

Assessment Handbook

Bachelor in Education (B.Ed.) (Primary)

Bachelor in Science (Education Studies) (B.Sc. Ed. Studies)

Bachelor in Science (Early Childhood Education) (B.Sc. ECE)

Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht)

Master in Education Studies (Intercultural Learning and Leadership) (MES ILL)

Master in Education Studies (Early Childhood Education) (MES ECE)

Master in Education Studies (Inquiry-Based Learning) (MES IBL)

Master in Education Studies (Visual Arts) (MES VA)

Master in Education Studies (Leadership in Christian Education) (MES LCE)

Professional Diploma in Education (Further Education) (PDEFE)

Professional Master of Education (PME) (Primary)

Trinity International Foundation Programme (TIFP)

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PART 1: ASSESSMENT DATES AND DEADLINES

This document is updated annually. Please contact registrars@mie.ie for the latest version.

PART 2: PRIOR TO ASSESSMENTS

MIE ensures that assessment is conducted in a transparent and consistent manner and that assessment design ensures a range and balance of assessments across a programme, reflecting the appropriate credit weighting of the modules/programme. A variety of assessment modes (e.g. self-assessment, peer assessment, formative, continuous and summative) and methods (e.g. portfolio, coursework (essay, report, project), written examinations including open book and multiple choice, oral examinations, group assessment, diaries, presentation, and posters) are used throughout each course.

Successful completion of assessments is required for students to obtain the relevant award accredited by the University of Dublin or Trinity College Dublin (hereafter referred to as Trinity).

To pass the year, students must achieve at a minimum, an overall credit-weighted average pass mark for the year and either

- a) Accumulate 60 credits by achieving at least the pass mark in all modules (see [Part 9](#)) or
- b) Pass by compensation (see [Appendix 1 - Compensation Rules](#)).

Students should receive the following information from lecturers at the start of the semester

- (i) Course outline
 - (ii) Course outlines should inform learners about how and why they are assessed and provided with feedback on assessment
 - (iii) Course outlines should provide guidance to learners on how the assessment is linked to the learning outcomes of the module and students' competence in the subject area
 - (iv) Assessment guidelines i.e. mode, presentation, deadline for submission if assignment, or month if examination
 - (v) Assessment criteria¹. This includes the weighting of each criterion
 - (vi) Information concerning the supplemental examination or assignment
- Any module-specific requirements, such as component weightings and thresholds, shall be specified in the Module Descriptor and Course Handbook.

¹ See MIE's policy on [Academic Assessment and Academic Progression](#)

- Students need to be clear about modules which are non-compensatable in a given year, about modules which are grouped for purposes of the exams, and about the rules that apply to compensating in those groupings.
- Lecturers must keep a copy of the written information circulated to students and the date it was distributed².
- Students need to have clear information about plagiarism (see policy on the Registrar's section of Moodle)³.

Definitions

- Mode of assessment:** Refers to the form of assessment e.g. examination, essay, project or presentation.
- 'Assessment for learning' – Formative assessment:** Tasks students complete to demonstrate in-process learning and to enable in-process feedback to improve the quality of the learning. These formal and informal assessment tasks enable the students to benchmark their progress and the lecturer to modify instructional approaches, teaching materials and academic support if required. This mode of learning offers the student opportunities to learn through the assessment process.
- 'Assessment of learning' – Summative assessment:** Outcome-based use of assessments, to record the achievement of learning outcomes at a particular point in time, where the purpose is to arrive at grades, programme evaluation, tracking or accountability.
- 'Assessment as learning':** This involves students in the process of assessment in authentic ways, such as through peer, self and co-assessment, and which enable students to learn about how they learn and to develop a metacognitive understanding of assessment.

Breaches of Assessment Regulation

This includes plagiarism, misrepresentation, bribery, falsification, personification and other forms of deception, including the possession of examination papers in advance of the examination, or the possession of prohibited devices. Plagiarism constitutes a breach of academic integrity and is dealt with in light of the [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#).

Plagiarism and Turnitin

How can Plagiarism Arise?

² [Record Management Policy](#) and [MIE Records Retention Schedule](#)

³ [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#)

“Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional” ([The University of Oxford Plagiarism Statement](#)).

Students should be familiar with the MIE [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#). MIE now provides staff and students with access to Turnitin, a well-established software application that is designed to detect possible plagiarism. Individual lecturers will advise students on the requirements to use Turnitin for submitting specific pieces of coursework, as appropriate. Turnitin is a web-based application that checks submitted work against databases of articles and assignments in order to make it easier to evaluate the originality of a piece of academic writing.

When an assignment is submitted to Turnitin, an “originality” report is generated identifying the percentage of text that matches existing material. Although some matching is inevitable (e.g. standard phrases or material in quotations that is correctly cited), lecturers can assess the nature of the matching material to determine if the submitted work constitutes plagiarism.

The IT Support Section on Moodle has material to support users of Turnitin.

The principles that underlie the use of Turnitin in MIE are constantly evolving, and this section of the handbook will be updated accordingly.

Course Outlines and Assessment Details

All course content and assessments need to be consistent either with the agreed Trinity course outlines (which are on the Shared Drive) or the B.Ed. outlines approved by MIE Associated College Degrees Committee (ACDC). Lecturers are required to publish assessment requirements early in the academic year.

Assignments: Late Submission and Non-Submission

The Education Office should be informed of the original and any extended dates for the submission dates of assignments – extensions are typically granted to a student on medical or *ad misericordiam* reasons⁴. The Education Office should keep a record of those who submit assignments and when the assignments are submitted⁵.

⁴ [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)

⁵ [Record Management Policy](#) and [MIE Records Retention Schedule](#)

- If a student submits an assignment late, without having sought and received an extension, the stipulated penalty must be applied i.e.
 - ❖ 10% of mark obtained is deducted, if up to one week late;
 - ❖ 20% of mark obtained is deducted, if up to two weeks late.
- Work is not accepted two weeks after the deadline. In that case, unless there are extenuating circumstances, the student is returned as NS (Non-submission) in the subject. The student is usually allowed to submit coursework for the supplementals and the piece has to be capped at 40%. Late submission of supplemental assignments is not allowed unless there is documentation supporting the delay e.g. medical certificate⁶.
- Lecturers are responsible for ensuring that
 - (i) accurate records are kept of assignment submission
 - (ii) the [Registrar's Office](#) is informed at the Courts⁷ of details about non-submission and
 - (iii) correspondence with students about extensions and other exam matters is retained.

Unsatisfactory Attendance and Implications for Examinations

Students' attendance records will be monitored in advance of the annual exam periods to ascertain if any student has unsatisfactory attendance⁸. Details outlining unsatisfactory attendance are contained in the Institute's Attendance Policy, which is available on the Registrar's section of Moodle.

Registrar's Office's Role and Responsibilities Regarding Examinations

- a) Exam timetables are displayed on the [Registrar's Office](#) notice board and on Moodle well in advance of the examinations. The onus is on students to inform themselves of dates, times and venues.
- b) If students miss an examination for whatever reason, they may request, in writing, permission to take the supplemental in late August. Meanwhile they are returned in the annual/June examination as "med cert" if the reason was medical, or "ad mis" if it was a circumstance such as bereavement, or as "fail" if the reason is not covered by these categories or if no explanation was provided⁹.
- c) The breakdown of subject weightings is posted on the Registrar's section of Moodle.

⁶ See MIE's [Fitness to Study Policy](#)

⁷ See MIE's policy on [Academic Assessment and Academic Progression](#), [Court of First Appeal Process](#) and [Court of Second Appeal Process](#)

⁸ See [Attendance Monitoring Procedure](#)

⁹ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#) and [Bereavement Support Procedure on the Death of a Student](#)

- d) The [Registrar's Office](#) has prepared a document to brief students, via email, about the publication of their annual results (See [Appendix 4](#)). The details that will be provided include
- script viewing details for unsuccessful students
 - criteria for requesting a [Re-check/Re-Mark of Assessments](#)
 - grounds and process for appeal to the [Court of First Appeal](#)

The process to view scripts for successful students during the next academic year, request to be made in writing directly to the relevant lecturer.

- e) The [Registrar's Office](#) retains confidential data on students who have cited mitigating circumstances e.g. [illness](#); family problem. Tutors¹⁰ may also have been given such information. MIE is acutely aware of the importance of the [GDPR Regulations \(2018\)](#) and all data will be treated with the utmost discretion.
- f) Students whose fees are not fully paid by either themselves or by Student Universal Support Ireland (SUSI) or who owe library fines have results withheld until all monies are paid¹¹.

PART 3: DEADLINE FOR SUBMISSION OF ANNUAL AND SUPPLEMENTAL EXAMINATION PAPERS

Guidelines for Submission for all Examination Papers

The [Registrar's Office](#) will circulate

- An examination paper template,
- A style guide for the presentation of examination papers
- An examination paper checklist

Using these documents, lecturers submit a word document for each of module's examination papers to the Examinations Officer in soft copy, using their MIE email account only. The purpose of the exam paper checklist is to assist with the administration of the written examination process by providing the [Registrar's Office](#) with a clear understanding of the requirements for each examination: for example, whether the paper is to be printed in colour, the type of equipment, if any, students should be given for the exam¹².

The style guide for the presentation of examinations acts as a reference point for setting exam papers. It aids consistency and uniformity of practice across all modules for examination, which greatly benefits the student.

¹⁰ See [Tutor System Policy](#) and [Tutor System Procedure](#)

¹¹ See [Institute Charges Policy](#) and [Library Access and Borrowing Policy](#)

¹² See [Guidelines on Writing and Marking Examination Papers & Assignments](#)

Papers are sent to the printers for typesetting and then returned to the Lecturer for final proofreading. The final exam paper must be signed off by the lecturer and the Head of Department/Course Leader.

External Examiners review a final draft of all exam papers before they are printed.

PART 4: PRINCIPLES AND GUIDELINES FOR GROUP ASSIGNMENTS

The following principles and guidelines were developed for internal use among staff who assess (or are considering assessing) students using group assignments. The guidelines specifically cover group work that involves collaborative and cooperative learning. Collaborative learning is based on the idea that learning is a social activity where students are encouraged to work with their peers to respond to a common task or problem. Cooperative learning refers to group work where students work together as a team to enhance their own learning and their peers' learning.

Principles

The benefits of cooperative approaches to teaching and learning are extensively documented (Blatchford, Kutnick, Baines & Galton, 2003; Dillenburger & Schneider, 1995; Johnson & Johnson, 1990; 1991; 1994). In spite of this, such opportunities appear to be limited in education courses (Ryan & O'Toole, 2013). Where lecturers use group assessments in their modules, it is typically informed by one or more of the following principles:

- Creating specific collaborative communities based on tasks or goals
- Encouraging students to identify their own collaborative communities
- Allowing expertise to emerge within groups
- Encouraging flexibility of roles in collaborative groups
- Encouraging collaboration through social networking
- Celebrating milestones as members progress in expertise and achievement

(Carlile & Jordan, 2012)

Various types of group work have been used to date. These include:

- *Distributed* cooperative learning assessment where groups are randomly assigned by the lecturer (e.g. Psychology and Sociology)
- *Self-selected* collaboration assessment (e.g. Drama for Drama and the Arts)
- *Complementary* collaboration is organised around students' perceived strengths, different skill sets or experiences; each group would have someone with advanced knowledge of IT, high artistic self-efficacy,

has taught English as an Additional Language (EAL) abroad etc. (e.g. for curriculum integration, imagination and innovation).

Because lecturers and students may have different levels of experience with group work, the following guidelines are provided to guide staff in successfully implementing group assessment in their teaching.

