Institiúid Oideachais
MARINO
Institute of Education

An Associated College of
Trinity College Dublin, the University of Dublin

Marino Institute of Education

Quality Assurance Handbook

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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Preface

> Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways. Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences. Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. ⋯ The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.
> *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG*). (2015, p.6.).

Established in 1905 and recognised as a centre for teacher education in 1929, Marino Institute of Education (MIE) has a proud tradition of serving the needs of the Irish education community. It has been an Associated College of Trinity College Dublin, the University of Dublin (herein referred to as Trinity) since 1976 and in 2011 the Board of Trinity collaborated with the Christian Brothers European Province to establish the joint-trusteeship of MIE. The trustees of the Institute are two nominees of the European Province Leadership Team of the Christian Brothers and two nominees of the Board of Trinity[1].

All academic awards and degree programmes at MIE are accredited by Trinity, and as a Linked Provider of Trinity, MIE has responsibilities under the Quality & Qualifications Act 2012, which established Quality and Qualifications Ireland (QQI Act, 2012, § 28(1)), to "establish procedures in writing, for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services the provider provides". § 33 (1) of the Act further requires that "a linked

[1] See Instrument of Governance, Code of Governance and Matters Reserved for the Governing Body of MIE

provider shall submit a draft of the proposed procedures to the relevant designated awarding body for approval". The QQI Act 2012 and the Core Statutory Quality Assurance Guidelines places the responsibility with the MIE for the development of mechanisms and procedures to achieve and maintain a desired level of quality. As an Associated College of Trinity, MIE has an abiding commitment to quality, and the Institute strives for continuous improvement through honest, transparent and critical reflection of all activities undertaken in the pursuit of our mission. MIE gladly embraces the opportunity to demonstrate that all procedures are fit-for-purpose and compliant with legislation, regulation and good practice.

MIE's quality assurance procedures are informed by the following as they apply to the scope of education provision on the National Framework of Qualification (NFQ levels 6-9): foundation, undergraduate; postgraduate taught programmes:

i. Qualification & Quality Assurance (Education and Training) Act, 2012 and the Qualifications and Quality Assurance (Education and Training) (Amendment) Bill, 2018.
ii. QQI Core Statutory Quality Assurance Guidelines (April 2016), applicable to all Higher Education Institutions and incorporating the ESG Standards and Guidelines for Quality Assurance in the European Higher Education Area (ERG, May 2015).
iii. Relevant QQI Policies for example the Admission, Access and Transfer Policy, Academic Assessment and Academic Progression and the Recognition of Prior Learning policy.
iv. The MIE Instrument of Governance (Revised June 2016)[2]
v. The QQI Policy Code of Practice for the provision of programmes of education and training for international learners
vi. The QQI Topic-Specific Quality Assurance Guidelines, e.g. Blended Learning Guidelines (March 2018).

As an Associated College of Trinity, the quality assurance procedures, practices and policies of MIE give regard to the quality procedures of Trinity.

In the context of teacher education programmes, MIE's quality assurance processes and procedures are also informed by the Teaching Council Acts 2001-2015, in particular *Part*

[2] Instrument of Governance 2016

4 Section 38 which empowers the Teaching Council to review and accredit programmes of teacher education and training:

Section 38 (1) The Council shall, from time to time –

> *(a) review, and where appropriate accredit, the programmes of teacher education and training provided by institutions of higher education.*
>
> *(b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and*
>
> *(c) review the standards of knowledge, skills and competence required for the practice of teaching,*
>
> *and shall advise the Minister and, as it considers appropriate, the institution concerned.*
>
> *(2) The Council shall consult with the Minister and with such institutions of higher education and training in the State as it considers appropriate for the purpose of the performance of its functions under subsection (1).*

The Teaching Council's Initial Teacher Education (ITE): Criteria and Guidelines for Programme Providers (2017)[3] has informed the ongoing review and revision of the teacher education programmes at MIE to ensure compliance with regulatory and professional policies. External review reports by the Teaching Council inform ongoing monitoring and periodic review.

Quality assurance is an evidence-based process which embraces stakeholder rights and interests. It is freely undertaken and managed by institutions to suit their own particular circumstances with the recognition that institutions themselves are best placed to provide their stakeholders with valid and dependable information about the academic standards of their awards and the quality of educational provision they offer. MIE is committed to embedding rigorous quality assurance processes and procedures to ensure continuous review and improvement of the programmes of education and training provided by the Institute.

[3] The Teaching Council Initial Teacher Education Criteria and Guidelines for Programme Providers 2017

Section 1: Governance and Management of Quality at MIE

1.1 Governance and Management of Quality Assurance: Policies and Structures

MIE is a higher education institution established by a charitable trust under the co-trusteeship of the Congregation of Christian Brothers and Trinity. Since 2011 the Trustees of the Institute are two nominees of the European Province Leadership Team of the Christian Brothers, and two nominees of the Board of Trinity. The collaborative trusteeship of MIE represents a unique opportunity for a partnership approach in the future development of the Institute[4].

The Mission Statement of MIE states:

> Inspired by the Christian vision, MIE is a teaching and learning community committed to promoting inclusion, quality and excellence in education. The dignity and potential of each person is central to our life, work and service.

We realise our mission by providing a quality lifetime approach to education that promotes reflective practice and on-going renewal. MIE offers innovative and resourceful courses, programmes and experiences to schools and local communities. Original research projects, which respond to existing and emerging needs, are undertaken. We are dedicated to providing the highest of standards in our facilities and services.

MIE is committed to:

- The person and values of Edmund Rice in particular his vision of an inclusive and liberating education
- The development of the student as a caring and passionate professional
- Cherishing our Irish cultural and linguistic traditions while being members of the global community
- A working environment of mutual respect, open communication and accountability, effective leadership and communication.

[4] See Instrument of Governance

Strategic Vision

In March 2015, following an extensive internal and external consultation process and analysis of the evolving higher education landscape, The Governing Body (GB) approved an institutional Strategic Plan for the period 2015-2020.

The Strategic Vision states:

> MIE will be a centre of global consequence, in teaching and research in the field of education.
>
> Through collaboration and technology, we will extend our geographic boundaries and create momentum for the delivery of new, high quality, innovative programmes in education. We will build critical mass for world class research in partnership with others, and will foster university-school-community links that contribute to sustainable improvement and renewal across the entire education system.
>
> We will extend our commitment and expertise in the area of inclusion by continuing to conduct research and providing education programmes to empower the socially disadvantaged.
>
> We will lead national and international dialogue regarding the opportunities and challenges pertaining to pluralism and diversity in education settings.

Governing Body

Following the establishment of Joint-Trusteeship, the Instrument of Governance (2016) was revised; it provides for the appointment of a GB to discharge the authority of the Trustees within the Institute. The GB's responsibilities include putting in place a system to oversee the education, training, research, and related activities of the Institute, and ensuring its quality[5]. The Instrument of Governance is reviewed, as appropriate, and details the intentions of the Trustees, the Seven Guiding Principles of the Institute, the composition and functions of the GB and its sub-committees, the role of the President and guidance on other governance matters. It outlines the responsibilities of the GB in managing and overseeing all the activities of the Institute including the implementation of a robust quality assurance system. The primary function of the GB is to set the strategic direction and govern and control the affairs of the Institute in accordance with the intentions of the Trustees, as expressed in the Guiding Principles.

The GB acts in recognition of the responsibilities conferred by the Instrument of

[5] See Code of Governance and Matters Reserved for the Governing Body of MIE

Governance and in particular the requirement therein that *'The Governing Body and all Committees, sub-Committees and Working Groups established by it shall operate in accordance with the ethos of the Institute, with best practice and principles of governance in place from time to time and in accordance with legislation in force from time to time'* (section 2.15) and having regard to the Code of Practice for the Governance of State Bodies published by the Department of Finance[6]. This code is reviewed and adopted by each successive GB, having regard to developments in best governance practice. It outlines a set of principles and best practices to ensure a system of governance where objectives are aligned with mission and strategy through a regular strategic planning and review process and appropriate procedures and controls are implemented to manage risks that are significant to the fulfilment of institutional objectives. The most recent Code was adopted by the GB at its meeting on 23 February 2017. MIE's governance structure ensures separation of responsibilities between those who develop Institute policies and procedures, and those who approve them.

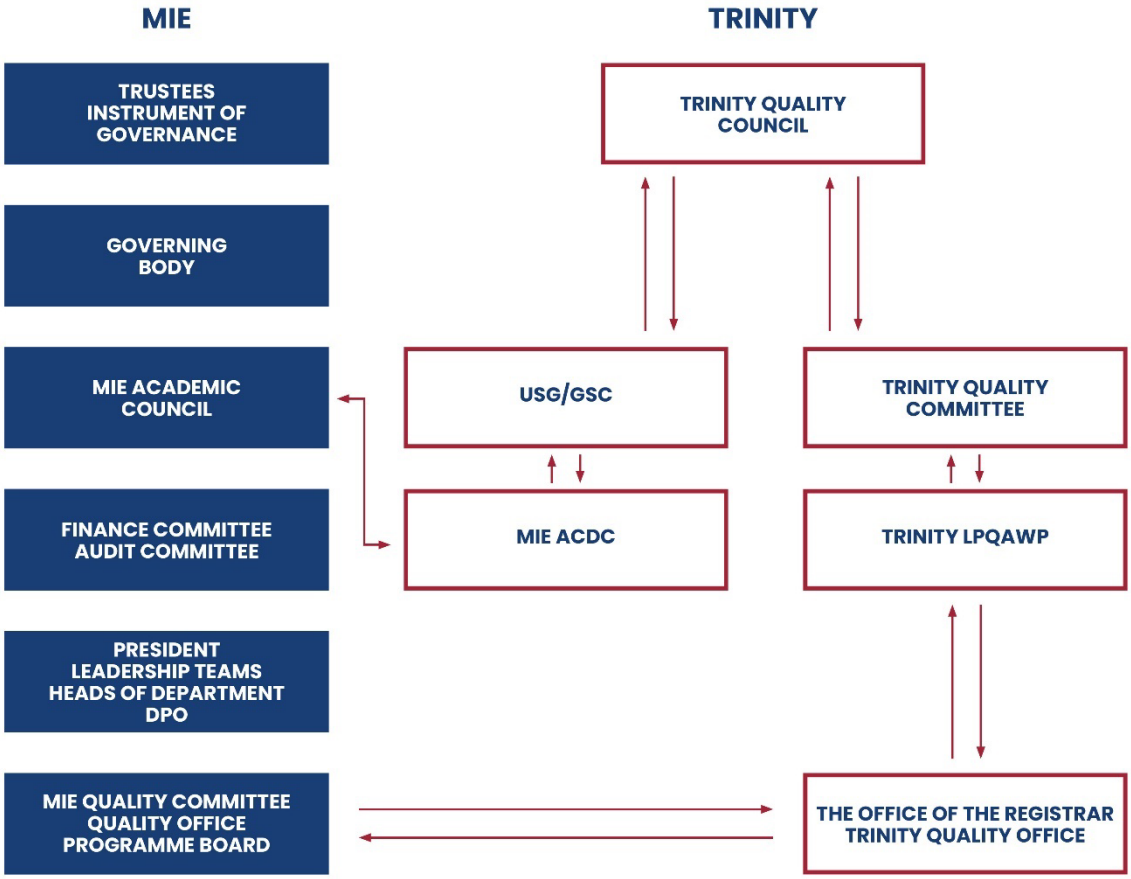
The preparation, process and publication of the MIE Strategic Plan 2015-2020 [7] represented an integral element of the quality assurance process in MIE. Alignment with institutional high-level goals and objectives inextricably links the twin processes of strategic planning and quality assurance. The extensive consultations with a wide range of stakeholders, both internal and external, reflect a commitment to consultative strategic planning and quality assurance processes which ensure that the high-level goals and systems are embedded and owned at all levels of management, administration, facilities, academic staff and learners. The Plan is built on four priority areas: Teaching and Learning; Inclusion and Equality; Student Life; Collaboration, Engagement and Quality Services. The engagement of Trinity in formulating an academic strategy for the Institute in collaboration with Trinity strengthens and deepens the vision of the co-trusteeship between Trinity and the European Province of the Christian Brothers.

