

ICD’s administration office will ensure it provides ongoing assistance, information, and advocacy to international students, helping them with the complex visa applications and renewals process (INIS/GNIB) on an ongoing basis, and providing students with up to date information regarding how to use the Irish systems of visa renewals.

#### **7.4 Counselling Service**

Counselling services will be provided by ICD through an independent and impartial external counsellor; referrals to the counselling service are available to all students who contact the ICD Student Liaison Manager and/or the Administration Office.

Matters that students may be concerned about that would be referred to the counsellor 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 (e.g. international students)
- difficulties integrating into a culture that speaks a different language
- personal difficulties that are impacting negatively on 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

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

All engagements by learners with the counselling service will be:

- Funded by ICD
- Treated in strict confidentiality

## 7.5 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'.

### 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 before 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.

### 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 appendix 7.5 to this document). All enrolled learners are also covered by learner protection insurance. This learner protection policy meets the needs of the Educational Act 2012 which is recognized by the Department of Justice and approved by QQI.



## **7.6 Opportunities for Integration & Pastoral Care**

ICD will ensure that it continuously enhances and resources opportunities for learner integration and pastoral care including:

- Funding and support for student societies
- Funding and support for social events
- Funding and support for student days out (excursions)
- Funding and support for student sport initiatives and teams

ICD will continue to encourage student representatives to bring issues related to social integration, cultural diversity, and the learning experience to Academic Council. As a smaller institution, ICD also operates an 'open door' policy at its reception and administrative office, and actively encourages learners to approach staff members about any matter pertaining to their study or personal circumstances. The college office will typically be staffed at all times during normal business hours, with a queue management system (with a ticket dispenser and LCD display) used during busy times.

### **7.7 Accessible and safe programme-related services, learning and physical resources.**

ICD will annually review and continuously enhance the physical resource requirements of each of its course offerings as part of the programmatic review process. Responsibility for monitoring, revising, and making recommendations for new improvements and procurements has been included in the terms of reference for the college's Academic Council.

The Registrar and administration office share responsibility for ensuring that all physical resources are in place as required to deliver programmes. This includes assessing the suitability of all venues (rooms) as effective teaching, learning, and assessment environments including the following criteria:

- Accessibility (including disability access)
- Capacity of room compared with number of attendees
- Technological resources for lecturer(s), staff, and students who will attend venue (e.g. power sockets as required, lectern computer, projector, computers for students (as required))
- Health and safety analysis
- Resource requirements of students (e.g. supports for special learning requirements)

## **7.8 Learner Progression Initiatives**

According to QQI (2017b) non-progression of learners through stages of programmes as planned is a concern that is arising across the higher education sector in Ireland. There is no single solution to non-progression, as shown by the QQI (2017b) report. Various institutions have different approaches with a variety of benefits and drawbacks. ICD's approach is outlined as follows.

### **Analysis of Progression and Retention Data and Retention Clinics/Meetings:**

Analysis of retention and progression data is to be carried out on an ongoing basis by the college Registrar. Interventions result when a learner's progress through programme stages is not occurring as planned. While it is expected that some learners may have to repeat assessments or modules for a variety of reasons, ICD will take a proactive view with regard to the issue of retention. The Registrar will plan meetings (Retention Clinics) with students who fail a high number of modules in any stage in order to identify if ICD can offer the learner any extra supports or reasonable accommodations to benefit their learning and progression.

### **Carrying a Module to Enable Progression:**

If a student fails a module, they may qualify for carrying that module into the next stage. QQI (2013b section 4.4.3) describes this as "progression with credit deficit." ICD, following QQI (2013b section 4.4.2), allows "learners...on a case-by-case basis and under exceptional circumstances, to carry a failed module while progressing to the next stage, provided the module is not a prerequisite for any module in this stage and provided this is consistent with the requirements of the relevant programme assessment strategy...Learners are required to pass a carried module in the stage into which it is carried. As a general guideline, the normal maximum missing credit should be 16% of the credit for the stage, e.g. 10 credits per 60-credit stage." The Registrar has responsibility for managing the process of carrying modules.