Formation of Groups

No group organisation is randomly selected. Each group arrangement is selected for sound pedagogical reasons. Regardless of type, each arrangement is underpinned by the Johnsons' five basic elements to structure cooperative learning. These include

- Clearly perceived positive independence
- Considerable promotive interaction
- Clearly perceived individual accountability and personal responsibility to achieve group's goals
- Frequent use of the relevant interpersonal and small-group skills
- Group processing

(Johnson & Johnson, 1994)

Implementation and Specific Circumstances

1. *If a student reports that some members of a group did not contribute or did not attend planning meetings*

Issue: Perceived social loafing whereby certain group members appear to be 'passengers'

Actions: Try and resolve emerging issue in a fair, empathetic and professional manner. If not successful, make contact with the lecturer and he/she will address the issue in an objective, measured and fair manner ensuring that all individual contributions are recognised and valued. This may involve the lecturer meeting with group members and/or asking group members to document their specific contribution to the work.

2. *If there is tension in a group or the dynamics don't work well*

Issue 1: Perceived poor group dynamics resulting in little cohesion or tension

Action: Try and resolve emerging issue in an objective, pragmatic and professional manner. If not successful, make contact with the lecturer and he/she will endeavour to help them identify ways and means of progressing as a team in professional and creative manner.

Issue 2: Perceived group paralysis whereby proliferation of views results in delayed decision making

Action: Try and resolve emerging issue in a punctual and professional manner. If not successful, make contact with the lecturer and he/she will endeavour to help group make critical decisions in order to progress their collaboration.

Issue 3: Perceived group polarization whereby group pressure suppresses disparate views

Actions: Try and resolve emerging issue in a fair, objective and professional manner. If not successful, make contact with the lecturer and he/she will endeavour to help group see other perspectives to enrich their collaboration.

Preparing Students for Collaborative Assessments

Students explore team building and team-work skills as part of their initial induction in first year. The skills of communication, shared knowledge construction, negotiation, group management, dialogic reflection, inclusion and differentiation are nurtured with each experience.

Ideal Group Size

Group size is usually no more than six to decrease the possibility of passenger behaviour or social loafing and to facilitate subdivisions or casting votes for key decisions.

Individual Marks and Supplemental Assignments

Typically, summative marks will consist of both a group mark and an individual mark. Module instructors will advise on the precise breakdown of marks. Where a student cannot participate in a group assignment for the annual examinations, an alternative task will be prepared for the supplemental examinations and will be listed on the module specification.

PART 5: PROCEDURES ON AUDIO OR VIDEO RECORDING OF STUDENTS' ORAL EXAMS AND PERFORMANCE ASSESSMENTS

Purpose

Recording presentations and oral exams serves a number of purposes

1. Assists examiners in marking consistently across candidates taking the examination¹³.
2. Makes second marking possible in instances where that is necessary (e.g. failing grades, borderline grades, high grades).
3. Makes it possible to offer concrete feedback to students on their performance where requested, especially for students who fail and who seek feedback on script-viewing morning.
4. Makes available a record of the presentation to the relevant External Examiner.
5. Enables moderation across assessors or assessment boards where multiple assessors are involved.

¹³ See [Guidelines on Writing and Marking Examination Papers & Assignments](#)

Information on Feedback resides at module level. In some instances, there is formative feedback for students throughout the assessment process e.g. dissertations, while in others there will be no feedback until post results (e.g. summative examinations). Students who fail an assessment are afforded the opportunity to view their scripts and get feedback from module lecturers after their summer assessment and before they take their supplemental assessment¹⁴.

¹⁴ See [Academic Assessment and Academic Progression](#) policy

Work that will be Recorded

1. Where students are assessed by oral language exams, performance or by presentations (individual and group), the work will typically be recorded on either audio or video as appropriate.
2. Assessed placements and Teaching and Learning assessments will generally not be recorded.
3. Recording of assessments that is not authorised by the module lecturer(s) is prohibited.

Process of Recording

1. Some recording equipment is available from the IT Department. Check this in advance.
2. Choose equipment that provides audio or video of a good quality. Where possible place a video camera on a tripod.
3. Lecturers will familiarise themselves with the equipment prior to using it in an examination setting.
4. Where video recording is used, check the light and avoid recording with a window in the background.
5. Choose where the recording will be stored (e.g. on an SD card). Check that sufficient room for storage is available on the SD card.
6. Get a supply of spare batteries.
7. The medium chosen for the recording (video or audio) will be the one that is most suitable for the format of the presentation. Where a performance element is involved or where marks are given for movement, body language etc., video may be needed. Otherwise, an audio recording should suffice.

Records – Storage and Retention¹⁵

1. Recordings of students' work will typically be retained for 13 months after the supplemental Court of Examiners¹⁶ in the year in which the work was presented for exam purposes and then deleted or securely destroyed. For example, CDs will be shredded, digital files will be deleted from all storage areas and SD cards will be wiped. In line with [General Data Protection Regulations](#) requirements, students will be informed of the purpose of collecting the data, and told when it will be destroyed. The material will only be used for the purposes stated and will be stored securely¹⁷.
2. Students will be informed in advance of the assessment that the exam, presentation or performance will be recorded. This will typically be done in writing (e.g. on the module specification). Students will typically be informed again orally at the start of a presentation that it is being recorded.

¹⁵ See [MIE Records Retention Schedule](#)

¹⁶ See [Academic Assessment and Academic Progression](#) policy

¹⁷ See [Guidelines for External Examiners on European General Data Protection Regulation 2018](#)

3. Students' work will be stored in a secure environment (e.g. computer where a password is required for access) and a backup, also stored in a secure environment will be held.
4. Unless directed otherwise by the President of the Institute, recordings will only be accessed by the module lecturers and second or third markers, by students seeking feedback on their performance, by members of the [Registrar's Office](#) in their examination administration role and by External Examiners. All who have access to the videos must maintain confidentiality about the contents.
5. When details of the assignment are given to students, they will be informed in writing that the presentation will be recorded, the purpose of the recording, who may access the recording and when the recording will be deleted. This is done to be compliant with the [European General Data Protection Regulations](#).

Consent and Opt-Out

Assessors will inform students in advance of the assessment and at the outset of a recording that their work will be recorded. Because such recording is integral to the examinations process and the materials are being used only for the purposes stated above, student written consent is not required. Students generally do not have the right to opt out of such recording because it is part of the examinations process, whereby the External Examiner may examine all student work. However, if a student has reason to request this, they may apply in writing to the course lecturer at least one week in advance of the assessment explaining their request.

Accidental Deletion

Although lecturers will make every effort to ensure that recordings are made where agreed, it is accepted that occasionally material may not be recorded because of technical malfunction or human error. If this happens, the Head of Department will be advised of the extent of the absence of record or deletion and its cause.

Minors

Where children or minors who are not registered MIE students are an integral part of the assessment, recording will typically not be done. Steps will be taken to ensure that in high stakes situations, suitable alternatives will be put in place (e.g. third visits on school placement, double marking at supplemental exams for Teaching and Learning modules¹⁸).

¹⁸ See [Guidelines on Writing and Marking Examination Papers & Assignments](#)

PART 6: PRINCIPLES & CRITERIA USED IN CREATING EXAMINATION AND INVIGILATION

TIMETABLES

The following principles are used internally by the [Registrar's Office](#) when creating each semester's examination timetables:

- Promotion of student health and wellbeing
- Equity and fairness for all students¹⁹
- Workload balance for students, administrative staff and academic staff
- Efficient use of available venues

To achieve these principles, the following criteria are applied.

1. Strive for balance for each cohort of students so that exams are spaced out over the days available. Insofar as is practical, students will sit only one exam per day.
2. Schedule same-length examinations (e.g. 2-hour or 3-hour exams) simultaneously on both sides of the main examinations venue to ensure that students exiting after a shorter period do not disturb students who are sitting a longer examination.
3. Schedule all oral presentations and practical assessments after written exams (leaving lecturers to locally assign specific slots to individual students and groups).
4. Students who have special requirements (e.g. students taking an examination in Irish, students with a disability²⁰ or students with an injury) taking into account advice from relevant specialists (e.g. [Disability Service](#), [Health Service](#) or [Counselling Service](#)).
5. Factor reasonable accommodation rooms for students with disabilities²⁰ into the timetabling and planning, as necessary. These rooms should be comfortable, quiet and within reach of accessible toilet facilities. They should conform to requirements set out in students' Learning Educational Needs Summary (LENS) reports. Lecturers who visit main exam venues also need to visit rooms assigned to provide reasonable accommodations for students.
6. Cater for repeating "off-books" students, some of whom require a special examination paper.
7. Allow time to ensure that [Registrar's Office](#) staff can set up venues appropriately in advance of each exam.
8. Aim to schedule long examinations early in the examination period when students have most energy and to allow extra time for grading longer scripts²¹.

¹⁹ See [Staff Equality Policy](#) and [MIE Equality Policy](#)

²⁰ See [Code of Practice for Students with Disabilities](#)

²¹ See [Guidelines on Writing and Marking Examination Papers & Assignments](#)

9. Factor in availability of exam venues and any conferencing centre requirements, where applicable.

The following principles are used internally by the [Registrar's Office](#) when creating each semester's invigilation timetables:

- Promotion health and wellbeing of students and staff
- Equity and fairness for all students
- Workload balance for students, administrative staff and academic staff
- Effective use of staff expertise and interests

To achieve these principles, the following criteria are applied.

1. An invigilation team for a main venue exam typically consists of a lead invigilator (member of academic staff), a member of the [Registrar's Office](#) and a member of the administrative staff.
2. New invigilators are briefed by a member of the [Registrar's Office](#) and apprenticed to an experienced invigilator prior to being assigned to an invigilating team.
3. Achieve an equitable load for academic staff, taking into account who is full-time or part-time and an equitable load for administrative staff, considering those who are part-time²².
4. Endeavour to have some gender mix of lecturer invigilators.
5. Avoid having a lecturer invigilate their own exam.
6. Assign a lecturer who is happy to read instructions in Gaeilge to invigilate Gaeilge exams.
7. If external invigilators are recruited, they are Garda vetted²³ in advance. If vetting clearance is pending, the invigilator may not accompany students to the toilet or be assigned to a reasonable accommodations venue.

See [Appendix 2](#) for further information on the invigilation process (which includes guidelines for invigilators) and [Appendix 3](#) for the standard script used by invigilators. See [Code of Practice for Students with Disabilities](#), in related documents, for further information on examination accommodations for students with disabilities.

PART 7: LECTURERS' AVAILABILITY AT TIME OF THEIR WRITTEN EXAMINATIONS

Invigilation of Examinations

See [Appendix 2](#)

²² See [Guidelines for Part-Time Staff and Examinations](#)

²³ See [Vetting Policy \(Staff\)](#)

Visiting Examination Centres

Students frequently have queries, especially at the start of the exam. Lecturers are required to visit the exam centre(s) and be contactable during the exam. Students who receive reasonable accommodations are facilitated in suitable accommodation. If in exceptional circumstances students cannot be available, please email the Examinations' Officer, copying your Head of Department and Course Leader, advising of the arrangements made to support the students.

Collecting Examination Scripts

At the end of the exam, exam scripts will be available in Room M105. Lecturers are responsible for counting the scripts and signing off on the number received.

PART 8: STUDENTS WHO RECEIVE REASONABLE ACCOMMODATIONS

Students Registered with the MIE Disability Service

A small number of students are allowed extra time having engaged in a screening process with the [Trinity Disability Service](#). Such students generally receive an additional 10 minutes per hour over and above other students. In some cases, other accommodations may be made, such as permitting the use of a laptop. Lecturers are required to visit the Disability Service Exam Venue(s) at the start of each examination. Please refer to the [Code of Practice for Students with Disabilities](#) for further information on reasonable accommodations.

Students with Temporary Disabilities

A short-term or temporary disability can affect a student's ability to participate in an examination or assessment in line with the standard process. Examples of a temporary disability include an injury such as a broken bone and a serious non-transmissible infection. In such instances, with the support of their tutor students may apply for temporary reasonable accommodations.