In recognition of the importance of achieving the priorities set out in the strategy, a framework was developed to monitor and communicate progress. Quality assurance is intertwined with MIE's Mission Statement, Seven Guiding Principles, Core Values and Strategic Priorities and is embedded in the governance, organisational and academic activities of the Institute.

[6] MIE Code of Governance 2017

[7] MIE Strategic Plan 2015-2020

Governance and Management of Quality Assurance



Internal QA at MIE through Governance and Management
External QA at MIE through Trinity as a Designated Awarding Body

Legend: ⇄ Bi-directional arrows illustrate information exchange

Trinity Monitoring Route from MIE is via MIE ACDC to USC and/or GSC to Trinity Academic Council
Trinity Regulatory Route from MIE is via The Office of the Registrar (Trinity Quality Office) to Trinity LPWG to Trinity Quality Committee to Trinity Academic Council

Abbreviations: DPO - Data Protection Officer | GSC – Graduate Studies Committee | MIE ACDC – MIE Associated College Degrees Committee
Trinity LPWG – Trinity Linked Provider Working Group | USC – Undergraduate Studies Committee

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Figure 1: Process for Governance & Management of Quality Assurance

1.2 Academic Processes and Standards

The Instrument of Governance provides for the setting up of an Academic Council[8] which is a sub-committee of the GB to which it is immediately responsible. Article 3.1 states:

> *The Academic Council has overall responsibility for assuring the quality of academic programmes delivered by the Institute. To fulfil this mandate, it shall ensure that programmes and courses are regularly monitored and evaluated. Directors of courses and programmes shall provide an annual report according to the guidelines prepared by the Council. The Academic Council shall also oversee and consider the outcome of academic reviews undertaken.*

The MIE Academic Council has a key role in overseeing quality assurance and enhancement, in monitoring the discharge of quality assurance responsibilities and in reviewing and reflecting on the outcomes and processes of quality assurance. Reports on Academic Council meetings are included on the agenda for the subsequent GB meeting.

The MIE Associated College Degrees Committee (MIE ACDC)[9] is a joint committee comprising members of both Trinity and MIE, chaired by the Trinity Registrar. This committee links MIE quality assurance processes and those of Trinity. The Trinity University Council approves quality assurance procedures. The MIE ACDC oversees the new programme approval process and annual programme reviews, nominates external examiners for appointment and oversees action plans emanating from those reports and of changes to programme regulations.

Programme Boards have responsibility for receiving and reviewing feedback from stakeholders, including students and external examiners, and proposing modifications to programme content. Boards meet on a regular basis to review feedback and student attainment.

The goal of these structures is to protect the integrity of academic processes and standards in the institute and to ensure that decisions about personnel and other resources are made to reflect the interests of the education of every student.

Further detail on programme development, approval, evaluation and review is provided on Section 3 of this document.

The Flow Chart on the following page illustrates the framework for quality assurance in Academic Processes and Standards at MIE.

[8] Academic Council Terms of Reference

[9] MIE Associated College Degrees Committee Terms of Reference

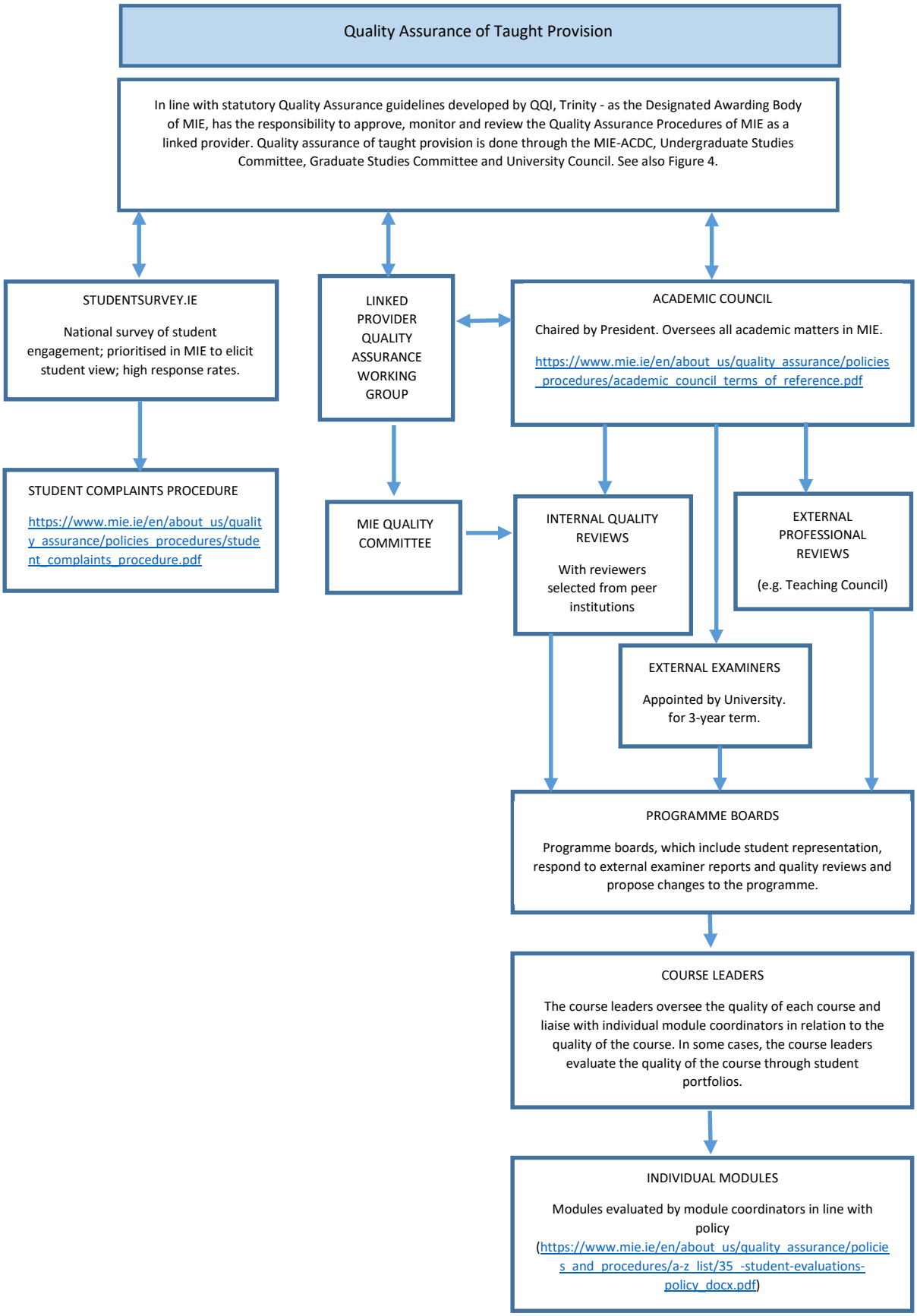


Figure 2: Academic Processes & Standards

1.3 Management of Quality Assurance

In order to execute the MIE Strategic Plan and embed the promotion of quality in the Institute, a range of policies and procedures pertinent to corporate governance, organisational matters and the protection of the integrity of academic process and standards have been developed. MIE is fully compliant with statutory requirements for the governance and regulation of the Institute's affairs. Policies are regularly reviewed and are a standing item on the Leadership Team agenda, as well as the Audit Committee[10]. MIE takes an inclusive and consultative approach to the development of policies, and all draft policies are circulated for consultation to the Heads of Departments' forum.

A full list of the relevant organisational and academic policies and procedures is provided in Appendix 3.

MIE's commitment to quality is inherent in all Institute activities and infuses all aspects of work. Overall responsibility for quality assurance systems and the promotion of a commitment to quality rests with the President. Policy development and review, including self-evaluation and external evaluation of academic processes and standards, is overseen by the Registrar and Vice President of Academic Affairs in collaboration with the Registrar's Office. A climate and culture is fostered across MIE which promotes a commitment to quality assurance, through the engagement of the Vice President of Finance and Professional Services, the Vice President of Education and Strategic Development, the Deans of Education, Heads of Departments, Directors of Human Resources (HR), Conferencing and Facilities, Information and Communications Technology (ICT) and Library and their teams in policy formulation, implementation and review. Student representatives sit on fora and committees throughout the Institute, including Governing Body, Academic Council and Programme Boards. Additionally, the Staff-Student Liaison Council Policy (SSLC) and the MIE Students' Union (MIESU)[11] ensure that the student body is consulted and informed and that the student perspective is recognised in all considerations pertaining to quality. A multi-layered approach is used to engage internal and external stakeholders, as appropriate in this process.

1.4 Embedding a Quality Culture

MIE is committed to embedding quality in all aspects of its work. While oversight of the development, implementation and review of policies and procedures rests with the

[10] See Leadership and Heads of Department Forum Terms of Reference and Audit Committee Terms of Reference

[11] See MIE Students' Union Constitution

President, in cooperation with the Registrar and Vice President of Academic Affairs and Registrar's Office, a quality culture is achieved at MIE through a process of continual improvement. The Institute is committed to maintaining and improving the quality of all the Institute's activities and processes including:

- the totality of the learning, research and working environment, and experiences of students and staff;
- the engagement between the Institute and professional bodies, public authorities, and civil society.

In addition, the Institute is committed to complying with statutory and regulatory requirements relating to quality assurance and quality improvement. Our commitment to quality is underpinned by the following key principles:

- Ensuring that MIE's strategic planning & development and quality assurance and improvement processes mutually inform and support each other.
- Gathering data systematically and undertaking periodic surveys to get recommendations from key stakeholder groups including students, alumni, staff and external communities for quality improvement and policy-making.
- Promoting academic excellence and rigour in programme design, the delivery of teaching and learning and academic research.
- Giving meaningful effect to the voices of students, staff and external stakeholders in promoting a participatory and evidence-based approach to quality reviews and in ensuring collective ownership of processes – including design and implementation.
- Creating management structures and information systems to guarantee continuous progress in implementing and supporting quality assurance and improvement measures.
- Promoting openness to the advice of independent external peers and organisations, in particular External Examiners, Professional, Statutory and Regulatory Bodies and External Assessors in internal and external reviews of academic or professional support processes.

Section 2: Documented Approach to Quality Assurance

1.1 Introduction

MIE is committed to delivering unique high-quality programme provision in education and related areas. A culture of review is fostered through ongoing dialogue and communication between both internal and external stakeholders. The cyclical approach to quality assurance involves planning, implementation, evaluation and review. Although the cycle of review is regular, it can be influenced by external factors including:

1. Changes in the legislative framework (Child Safeguarding Legislation, 2017)
2. Changes in the international and national landscape which impact on policies and procedures
3. New requirements from the Designated Awarding Body (DAB) Guidelines or other affiliated bodies such as the Teaching Council Regulations and Guidelines.