**Attendance Monitoring:**

ICD will record attendance at all lectures using an attendance record sheet that lecturers distribute, students sign, and the administrative office processes and records on, at least, a weekly basis. 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...What really seems to matter is excessive absenteeism” (e.g. “five or more misses...is associated strongly with poor academic performance”) (Durden & Ellis 1995 p. 345).

## 7.9 Information for learners and prospective students

In the interest of learner protection, prospective student protection and awareness, and to comply with the Qualifications and Quality Assurance (Education and Training) Act (2012, Revised 2014), ICD has a policy of ensuring that clear, transparent, and accessible information about its programmes can be found at its website: [www.icd.ie](http://www.icd.ie). Before commencing a programme or the payment of any programme fees to ICD, all prospective learners, as part of the application process, must be provided with information about the programme and the college through a variety of communication modes including the ICD website. Applicants for access to, transfer to/from, and/or progression to/from ICD's programmes are directed to access this website, where they can find information about:

- Course/Programme Titles (title of the award)
- Validating (Awarding) Bodies
- Programme Durations
- NFQ Levels and award types
- Entry Requirements
- Entry Dates
- Recognition of prior learning
- Course synopses
- Course content including modules of study for each stage
- Academic progression
- Professional accreditation and exemptions (e.g. ACCA exemptions which result from completing accounting programmes at ICD)
- Career prospects and graduate pathways
- The college learning environment
- Information about student Visas
- Protection of enrolled learners
- External and internal quality assurance

Academic Council will continuously review information provided publicly about ICD's programmes to ensure it is clear, transparent, accurate and up to date. The Management Team are responsible for ensuring Academic Council recommendations for improving information provided are implemented in a timely and effective manner.

## Appendix 7.2.1: Student Complaints Form



Student complaints form (please submit to college Registrar)

|  |                                      |                                 |   |                                |                          |
|--|--------------------------------------|---------------------------------|---|--------------------------------|--------------------------|
| Name   |                                      |                                 |   |                                |                          |
| Date   |                                      | Student No.                     |   |                                |                          |
| Programme of study (course)  |                                      | Stage (year)                    |   |                                |                          |
| Postal and email address for correspondence about your complaint   |                                      |                                 |   |                                |                          |
| Are you submitting this complaint (please tick)  | Yourself<br><input type="checkbox"/> | <input type="checkbox"/>        | As part of a group*<br><input type="checkbox"/> | <input type="checkbox"/>       |                          |
| If you are part of a group, please include all student names and numbers in the box below                    |                                      |                                 |   |                                |                          |
|  |                                      |                                 |   |                                |                          |
| Have you attempted to resolve this matter with your programme director or the Registrar already (stage one)? |                                      | Yes<br><input type="checkbox"/> | <input type="checkbox"/>                        | No<br><input type="checkbox"/> | <input type="checkbox"/> |

**If yes, what was the outcome of that process? (if you were dissatisfied with the result of stage one, please indicate why). Please also include a copy of your initial complaint in your supporting documents.**

**What is the nature of your complaint?**

Please set out clearly and succinctly what you are complaining about, and why. If you need more space, you may attach a longer typed statement to this document (be sure to include it in your list of supporting documents (below)).

**Please include a list of all attached documentation and a short description for each**

|  |
|--|
|  |
|--|

**What remedy are you seeking?** (please explain what you would consider to be a satisfactory resolution of your complaint).

|  |
|--|
|  |
|--|

**DECLARATION**

*I have read and understood the college's student complaints procedure in the student handbook.*

*I confirm that all of the information and documentation provided with this form is - to the best of my knowledge – complete and accurate.*

*I understand that the college will collect and process the information I have provided for the sole purpose of investigating and deciding on my complaint. I consent to my complaint being disclosed to relevant members of the college to the extent necessary for any investigation.*

*I understand that the college reserves the right to impose disciplinary action on students who bring complaints that are judged to be vexatious or frivolous in nature.*

*I have attached all previous correspondence and responses relating to my complaint.*

|               |  |             |  |
|---------------|--|-------------|--|
| <b>Signed</b> |  | <b>Date</b> |  |
|---------------|--|-------------|--|



## Appendix 7.5: ICD Refund Policy



### Refund Policy – ICD Business School

#### Program Cancellation by Student

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, Republic of Ireland.