The following principles will apply to granting reasonable accommodations for students with temporary disabilities:

- Students who have a temporary disability apply to the Registrar's Office with a request for reasonable accommodations.
- A student's tutor will typically be asked if they support a student's application to have reasonable accommodations based on a temporary disability.
- Students with a temporary disability do not need to register with the Institute's Disability Service.
- Students will not be segregated by venue according to whether their disability is temporary or if they are registered with the Disability Service.
- Accommodations for such students may be provided on a case-by-case basis at the discretion of the Registrar.

When making decisions on such cases, the following is required:

- (a) Medical documentation stating that the student is fit to take the examination and poses no risk to themselves or to others by turning up on campus.
- (b) Medical documentation stating that the nature of the student's injury or illness is such that they need to be in a smaller venue and/or they need additional time to complete the examination because of their injury.

The medical documentation will typically come from the student's medical consultant. In determining if such an accommodation can be granted, the following will be taken into account:

- (i) The advance notice provided to the Registrar's Office.
- (ii) The availability of a venue and an invigilator
- (iii) The likelihood of a condition being a distraction to other students (e.g. persistent coughing might be problematic).

For students who experience a short term or temporary disability, other Students Services are available, including Fairview Medical Centre and Student Counselling. Students should contact their personal tutor in the first instance.

PART 9: MARKING ASSIGNMENTS AND EXAMINATIONS

Internal Examiners

Internal Examiners shall be full-time or part-time members of academic staff appointed by MIE. Internal Examiners shall ensure that they are familiar with the General Assessment Regulations of the Institute. Internal Examiners shall prepare and assess such assessment materials as are required for the proper conduct of modules(s) assigned to them.

Marking Examinations and Assignments

- Given the range of assessment types and modes, criteria and rubrics are created at module level by individual lecturers. The grading rubrics are closely aligned with the learning outcomes of the modules. Feedback to students using these rubrics provide important information to them on their learning and progress in relation to achieving the course/module learning outcomes. Examples of assessment criteria and rubrics are provided in the individual course handbooks and in MIE's [Guidelines on Writing and Marking Examination Papers & Assignments](#).
- Where possible, course work and examinations are marked anonymously particular, to avoid the potential for bias, every failing script and assignment is marked by two internal examiners.
- The minimum pass mark for the various forms of student assessment shall normally be 40% for all full-time undergraduate courses and professional qualifications and 50% for all MES courses, of the maximum marks available.

- Where programmes have been semesterised B.Sc. ECE and Ed. Studies Winter Courts of Examiners will be held and grades confirmed. For other programmes, grades and/or marks provided to students for December exams or for assignments, ensure that the students understand the provisional nature of the marks²⁴.
- In the case of all Senior Sophister students, all failing assignments/examinations are reviewed by the External Examiner. Course work and examinations that are not marked anonymously include individual and group presentations, oral examinations, placements and assessments which reveal a student's identity e.g. where a student project is focused on a student's family or grandparent or a student project on a local area, where MIE have only one student from that area.

Annotating Assignments and Scripts

- Scripts/assignments should be annotated by the corrector using objective comments that relate the content of the answer to the criteria set out for marking.
- Comments should be made in a way they can be concealed from a second marker, should the work need to be second marked.
- Scripts should not be marked in pencil. If scripts are marked in pencil then an accompanying excel sheet must be created recording the marks allocated for every question for every student.

Double Marking of Failed Scripts

One of the criteria for requesting a [Re-check/Re-Mark of Assessments](#) is "evidence of bias". Therefore, it is MIE's policy that **every failing script and assignment** is marked by two internal examiners. Second marking should be completed by the date outlined.

PART 10: COLLATING ANNUAL RESULTS

Inputting Results

Results should be entered through [MAESTRO](#) by accessing the "Exams" option on the left menu. To enter results please click "Amend," enter the new results and click on "OK" when finished.

The software calculates the overall grade for modules that have multiple assessment points (e.g. in arts education). However, the weightings must be notified to IT Data Manager in advance to ensure the calculations are accurate.

²⁴ See [Academic Assessment and Academic Progression](#) and [Guidelines on Writing and Marking Examination Papers & Assignments](#)

Access to exam entry will expire at the time and date specified in [Part 1](#) for all courses except the [TIFP](#) course. The deadline for inputting TIFP results is specified in [Part 1](#). After these times, the link will no longer be available.

Normally lecturers only have access to amend results in their own modules in [MAESTRO](#). However, where more than one lecturer is involved, and a number of people may input data into a module file, care should be exercised to ensure that marks are entered for the appropriate assessment by each person.

In advance of submitting marks/results each lecturer must:

- a. Keep a separate record of all results, preferably in hard copy as well as in digital format.
- b. Notify IT Data Manager and/or Registrar immediately if the software/calculations do not compute as expected.
- c. Keep to the deadlines for submitting results.
- d. Be patient with the [Registrar's Office](#)/IT Data Manager should difficulties arise.

Deadline for Entry of Results

See [Part 1](#): Assessment Dates and Deadlines

All first and second marking to be completed and marks entered on the system.

Preliminary Courts to Check Marks of all Groups

Prior to the preliminary courts, lecturers will have marked each piece of work and will either be certain of the mark awarded or else will have sought the opinion of the second marker.

The grades that apply are:

Table 1: Grading Scheme for MIE Programmes

Mark Range	TIFP, B.Ed. (all years); B.Sc. Ed. Studies (all years), B.Sc. ECE, PDEFE and PME	Verbal Description
70+	I	Excellent
60 – 69	II.1	Very good
50 – 59	II.2	Good
40 – 49	III	Satisfactory
30 – 39	F1	Unsatisfactory
0 – 29	F2	Unsatisfactory

Mark Range	MES courses	Verbal Description
70+	Distinction	Excellent
40 – 69	Pass	Good
0 – 39	Fail	Unsatisfactory

Second Marking

Second marking applied in all cases where

- a) the work is marked within the top 5% of marks in a module
- b) the work is awarded a mark less than 40%

Prior to attending the Preliminary Courts, lecturers should consult [MAESTRO](#) to check students’ attendance and mitigating circumstances e.g. absences through [illness](#).

The Preliminary Courts

- Check the accuracy of every mark
- Review the awards of zero (did the student miss an exam? or did the student not submit the assignment within two weeks of agreed and publicised submission date? Or did the student fail one part of a composite subject?)
- Acknowledge mitigating circumstances e.g. illnesses during the year or during an assessment/examination
- Observe each student’s results’ profile
- Confirm the accuracy of fail grades and compensations. This is the final opportunity to do so.
- Restrict discussion to the performance of a student in the particular subject in question. The perspectives of the module marker(s) and the tutor are important to hear.

- Identify students who may be considered for an upgrade (i.e. an overall mark of 49, 59 or 69 and with a preponderance of the next grade, and with the next grade on school placement or on core modules or on dissertation in the case of final year students).
- Identify queries for the External Examiners.

Modus Operandi:

- Consider the range of marks and grades of the students under scrutiny.
- Only marks that are incorrect will be changed at this stage.
- Identify B.Ed. Senior Sophister and PME 2 students who will be recommended for Vere Foster medals.
- Plan script viewing when repeating students can read their script and discuss their performance with the relevant lecturer(s).
- List the repeat exam papers and assignment guidelines required for supplemental assessments.

External Examiners

To be nominated as External Examiner, a person must be a full-time faculty member in a university with substantial relevant experience. Typically, more than one External Examiner is nominated for a position. The nominations are considered by MIE ACDC (chaired by the Trinity Registrar, MIE ACDC includes in its membership the Deans of Graduate and Undergraduate Studies and the Quality Officer). The selected nominee is considered by the [Trinity University Council](#). A report compiled annually titled “Response to External Examiners” includes responses from each programme board where commendations are acknowledged, content is clarified and recommendations are addressed. MIE External Examiners are formally appointed by Trinity and remunerated. Before commencing the role they are provided with [MIE's Role of External Examiners Policy](#).

The [Trinity University Council](#) appoints a cohort of External Examiners to monitor and to advise on the academic standards including curriculum content and assessment of all programmes.

External Examiners for all courses are recommended by the MIE Academic Council and approved by Trinity. They provide feedback on the assessment process and also evaluate and monitor academic standards in light of similar institutions. Engagement with the External Examiners through structured meetings and Court of Examiners meetings, promote and support a culture of reflection by staff on effective teaching and learning and quality assurance within MIE.

External Examiners:

The current list of external examiners is available from registrars@mie.ie

- TIFP -
- TIFP (Path B) –
- B.Sc. Ed. Studies and PDEFE:
- B.Sc. ECE:
- B.Ed.:
- B.Ed. through the medium of Irish:
- MES ECE/ILL:
- MES VA/IBL/LCE:
- PME:

The External Examiners will attend MIE on the dates specified in [Part 1](#) above.

In advance of the External Examiner visits lecturers are required to leave the scripts for review at the [Registrar's Office](#) by **the deadlines stated in [Part 1](#)**. These include:

- all failing scripts
- the sample scripts of students from each programme and each year, selected to provide a profile of achievement at the various grade bands
- the assessment guidelines given to students and/or the examination paper
- marking criteria and rubric/scheme
- results' sheet of the whole group in that subject/area
- a summary of the number of students' marks that are awarded in each grade band: I, II.1, II.2, III, F1, F2
- any other relevant information e.g. a sample of anonymised student evaluation sheets.

Please note that this list is indicative only. The External Examiners may request additional material which will be communicated during the course of their visits.

Court of Examiners²⁵

Annual and supplemental Courts of Examiners are held each year for all courses. Courts of Examiners, attended by academic staff (all lecturers on a course e.g. Course Lecturers and Student Tutors) and External Examiners, are convened following annual and supplemental assessments/examinations to review and decide upon the

²⁵ See [MIE Role of External Examiners](#) for more information on the Court of Examiners

summative marks of students. Dates are given in [Part 1 - Assessment Dates and Deadlines](#). The Chair of the Court of Examiners is the Registrar & Vice President for Academic Affairs and the Examinations Officer takes the minutes of the Court.

The purpose of the Courts of Examiners is to;

1. Ensure that the regulations for passing and progressing are applied fairly and consistently across modules.
2. Determine students' preparedness to graduate or rise with their year according to the marks received in their assessments.
3. Minute where a student's result can be attributed to illness or mitigating circumstances, which may be referred to in a Court of Appeal.
4. To recommend where a student with a borderline mark (49%, 59% or 69%) meets criteria for being raised to the next level, that the student rise or graduate with an overall grade in the higher-grade band.
5. To determine whether students may be permitted to take a supplemental examination.
6. To decide where a student is required to repeat a module for the following annual examinations, whether the student will repeat the module on-books or off-books.

Following the Courts of Examiners, results are communicated to students electronically at first and subsequently by transcript. Diploma supplements are issued on request.

Exit Awards

Undergraduate: In exceptional circumstances (typically related to medical/health, financial or professional circumstances), where a student has successfully completed all requirements of years 1, 2 and 3 of the programme, the student may exit from the B.Ed. or B.Sc Ed. Studies course with an ordinary (level 7) Bachelor of Arts degree (B.A).

A student who fails their final year may also apply to exit the course with an ordinary (level 7) B.A. In each case applications to exit a course at level 7 are considered by the Registrar and Vice President for Academic Affairs and decisions are made on a case-by-case basis.

MES: Students who have successfully passed the four taught modules of a MES programme and accumulated 60 ECTS credits and who do not wish to proceed to the dissertation stage in Year 2 will be considered for a Postgraduate Diploma (exit award).

PME: Students who have successfully passed all of the elements of the first year but who choose, or are advised, not to proceed to the second year, or who have accumulated at least 60 ECTS credits over the two

year course but failed the School Placement modules may be considered for a Postgraduate Diploma (exit award) which is not recognised as a Teaching Council qualification.