Internal factors also influence the cycle of review. For example,

1. When the implementation and review of a policy or initiative, by the GB, The Leadership Team, the Registrar and Vice President of Academic Affairs, the staff or wider MIE community, identifies the need for the amendment, refinement or addition or removal of information.
2. When additional considerations arise subsequent to the drafting of the original policy (e.g. international students).
3. When processes change in respect to how business is conducted (e.g. the replacing of paper-based activities by digital means).

Quality assurance at MIE is informed by the MIE Instrument of Governance 2016, which articulates the Guiding Principles and Mission of the Institute and underpins the MIE MIE Strategic Plan 2015-2020. A review of the implementation of the Strategic Plan is contained in the President's Report 2018-2019[12]. The President's Report provides evidence of efforts made to ensure that actions and milestones are achieved as it monitors and reviews progress on the strategy to date.

[12] MIE President's Report 2018-2019

Institution	Education	Research	Student Experience	Enablers
Governing Body	**Academic Council**	**Research and Development Programme Manager**	**Staff-Student Liaison Council**	MIE - ACDC (MIE Associated
Governing Body – annual self-effectiveness review; periodic externally managed review	Academic Council Reports (submitted to each Governing Body meeting)	MERC – MIE Ethics Committee Minutes	Student Engagement Officer (Report annually)	College Degrees Committee)
Annual Institutional Report	External Programme reviews (7 Years) Professional Accreditation Reviews (5 years)	President's Annual Report	Irish Survey of Student Engagement (annually)	MIE Strategies Policies Procedures Regulations
Cycle of Reviews of Administrative Functions – Audit Committee	External Examiners' Reports (annually)	Funding Body Reviews	Staff-Student Liaison Council meetings (3-4 times per year)	Systems and People Quality Working Group
Institutional Effectiveness Review as Linked Provider (one-off)	Module and Programme feedback (student surveys-annually)	Seed funding competitive process (annual)	Registrar's Office Reports - progression (annually)	QQI Act 2012/2018 QQI Policies/ Guidelines European Standards & Guidelines National & International Good Practice Benchmarking Audit Committee
Institutional Review as a Linked Provider (7 years)	Programme Board reports (annually)			
	Schools' Reports (annually)			

Figure 3: Framework for embedding quality

2.1 Documented Policies and Procedures

Policies and procedures, both academic and organisational, are developed to ensure consistency and fairness, and to aid effectiveness and performance. Policies and procedures form a central pillar of the Institute's strategy as a teaching, learning and research Institute committed to promoting inclusion, quality and excellence in education and related areas.

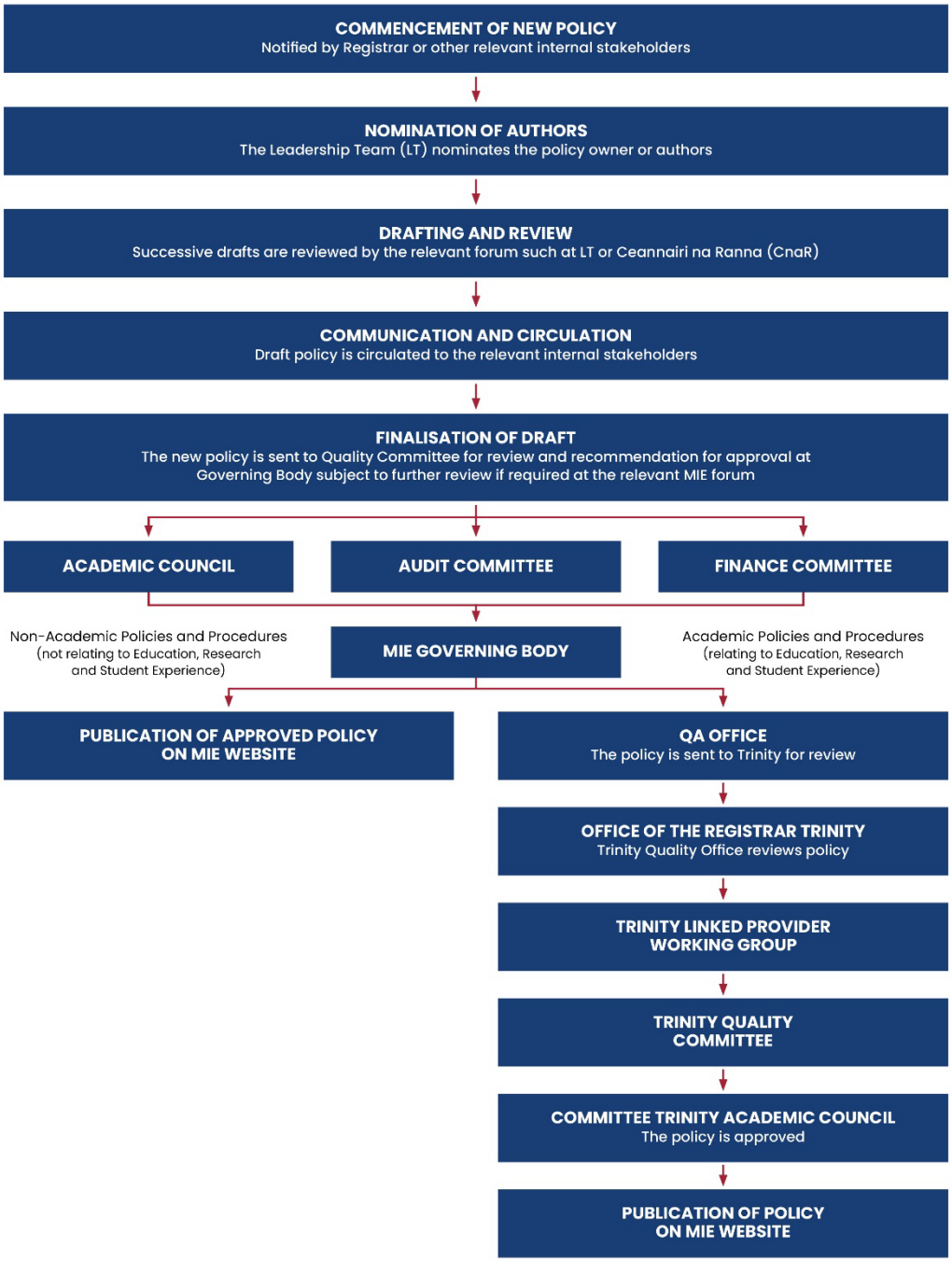
The drafting, development and review of corporate policies and procedures, such as the Dignity and Respect Policy and Child Safeguarding policies[13], are the responsibility of the Registrar's Office. Other organisational policies emanate initially from the Finance, HR, ICT Departments and Library, as appropriate. This is evidenced in the comprehensive list of policies and procedures documented in Appendix 3. An Institute Organisation Chart is provided in Appendix 2. Oversight for all policies and procedures rests with the GB. Copies of MIE Institutional Documentation including the Terms of Reference of GB Committees e.g. Academic Council, Audit Committee, and Equality Committee are contained in Appendix 3.

Academic programmes are monitored, evaluated and reviewed to ensure that all aspects of programme provision are effective and fit-for-purpose. Elements and stages of the review process include student feedback, self-evaluation by academic staff, external review reports, examination meetings, Programme Board reviews, MIE Associated College Degrees Committee (ACDC), the MIE Academic Council and the GB (See Figure 2). These reports and notes are published on the MIE website, as appropriate. Sample student feedback questionnaires and focus group meeting notes are provided to external examiners and the responses of MIE students to the StudentSurvey.ie have informed amendments to policy. Initial teacher education programmes at MIE are subject to periodic review by the Teaching Council. Reports on actions taken in response to recommendations from Teaching Council reviews are provided to the Academic Council and to the MIE ACDC[14].

Policies relevant for public view, in particular corporate policies, are published on our website. This process is currently in progress. Corporate, academic and organisational policies and procedures are published internally for students on Moodle and for staff in the shared folder under the relevant department section.

[13] See Child Safeguarding Statement, Safeguarding Policy: Children and Safeguarding Policy: Vulnerable Persons

[14] See Academic Council Terms of Reference and MIE Associated College Degrees Committee Terms of Reference



Abbreviations: LPWG; Trinity Linked Provider Working Group, QA; Quality Assurance, VPAA; Vice President Academic Affairs

Figure 4: Policy Development Processes

2.2 A Comprehensive System

The promotion of quality is embedded in the governance, organisational and academic activities of MIE. Representatives of staff and students sit on the MIE GB[15], Academic Council[16], Appeal Boards, SSLC and the strategic planning process. Engagement and participation of staff and student representatives in the development, review, implementation and testing of policies and procedures is encouraged. It is the responsibility of all employees to become familiar with and have ownership of MIE quality assurance policies and procedures. This process is promoted through induction and ongoing engagement facilitated by Heads of Department, the Deans, the Registrar & VP Academic Affairs and the President, as appropriate.

Clear communication structures which incorporate both formal and informal communication channels ensure that strategic planning, quality promotion, and course design are developed in partnership with the relevant stakeholders. Notes detailing matters of interest to staff are circulated after all GB meetings. Campus wide meetings for all staff are held at least twice each academic year to facilitate information sharing regarding the aspirations and concerns of management and staff. Significant priorities for the coming year are discussed. During periods of organisational review or strategic planning, consultative meetings are held on a very regular basis.

Each staff member is a member of a department and a school. Heads of Department meet regularly. Following the Heads of Department forum meetings notes are circulated to all staff on matters of interest that were discussed. Each Department Head is available to provide clarification to staff members and to raise issues at these meetings on their behalf. The forum is co-chaired by the Deans of Education, who also sit on Leadership Team. There is a standing agenda item on the Heads of Department Forum meetings titled 'Deans' Reports' where the deans can update the Heads of Department on discussions and decisions made at Leadership Team level.

MIE is committed to the continuous development of a culture which recognises the importance of quality and quality promotion in all endeavours and activities. Stakeholders, including students and partners are consulted regularly through face-to face and online questionnaires, focus group meetings and facilitated review sessions.

MIE endeavours, through the use of the website, Moodle and shared folders, to ensure that all information circulated is appropriate, relevant, reliable and accessible.

[15] See Code of Governance and Matters Reserved for the Governing Body of MIE

[16] See Academic Council Terms of Reference

Section 3: Programmes of Education and Training

3.1 Programme Development and Approval

All programmes leading to an award from Trinity are delivered in line with the statutory requirements of QQI and are aligned with an appropriate level on the NFQ. All programmes leading to an award from Trinity are subject to a rigorous design and approval process to ensure that the programmes meet the standards of academic excellence associated with a Trinity award.

A process has been agreed internally in MIE and with Trinity for the development and approval of new accredited programmes.

This process is outlined in the flow-chart presented in Figure 5.

Figure 5: New Programme Accreditation Process in Marino Institute of Education

In the case of stand-alone modules all new undergraduate/postgraduate stand-alone module proposals are submitted to the MIE Academic Council in the first instance, thereafter to the MIE ACDC for review[17]. The modules are then submitted to the Undergraduate Studies Committee and the Graduate Studies Committee for approval, as appropriate. The Dean of Undergraduate Studies/Senior Lecturer and the Dean of Graduate Studies have discretion as to whether the stand-alone module should be sent for external review.

New undergraduate modules and modules with significant changes are submitted to the MIE Academic Council and thereafter to the MIE ACDC as above. The module descriptor template must be used for the creation of new modules and the module(s) should map to the overall programme learning outcomes using the mapping tool. Significant changes to an existing module will not be implemented without reference to the overall programme learning outcomes of the programme to which it belongs.

