

Orientation Policy

Section 1 - Introduction

Purpose

(1) The purpose of the policy is to set out the principles for student orientation when students commence a programme. Orientation is how we introduce students to the practicalities and logistics of being students on a Hibernia College programme. Orientation introduces students to the programme, its key features and rules, and the programme staff. It also begins to foster a culture and sense of socialisation and belonging among our student body.

Scope

To whom does the policy apply?

(2) The policy is an overarching policy that applies to all Hibernia College programmes.

Who is responsible for implementing the policy?

(3) The Programme Director, with the assistance of other areas of the College, is responsible for delivering orientation to newly registered students on their programme.

Section 2 - Context

Legal or Regulatory Context

Quality Assurance Guidelines

(4) QQI's [Core Statutory Quality Assurance Guidelines](#) require the College to have policy and procedure in place for induction of learners to both the provider and the programme they are undertaking. This policy is designed to help the College implement this requirement.

Section 3 - Policy Statements

Part A - Principles for Orientation

Mode of Delivery

(5) Students will be provided with an orientation programme that matches the mode of delivery of the programme. This means that for blended learning programmes, orientation will be both online and face-to-face.

Orientation Topics

(6) Orientation will, at a minimum, introduce students to:

- a. Their programme

- b. The progression and success requirements
- c. The College's policies and procedures and the rules for their programme
- d. Student support and services
- e. The virtual learning environment and library facilities
- f. Key Staff and Faculty involved in teaching and/or provision of the programme
- g. Student support staff

Materials

(7) Students will be provided with (in either hard or electronic copy):

- a. A programme outline
- b. Contact details for key members of support staff and the Programme Team

Orientation Tasks

(8) Students may be required to undertake a range of set activities within a specific timeframe, including subject-specific activities, as well as technical activities, to develop comfort levels with, for example, the virtual classroom, the library and the discussion forum, as part of orientation.

Status and Details

Status	Current
Effective Date	2nd November 2020
Review Date	2nd November 2023
Approval Authority	Academic Board
Approval Date	23rd September 2020
Expiry Date	Not Applicable
Enquiries Contact	Quality Assurance

Glossary Terms and Definitions

"Blended Learning" - QQI adopted a Garrison and Kanuka (2004) definition of blended learning, which defines it as 'the integration of classroom face-to-face learning experiences with online learning experiences'. Hibernia College complements this broad definition by an understanding that blended learning should be characterised as falling along a continuum as proposed by Jones (2006). Such a conception can accommodate a range of blended learning approaches.

"Policy" - Policies are principled statements adopted by the College at a high level to enable decisions about actions and desired outcomes to which the College is committed. They clearly articulate the formal position of the College on specific issues in order to guide internal decision-making. Policies set out 'what to do' on a given issue. They have a medium- to long-term review cycle.

"Procedure" - Procedures are the broad actions that must be carried out to implement a policy. They set out 'how to do' what the policy specifies must be done.

"Programme" - A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment. A programme offers learners the learning opportunities by which they may attain educational goals (expressed as the intended programme learning outcome) by learning activities in a learning environment. A programme is normally comprised of modules. A programme leading to a major award will normally require a 'cohesion generating' process which integrates constituent modules so that the minimum intended programme learning outcomes are supported. The cohesion generating process should establish the epistemological and cultural identity of the programme. It should also coordinate alignment of activities with the minimum intended programme learning outcomes and introduce learners to the broader community of practice to which they aspire. (QQI (2013) Assessment and Standards Revised)