PART 11: SUPPLEMENTAL ASSESSMENTS AND EXAM PAPERS

Deadline for Submission of Supplemental Assignment Guidelines

See [Part 1 Assessment Dates and Deadlines](#): Lecturers send clear information and guidelines to [Registrar's Office](#) re supplemental in each subject. These will be ready to post out to unsuccessful students.

Deadline for Submission of Supplemental Examination Papers

See [Part 1 Assessment Dates and Deadlines](#): Lecturers submit hard copy version of exam papers.

PART 12 - RESULTS OF SUMMER (ANNUAL) EXAMINATIONS

Publication of Results

See Dates in [Part 1 Assessment Dates and Deadlines](#). Results will be published online through [MAESTRO](#). The onus is on students to inform themselves of their result by checking online.

Phone Helpline

See Dates in [Part 1 Assessment Dates and Deadlines](#). During normal office hours, unsuccessful students may phone – and give their student number – to find out what subject(s) they have to repeat (if they cannot access this information online). All phone calls to be handled in M105 by members of [Registrar's Office](#). Results are not given over the phone.

Script Viewing Day

See Dates in [Part 1 Assessment Dates and Deadlines](#). A day is assigned as the script viewing morning for failing students

- Lecturers will have given failing scripts to the Examinations' Officer by midday on the deadline specified in [Part 1](#).
- Script viewing by students takes place from 10.00am-11.00am in the Gym. Each year/cohort will have a designated station; each station will be manned by one person. Students sign for and collect their scripts from the appropriate station.
- Between 9.30am-11.00am, lecturers should be in their offices to take calls from students who received fail results and who are not in the country.
- From 11.00am-1.00pm students, who have viewed their scripts, meet lecturer(s) in a suitable area of the Gym, to discuss their performance and how to study for the supplemental.

- In the exceptional circumstance that a lecturer is unavailable, the lecturer's Head of Department or the Course Leader will be available to convey information to students.
- A tutor²⁶ may accompany a student to a meeting with a lecturer in the event of failing a subject.
- If the student's tutor is also the lecturer who has assigned the failing mark, then the student may be accompanied to this meeting by the Lead Tutor.
- Lecturers are responsible for taking all scripts from the gym following the script viewing session.

Requesting a Re-check²⁷

If a student wishes to discuss a re-check, he/she must meet the Registrar who will be present during the early afternoon.

Re-check: The request must meet one of the following 3 criteria:

- a. Grade is incorrect because of an error in calculation of results. Applies only to scripts or projects where the sum of composite marks applied
- b. The examination paper contained questions on subjects which were not part of the prescribed course
- c. Evidence of bias was shown in marking the script.

The Grade Re-check Form is available from the [Registrar's Office](#) and on Moodle.

If a re-check request is accepted by the Registrar, the re-checker will be contacted by the Registrar.

Requests for an Appeal²⁸

An Appeal: has to be lodged by a tutor on behalf of a student, by the deadline specified in [Part 1](#). An appeal may be lodged only in situations

- a. Not adequately covered by the ordinary regulations
- b. Where it is claimed that the regulations were not properly applied in the applicant's case
- c. An *ad misericordiam* appeal is submitted.

Dealing with Student Queries During July and August

Responding to student queries during July and August is at the discretion of each individual lecturer.

²⁶ See [Tutor System Policy](#) and [Tutor System Procedure](#)

²⁷ See [Re-check/Re-Mark of Assessments Procedure](#)

²⁸ 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](#)

PART 13: SUPPLEMENTAL EXAMINATIONS

Reassessment

Assessment regulations shall specify which modules must be passed for the award and provide the opportunity for a student to make good an initial failure. In most cases (excluding school placement) students who fail a module in the annual examinations may repeat the assessment for the supplemental. Supplemental examinations take place in Autumn of the same year. Students who fail again may repeat the module 'on-books' or 'off-books' (depending on their overall engagement with the course and the number of modules failed) in the following academic year when they may once again attempt the subject at both annual and supplemental examinations. For students who fail the supplemental examination, no further repeat is possible.

Dates of Supplemental

Dates are Stated in [Part 1: Assessment Dates and Deadlines](#) above. Timetable of supplemental written exams and oral presentations/practicals will be finalised in late June/early July and put on Moodle and displayed on the [Registrar's Office](#) notice board.

Assignments: Students must submit their supplemental assignments to M105 on **by the date specified in [Part 1: Assessment Dates and Deadlines](#)** at or before 1.00pm, or to arrive by registered post before 1.00pm on that date.

Supplemental assignments received after the deadline will not be accepted unless accompanied by written evidence (e.g. a medical certificate or certificate of posting on the previous Friday or earlier) of mitigating circumstances. Under no circumstances can supplemental assignments be accepted after 5.00pm on Friday of the supplemental exams week.

Marking of Supplemental Exams and Projects

Same as in summer. Failing scripts are double-marked.

Entering Marks

All marks to be entered by 5.00pm on the date specified in [Part 1: Assessment Dates and Deadlines](#).

- Preliminary Court will be held on the date specified in [Part 1: Assessment Dates and Deadlines](#) at 2.00pm, to review supplemental results of B.Ed., B.Sc., PME, MES and PDEFE
- Prepare scripts and queries for the External Examiners.
- Documents for the External Examiner should be given to the [Registrar's Office](#) immediately after the Preliminary Court.

Visit of External Examiners

On the dates specified in [Part 1](#): Assessment Dates and Deadlines, relevant External Examiner will examine supplemental exam scripts and assignments.

Supplemental Court of Examiners

The supplemental Court of Examiners²⁹ takes place on the date specified in [Part 1](#): Assessment Dates and Deadlines.

Publication of Autumn Results

Results will be published online 6.00pm on the date specified in [Part 1](#): Assessment Dates and Deadlines. *The onus is on students to inform themselves of their overall result.* Phone lines in [Registrar's Office](#) are open from 10.00am-11.00am on the date specified in [Part 1](#): Assessment Dates and Deadlines for unsuccessful students only.

Script Viewing Afternoon

Script viewing afternoon: 4.00pm-6.00pm on the date specified in [Part 1](#): Assessment Dates and Deadlines. This is arranged locally between student and lecturer, therefore lecturers should be available in their office on Friday between 4.00pm-6.00pm or could arrange with the student an alternative date and time, being mindful of deadline for submitting a request for an appeal. Tutors should be available to support students³⁰.

If students wish to request a re-check or to enquire about appealing they meet their tutor^{30,31,32}. Any appeal needs to be made by a tutor on behalf of student to the Registrar by 5.00pm on the date specified in [Part 1](#) Assessment Dates and Deadlines.

The Court of First Appeal takes place on the date specified in [Part 1](#): Assessment Dates and Deadlines. The Court of Second Appeal is scheduled as required³².

Special Examinations

Students may inform their tutor about any personal circumstances, which they believe may affect or have affected their performance, and which they wish the Court of Examiners to consider as necessary. Where such circumstances exist, students are encouraged not to attend the examination in the first place and to take the examination at the supplemental time as a first attempt. Should they be unsuccessful at this stage, they can

²⁹ See [Academic Assessment and Academic Progression](#) policy

³⁰ See [Tutor System Policy](#) and [Tutor System Procedure](#)

³¹ See [Re-check/Re-Mark of Assessments Procedure](#)

³² 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](#)

then apply to take a special examination. Special examinations take place between the dates scheduled in [Part 1: Assessment Dates and Deadlines](#).

Academic Progression

In order to progress to the next year of study, students must satisfy the academic requirements of their course of study as laid out in the relevant Course Handbook and satisfy the rules and regulations of the Institute in relation to assessment.

PART 14: RETURNING AND RETENTION OF EXAM MATERIAL

Returning Projects and Assignments

B.Ed., B.Sc. Ed. Studies, B.Sc. ECE, TIFP, MES, PDEFE and PME.

Assignments that constitute resources for teaching or work placement and Family Album/Adopt a Tree projects can be returned to B.Ed., B.Sc. Ed. Studies and ECE students before the end-of-year exams on condition that students

- Accept the grade as provisional and
- Undertake to make the work available within 24 hours of its being requested e.g. by the External Examiners in June or in September.

B.Ed., B.Sc. Ed. Studies Senior Sophister and PME students

Because External Examiners examine scripts of B.Ed. Junior Sophister and Senior Sophister, Education Studies Junior Sophister and Senior Sophister, PME in MIE in mid-June, all of these scripts have to be retained.

Experience of recent years shows that students like to get back some or all of their assignments, especially teaching resources projects and special ones like Adopt a Tree. Students can arrange with lecturers to either have their assignment returned or to receive feedback on assignments completed any time up to 13 months after the Court of Examiners³³ at which the mark for the work was considered. Assignments must be collected in person and signed for on collection so that they can be subsequently traced, if necessary. Students may seek feedback on exam scripts but the scripts themselves must be retained by the Institute for 13 months. In the case of some assignments, photos of the teaching resources can be made and filed away for review by the External Examiners in June.

Viewing of scripts by successful students. Applications to be made directly to the lecturer concerned during academic year.

³³ See [Academic Assessment and Academic Progression](#) policy

Retention of Exam Scripts and Coursework

Following the September deadline for collection of projects, each lecturer retains scripts/assignments for 13 months in accordance with the MIE retention policies³⁴. Materials may be boxed and boxes clearly labelled with identifiers for the module code, year, cohort, and date on which the contents may be shredded, may be stored off-campus.

Shredding of Exam Scripts of Last Year

In November each year shredding facilities are made available to lecturers for materials that have exceeded the 13 months retention period.

Student Feedback on Assessment

At the end of a module/semester or academic year students are surveyed on their experience of their module/programme, including their experience of assessment. This feedback is important in assisting lecturers to review their assessment processes on a regular basis.

RELATED DOCUMENTS

- Course Handbooks
 - B.Ed. - [Bachelor in Education Handbook](#)
 - B.Sc. ECE - [Bachelor in Science Early Childhood Education Handbook](#)
 - B.Sc. Ed. Studies - [Bachelor in Science Education Studies Handbook](#)
 - TIFP - [Trinity International Foundation Programme Handbook](#)
 - PME - [Professional Master in Education Primary Teaching Handbook](#)
 - PDEFE - [Professional Diploma in Education Further Education Handbook](#)
 - MES ECE/ILL - [Master in Education Studies Handbook](#)
 - MES (VA/IBL/LCE) - [Master in Education Studies Handbook Year 1 \(MES Visual Arts, MES Inquiry-based Learning, MES Leadership in Christian Education\)](#)
- [Academic Assessment and Academic Progression](#)
- [Quality Assurance Procedure for Review of Validated Programmes](#)
- [Guidelines on Writing and Marking Examination Papers & Assignments](#)
- [Continuing Professional Development](#)
- [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#)
- [Attendance Monitoring Procedure](#)

³⁴ See [Document Retention Policy](#) and [MIE Records Retention Schedule](#)

- [Re-check/Re-Mark of Assessments Procedure](#)
- [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](#)
- [Code of Practice for Students with Disabilities](#)
- [Record Management Policy](#)
- [MIE Records Retention Schedule](#)
- [Document Retention Policy](#)
- [Fitness to Study Policy](#)
- [Bereavement Support Procedure on the Death of a Student](#)
- [Illness Policy](#)
- [Tutor System Policy](#)
- [Tutor System Procedure](#)
- [Internal Transfer Policy](#)
- [Institute Charges Policy](#)
- [Refunding of Tuition Fees Trinity International Foundation Programme](#)
- [Library Access and Borrowing Policy](#)
- [Guidelines for Part-Time Staff and Examinations](#)
- [MIE Role of External Examiners](#)
- [Guidelines for External Examiners on European General Data Protection Regulation 2018](#)
- [MIE Equality Policy](#)
- [Staff Equality Policy](#)
- [Vetting Policy \(Staff\)](#)

ONLINE RESOURCES

- [DAWN Reasonable Accommodations in Exams Guidelines](#)
- [Trinity Academic Practice and eLearning](#)
- [National Forum for Teaching & Learning](#)
- [Moodle \(Registrar's Office Page\)](#)
 - Programme Handbooks

- Programme Grids
- Programme
- Rules for Passing and Progression
- Academic Writing Skills

APPENDIX 1 - COMPENSATION RULES

Definition of Compensation

To pass by compensation means that a student who has failed to attain the pass mark of a module/course, may, at the discretion of the Academic Council, pass the examined module/course by using other passing grades to bring the failed grade up to a pass grade.