3.2 Learner Admission, Progression and Recognition

3.2.1 Applications

Students typically apply for a place in MIE either through the Central Applications Office (CAO) system or directly through the Application Centre on **MA**rino **E**lectronic **ST**udent **R**ec**O**rds (MAESTRO), the Institute's bespoke records management portal. Applications for undergraduate courses (Bachelor in Education (B.Ed.) and Bachelor in Science courses) are typically done through the CAO whereas applications for postgraduate courses (Professional Master in Education – PME, Master in Education Studies – MES, Professional Diploma in Education, Further Education – PDEFE courses) are typically done directly through MAESTRO. A document outlining the Course Application Procedures (Non-CAO) outlines in detail the steps in this process.

3.2.2 Entry Requirements

Entry requirements are set in order to identify prospective students who will be able to deal with the course demands, who have the commitment to complete the course and who are likely to contribute constructively to their peers' learning. Criteria for entry are detailed in course proposal documents which are approved by the Trinity University Council in a process outlined in Section 3.1 (Programme Development and Approval).

[17] See Academic Council Terms of Reference and MIE Associated College Degrees Committee Terms of Reference

Courses that are recognised for professional accreditation (i.e. B.Ed. and PME) apply minimum entry requirements and/or procedures laid down by the relevant body (i.e. the Department of Education & Skills and the Teaching Council).

In additional to meeting specified entry requirements, such as specific Leaving Certificate (or equivalent) results or degree results, applicants may be required to attend an interview or a test of spoken language competence, as is the case with the B.Ed. and the PME, through the medium of Irish. Written criteria for such interviews or tests are prepared and given to applicants and to relevant staff in advance of the interviews.

3.2.3 Allocation of Places

Where the number of applicants exceeds the number of places available, students will be ranked and offered places in strict order of their ranking in the competition.

3.2.4 Course Access Routes: Applicants from Students from Non-Traditional Backgrounds

In line with our commitment to the admission and progression of students from non-traditional backgrounds, MIE participates fully in the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE). On undergraduate courses 15% of places on each course are reserved for students who meet the eligibility requirements for HEAR, DARE and mature student entry. MIE is participating in the Programme for Access to Higher Education (PATH) initiative, funded by the Higher Education Authority (HEA) under the National Plan for Equity of Access to Higher Education. Within PATH 1, which is coordinated by the School of Education, Trinity, MIE's project TOBAR focuses on Traveller participation in ITE, while as part of PATH 3 MIE is collaborating with University College Dublin, National College of Art and Design and Institute of Art, Design and Technology, Dún Laoghaire to provide an Open Learning Initiative. This project enables members of the wider community to come on campus and to sample modules, thereby encouraging greater adult participation in higher education.

3.2.5 Progression

Informal feedback, as appropriate and as practicable, is given to students during their courses as they complete written assignments during the year. This is done at module level and may be given orally or in writing and may be individual or collective. Indicative

marks or grades may be given but these are provisional until the Court of Examiners[18] ratifies results after the External Examiner has reviewed samples of students' work.

Attendance is routinely monitored and students whose attendance is unsatisfactory meet with their tutors at the end of the first semester to ascertain the reasons for unsatisfactory attendance and to discuss what supports may be put in place to improve it. Students may self-monitor their attendance record on MAESTRO.

Progression benchmarks in each course occur at the end of each year when students are issued with transcripts of their results. Students who fail typically have the opportunity to take supplemental exams in late August/early September. Students who have failed their exams are not permitted to graduate or to rise with their year, as appropriate. Options available to students at such times are outlined in the relevant course handbooks.

3.2.6 Recognition of Courses

All degree and diploma courses in MIE are accredited by Trinity and are placed on the NFQ. This information is recorded in the relevant course handbooks and in the course prospectus. The B.Ed. and PME courses meet the professional requirements of regulation two (primary) of the Teaching Council Regulations 2011, 2017. Under circular 0040/2010 of the Department of Education & Skills, graduates of these courses are eligible for appointment to recognised primary schools. The PDEFE course meets the professional requirements of regulation five (further education) of the Teaching Council Regulations 2011. Under circular 40/2010 of the Department of Education & Skills, graduates of the course are eligible for appointment to teaching positions in recognised further education settings.

3.3 Programme Monitoring and Review

A "Quality Assurance Procedure for Review of Validated Programmes" has been developed outlining criteria, regulations and guidelines for the review of courses in the Institute. The internal cycle of reviews is typically conducted on a 5-7 year cycle as an informer of programme quality. This framework refers to the following aspects of review:

- Purpose
- Course names
- Frequency of reviews

[18] See Assessment Handbook Policy for more information on the Court of Examiners

- Details of the process
- Data to be collected and typical areas to be covered in programme reviews

Feedback from External Examiners informs course reviews. This feedback is formally considered at examinations meetings which take place in December and March each year. Following these meetings, a document "Response to External Examiners" is prepared outlining how courses have been modified in response to such feedback.

Courses are reviewed informally on an ongoing basis by individual Lecturers, Programme Leaders, and Programme Boards. These reviews take the form of mid and end course student evaluations and annual programme meetings. A detailed process has been developed for Programme Leaders and staff members who wish to propose changes to courses or modules. This process is outlined in "Amendments to Modules and Course Procedure".

In addition to course reviews initiated by the Institute, reviews may be initiated by external bodies. In particular, the Teaching Council has a remit in relation to reviewing the B.Ed., the PME – Primary Teaching, and the PDEFE. Reviews previously conducted are available, for consultation[19]. Criteria for such reviews may vary from time to time. A Table outlining dates of recent accreditation reviews is presented in Appendix 6.

Section 4: Staff Recruitment, Management and Development

4.1 Introduction

The MIE Strategic Plan 2015-2020 recognises the valuable contribution of MIE staff without whom the Institute would be unable to deliver its ambitious goal of becoming a centre of global consequence in the field of education and allied studies. A commitment is made in the Plan (*Staff Development Objective 4, Quality and Resources and Development Objective 12*) to attract and retain excellent academic staff with the expertise necessary to advance teaching and learning, inclusion and equality goals, and the research agenda of the Institute over this five-year period. The crucial role of administration, conferencing and facilities staff is also recognised. Policies and systems are in place to provide staff with a supportive environment that allows them to carry out their work effectively and to encourage ongoing personal and professional development

[19] See Bachelor in Education Programme, Professional Master in Education (Primary Teaching) and Professional Diploma in Education (Further Education)

4.2 Staff Recruitment

MIE recognises that people are its most important asset and fundamental to its success. It recognises that to sustain its reputation for excellence it must focus on attracting, recruiting and retaining the best staff.

The MIE Instrument of Governance 2016, bullet point 6.1 states that

> *'The Governing Body shall offer employment to such and as many staff as it considers appropriate to the Institute'.*

The GB has overall responsibility for the recruitment of staff. It considers and, if appropriate, sanctions the appointment of replacement and additional staff based on a recommendation from the Finance Committee[20]. It is the responsibility of the President, in consultation with the Leadership Team and HR to present the case to the Finance Committee for new appointments at MIE[21].

MIE aims to promote best practice in recruitment by:

i. Ensuring that recruitment processes conform with relevant legislation
ii. Providing a transparent, systematic, framework for recruitment which enables fair selection decisions
iii. Ensuring that Heads of Function and other staff with recruitment responsibility are aware of MIE's recruitment and related policies and procedures and the importance of adhering to best practice.

The following is a flow chart summarising the process for full-time staff appointments at MIE:

[20] See Finance Committee Terms of Reference

[21] See Leadership and Heads of Department Forum Terms of Reference

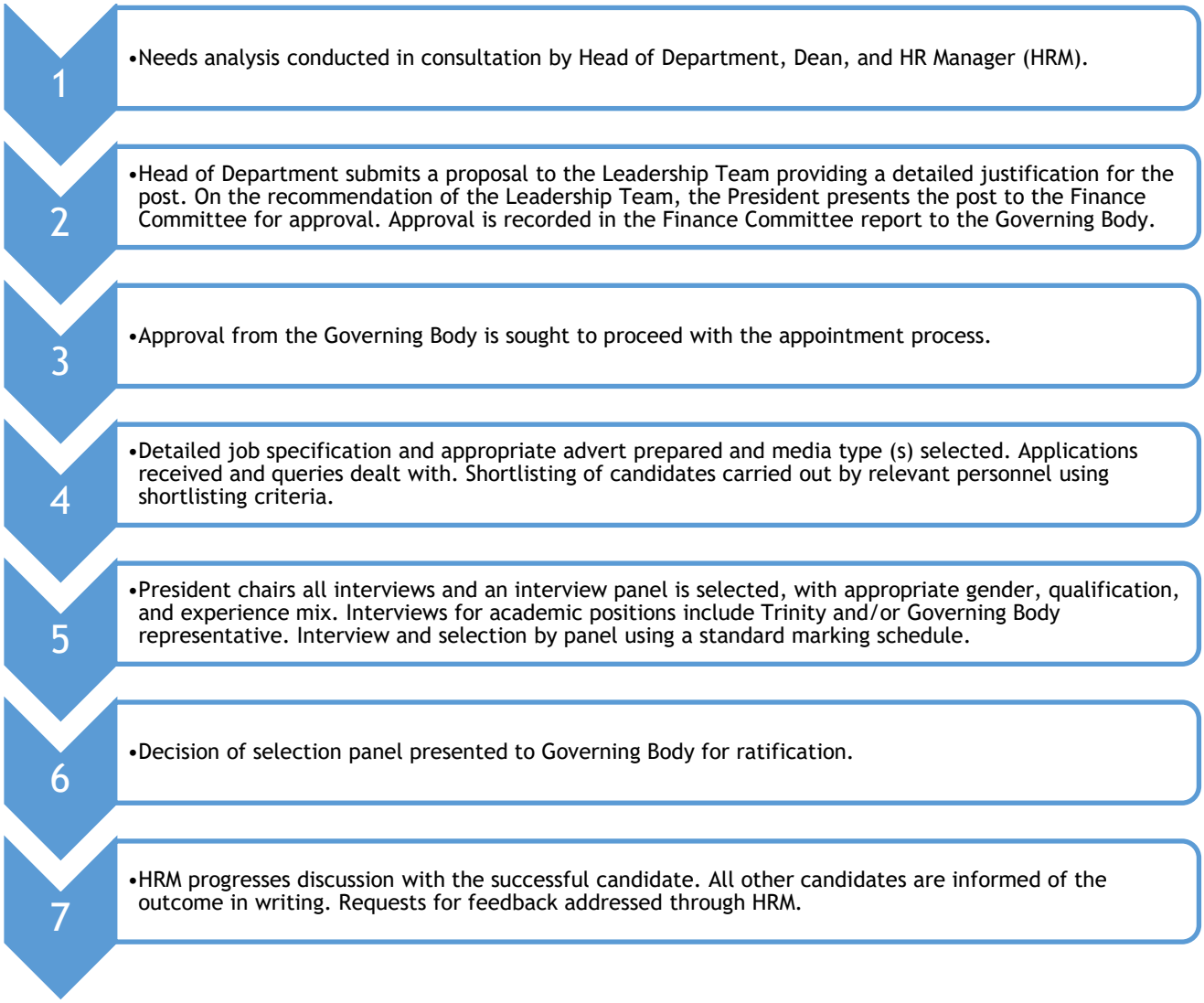


Figure 6: Process for staff appointments at MIE

To ensure a systematic approach to fair and transparent recruitment and to make sure that academic and administrative staff have sufficient experience and expertise to fulfil their designated roles, Heads of Function and other staff with recruitment responsibility are supported in the development of detailed job specifications, shortlisting criteria, marking grids and other support material by the institute's HR Manager. During induction, policies and procedures are brought to the attention of staff by the HR Manager and Head of Function.