#### New Students – Cancellation prior to commencement of semester: Domestic Students

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

#### New Students – Cancellation prior to commencement of semester: International Students

- International students 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 student cancels due to serious illness or personal misadventure – as deemed by the Extenuating Circumstances in The Student Handbook.
- Fees are credited to students' account.
- International students whose visa application is rejected will receive a full refund of fees. Proof of visa rejection must be submitted to the Admissions Office in writing.

- Refunds must be requested in writing with documentary evidence via the Request for Refund form.

#### **New Students – Cancellation after commencement of semester: Domestic Students**

Domestic students who cancel their program 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 student cancels due to serious illness or personal misadventure 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.

#### **New Students – Cancellation after commencement of semester: International Students**

International students 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 student cancels due to serious illness or personal misadventure as deemed by the rules and regulations set out in The ICD Business School Student Handbook.

- International students 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.

### **Program Cancellation by ICD Business School**

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

### **Program Deferment: Domestic Students**

- Should a domestic student 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

### **Program Deferment: International Students**

- Should an international student 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

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

### **Expulsion**

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

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. Students should keep informed as to the conditions and regulations applicable to their situation at any given time.**

## REFERENCES

Andrews, J. and Higson, H. (2008) Graduate employability, 'soft skills' versus 'hard' business knowledge: A European study. *Higher education in Europe*, 33(4), pp. 411-422.

Baker, J. Wesley (2000) The classroom flip: becoming the guide by the side. Council for Christian Colleges & Universities (CCCU) Annual Technology Conference, June 23. Available from: [http://classroomflip.com/files/baker\\_2000\\_06\\_23\\_classroom\\_flip\\_CCCU.pdf](http://classroomflip.com/files/baker_2000_06_23_classroom_flip_CCCU.pdf)

Bowl, M. (2001) Experiencing the barriers: Non-traditional students entering higher education. *Research papers in Education*, 16(2), pp.141-160. Available from: [https://www.researchgate.net/profile/Marion\\_Bowl/publication/248995300\\_Experiencing\\_the\\_barriers\\_Non-traditional\\_students\\_entering\\_higher\\_education/links/55b7539508ae9289a08be032.pdf](https://www.researchgate.net/profile/Marion_Bowl/publication/248995300_Experiencing_the_barriers_Non-traditional_students_entering_higher_education/links/55b7539508ae9289a08be032.pdf)

CEDEFOP (2009) European Guidelines for Validating Non-Formal and Informal Learning. European Centre for the Development of Vocational Training, Luxembourg: Office for Official Publications of the European Communities. Available from: [https://www.cedefop.europa.eu/files/4054\\_en.pdf](https://www.cedefop.europa.eu/files/4054_en.pdf)

Durden, G. C., & Ellis, L. V. (1995) The effects of attendance on student learning in principles of economics. *American Economic Review Papers and Proceedings*, 85(May), pp. 242-346

European Committee on Culture, Science and Education (2003) Council of Europe Contribution to the Higher Education Area Report. European Parliamentary Assembly, Doc. 9880, 16 July. Available from: <http://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=10237&lang=en>

Grand-Clement, S. (2017) *Digital Learning: Education Skills in the Digital Age*, Cambridge; Santa Monica, CA.

HEA (2016) Enhancing Student Engagement in Decision-Making. Report of the Working Group on Student Engagement in Irish Higher Education, Higher Education Authority, April. Available from: <http://www.iua.ie/wp-content/uploads/2016/04/HEA-IRC-Student-Engagement-Report-Apr2016.pdf>

Karakaya, Fahri, Ainscough, Thomas L., and Chopoorian, John (2001) The effects of class size and learning style on student performance in a multimedia-based marketing course. Journal of Marketing Education, 23(2) August pp. 84-90

Lamdin, D. J. (1996) Evidence of student attendance as an independent variable in education production-functions. Journal of Educational Research, 89(3), pp. 155-62.

Martin, A. & Grudziecki, J. (2006) DigEuLit: Concepts and Tools for Digital Literacy Development. Innovation in Teaching and Learning in Information and Computer Sciences, 5(4), pp. 249-67.