Applications

There is very limited scope for compensation in MIE exams. The exceptions are the B.Sc. courses where students may compensate one 5 ECTS module, where they have received between 35-39%. More details for specific courses are outlined below.

Eligibility

Only students enrolled in MIE's B.Sc. courses are eligible for compensation. Compensation only applies to 5 ECTS modules and does not apply for 10 or 15 ECTS modules. Details of this are outlined in the Course Handbooks and below.

RULES FOR PASSING AND PROGRESSION

Trinity International Foundation Programme (TIFP)

Examinations

- Annual examinations are held in the Michaelmas term in December and/or in the Trinity term in April or May. Supplemental (repeat) examinations are held in the following June. If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor must be notified in advance so that he/she can seek permission from the Registrar for the desired course of action (withdrawal, deferral). An unexcused absence from an examination may result in a fail grade being recorded for the examination paper.
- In exceptional circumstances a student's tutor may apply to the [Court of First Appeal](#) for permission to sit a special examination. Such appeals are considered following the supplemental examination session and may be considered only in respect of final, non-degree examinations. Special examinations may be

recommended in exceptional circumstances only, where a student has been unable to complete his/her examinations at the supplemental session due to illness or other grave cause³⁵.

- Examination timetables are published in advance of the dates of examinations on notice-boards and on *Moodle*. The onus lies on each student to establish the dates of the examinations by consulting the notice-board or *Moodle*.
- Examination results will be published on college notice-boards and on [MAESTRO](#). The onus lies on each student to inform themselves of the results of the examinations by consulting the notice-boards or website. Any student who has failed the annual or supplemental examinations should attend the script viewing morning and/or contact their tutor³⁶. If the tutor is unavailable, the student should contact the [Registrar's Office](#). Examination results are withheld if students have outstanding debts with the Institute.

Assessment and Progression

- The Certificate in International Foundation Studies for Higher Education will be unclassified. The [Trinity Marking Scale](#) will be used in all assessments of the programme.
- A student may apply to transfer from one pathway to another³⁷. However, they must meet the admission requirements of the pathway into which they wish to transfer; and there must be capacity in the pathway into which they wish to transfer. Transfer applications will be considered by the Trinity Admissions Officer, the Trinity Course Coordinator in conjunction with the Foundation Programme Coordinator/Manager. They will consider whether the student is likely to succeed in the pathway into which they wish to transfer, taking into account the material they have studied in the programme prior to the transfer and performance in prior assessments.
- Students who fail modules may repeat in the supplemental examination period, taking such assessments as required, but only for the purpose of gaining the certificate award, which may be accepted for admissions elsewhere. Students who fail the programme will not normally be permitted to repeat the year.
- Students who experience *ad misericordiam* difficulties during the year may be given permission to defer their assessments to the supplemental period³⁸. Such students, if they meet the minimum progression requirements, would be permitted to progress to their chosen course.

³⁵ See [Illness Policy](#) and [Bereavement Support Procedure on the Death of a Student](#)

³⁶ See [Tutor System Policy](#) and [Tutor System Procedure](#)

³⁷ See [Internal Transfer Policy](#)

³⁸ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)

- Students who have passed the TIFP will not be permitted to undertake supplemental assessments in order to improve their scores for the purpose of progression. They may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the subjects chosen by the student on the TIFP and the availability of places on the undergraduate course into which they wish to progress (see paragraph above in relation to transfers). Such students would, in any case, be eligible for the certificate award.
- Appeals will be dealt with under the appeals procedures adopted by MIE which are closely modelled on those in place in Trinity³⁹.
- Procedures exist for student to have their assessment results re-checked or re-marked if there is reason to believe⁴⁰:
 1. that the grade is incorrect because of an error in calculation of results;
 2. that the examination paper specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination; or
 3. that bias was shown by an examiner in marking the script.
- Students may also appeal decisions of the Court of Examiners related to progress to the Court of First Appeal where a student's case³⁹:
 1. is not adequately covered by the ordinary regulations of the College; or
 2. is based on a claim that the regulations of the College were not properly applied in the applicant's case; or
 3. represents an *ad misericordiam* appeal.

Bachelor in Science (Early Childhood Education)

1. A student's overall mark in each year is a combination of the student's marks in each module, calculated according to the weighting allocated to each module.
2. The following grade bands are used in assessing work in modules and in the overall results for the course.

³⁹ See [Appeals Policy \(Academic Progression\)](#), [Court of First Appeal Process](#), [Court of Second Appeal Process](#) and [Postgraduate Appeals Process](#)

⁴⁰ See [Re-check/Re-Mark of Assessments Procedure](#)

Table 2: TIFP Grade Bands

Grade	Mark
70% +	First class honours
60% - 69%	Second class honours, upper division
50% - 59%	Second class honours, lower division
40% - 49%	Third class honours
30% - 39%	F1
29% and below	F2

3. In calculating a student's final degree result, marks from the Junior Sophister and Senior Sophister years will be used with the weighting 35/65. Students will receive an end-of-year result for the Junior Sophister year and for the Senior Sophister year in addition to their degree classification
4. Should a Freshman Student's overall mark be borderline (i.e. 49%, 59% or 69%) the Court of Examiners may recommend that their grade be rounded up to the next grade if the student has:
 - (i) Passed all modules in the annual exams
 - (ii) A preponderance (more than 50%) of module grades in the next higher-grade level
 - (iii) The next higher-grade level in one of the 15 ECTS modules
 - (iv) A grade level in the other 15 ECTS module that is at least adjacent to the raised grade
5. Borderline marks are not considered for rounding up in Junior Sophister.
6. In the case of a Senior Sophister student whose overall degree mark is borderline, all module marks, across Junior Sophister and Senior Sophister are considered.
7. In order for a borderline mark to be raised at the end of Senior Sophister year a student must have:
 - (i) the next higher-grade level in the dissertation
 - (ii) Senior Sophister placement grades at the next higher-grade level
 - (iii) a preponderance (more than 50%) of module grades in Senior Sophister year in the next higher-grade level.
 - (iv) passed all Senior Sophister modules and have at most one failed module in Junior Sophister year.
8. Decisions about raising borderline marks are made at the Court of Examiners.
9. Students must receive at least 40% in each module in order to complete the requirements of the year. Failing marks between 35% and 39% in the 15 ECTS modules cannot be compensated. However, a single failing result (between 35% and 39%) in any other module (unless specified otherwise) may be compensated provided no other module has been failed. No compensation is permitted across modules in the Senior Sophister year.

- For 15 ECTS credit modules, no compensation (internal or external) is permitted. In other words, all assessment components must be completed/submitted and passed independently in order to pass the subject.
 - In the case of a 5 ECTS credit module, unless specified otherwise, internal compensation for a single failed assessment component, within the module, is permitted. The failed component must be at the F1 level (30% or higher). Where a failed component is at F2, or where more than one component is failed, internal compensation is not permitted.
 - In the case of the following 5 ECTS credit modules, internal compensation is not permitted, i.e. a student must achieve a minimum of 40% in each assessment component.
 - B.Sc. ECE1: A Nurturing Pedagogy: Care Skills in Early Years
 - B.Sc. ECE2: Well-being and Health Education
 - B.Sc. ECE2: Early Mathematical Awareness
 - B.Sc. ECE3: The Inner Landscape of the Child
 - B.Sc. ECE. Electives: Financial Management in Education, Early Childhood Education through the Medium of Irish and Nutrition & Health Eating
10. If a student fails a module, (i.e. gets 39% or lower in a non-compensatable module or gets 34% or lower in a compensatable module), in the annual exams, a supplemental exam or assignment must be taken at the next available sitting.
11. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
12. If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.
13. If a module assessment component(s) is not completed or not submitted the result for the component(s) is recorded as non-submission (NS). The student fails the module even if the students' overall average on completed/submitted work exceeds 40%. In such cases NS is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.
14. If a student has still failed one or more modules following the supplemental exams, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual exams). Should the student be unsuccessful in the second annual exams

- (i.e. the third attempt overall), the student may take the exam one final time the following autumn). Should the student be unsuccessful at this time, no further repeat is possible.
15. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. In the first three years of the programme, students who fail one or two modules and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the court to repeat the failed modules off books. Students who fail one or two modules and achieve an overall average of III (49% or less) for the year will be recommended by the court to repeat the failed modules on books. Students who fail three or more modules must repeat the year on books. If both 15 ECTS credit modules are failed, those modules must be repeated on-books.
 16. In the Senior Sophister year, students who fail both the portfolio and the presentation have failed the field placement module overall. In such an instance, the overall internship module must be repeated on-books in the subsequent academic year.
 17. A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of two repeat attempts of this module.
 - Students may be granted a first repeat attempt at the supplemental exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examinations. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources. The mark awarded for this supplemental dissertation is capped at 40%.
 - Students who are unsuccessful in the dissertation module at the supplemental examination may be permitted by the Court of Examiners to repeat the module on books, as a final attempt, the following academic year. They are required to select and undertake a new research question. Should the student be unsuccessful at this time, no further repeat is possible. The mark awarded will not be capped.
 18. If a student fails to complete or submit the dissertation (for the annual or supplemental examinations, or both), without notification and evidence of *Ad Misericordiam* or Medical circumstances⁴¹, the result for the module is recorded as incomplete (INC) and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on-books the next academic year as a final attempt. The mark awarded will not be capped.
 19. Students granted permission to repeat the year off-books and to take examinations only will have the new marks and a new overall grade presented to the annual Court of Examiners, which will include the marks

⁴¹ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#) and [Fitness to Study Policy](#)

for the repeat examinations and marks carried forward from the previous academic year. When one or more modules is/are repeated for a year on-books or off-books, the student’s overall average grade is not capped at the overall annual grade from the previous year.

20. Where assessment(s) do not count towards an award (i.e. Junior and Senior Freshman), there will be no capping of module marks at supplemental examinations. The overall end-of-year result for students who progress on the basis of marks attained at a supplemental examination should be recorded as “pass at supplemental”, e.g. 52% ‘Pass at Supplemental’.
21. Where assessments count towards an award (e.g. Junior and Senior Sophister), any assessment component which a student supplements (because of a fail, an unexcused no-show or an unexcused non submission) will be capped at 40%. In such circumstances the mark for a supplemental field placement will not be capped.
22. Students’ results may be returned as “Withheld” for outstanding fees or library fines until the outstanding fees are paid⁴².

Bachelor in Science (Education Studies)

1. A student’s overall mark in each year is a combination of the student’s marks in each module, calculated according to the weighting allocated to each module.
2. The following grade bands are used in assessing work in modules and in the overall results for the course.