Appraisal of teaching for relevant staff, including the collection and use of regular and timely learner feedback and other relevant feedback on teaching staff, informs decisions relating to recruitment, selection, probation and tenure. Processes and tools to collect monitor and act on student feedback including complaints and appeals' procedures are detailed in Section 6 of this document. Permanent tenure at the Institute is subject to a satisfactory period of probation. HR policies and procedures are available on the Staff section of Moodle and on the website as appropriate.

4.3 Management

The GB has responsibility for appointing the President who is the Chief Executive Officer of the Institute. The President is responsible for administering the Institute in accordance with the intentions of the Trustees, the policy of the GB and generally acknowledged good practice (Section 4.2, I of G, 2016). MIE's Strategic Plan 2015-2020, is built on four priority areas: Teaching and Learning, Inclusion and Equality, Student Life and Collaboration, Engagement and Quality Service. The Instrument of Governance and MIE Strategic Plan are the foundation stones on which robust quality procedures at MIE have been developed.

The organisation chart in Appendix 2 details the Academic and Professional Service Departments of the Institute. MIE engaged in an external review of its organisational structures during the period October-November 2018. Facilitated by Deloitte, all staff were invited to participate in focus groups to discuss the organisation structures, 31 staff responded. The review team also interviewed key staff. The review identified significant capability gaps and recommended that a balanced capability model be introduced.

This model recommended that:

- Professional services are centralised into a single department
- Academics are organised into thematically grouped schools
- There is an increased focus on strategic growth, research, student engagement and external stakeholders

The benefits of this approach include:

- Increased capacity for the President due to a reduced number of direct reports
- Increased efficiency for the administrative support as they are clustered into one unit
- Increased focus on a broader number of MIE's key strategic priorities.

The new structures were implemented on 19 August 2019 in advance of the new academic year. The number of departments has been reduced and two schools have been established, under the leadership of Deans. The Leadership Team has been refreshed and a focused and tailored programme of leadership development has been initiated for Heads of Departments, Deans and Directors of Library Services and ICT. Detailed job specs have been developed for each member of the Leadership Team and updated terms of reference for Leadership Team and the Heads of Departments' Forum have been agreed. Academic Council has been extended to include all Heads of

Department, all Programme Leaders of full-time programmes, the Deans, elected staff and student representatives, as well as one nominee of GB.
It is anticipated that these reforms will:

Consolidate the core mission: Respect the integrity of the academic organisation structure which facilitates the delivery of the MIE's Core Mission to a high-standard, protecting the Institute's strong brand

Design for the future: Optimise current services and facilitate the planned expansion of student numbers and programmes offered

Orientate and focus around the student: Develop a 'student-centric' organisation to deliver an enriched, quality end-to-end student experience

Group similar capabilities: Centralise similar capabilities into teams to deliver on activities deemed a strategic priority, minimise side-of-desk work and maximise utilisation of skills and resources

Optimise decision making: Challenge the organisation's flat structure at leadership level to increase the capacity of the President and distribute decision making authority

Incorporate social inclusion: Facilitate staff and student community engagement to promote the MIE's values of social inclusion.

The quality of the collaboration and engagement across academic, administration, conferencing and facilities departments is a driving force in achieving high standards of quality and excellence within MIE. All staff prepare annual work plans which are reviewed in consultation with staff members. Opportunities for staff input and feedback are processed through the cyclical work planning process. In recognition of the importance of continuous self-improvement and lifelong learning, MIE's Continuing Professional Development Policy supports all staff across the Institute to engage in further studies and training, as appropriate, with a view to meeting the evolving needs of the student population and the wider education community in a modern, vibrant, innovative Institute of Education.
Staff input with respect to the leadership, management and strategic direction of the Institute is collated through the strategic planning process, whole-staff review and consultation meetings, individual meetings with Heads of Function and informal feedback mechanisms.

4.4 Staff Communication

MIE has developed high quality internal pathways of communication that demonstrate openness and transparency. Staff communication involves collecting and collating the

views of staff members on a periodic basis as well as keeping staff members informed of issues relating to their roles, responsibilities and programme areas.

Systemic consultation with MIE staff includes gatherings of all staff to review and inform the strategic direction of the Institute. Staff members discuss and provide feedback on Institute priorities at department and one-to-one meetings and discuss their responsibilities in relation to those responsibilities. Staff may also propose topics for discussion at Heads of Department meetings. Staff notes are issued after all GB meetings and records and minutes pertaining to Heads of Department and other meetings are circulated as appropriate.

MIE publishes relevant documents and policies internally and on the MIE website, as appropriate. The cycle of review of policies and procedures facilitates continuing dialogue with the appropriate groupings and the opinions, views and judgements of staff add value and relevance to policy formulation and revision.

MIE fosters a positive collaborative climate and culture through social events and gatherings which are organised throughout the year.

4.5 Staff Development

The knowledge, experience and skills of members of staff constitute MIE's most valuable asset. To fulfil its responsibilities to students and others, MIE must ensure that the quality and calibre of this resource is continually enhanced. MIE's Continuing Professional Development Policy includes provision for the support of staff training and development activities, study and examination leave, attendance and participation at conferences and leave of absence/sabbatical leave. A staff development fund is available on successful application and monitoring and evaluation of professional development activity is a core part of staff work planning and review procedures.

Section 5: Teaching and Learning

5.1 Introduction

MIE was established to prepare teachers for Ireland and beyond. Although the Institute's work has expanded beyond the initial Mission Statement, excellence in teaching and learning remains central to the Institute's practice. The Institute prepares educators and consequently models teaching and learning to enhance the preparation of future educators.

5.2 Teaching and Learning

In addition to extensive field experiences, programmes are developed progressively through a range of teaching and learning approaches including lectures, seminars, practical workshops, directed learning, blended learning and individual tutorials. Coursework, in its various forms, is used to develop the skills, knowledge and understanding necessary for a mature grasp of a subject and its application in relevant settings. Individual and group project work focuses especially on critical and analytical skills and on problem-based learning. Workshops emphasise group and teamwork and help to develop interpersonal and communication skills. As students' progress through their courses, they develop and demonstrate skills of independent study in their preparation of assignments and special projects.

Through these teaching and learning experiences, students are given opportunities to develop:

- imaginative and creative thinking
- a critical and informed mind
- an awareness of the interests and needs of others
- a willingness to share ideas
- a sense of academic rigour

5.3 An Environment that Promotes Learning

Quality teaching and learning begins with thoughtful planning and rigorous preparation. Course and module proposals are interrogated internally before being approved by Programme Boards and the MIE Academic Council[22]. Subsequently they must be approved by the MIE ACDC[23] and other Trinity units as appropriate, such as relevant Schools or Departments, the Undergraduate Studies Committee, the Graduate Studies Committee, or Trinity University Council. New course proposals are also sent for external, independent review.

Course handbooks are developed for each course. Handbooks identify course structures, course and module learning outcomes, and expectations and requirements of students in order to benefit from their experience in the institute. The learning outcomes underpin all teaching, learning and assessment within the Institute.

[22] See Programme Boards Terms of Reference and Academic Council Terms of Reference

[23] See MIE Associated College Degrees Committee Terms of Reference

Detailed processes and procedures are in place to ensure that students' learning is enhanced through field, work, and school placements and internships as appropriate throughout their course. These include School Placement Guidelines for Tutors, Guidelines for Students, Requirements for each year of the programme, Guidelines for Hosting Students and Standard Correspondence with Schools on Seeking and Accepting Placements[24].

Students typically engage in small-scale research on their courses in order to learn basic research methods and to deepen their appreciation of the importance of research to advancing understanding. This prepares students for continued learning after they complete their course.

Policies are in place to ensure that students engage optimally with their course and to ensure that they reach high standards in the quality of their work. These include policies such as

- The Attendance Monitoring Procedure
- The Procedure for Preventing and Responding to Cases of Suspected Plagiarism
- The Fitness to Study Policy

Ongoing review of courses, modules, procedures and processes is central to enhancing and maintaining the quality of our work. First year and final year students on courses participate in the StudentSurvey.ie each year. Lecturers seek student feedback during and following courses, through questionnaires and other means. Each course has an External Examiner who is appointed by Trinity and who operates under the MIE Role of External Examiners Policy. Based on such reviews a response and action plan will be developed each year to inform subsequent teaching, learning and assessment in the Institute.

A Code of Practice for Students with Disabilities is in place to identify rights and responsibilities of students with disabilities, and the rights and responsibilities of the Institute in supporting such students.

In addition to providing the best possible opportunities for student development, a policy is in place to support Continuing Professional Development for members of staff (see Section 4).

A representative SSLC is in place and meets two or three times per year to provide an opportunity for staff to engage in a structured manner with students, to hear the voice of students, and to ensure that open communication is being promoted.

[24] See School Placement Handbook

5.4 National and International Effective Practice

Staff members are active in relevant national and international networks in order to enhance their practice. Examples of such activities are

- Engaging in doctoral and other studies in Ireland and abroad
- Participation in Staff Erasmus+ Mobility and research programmes
- Participation in Student Erasmus+ Mobility programmes, semester abroad programmes
- Membership of professional organisations and networks (e.g. Literacy Association of Ireland, the Educational Studies Association of Ireland, the American Educational Research Association, National Council of Teachers of Mathematics, Teacher Education Policy in Europe Network, Association of Teacher Education in Europe).
- Participation in national and international conferences
- Inviting internationally renowned guest speakers from Ireland and further afield to give presentations at the institute

Where practicable, external examiners are appointed from outside the jurisdiction to complement those who live in the Republic of Ireland.

5.5 Learning Environments

Institute staff are aware that learning takes place in many settings, both formal and informal. This awareness means that the President, in consultation with the Head of Conferencing, the Director of IT and other relevant personnel, assesses each year the allocation of space to maximise student learning and staff learning.

A Virtual Learning Environment (VLE) is in place to facilitate blended learning as appropriate and to ensure that learning takes place both on and off campus at times that are convenient for different students. Students use Mahara to create ePortfolios remotely and present projects and assessments and other records of learning to their peers or lecturers as required.

Students experience a range of short, extended, and weekly experiences in various educational settings to enhance their experiences in the Institute. The quality of such placements is an important part of the quality assurance process.

Dedicated rooms have been developed for various types of learning (e.g. Arts Education, Early Childhood Education, Mathematics Education, Science Room, Collaborative Learning Labs and a Gym). The Library includes spaces for both individual study and for collaborative engagement.

Opportunities are sought for students to share outstanding work with relevant interested parties (e.g. Irish Association of Teachers in Special Education (IATSE) Conference, Early Childhood Ireland Conference).

Section 6: Assessment of Learners

6.1 Assessment of Learning Achievement – Overview

Information about assessing student achievement is contained in individual module specifications and in the relevant course handbooks. Assessments[25] are chosen and approved in line with module learning outcomes and with the aim of achieving a balance for students across several dimensions (summative – assessment of learning and formative – assessment for learning; individual, pair and group; written, oral and online; formal and informal; process-based and product-focused; examination, essay, performance, project and presentation; open-book and closed-book; single-module and integrated assessment; once-off and continuous) in each year and over the duration of each course. Students are advised about the assessment requirements for a module and the relevant deadlines early in the module. In all cases specified criteria and grade descriptors are used to determine grades awarded to students (see course handbooks for more information on criteria and grade descriptors).

6.2 Feedback

Feedback on assignments and guidance on how academic performance could be improved are provided in a variety of ways: written comments on assignments, individual meetings and advisory sessions, and general comments.