NQAI (2005) Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training. National Qualifications Authority of Ireland. Available from: <https://www.nqai.ie/Downloads/Principles%20and%20Operational%20Guidelines%20for%20RPL%202005.pdf>

OECD (2016) Skills for a Digital World: Policy Brief on the Future of Work., Paris. Available at: <http://www.oecd.org/employment/future-of-work/>

OECD (2017) OECD Digital Economy Outlook 2017, Paris: OECD Publishing.

QAA (2013) UK Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B9: Academic Appeals and Student Complaints. Quality Assurance Agency for Higher Education, UK. Available from: [https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b9 - academic-appeals-and-student-complaints.pdf?sfvrsn=c002f781\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b9 - academic-appeals-and-student-complaints.pdf?sfvrsn=c002f781_8)

QQI (2013a) Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act. Quality and Qualifications Ireland, Dublin. Available from:  
<https://www.qqi.ie/Downloads/Policy%20for%20Protection%20of%20Enrolled%20Learners%20V2%20Sep%202013.pdf>

QQI (2013b) Assessment and Standards, Revised 2013. Quality and Qualifications Ireland, Dublin.  
Available from:  
[https://www.qqi.ie/Publications/Publications/Assessment\\_and\\_Standards%20Revised%202013.pdf](https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf)

QQI (2015a) Code of Practice for Provision of Programmes of Education and Training to International Learners. Quality and Qualifications Ireland, Dublin.  
<https://www.qqi.ie/Downloads/Code%20of%20Practice.pdf>

QQI (2015b) QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training. Quality and Qualifications Ireland, Dublin.  
<https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

QQI (2016a) Core Statutory Quality Assurance Guidelines. Quality and Qualifications Ireland, Dublin.  
Available from:  
<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

QQI (2016b) Sector-specific Quality Assurance Guidelines for Independent/Private Providers. Quality and Qualifications Ireland, Dublin. Available from:  
<https://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf>

QQI (2016c) Policy on Quality Assurance Guidelines. Quality and Qualifications Ireland, Dublin.  
Available from:  
<https://www.qqi.ie/Downloads/Policy%20on%20Quality%20Assurance%20Guidelines.pdf>

QQI (2017a) Policies and Criteria for Validation of Programmes. Quality and Qualifications Ireland, Dublin. Available from:

[https://www.qqi.ie/Publications/Publications/Initial\\_Validation\\_policy\\_7\\_10\\_13.pdf](https://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf)

QQI (2017b) Quality within Higher Education 2017: A Summary Report. Quality and Qualifications Ireland, Dublin. Available from: <https://www.qqi.ie/Downloads/Quality%20within%20Higher%20Education%202017%20Summary%20report.pdf>

QQI (2018) Notice to Voluntary Providers of Education and Training Programmes Leading to QQI Awards regarding the General Data Protection Regulation (GDPR) and the use of the Personal Public Service Number (PPSN). Quality and Qualifications Ireland, Dublin. Available from: [https://qhelp.qqi.ie/providers/gdpr-additionalresponsibilities/Provider%20DP%20Letter%2001082018%20\(002\).pdf](https://qhelp.qqi.ie/providers/gdpr-additionalresponsibilities/Provider%20DP%20Letter%2001082018%20(002).pdf)

QQI (2019a) Re-engagement with QQI: Process Guide for Independent and Private Providers. Quality and Qualifications Ireland, Dublin. Available from:

<https://www.qqi.ie/Downloads/Reengagement%20Application%20Guide%20may%202019.pdf>

QQI (2019b) Access, Transfer, and Progression. QQI Website, Quality and Qualifications Ireland, Dublin. Available from: <https://www.qqi.ie/Articles/Pages/Access,-Transfer-and-Progression.aspx>

Qualifications and Quality Assurance (Education and Training) Act (2012, Revised 2014) Government of Ireland. Available from

[https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20\(Education%20and%20Training\)%20Act%202012%20-%20Revised%20November%202014.pdf](https://www.qqi.ie/Downloads/Qualifications%20and%20Quality%20Assurance%20(Education%20and%20Training)%20Act%202012%20-%20Revised%20November%202014.pdf)

StudentSurvey.ie (2018) The Irish Survey of Student Engagement (ISSE): Results from 2018. Available from <http://studentsurvey.ie/wp-content/uploads/2018/11/ISSE-Report-2018final.pdf>