Table 3: B.Sc. Ed. Studies Grade Bands

Grade	Mark
70% +	First class honours
60% - 69%	Second class honours, upper division
50% - 59%	Second class honours, lower division
40% - 49%	Third class honours
30% - 39%	F1
29% and below	F2

3. In calculating a student’s final degree result, marks from the Junior Sophister and Senior Sophister years will be used with the weighting 35/65. Students will receive an end-of-year result for the Junior Sophister year and for the Senior Sophister year in addition to their degree classification-

⁴² See [Library Access and Borrowing Policy](#)

4. Should a Freshman Student's overall mark be borderline (i.e. 49%, 59% and 69%) the Court of Examiners may recommend that their grade be rounded up to the next grade if the student has:
 - (i) Passed all modules in the annual exams
 - (ii) A preponderance (more than 50%) of module grades in the next higher-grade level
 - (iii) The next higher-grade level in one of the 15 ECTS modules
 - (iv) A grade level in the other 15 ECTS module that is at least adjacent to the raised grade.
5. Borderline marks are not considered for rounding up in Junior Sophister.
6. In the case of a Senior Sophister Student whose overall degree mark is borderline, all module marks, across Junior Sophister and Senior Sophister are considered.
7. In order for a borderline mark to be raised at the end of Senior Sophister year a student must have:
 - (i) the next higher-grade level in the dissertation
 - (ii) Senior Sophister internship grades in the next higher-grade level
 - (iii) a preponderance (more than 50%) of module grades in Senior Sophister in the next higher-grade level.
 - (iv) passed all Senior Sophister modules and have at most one failed module in Junior Sophister year.
8. Decisions about raising borderline marks are made at the Court of Examiners.
9. Students must receive at least 40% in each module in order to complete the requirements of the year. Failing marks between 35% and 39% in the 15 ECTS modules and the specialisation modules delivered in Junior Sophister of the course cannot be compensated. However, a single failing result (between 35% and 39%) in any other module (unless specified otherwise) may be compensated provided no other module has been failed. No compensation is permitted across modules in the Senior Sophister year.
10. For 15 ECTS credit modules, no compensation (internal or external) is permitted. In other words, all assessment components must be completed/submitted and passed independently in order to pass the subject.
11. In the case of a 5 ECTS credit module, unless specified otherwise, internal compensation for a single failed assessment component, within the module, is permitted. The failed component must be at the F1 level (30% or higher). Where a failed component is at F2, or where more than one component is failed, internal compensation is not permitted.
12. In the case of the following 5 ECTS credit modules: Adult Education, Adolescent Education and Childhood, no compensation (internal or external) is permitted. Students must achieve at least 40% in each of the assessment components in order to successfully pass the module.

13. For the Gaeilge elective in the Freshman years students may compensate between the oral, aural and written components in order to achieve an overall pass result in the module. However, students must achieve at least 40% in their oral result to pass the module. Where relevant, compensation within the module applies if a student receives an overall pass result (40% or higher) for the module and receives at least 30% in each assessment component within the module. In the Junior Sophister year, each component of the Gaeilge specialisation assessment must be passed independently (i.e. compensation is not possible in the Junior Sophister year)
14. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
15. If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.
16. If a module assessment component(s) is not completed or not submitted the result for the component(s) is recorded as NS. The student fails the module even if the students' overall average on completed/submitted work exceeds 40%. In such cases NS is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.
17. If a student has still failed one or more modules following the supplemental exams, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual exams). Should the student be unsuccessful in the second annual exams (i.e. the third attempt overall), the student may take the exam one final time the following autumn). Should the student be unsuccessful at this time, no further repeat is possible.
18. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. In the first three years of the course, students who fail one or two modules and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the court to repeat the failed modules off-books. Students who fail one or two modules and achieve an overall average of III (49% or less) for the year will be recommended by the court to repeat the failed modules on-books. Students who fail three or more modules must repeat the year on-books. If both 15 ECTS credit modules are failed, those modules must be repeated on-books.
19. In the Senior Sophister year, students who fail both the e-portfolio and the presentation have failed the work placement internship module overall. In such an instance, the overall internship module must be repeated on books in the subsequent academic year.

20. A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of two repeat attempts of this module.
- Students may be granted a first repeat attempt at the supplemental exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examinations. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources. The mark awarded for this supplemental dissertation is capped at 40%.
 - Students who are unsuccessful in the dissertation module at the supplemental examination may be permitted by the Court of Examiners to repeat the module on-books, as a final attempt, the following academic year. They are required to select and undertake a new research question. Should the student be unsuccessful at this time, no further repeat is possible. The mark awarded will not be capped.
21. If a student fails to complete or submit the dissertation (for the annual or supplemental examinations, or both), without notification and evidence of *Ad Misericordiam* or Medical circumstances⁴³, the result for the module (or the module component, in the case of PME) is recorded as INC and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on books the next academic year as a final attempt. The mark awarded will not be capped.
22. Students granted permission to repeat the year off books and to take examinations only will have the new marks and a new overall grade presented to the annual Court of Examiners, which will include the marks for the repeat examinations and marks carried forward from the previous academic year. When one or more modules is/are repeated for a year on-books or off-books, the student's overall average grade is not capped at the overall annual grade from the previous year.
23. Where assessment(s) do not count towards an award (i.e. Junior and Senior Freshman), there will be no capping of module marks at supplemental examinations. The overall end-of-year result for students who progress on the basis of marks attained at a supplemental examination should be recorded as "pass at supplemental", e.g. 52% 'Pass at Supplemental'.
24. Where assessments count towards an award (e.g. Junior and Senior Sophister), any assessment component in which a student supplements (because of a fail, an unexcused no-show or an unexcused non submission) will be capped at 40%. In such circumstances the mark for a supplemental internship will not be capped. Capping Junior Sophister supplemental assessment marks applies to students who enter the Junior Sophister year from 2016-2017 onwards.

⁴³ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#) and [Fitness to Study Policy](#)

25. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid⁴⁴.

Bachelor in Education (Primary)

1. A student's overall mark in each year is a combination of the student's marks in each module, calculated according to the weighting allocated to each module.
2. The following grade bands are used in assessing work in modules and in the overall results for the course.

Table 4: B.Ed. (Primary) Grade Bands

Grade	Mark
70% +	First class honours
60% - 69%	Second class honours, upper division
50% - 59%	Second class honours, lower division
40% - 49%	Third class honours
30% - 39%	F1
29% and below	F2

3. In calculating a student's final degree result, marks from the Junior Sophister and Senior Sophister years will be used with the weighting 35/65. Students will receive an end-of-year result for the Junior Sophister year and for the Senior Sophister year in addition to their degree classification.
4. A student's overall final degree grade cannot exceed the student's grade level in the school placement module for the Senior Sophister year regardless of marks received in other modules.
5. Should a Freshman Student's overall mark be borderline (i.e. 49%, 59% and 69%) the Court of Examiners may recommend that their grade be rounded up to the next grade if the student has:
 - (i) Passed all modules in the annual exams
 - (ii) A preponderance (more than 50%) of module grades in the next higher-grade level
 - (iii) The next higher-grade level in both school placement grades
6. Borderline marks are not considered for rounding up in Junior Sophister.
7. In the case of a Senior Sophister student whose overall degree mark is borderline, all module marks, across Junior Sophister and Senior Sophister are considered.
8. In order for a borderline mark to be raised at the end of Senior Sophister year a student must have:
 - (i) The next higher-grade level in the dissertation

⁴⁴ See [Library Access and Borrowing Policy](#)

- (ii) A preponderance (more than 50%) of modules grades in the Senior Sophister year in the next higher-grade level
 - (iii) Passed all Senior Sophister modules and have at most one failed module in Junior Sophister year
 - (iv) Two Senior Sophister school placement grades (one of which must be in Teaching and Learning) in the next higher-grade level and the overall school placement grade in the next higher-grade.
9. Decisions about raising borderline marks are made at the Court of Examiners.
10. Students must receive at least 40% in each module in order to complete the requirements of the year. Compensation across modules is not permitted, i.e. all failing marks are non-compensatable.
11. Where a module consists of more than one assessment point, all coursework and exams must be completed/submitted in order for the student to pass the module. In other words, if work remains incomplete, the student fails even if the student's overall average on completed work in a module exceeds 40%. In such cases NS. is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.
12. If a student fails a module (i.e. with a mark of 39% or lower) in the annual exams, a supplemental exam or assignment must be taken at the next available sitting.
13. If a student fails a module in the supplemental exams, with the exception of the school placement and dissertation modules, the student may be permitted by the court to repeat the year and take the module at the next available opportunity (i.e. the next annual exams). Should the student be unsuccessful in the second annual exams (i.e. third attempt overall), the student may take the exam one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is possible.
14. Where a module mark is the average of two or more assessment components, compensation for one failed component within the module is permitted unless specified otherwise. Compensation within the module applies if a student receives an overall pass result (40% or higher) for the module and receives at least 30% in the assessment component within the module.
15. In the case of Visual Arts and the Arts, Drama and the Arts and Music and the Arts, students must achieve at least 40% in the core module component (i.e. Visual Arts in Junior Freshman, Drama in Senior Freshman, Music Junior Sophister).
16. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
17. If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all

assessment components of the module must be taken at the next available sitting, unless specified otherwise.

18. A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of two repeat attempts of this module.
 - a. Students may be granted a first repeat attempt at the supplemental exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examinations. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources. The mark awarded for this supplemental dissertation is capped at 40%.
 - b. Students who are unsuccessful in the dissertation module at the supplemental examination may be permitted by the Court of Examiners to repeat the module on-books, as a final attempt, the following academic year. They are required to select and undertake a new research question. Should the student be unsuccessful at this time, no further repeat is possible. The mark awarded will not be capped.
19. If a student fails to complete or submit the dissertation (for the annual or supplemental examinations, or both), without notification and evidence of *Ad Misericordiam* or Medical circumstances⁴⁵, the result for the module is recorded as INC and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on books the next academic year as a final attempt. The mark awarded will not be capped.
20. In the case of language methods (English Methods and Múineadh na Gaeilge), language competencies (Language, Literacy and Literature and Communicative Competence in Irish and English) Maths Methods/SESE, Teaching and Learning 2: Approximations of Practice/Behaviour Management and PE/SPHE modules, internal compensation does not apply. For the purposes of examination, each module, named in this paragraph, can be considered to consist of two module components each worth 2.5 ECTS credits. Students who fail any of the "2.5 ECTS credit" module components in English methods, Múineadh na Gaeilge, English Language, Literacy and Literature, Irish Language, Literacy and Literature, Communicative Competence in Irish and English, SESE, Maths Methods, Teaching and Learning 2: Approximations of Practice/Behaviour Management PE or SPHE must repeat the failed module component(s) only.
21. The oral Irish component of the modules Language, Literacy and Literature 1 and 2, and Cumas Cumarsáide sa Ghaeilge agus sa Bhéarla don Scoil agus don Phobal must be passed independently (i.e. a fail result in the

⁴⁵ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#) and [Fitness to Study Policy](#)

- oral Irish component is not compensatable). Where the student obtains an aggregate pass mark in the relevant module component but a fail mark in the Irish oral, only the oral exam needs to be repeated. Where the student obtains a pass mark in the supplemental Irish oral, the aggregate mark in the module will be increased accordingly but the student's grade in the module cannot be raised, i.e. it is capped at the original aggregate grade obtained by the student. Where the student obtains an aggregate fail mark in the module component and a pass mark in the Irish oral, all parts of the module component, including the Irish oral exam, must be repeated.
22. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. Students who fail one or two modules but who pass the school placement module (both parts) and achieve an overall average of 11.2 (50%) or higher for the year may be recommended by the court to repeat the failed modules off-books. Students with a fail on school placement and/or an overall yearly average of 49% (III) or below will repeat all modules on-books. However, in such a case, if the failed module(s) is/are all in one block and if the school placement components are passed, the court may recommend that the student repeat on-books only the block in which the failed module(s) is/are.
 23. A student who fails the school placement component in any year of the programme is granted one and only one repeat attempt.
 24. A student who fails the school placement in the Junior Sophister or Senior Sophister year is required to repeat the module in the subsequent academic year, on-books or off-books, as determined by the Court of Examiners.
 25. Where assessment(s) do not count towards an award (i.e. Junior and Senior Freshman), there will be no capping of module marks at supplemental examinations. The overall end-of-year result for students who progress on the basis of marks attained at a supplemental examination should be recorded as "pass at supplemental", e.g. 52% 'Pass at Supplemental'.
 26. Where assessments count towards an award (e.g. Junior and Senior Sophister), any assessment component which a student supplements (because of a fail, an unexcused no show or an unexcused non-submission) will be capped at 40%.
 27. School placement supplemental results are not subject to a cap in any year.
 28. Students cannot rise with their year until they have completed all the requirements of the year, including the school placement requirement.
 29. Students granted permission to repeat the year off-books and to take examinations only will have the new marks and a new overall grade presented to the annual Court of Examiners, which will include the marks for the repeat examinations and marks carried forward from the previous academic year. When one or

more modules is/are repeated for a year on-books or off-books, the student's overall average grade is not capped at the overall annual grade from the previous year.

30. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid⁴⁶.

Professional Diploma in Education (Further Education)

Academic Progression

- (A) Students undertaking the course over two academic years.
- (B) Students undertaking the course over one academic year

A. Students Taking the Two Year Course: Progression to Year 2

1. Students must successfully pass all requirements of year 1 to progress to year 2. The Court of Examiners will meet at the end of year 1 to moderate marks obtained by students in that year. There is no compensation between modules. Each module must be passed independently. The pass mark for the degree, for each year and for each module is 40%.
2. If a student fails a module, i.e. with a mark of 39% or lower in the annual examinations, a supplemental examination or assignment must be taken at the next available exam session.
3. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
4. If a student fails a module in the supplemental examinations, with the exception of the educational placement module, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed and the student will be excluded from the course.
5. Any assessment component in which a student supplements (because of a fail, an unexcused no-show or an unexcused non-submission), except for educational placement will be capped at 40%, even where a higher mark was warranted.
6. If a student fails an assessment component of a module (i.e. under 30%, unless specified otherwise) in the supplemental exams, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.

⁴⁶ See [Library Access and Borrowing Policy](#)

7. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. Students who fail one or two modules but who pass the education placement module (all parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off-books. Students with a fail on educational placement and/or an overall yearly average of 49% (III) or below will repeat all modules on-books.
8. A student who fails the education placement component in either year of the programme is granted one and only one repeat attempt of that component.
9. The level of the award is based on combined weighted marks of all modules completed over the two years of the programme.
10. At the end of the second year of the course, if a student is on an overall borderline mark that is over 40% (i.e. 49%, 59% or 69%), the mark may be rounded up to the next grade if the student has a preponderance (more than 50%) of module grades in the second year in the next higher-grade level and if the education placement marks are in the next higher-grade level. Borderline marks will not be raised where a student has failed one or more modules. Decisions about raising borderline marks are made at the Court of Examiners.
11. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid⁴⁷.

(B) Students Undertaking the Course in One Academic Year

1. Students must successfully pass all requirements of the course. The Court of Examiners will meet at the end of the academic year to moderate marks obtained by students in that year. There is no compensation between modules. Each module must be passed independently. The pass mark for the degree, for each year and for each module is 40%.
2. If a student fails a module, i.e. with a mark of 39% or lower in the annual examinations, a supplemental examination or assignment must be taken at the next available exam session.
3. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
4. If a student fails a module in the supplemental examinations, with the exception of the educational placement module, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed and the student will be excluded from the course.

⁴⁷ See [Library Access and Borrowing Policy](#)

5. Any assessment component in which a student supplements (because of a fail, an unexcused no show or an unexcused non-submission), except for educational placement will be capped at 40%, even where a higher mark was warranted.
6. If a student fails an assessment component of a module (i.e. under 30%, unless specified otherwise) in the supplemental exams, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise
7. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. Students who fail one or two modules but who pass the education placement module (both parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off-books. Students with a fail on educational placement and/or an overall yearly average of 49% (III) or below will repeat all modules on-books.
8. A student who fails the education placement component in either year of the programme is granted one and only one repeat attempt of that component.
9. The level of the award is based on combined weighted marks of all modules completed over the one year of the programme.
10. At the end of the programme, if a student is on an overall borderline mark that is over 40% (i.e. 49%, 59% or 69%), the mark may be rounded up to the next grade if the student has a preponderance (more than 50%) of module grades of year 2 modules in the next higher-grade level and if the second year education placement marks are in the next higher-grade level. Borderline marks will not be raised where a student has failed one or more modules. Decisions about raising borderline marks are made at the Court of Examiners.
11. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid⁴⁸.

Professional Master of Education (Primary)

1. A student's overall mark in each year is a combination of the student's marks in each module, calculated according to the weighting allocated to each module.
2. The following grade bands are used in assessing work in modules and in the overall results for the course.

⁴⁸ See [Library Access and Borrowing Policy](#)

Table 5: PME (Primary) Grade Bands

Grade	Mark
70% +	First class honours
60% - 69%	Second class honours, upper division
50% - 59%	Second class honours, lower division
40% - 49%	Third class honours
30% - 39%	F1
29% and below	F2

3. School Placement:

School placement is made up of three elements – Planning & Preparation, Teaching & Learning and a Professional Interview. All elements are stand-alone elements and each must be successfully passed for a student to graduate. No compensation is allowed in respect of School placement overall. Furthermore, no compensation is permitted in respect of failing any of the school placement components: Planning & Preparation, Teaching & Learning or the Professional Interview.

- (i) Where a student fails overall in either Planning & Preparation or Teaching & Learning, both elements must be repeated and the student will be informed about those areas in need of improvement.
- (ii) Should a student fail overall s/he will be required to complete a supplemental period of school placement at a time designated by the College. Where a student is unsuccessful in first year, they will have to complete a three-week supplemental placement. A second-year student who is failing will have to complete a supplemental block placement of ten weeks in one school.
- (iii) Should a student fail their supplemental school placement, no further repeat opportunities are possible.

Curriculum Studies & Foundation Studies

Students are required to achieve a pass standard in Curriculum Studies. In other words, all modules across the course are non-compensatable (either internally or externally). Students may be allowed to re-submit a failing assignment or to re-sit a failed exam.

- (i) In the case of Maths Methods/Subject Knowledge, assessment for the module is by written examination consisting of two parts A and B. Students must pass each part separately, i.e. receive the equivalent of 40% in each part in order to pass the module overall. Students who fail one or both parts of the examination are required to repeat the failed part(s) only.

- (ii) In the case of the modules PE/SPHE and Education Theory and Practice and Arts Education 1 & 2 students must achieve a minimum of 40% in each of the module sections. Students must repeat the failed module sections only.
- (iii) The oral Irish component of Modhanna Múinte na Gaeilge must be passed independently (i.e. a fail result in the oral Irish component is not compensatable). Where the student obtains an aggregate pass mark in the relevant module component but a fail mark in the Irish oral, only the oral exam needs to be repeated. Where the student obtains a pass mark in the supplemental Irish oral, the aggregate mark in the module will be increased accordingly but the student's grade in the module cannot be raised, i.e. it is capped at the original aggregate grade obtained by the student. Where the student obtains an aggregate fail mark in the module component and a pass mark in the Irish oral, all parts of the module component including the Irish oral exam, must be repeated.

Progression to Year 2

1. Students must successfully pass all requirements of year 1 to progress to year 2. The Court of Examiners will meet at the end of year 1 to moderate marks obtained by students in that year. There is no compensation between modules. Each module must be passed independently. The pass mark for the degree, for each year and for each module is 40%.
2. If a student fails a module, i.e. with a mark of 39% or lower in the annual examinations, a supplemental examination or assignment must be taken at the next available exam session.
3. If a student fails a module in the supplemental examinations, with the exception of the school placement module, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed and the student will be excluded from the course.
4. Students are required/permitted to only take supplemental exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
5. If a student fails an assessment component of a module in the supplemental exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.
6. Where a module mark is the average of two or more assessment components, compensation for one failed component within the module is permitted unless specified otherwise. Compensation within the module

applies if a student receives an overall pass result (40% or higher) for the module and receives at least 30% in the assessment component within the module.

7. Where a module consists of more than one assessment point, all course work and exams must be completed/submitted in order for the student to pass the module. In other words, if work remains incomplete, the student fails even if the student's above average on completed work in a module exceeds 40%. In such cases NS is recorded against the passing grade. When submitted for supplemental examination, the mark for work not previously submitted is capped at 40%, even where a higher mark was warranted.
8. The Court of Examiners decides if a student may be permitted to repeat the year on-books or off-books. Students who fail one or two modules but who pass the school placement module (all parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off-books. Students with a fail on school placement and/or an overall yearly average of 49% (III) or below will repeat all modules on-books. However, in such a case, if the failed module(s) is/are all in one block and if the school placement components are passed, the Court of Examiners may recommend that the student repeat on-books only the block in which the failed module(s) is/are.
9. A student who fails the school placement component in either year of the course is granted one and only one repeat attempt of that component.
10. In the PME, any assessment component in which a student supplements (because of a fail, an unexcused no show or an unexcused non-submission), except for school placement will be capped at 40%.
11. A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of two repeat attempts of this module.
 - (i) Students may be granted a first repeat attempt at the supplemental exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examinations. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources. The mark awarded for this supplemental dissertation is capped at 40%.
 - (ii) Students who are unsuccessful in the dissertation module at the supplemental examination may be permitted by the Court of Examiners to repeat the module on-books, as a final attempt, the following academic year. They are required to select and undertake a new research question. Should the student be unsuccessful at this time, no further repeat is possible. The mark awarded will not be capped.

12. If a student fails to complete or submit the dissertation (for the annual or supplemental examinations, or both), without notification and evidence of *Ad Misericordiam* or Medical circumstances⁴⁹, the result for the module (or the module component, in the case of PME) is recorded as NS and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on books the next academic year as a final attempt. The mark awarded will not be capped.
13. Students who have successfully passed all of the elements of the first year but who choose, or are advised, not to proceed to the second year, or who have accumulated at least 60 ECTS credits over the two year course but failed the School Placement modules may be considered for a Postgraduate Diploma (exit award), which is not recognised as a teaching qualification. In accordance with Trinity regulations as set out in the Calendar [Part 1](#), graduates who have exited the course with a Postgraduate Diploma and who have not failed a supplemental School Placement examination, may subsequently apply to the Programme Board for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a PME (Primary Teaching).
14. The level of the degree awarded is based on combined weighted marks of all modules completed over the two years of the course.
15. The PME Primary with Distinction may be awarded to candidates who have passed all assignments and examinations and have obtained an overall average of 70% or higher across all modules, including a mark of 70% or higher in their school placement modules and research dissertation module.
16. At the end of the second year of the course, if a student is on an overall borderline mark that is over 40% (i.e. 49%, 59% or 69%), the mark may be rounded up to the next grade if the student has;
 - (i) a preponderance (more than 50%) of module grades in year 2 in the next higher-grade level
 - (ii) the next higher-grade level in the dissertation
 - (iii) two PME2 school placement grades (one of which must be in Teaching and Learning) in the next higher-grade level and the overall school placement grade in the next higher grade
 - (iv) passed all year 2 modules and have at most one failed module in year 1.
17. Decisions about raising borderline marks are made at the Court of Examiners.
Students' results may be returned as 'Withheld' for outstanding fees or library fines until the outstanding fees are paid⁵⁰.

⁴⁹ See [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#) and [Fitness to Study Policy](#)

⁵⁰ See [Library Access and Borrowing Policy](#)

APPENDIX 2 - THE PROCESS OF INVIGILATION

The main functions of an invigilator are to ensure that an examination commences, continues and concludes in an orderly and timely manner and that candidates are kept under constant and effective supervision throughout an examination.