6.3 Types of Assessment

Placement assessments are overseen by the relevant placement department or course leader and written details about these assessments for students and for assessors are available in relevant files and in student handbooks.

Written examinations are organised centrally by the Registrar's Office at the end of the Semester 1 and Semester 2 and detailed protocols and procedures are in place for scheduling examinations, notifying students about them, copying examination papers, invigilating examinations and marking papers[26]. These protocols are developed annually

[25] See Academic Assessment and Academic Progression and Assessment Handbook

[26] See Assessment Handbook and Guidelines on Writing and Marking Examination Papers & Assignments

in line with whole-staff discussions at examinations meetings (typically in December and March). The meetings are informed by feedback from staff, from students and from the external examiners. Protocols and procedures are also available on matters such as Moderating and Second Marking, and the Role of External Examiners.

Where presentations or performances are used as assessments, the overall time allocated for the assessment is assigned by the Registrar's Office based on the Course Leader's advice but the scheduling of individual students' assignments is a done by the Course Leader. Protocols have been developed to support this process including one on Principles of Group Assignments and Principles on Audio or Video Recording of Assessments[26].

6.4 Deadlines

Where projects or assignments are used to assess achievement, setting the deadline for submission and the collection of such assignments is done at local level by the individual Lecturer or Course Leader. Assignment deadlines may be extended in exceptional circumstances (e.g. medical or Ad Misericordiam) in consultation between an individual student (with the support of their personal tutor as appropriate) and the course instructor. Further details about the submission of assignments are contained in the relevant Course Handbook.

6.5 Processing of Results

Indicative marks may be assigned to students' assessed work during the year. Such marks are provisional until they are considered and ratified by the annual or supplemental Court of Examiners[27].

Results of summative assessments are entered by individual lecturers in MAESTRO, the student records portal. Here they are processed to produce various documents such as overall mark sheets and transcripts for students. This process is overseen by the Registrar. Results are made available to the External Examiners. When results are published, they may be accessed on MAESTRO by students, using their secure password.

[27] See Assessment Handbook

6.6 External Examiners

Central to the Quality Assurance process in MIE is the External Examiner System[28]. External Examiners on each programme are appointed by Trinity for a three-year term. The relevant External Examiner approves drafts of examination papers[24]. External Examiners scrutinise a sample of student work, review student evaluations, observe students and tutors on placement[29] where appropriate, and attend the relevant Court of Examiners[27] A report is submitted each year by each External Examiner. External Examiners act as 'data processors' on behalf of the Institute and all External Examiners are asked to take steps to protect and subsequently return, delete or shred, as appropriate, hard copy or electronic copies of students' assessed work (e.g. exam scripts, coursework, dissertations) provided by MIE in the performance of their external examining duties[27,28,30]. External Examiners sign a GDPR Data Processing Agreement and specific guidelines have been prepared for External Examiners in relation to the electronic transfer of documentation in line with the General Data Protection Regulation[27,30].

6.7 Reasonable Accommodations

Accommodations[31] are put in place for students with disabilities (e.g. use of a laptop, quiet room, food requirements etc.) as advised by the Disability Service.

Students who have been out of formal study for some time may avail of individual support from the Counselling Service.

6.8 Assessment Support for Students

A script viewing morning is organised annually for students who receive a fail result in their annual examination. Students may seek support and advice from the course instructor and from their tutor in person or by phone on this morning[32]. Where a student is unhappy with a mark a process of appeals and rechecks[33] is in place. Examination

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[28] See MIE Role of External Examiners

[29] See Mentoring Policy for Students on School Placement

[30] See Guidelines for External Examiners on European General Data Protection Regulation 2018

[31] See Code of Practice for Students with Disabilities

[32] See Assessment Handbook

[33] See Appeals Policy (Academic Progression), Court of First Appeal Process, Court of Second Appeal Process, Postgraduate Appeals Process, Guidelines on Evidence in Support of an Ad Misericordiam Appeal and Re-check/Re-Mark of Assessments Procedure

papers are printed and copied in a secure environment either in MIE or externally. Student results are conveyed securely through MAESTRO, the student records system.

6.9 Supplemental Examinations

Supplemental examinations are organised prior to the commencement of a new academic year and special exams, where offered by an appeal court[29], are organised in October or as appropriate[28].

Section 7: Supports for Learners

7.1 Introduction – Supports for Learners

The MIE Strategic Plan 2015-2020 identifies Student Life as one of four priority areas. Improving students' educational experience is central to MIE's future plans and ensuring that all students have an opportunity to fully engage in their education experience, through enhanced student supports with partner institutions and providers is identified as an objective within the Strategic Plan. A range of student support and guidance systems are in place at MIE and service level agreements with Trinity and other providers have been established. Decisions regarding whether a service is provided on campus or in collaboration with others are made following consultation with student representatives. Such consultation occurs through a variety of fora; SSLC, MIESU Representations, Programme Boards and/or Academic Council[34].

7.2 Student Voice: Marino Institute of Education Students' Union

MIESU is the representative body of all students, across the full range of courses in MIE. MIESU is comprised of a cohort of student volunteers, who strive to represent the students to the best of their abilities and ensure that all students develop within the college environment socially, physically, and academically.

The MIESU is comprised of executive officers including the President, Vice President, Education, and Welfare and Equality officer as well as other elected officers, including Entertainments, Sports, and BSc officers. The SU's main functions are to provide supplementary advice or assistance to students regarding assignments and exam results, to provide support to students in need, from the onset of the year and throughout; to represent the students with external bodies, such as the Irish National Teachers' Organisation (INTO) and with the Department of Education & Skills, and to provide entertainment on and off campus. The sports officers in the college emphasise

[34] See Programme Boards Terms of Reference and Academic Council Terms of Reference

the importance of an active lifestyle and strive to enable students to participate on the sporting field and court. There is an active Cumann Gaelach that encourages a thriving and positive attitude towards the Irish language and culture in MIE.

Members of MIESU represent students on various committees in the Institute such as the Academic Council[35], GB[36], Court of Appeals[37] and the SSLC. Ultimately, MIESU wish to ensure that a quality academic and social experience is provided for all students throughout their time in MIE.

7.3 Student-Staff Liaison Council

The SSLC is a channel of communication between staff and students. It is a forum for dialogue regarding academic matters, student supports and facilities. Key issues have been raised in this forum that led to enhanced facilities for students include the renovation and upgrading of the fitness room, additional student space and extended catering opening hours.

The student voice is also reflected in revised policies and procedures in relation to matters such as examinations, attendance and academic conventions. The membership of the SSLC comprises senior staff members, including the relevant Course Leader, the Assistant Registrar, the Director of School Placement, and the relevant Dean. Typically, the MIESU President and/or Vice-President, Welfare Officer and Education Officer attend the Council meeting, while student representatives from each cohort attend for brief 15 minute periods while issues pertaining to their programme/year group are being discussed. This process entails a time commitment of 1 hour to meet the student representatives from four years of any one degree programme. This process is repeated for each of the undergraduate and full-time postgraduate programmes.

7.4 Student Well-Being: Student Support Systems

MIE is committed to supporting the well-being of students and a number of services are provided in this regard. To support students to maintain their physical health, Fairview Medical Centre offers Health Services to all incoming students (at no or reduced charge to the students). The Counselling Service at MIE (in conjunction with Trinity Counselling

[35] See Academic Council Terms of Reference

[36] See Code of Governance and Matters Reserved for the Governing Body of MIE

[37] See Appeals Policy (Academic Progression), Court of First Appeal Process, Court of Second Appeal Process, Postgraduate Appeals Process and Guidelines on Evidence in Support of an Ad Misericordiam Appeal

Service) provides one-to-one and group-based counselling and assessment on-site, on-line, and/or off-site in the Trinity Counselling Offices. Emergency and critical-incident support is also available[38]. The Institute has a Critical Incident Care Plan as well as a Bereavement Support Procedure[40] to ensure that appropriate care is available to students at times of distress. Students can also avail of the Disability Service under a service level agreement with the Trinity Disability Service.

MIE also provides access to a Student Assistance Fund offering financial support for students who may otherwise struggle to engage with third level education. Students may apply for support with temporary or ongoing financial difficulties.

7.5 Pastoral Care

MIE is strongly committed to supporting students, both personally and academically, to ensure that each student reaches their full potential both as a professional and as a person. Each student has a tutor[39] whom they can approach for advice at any stage. The Chaplaincy and Campus Ministry provide spiritual and personal support with college life, bereavement and illness[40], and regularly invite the Marino Community to celebrate significant moments in the life of the college by creating spaces for prayer, reflection, transformation and personal formation.

There are a number of other supports and services available to students, free of charge[41], including medical facilities, extensive co-curricular and extra-curricular activities, sports and recreational facilities as well as a proactive approach to health promotion on campus.

MIE is equally proactive with initiatives regarding mental health and well-being such as annual Mental Health Week activities and ongoing initiatives such as Suaimhneas, a weekly hour-long reflective space in the middle of the busy college week. All students can avail of the MIE Counselling Service (in conjunction with Trinity Counselling Service).

MIE upholds the principle that we will foster a supportive environment which supports the well-being and integration of all learners, including our international students, into the student body and ensures a positive learning experience for all learners. In line with the Code of Practice for the Provision of Programmes to International Learners, section 3.4, p. 10, we undertake to provide the Pastoral and Academic Supports and Services to

[38] See Trinity Student Counselling

[39] See Tutor System Policy and Tutor System Procedure

[40] See Bereavement Support Procedure on the Death of a Student and Illness Policy

[41] Students can avail of three free visits per year with reduced rates on subsequent visits

ensure that our international learners integrate fully in our campus life. Staff are trained to provide induction, orientation and on-going pastoral support to the students, who also have access to the Counselling and Disability services provided by Trinity. We ensure that international learners are aware of opportunities to participate in, and be represented at, staff-student events and consultations and that we actively seek feedback from our international learners.

The Programme Manager of the Trinity International Foundation Programme and the Programme Administrative Officer are responsible for responding to pastoral care issues of international learners in MIE. Where students are minors, a guardianship arrangement is in place. The supports provided include advice and supports around visa renewal and guardianship. A dedicated induction programme is provided for international students prior to the commencement of the programme. A student representative sits on the coordinating committee for the programme.

7.6 Academic Support

Academic support in MIE begins with a detailed induction process on registration. All students are allocated an academic staff member as tutor[42], to guide them through all elements of academic life, and provide individualised support and guidance when needed. All MIE students may also avail of the Trinity Student Learning and Development team free of charge, on matters such as academic writing, presentation skills, exam preparation and much more.

Students have also themselves developed a mentor system called Peer-On-Peer (POP) whereby more experienced students offer support and guidance to those just starting out on their academic journey.

Specific supports are provided for international learners. This includes a dedicated induction programme, information on the VLE, regular feedback on progress through their course and referrals to additional tuition, where relevant, and a balance of learners from different nationalities in classes as far as is practicable.

[42] See Tutor System Policy and Tutor System Procedure

7.7 Maths Support Centre

MIE's Maths Support Centre provides optional support to all current undergraduate and postgraduate students who wish to refresh and/or improve their mathematical skills.

7.8 Mentoring on School Placement

There is now significant research which suggests that in order for school placement to offer the optimum learning opportunity for student teachers, it should be developed collaboratively with schools. The MIE School Partnership offers a structure within which MIE can affirm and support the ongoing work of schools and class teachers with our students. Partnership schools are offered targeted supports including Continuing Professional Development in curricular areas[43].

7.9 Access and Disability Services

MIE welcomes applications from prospective students with disabilities and endeavours to assist all students in realising their potential as professional educators by offering a range of supports, including reasonable accommodations[44]. In supporting the participation of students with disabilities in programmes that confer eligibility to practice as a teacher, the institute strives to balance principles of inclusiveness with the high standards and duty of care required of educators of children and young people.

MIE is part of the DARE and HEAR national alternative admissions scheme. DARE and HEAR is a college and university admissions scheme which offers places at reduced points to school leavers from socio-economically disadvantaged backgrounds who are resident in the Republic of Ireland or to students who as a result of having a disability have experienced additional

[43] See Allocation of Students for the Purposes of School Placement, Policy on Requesting Additional Assessed Visit During School Placement, Policy on Special Considerations for School Placement, Mentoring Policy for Students on School Placement, School Placement Attendance Policy and Required Number of Children in a Class for the Purposes of School Placement

[44] See Code of Practice for Students with Disabilities and Consent to Disclose and Share Disability Information

educational challenges in second level education. All students must meet the minimum course requirements. Successful DARE and HEAR applicants receive pastoral and academic support, typically provided by MIE's Access Officer as well as the Disability Service and Counselling Service, throughout the academic programme from MIE. HEAR applicants are also eligible for financial support.

7.10 Flexible Learning

MIE offer mobile and flexible learning on all our undergraduate and postgraduate Master and Diploma courses in MIE.

Moodle offers lots of Web 2.0 functionality to staff and students alike. It facilitates both synchronous and asynchronous forms of communication with students – using tools such as blogging and live chat. It is available 24/7 to students wherever there is an internet connection. MIE is also one of the first educational institutions in Ireland to embrace 'cloud' computing, running virtual servers to ensure uptime is maximised across all cloud services for staff and students.

MIE offers students lifelong email accounts, an initiative offered in conjunction with Microsoft, with space on a skydrive (cloud based), to ensure they can access their saved materials whenever required, without having to be on campus. While on campus, students can avail of a newly refurbished computer room and WiFi is now freely available. *Facebook* and *Twitter* accounts are also used in MIE to communicate with students and staff and students have started to use QR codes to find further knowledge and navigate around campus[45].

7.11 Career Guidance

Traditionally, MIE trained primary school teachers for entry to their professional role. With the recent expansion of academic programmes, MIE supports all students within the Early Childhood Education, Primary, Second-Level and Further Education Programmes by:

- Emphasising, especially for final year students, competencies needed for life post-graduation (communication skills, problem solving skills, teamwork, applied knowledge, organisation skills, time management, leadership and mock interviews).

[45] See MIE Staff & Students Code of Conduct for Use of IT Systems, MIE IT Acceptable Use Policy, MIE IT Services General Terms and Conditions, MIE Policy on IT Facilities for Licensed Offices and MIE IT Security Policy

- Organising a series of visiting guest lecturers who are expert in various educational sectors.
- Alerting students by e-mail of education events/fairs and recruitment opportunities in the education sector.

Section 8: Information and Data Management

Reliable data is crucial for informed decision-making and can highlight areas that are functioning well and initiatives and projects that are in need of review.

Information on the student body gathered by MIE includes personal details, contact information and examination results. The Institute also gathers other information such as, module feedback and data generated for and by external bodies such as StudentSurvey.ie, Student Universal Support Ireland (SUSI), the HEA and the Teaching Council. At yearly registration, each student is made aware of the data MIE collects, the reasons why this data is collected, how their data is used, what data is shared and who that data is shared with. Each student gives their consent, yearly, for their data to be used in specified ways by the Institute[46].

8.1 Management Information Systems

Cyclical data reports are prepared for the Academic Council and Heads of Department by the Registrar's Office. These reports contain information such as applications and recruitment, student demographics, attendance and progression, examination results, and appeals. This information is primarily drawn from the bespoke records management system, MAESTRO.

8.2 Records Management System

Since 2013, the information management system used by the Institute to manage student data is MAESTRO. This is the Institute's primary method of documenting a student's progress through the Institute.

[46] See MIE Staff & Students Code of Conduct for Use of IT Systems, MIE IT Acceptable Use Policy, MIE IT Services General Terms and Conditions, MIE Policy on IT Facilities for Licensed Offices and MIE IT Security Policy

MAESTRO is used to process applications, register students, document grades, produce transcripts, manage work/school placement records and manage information such as student contact details, student status, attendance, work/school/field placements and exam results.

MAESTRO provides a secure environment for current and historical student records. The reporting function of the system assists internal quality management, generates data required for external purposes, such as the furnishing of grades for final year students to the Teaching Council and Trinity and providing data as requested to the agencies such as the HEA and SUSI.

Students have a dedicated section in MAESTRO where they can view, edit (where appropriate) and access information personal to them. Students can view exam results, download documents, such as transcripts and Garda vetting disclosures[47].

8.3 Learner Information Systems

8.3.1 Moodle

Moodle is the VLE used by MIE to host course content for courses delivered by the Institute. It is also used as a notice board for a number of departments in the Institute; relevant information pertinent to departments is posted for students and staff to access easily. It is maintained by the IT department[48].

8.3.2 Mahara

Moodle hosts students' e-Portfolios content, using Mahara – where a student can create and document their learning journey during their studies. This online portfolio has proven beneficial to students when applying for jobs as they can showcase skills they acquired while in the Institute.

[47] See Garda Vetting for Students Procedure

[48] See MIE Staff & Students Code of Conduct for Use of IT Systems, MIE IT Acceptable Use Policy, MIE IT Services General Terms and Conditions, MIE Policy on IT Facilities for Licensed Offices and MIE IT Security Policy

8.4 Information for Further Planning

Fundamental to the development and expansion of MAESTRO is ensuring that the system meets the needs of the Institute in line with the Strategic Priorities of MIE. Through daily usage of the system, the amendment or refinement of the system's functionality and areas for new development are identified. Students can apply for some courses through MAESTRO and can use it to access their exam results. A developer is employed full time by the institute to ensure that MAESTRO meets the institute's needs for course administration, course delivery, and other record keeping.

8.5 Completion Rates

Data recorded and stored by MAESTRO is used as an information source for data provided to the HEA in relation to graduate completion rates. Students who withdraw from courses complete a standard Withdrawing from Courses Form, indicating the reason for withdrawal. MAESTRO also provides information to Trinity and the Teaching Council, as appropriate, on overall grades for final year students.

8.6 Records Maintenance and Retention

The information that MIE records serves as evidence of functions executed and activities performed. Institute records comprise a valuable source of knowledge as to how and why decisions are taken. Given that good quality records are of value to any organisation, their effective management is necessary to ensure that the necessary records are retained. The Institute's Record Management Policy[49] and MIE Records Retention Schedule, aim to ensure that records

- Are authentic, reliable and complete
- Are protected and preserved as evidence to support future actions
- Ensure current and future accountability

Additional information routinely collected through questionnaire, data analysis and interview includes;

- Profile of the learner population
- Learner satisfaction
- Learner progression/attrition
- Grade/certification rates including grade analysis
- Engagement in staff professional development

[49] MIE Record Management Policy

- Records of quality reviews, self-monitoring and evaluation reports

8.7 Data Protection[50] and Freedom of Information[51]

MIE collects and processes personal information in order to carry out its statutory, academic, and administrative functions. All information utilised by staff and students in the institute is done in compliance with the Institute's Data Protection Statement and CCTV Policy[52]. The General Data Protection Regulation (GDPR) and the Data Protection Act (2018) apply to the processing of personal data and the Institute is committed to complying with its relevant legal obligations.

Individuals have the right to access information held by the Institute under the Freedom of Information Act, 2014

Responsibility for data protection and for acting upon freedom of information requests rests, in the first instance, with the DPO, who reports directly to the President.

Section 9: Public Information and Communication

9.1 Public Information

MIE publishes information to prospective students and the general public about the Institute, its courses and its activities. Information about the Institute, including a copy of the President's Report 2018-2019 and the Strategic Plan 2015-2020, is available online at www.mie.ie.

The Institute also publishes the latest versions of its policies online and includes those relevant to both staff and students. They cover all aspects of life in the Institute, both academic (e.g. Ethics in Research Policy) and non-academic (e.g. Institute Charges Policy).

9.2 Learner Information

The MIE Prospectus[53], with information on all validated courses, is available in print and online. The prospectus provides a comprehensive overview of each course, and includes

[50] MIE Data Protection Policy

[51] Freedom of Information Act, 2014

[52] See The Library of MIE Data Protection Statement and CCTV Policy

[53] MIE Prospectus and Reamheolaire 2019-2020.

details such as course content, career/further study options, the name of the awarding body, the award level and where it fits on the NFQ, the European Credit and Accumulation Transfer System (ECTS) credits, and the minimum entry requirements.

Further details regarding modules on Undergraduate courses and on the PME (Primary) course are available on the MIE website. Each module descriptor includes the module code, the ECTS credits, an outline of the module in terms of content/background, the aims of the module, its learning outcomes, and also the method of assessment.

The annual calendar, course handbooks, policies related to students and staff, and quality assurance policies and procedures are available on Moodle, the institute's VLE.

On completion of each course year students are given transcripts detailing their results. Diploma supplements are available to students on request.

9.3 Publication of Quality Assurance Evaluation Reports

Quality Assurance Evaluation Reports, such as those completed by the Teaching Council, are published online and are accessible to students, staff and the general public. They are published as soon as practicable after an evaluation event takes place. Reports from MIE's own internal quality assurance processes are published on the MIE website. An analysis of results of the StudentSurvey.ie is disseminated to staff and student representatives in the institute.

Section 10: Other Parties Involved in Education and Training

MIE is an Associated College of Trinity. All degrees are accredited by Trinity and must be approved by the Trinity University Council. The Programme Board[54] reflects on the previous year's standards of achievement, addresses recommendations in external examiner reports and student feedback, and details an action plan for change and modification. The relevant programme board through the programme coordinator has authority to propose amendments to programmes and revisions to regulations to the MIE Academic Council and the MIE ACDC[55]. This process is overseen by the Registrar.

The Teaching Council publication, Initial Teacher Education: Criteria and Guidelines for Programme Providers has informed the ongoing review and revision of the teacher education programmes at MIE to ensure compliance with regulatory and professional

[54] See Programme Boards Terms of Reference

[55] See Academic Council Terms of Reference and MIE Associated College Degrees Committee Terms of Reference

policies. External review reports by the Teaching Council inform ongoing monitoring and periodic review of courses.

External examiners, selected in consultation with Trinity, monitor all aspects of academic programmes including school, work placements and internships. Recommendations contained in external examiner reports are reviewed at Programme Board[56] and actions plans drawn up. Copies of External Examiner Reports together with the MIE response inform an element of the MIE ACDC[55] quality assurance process.

Section 11: Self-Evaluation, Monitoring and Review

The maintenance of the quality of education at the Institute is a significant aim of the organisation. As well as operating in the international and national quality assurance environment, the Institute works within a very specific local context. Local factors such as the size and location of the Institute, the student population and the physical, material and HR available to the Institute serve as a backdrop for the work of the Institute. The Institute's context considerations and Seven Guiding Principles are central to all elements of the internal self-evaluation, monitoring and review processes.

The model of quality assurance adopted by MIE recognises the complexity of the Institute and is cognisant that change can only come about through internal acceptance by staff and management both of the Institute's strengths and of the need for action in those areas of activity where further development is desirable. To engage effectively in quality assurance activity, it is necessary that management and staff have access to instruments and methodologies that will assist them through internal review, self-evaluation and planning in order to achieve those standards of quality to which the institute aspires. The self-evaluation themes to date have encompassed five main dimensions which are broadly in line with best practice in quality assurance guidelines namely:

[56] See Programme Boards Terms of Reference

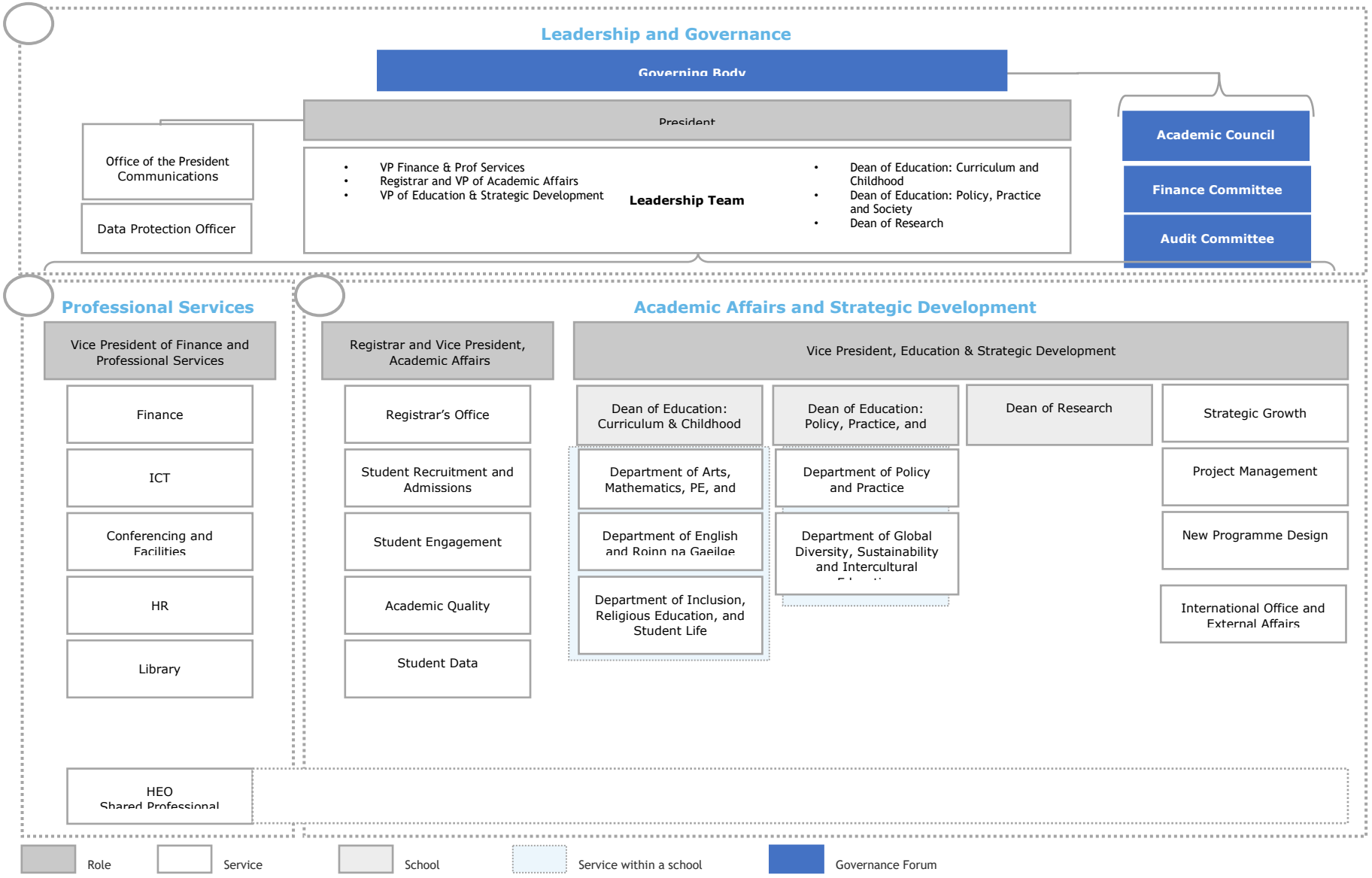
1. Governance, Management and Strategic Planning (Section 1, MIE QA Handbook)
2. Programme Provision (Section 3, MIE QA Handbook)
3. Learning and Teaching (Section 5, MIE QA Handbook)
4. Support for Students (Section 7, MIE QA Handbook)
5. Staff Recruitment, Management and Development (Section 4, MIE QA Handbook)

APPENDIX 1 – Source Documents

MIE Quality Assurance Handbook: Source Documents

1. Linked Provider Quality Assurance Procedures
2. MIE Instrument of Governance 2016
3. Teaching Council Initial Education Criteria and Guidelines for Programme Providers
4. MIE Code of Governance
5. MIE Strategic Plan 2015 – 2020
6. Academic Council Terms of Reference
7. MIE Associated College Degrees Committee Terms of Reference
8. MIE President's Report 2018-2019
9. Finance Committee Terms of Reference
10. MIE Organisation Chart (Appendix 2)
11. MIE Prospectus
12. QQI Core Statutory Quality Assurance Guidelines
13. QQI Code of Practice for Providers of Programmes of Education and Training to International Learners
14. QQI Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training

APPENDIX 2 – Organisational Chart



APPENDIX 3 – Quality Assurance Documentation

Provider Owned Quality Assurance Documentation

Corporate

- MIE Instrument of Governance 2016
- MIE Code of Governance
- MIE Strategic Plan 2015-2020
- MIE President's Report 2018-2019
- Child Safeguarding Statement
- Safety Statement Policy
- MIE Critical Incident Care Plan
- Data Protection Policy
- Public Interest Disclosure (Whistleblowing) Policy

Quality Assurance in Respect of Academic Programmes

- Allocation of Students for the Purposes of School Placement
- Amendments to Modules and Course Procedure
- Appeals Policy (Academic Progression)
- Attendance Monitoring Procedure
- Code of Practice for Students with Disabilities
- Consent to Disclose and Share Disability Information
- Course Application Procedures (Non-CAO Courses)
- Court of First Appeal Process
- Court of Second Appeal Process
- Fitness to Study Policy
- Garda Vetting for Students Procedure

- Guidelines on Evidence in Support of an Ad Misericordiam Appeal
- Internal Transfer Policy
- Library Access and Borrowing Policy
- Postgraduate Appeals Process
- Quality Policy Statement
- Re-check/Re-Mark of Assessments Procedure
- Recognition of Prior Learning
- Required Number of Children in a Class for the Purposes of School Placement
- School Placement Attendance Policy
- Student Complaints Procedure
- Quality Assurance Procedure for Review of Validated Programmes
- Assessment Handbook

Quality Assurance – Student Experience

- Admission, Access and Transfer Policy
- Bereavement Support Procedure on the Death of a Student
- Dignity and Respect Policy
- Mentoring Policy for Students on School Placement
- Policy on Special Considerations for School Placement
- Procedure for Quality Review of MIE Corporate and Student Support Services
- Procedure for Requesting a Change from Allocated Year Group
- Staff-Student Liaison Council Policy
- Student Hardship Support Policy
- Support for Pregnant Students at MIE

Teaching & Learning

- Academic Assessment and Academic Progression
- Blended and Online Learning and Quality Assurance Policy
- Ethics in Research Policy
- Good Research Practice Policy
- Guidelines for External Examiners on European General Data Protection Regulation 2018
- Guidelines on GDPR for Research Purposes
- Guidelines on Writing and Marking Examination Papers & Assignments
- MIE Privacy Policy
- MIE IT Acceptable Use Policy
- MIE Staff & Students Code of Conduct for Use of IT Systems
- Virtual Learning Environment Policy
- Policy on Managing Research Grants and Contracts
- Policy on Requesting Additional Assessed Visit During School Placement
- Procedure for Ethical Approval of Research Proposals
- Procedure for Preventing and Responding to Cases of Suspected Plagiarism
- Tutor System Policy
- Tutor System Procedure

Organisational

Finance

- Finance Committee Terms of Reference
- Audit Committee Terms of Reference

Finance Procedures Manual, operationally informed, which contains:

- Anti-Fraud Policy
- Institute Charges Policy
- Reimbursement of Expense Incurred by Governing Body Members
- Mail Distribution and Security
- Payroll Arrangements
- Petty Cash Floats - Book Sales
- Petty Cash
- Cycle to Work Scheme Policy
- Document Retention Policy
- Reimbursement of Expenses
- Guidance in Relation to Gifts and Gratuities to Staff Members
- Projects Reporting
- Purchasing of Goods and Procurement of Services
- Staff Fee Wavier Scheme - Tuition Fees Student Contribution
- VAT Accounting

Human Resources

- Continuing Professional Development
- Employment of People with Disabilities
- Maternity Leave Policy
- Adoptive Leave
- Annual Leave Policy
- Special Leaves of Absence
- Carer's Leave Policy
- Force Majeure Leave
- Parental Leave Policy
- Paternity Leave
- MIE Retirement Policy

Information Technology

- Data Protection Policy
- Accessible Information Policy
- MIE Bring Your Own Device Policy
- MIE Website Cookies Policy
- MIE Privacy Policy
- MIE IT Acceptable Use Policy
- Record Management Policy
- MIE Records Retention Schedule
- MIE Policy on Social Media and Social Networking
- MIE Website(s) Terms of Use

APPENDIX 4 – Service Level Agreements

Service Level Agreements (SLAs) and Memorandum of Agreement

- Deed of Trust between European Province of Christian Brothers and Board of Trinity
- Trinity International Foundation Programme Memorandum of Agreement
- Trinity Counselling and Student Learning and Development Service SLA
- Trinity Disability SLA
- Fairview Medical Centre SLA

APPENDIX 5 – Course Information

Course Documentation

- MIE Prospectus

Course Handbooks

- Bachelor in Education Handbook
- Bachelor in Science Education Studies Handbook

- Bachelor in Science Early Childhood Education Handbook
- Lámhleabhar Clair don Bhaitsiléir san Oideachas Trí Mheán na Gaeilge
- Trinity International Foundation Programme Handbook
- Professional Master in Education Primary Teaching Handbook
- Professional Diploma in Education Further Education Handbook
- Master in Education Studies Handbook
- Master in Education Studies Handbook Year 1 (MES Visual Arts, MES Inquiry-based Learning, MES Leadership in Christian Education)

APPENDIX 6 – Accreditation Reviews

RECORD OF PREVIOUS ACCREDITATION REVIEWS OF MARINO PROGRAMMES

	Trinity College Dublin	**Teaching Council**
Bachelor in Education	2012	27 May 2013, approval extended to 2020 (received June 2017)
Bachelor in Science (Education Studies)	2011	n/a
Bachelor in Science (Early Childhood Education)	2015	n/a
Professional Master in Education (Primary Teaching)	2013	2011* and 7 July 2014 approval extended to 2020 (received June 2017)
Professional Diploma in Education (Further Education)	2013	2013
Master in Education Studies (Intercultural Education)	2012	n/a
Master in Education Studies (Early Childhood Education)	2014	n/a
Master in Education Studies (Inquiry-Based Learning)	26 October 2016	n/a
Master in Education Studies (Visual Arts)	8 March 2017	n/a
Master in Education Studies (Leadership in Christian Education)	5 April 2017	n/a
Trinity International Foundation Programme	13 January 2016	n/a
Irish Medium Bachelor of Education	09 June 2018	07 August 2018

*Reviewed as its predecessor the Higher Diploma in Education (Primary Teaching)