Prior to the Examination

1. Before each examination the [Registrar's Office](#) will ensure that the correct exam seat numbers are on the desks and that anonymised student numbers/seat numbers are displayed outside the exam venue, and that health and safety standards are being applied appropriately.
2. Before each examination begins, staff members from [Registrar's Office](#) will bring the following to each exam centre:
 - envelope of exam papers, divided into piles for distribution
 - attendance sheet which has each student's name, student number and seat number.
 - Trinity answer booklets
 - treasury tags
 - pens, tissues, etc.
 - special items if requested by a lecturer e.g. mathematical instruments
 - mobile phone, to be used only if a call has to be made to a lecturer when a student's query necessitates this action.
3. All Invigilators should attend at the exam centre 15 minutes before examination starts. They assist in placing on each examination table the correct number of examination booklets (consult the exam instructions on the exam paper) and treasury tag, if required.
4. Invigilators ensure that the exam centre is comfortable and tidy, with working clocks visible to all students, working blinds and fresh water. Furthermore, there is a microphone in both sides of the Gym.

Calling in Students

1. The academic invigilator will make all necessary announcements and oversee the invigilation of the examination. About 10 minutes before examination commencement time, the academic invigilator calls in students, reminding them to switch off mobile phones and leave bags at the side of the hall where no emergency exit route is blocked.
 - Students are required to check the exam timetable and anonymous display outside exam venue to ensure that they are in the correct exam centre and are at correct seat.
 - Complete silence must be maintained at all times.

- Student must display their **MIE student card** on the desk for all exams.
- A 'clean desk' policy applied and pencil cases etc. must be on the floor beside the desk.
- In silence, the student fills in the cover page(s) i.e.
 - The exam seat number (1 letter & 3 digits) will be on the notice board and attendance sheet.
 - The exam seat number (1 letter & 3 digits) is to be filled in on the booklet.
 - More details to be filled in on the bottom right hand side. Here the eight-digit student number required is on the MIE student card. Again this number is on the attendance list.
 - The invigilators circulate, helping students locate their seat and fill in the cover page and encouraging students to take their seats and maintain silence.

When students have completed the cover page(s), and five minutes before the exam begins

- The academic invigilator calls their attention and reads out the instruction(s) below and confirms the length of the examination.
 - Where exams are scheduled for Halla A and Halla B at the same time, instructions should be read consecutively, beginning with the group that is ready to begin first.
 - The academic invigilator reminds students that no one may leave the exam centre during the first 30 minutes or during the last 30 minutes and that students will be advised when 30 minutes and when 10 minutes are left.
 - The academic invigilator reminds students of toilet routine.
 - The academic invigilator informs students that pencils are not allowed when answering questions.
 - The academic invigilator informs students that no one may leave without putting up hand so that an invigilator checks that the cover page is completed.
 - The academic invigilator mentions that if there are staggered completion times i.e. if one year group leaves through the side door before the other year group.
 - The academic invigilator gives instruction for papers to be distributed by the invigilators in the designated section.
2. For Gaeilge exams, the Gaeilge version of the Script for invigilation will generally be used.
 3. When all examination papers are distributed, the academic invigilator gives the notice to turn over examination paper and to start. Note is taken by the academic invigilator of the exact starting time. This information is passed on to the replacement academic invigilator in an exam where two teams of invigilators are involved.

Start of Examinations

4. A floating invigilator may be available at the start and end of each exam and on call throughout the examination, in case of any problems. Also, a first aid person will be on call.
5. Toilets adjacent to the Exam Centre will be checked (usually by a member of the [Registrar's Office](#) staff) in the first 30 minutes of the exam to ensure that no students' notes are in any of the cubicles.
6. Student attendance is checked by one of the invigilators. Each student must sign the attendance sheet. This is done approximately 20 minutes into the examination.
 - Invigilators cast a discreet eye on the cover page to ensure that the seat number and student number (bottom of page) are all filled in correctly and completely.
 - Invigilators sign and date the attendance sheet, highlighting empty spaces.
7. No one may leave during the first 30 minutes/until attendance sheet is filled out. Latecomers (i.e. students unavoidably delayed) may be seated up to 30 minutes after starting time. No extra time is allocated. If a student arrives after 30 minutes, they may not enter the centre and the Registrar must be contacted. If a student has already left the centre, then the latecomer may not be allowed entry.
8. At the start of the exam the lecturer who wrote the examination paper visits the examination centre(s), including the room(s) for students with reasonable accommodations. If students have a query later, the academic invigilator of each centre will have the mobile phone number of the lecturer and will telephone the lecturer to obtain the clarification.
9. During invigilation, invigilators are asked not to chat, or read or write. Invigilators should walk up and down the exam area, quietly, throughout the exam.
10. If a student feels unwell, the invigilator calls a member of the [Registrar's Office](#) who is available. The list of first aid personnel available is also noted in the Invigilator's Handbook on the top table of each exam venue. The academic invigilator makes a note on the cover page of booklet if the student was unwell during the exam.
11. A student who has to leave the hall during the exam must be accompanied. No student should leave their seat without permission of the invigilator. Only one student at a time is allowed to leave the examination centre accompanied by the invigilator. Students should only be away from the centre for a reasonable period; otherwise the invigilator should contact the [Registrar's Office](#).
12. At all times two invigilators should be present in each exam centre.
13. If anything unusual occurs during the invigilation of an examination, this should be reported to the academic invigilator who should send a memo/email to the Registrar.

14. In longer exams, there will be a transition of invigilation teams. The transition should be as smooth as possible. The lecturer is replaced by another lecturer, the member of the administration staff replaces a member of the administration staff and the representative of [Registrar's Office](#) replaces a representative of [Registrar's Office](#). The lecturer who is leaving should inform the lecturer who is arriving of any matter that has arisen earlier in the examination. In particular, the exact time that the exam began should be communicated so that the exam can end at the correct time.

Students Choosing to Leave Early

- (a) No student may leave without informing the invigilator, who will check that the front page is filled in correctly, including the section relating to answers attempted and the section relating to number of booklets used.
- (b) No student may leave during the last 30 minutes of an examination.

15. The invigilator announces when there are 30 minutes and 10 minutes left. Sometimes exams of different durations begin at the same time. Please note this before reading out the script for invigilators because this needs to be mentioned in the initial announcement.

At the End of the Exam

16. When the exact time is up, the academic invigilator announces that time is up. Students stop writing, re-check that the cover pages are completely and correctly filled in and prepare the booklet(s) for collection i.e. student puts her/his booklets in the order in which they were used and use the treasury tag provided if necessary.
17. Students ensure that all answer books are labelled correctly i.e. indicate section where appropriate; and students hand in everything, including rough work.
18. Students sit in silence while the examination papers are collected in strict order of seating, ascending i.e. script of seat number E401 on top and script of seat number E509 on the bottom. Invigilators will have pre-arranged which invigilator will collect scripts from which section.
19. When the scripts have been collected, any necessary announcements can be made to the students – not earlier than this.
20. The students are not permitted to leave the examination hall until the invigilators count and confirm that the number of scripts collected. The number of scripts should correspond with the number of students who took the exam/signed the attendance. Invigilators are asked to wait to help gather up not only scripts, but also all the other items from the centre, especially at the end of the day.

After the Examination

21. The [Registrar's Office](#) invigilator – accompanied if necessary by the other invigilators – brings all scripts safely back to M105 ([Registrar's Office](#)), where they can be collected as soon as possible by the lecturer. The lecturer will count scripts and sign for the number of scripts received. The lecturer will be informed of any absences. If a lecturer is unable to collect the scripts, the Assistant Registrar is responsible for keeping the scripts securely.
22. The Examinations' Officer are responsible for ensuring that all Trinity booklets, clocks etc. are safely locked away at the end of each examination day. The door of the exam centre should be locked at all times when invigilators are not present.

Incident such as Fire Alarm or Other Emergency

23. If the alarm is sounded, the academic invigilator is responsible for the evacuation of the examination venue, following the normal fire drill procedures⁵¹. The academic invigilator stops the examination and instructs the students to leave all examination materials on their desks and to exit the building in silence. This will influence whether the exam can continue or if it needs to be rescheduled. The students are then escorted from the examination venue using the emergency exit(s). The [Registrar's Office](#) should be contacted as soon as possible.
24. In the event of student becoming ill, the [Registrar's Office](#) invigilator escorts the student outside exam centre and contacts Reception where a list of first aid personnel is retained. If a First Aider is not contactable, the Invigilator contacts the [Registrar's Office](#) staff for support.

The First Aid person will take over the care of the ill student which will include:

- Offer student tea/coffee/water in the cloister café
- Offer first aid (to be administered by trained person)
- Bring student to a room made available on campus as directed by the Conference Office staff on the day.
- Call the Doctor
- Call an ambulance

Allocation of Invigilators

- For most exam venues an invigilation team will consist of three members: a member of [Registrar's Office](#), a member of the administrative staff, and a member of the academic staff.

⁵¹ See [Fire Evacuation Procedure](#) and [Safety Statement Policy](#)

- The academic staff member is referred to as the academic invigilator. The academic invigilator will make all announcements for the exam.
- The maximum length of time for which a person will be asked to invigilate at one time is 2 hours. All 3 hour exams will have two teams of supervisors i.e. of 90 minutes each.
- A lecturer who is comfortable reading instructions as Gaeilge will be assigned to invigilate Gaeilge exams.
- Unless requested, a lecturer will not be assigned to invigilate an exam relating to a module they have taught.
- The usual invigilation load per lecturer per academic year (i.e. December and Summer) is approximately two, 2 hour sessions.
- The approximate invigilation load for full-time administrative staff is 15 hours per academic year (i.e. December, Summer and Autumn).
- The approximate invigilation load for [Registrar's Office](#) staff is approximately 26 hours per academic year (i.e. December, Summer, Autumn and Specials).

APPENDIX 3 - SCRIPT FOR LECTURERS INVIGILATING EXAMS

Calling in Students

The following instructions are given by the lecturer to students before they enter the hall on the first day only

- Check the seating list for your exam seat number
- Read the notices beside the seating list
- Put your student card on your desk
- Maintain silence once you enter the hall

The following instructions are given to students for each exam before they enter the hall

- Check the venue in which your exam is scheduled
- Turn off all mobile phones completely
- When you enter the hall, leave your coat and bags at the side of the exam centre and proceed directly and in silence to your seat
- Fill in the front cover of the answer book

At Start of Exam

Common to all exams in the Gym. Announcement made by one academic invigilator, standing in the centre of the gym/exam venue, with a microphone.

1. Dia dhaoibh go léir.
2. By now, you should have completed the details on the front cover of your answer book(s).
3. I want to remind you of some general regulations:
 - a. Please note the locations of the emergency exits in this centre which comprises A and B. In the event of an evacuation, you will be asked to leave calmly and in silence and assemble outside with your invigilation team. In such an event, please do not talk to classmates because this may affect whether the exam may continue or not.
 - b. Mobile phones must be turned off. Bags must be in the allocated areas and pencil cases should be on the floor.
 - c. You are required to answer questions in pen. Pencils are not allowed.
 - d. You will be advised when there are 30 minutes left and 10 minutes left.
 - e. No one may leave the exam hall during the first 30 minutes or the last 30 minutes of the examination.
 - f. Please do not leave your place without permission from an invigilator.
 - g. If you need to go to the bathroom, raise your hand to request permission. Only one student at a time may leave the exam centre A or B to go to the bathroom.
 - h. If you wish to leave early, raise your hand to inform one of the invigilators, who will check the cover page of your exam booklet.
4. An individual briefing for each centre will now be given. After that the exam papers will be distributed. You are asked not to begin reading the paper or writing until the instruction is given.

Specific to each exam. Announcement made sequentially by academic invigilator in each A and B

1. This is the _____ (JF/SF/JS/SS) or _____ (first year/second year/third year/fourth year) _____ (B.Ed./B.Sc. Ed. Studies/B.Sc. ECE/PME/PDFE/TIFP) examination in _____ (Gaeilge/English literature/mathematics methods etc. as written on cover page of exam).
2. The examination is ____ hour(s) long.

If the examination in the adjacent centre(s) finishes at an earlier time, say:

3. The students in Hall A will be finished at _____. They will be asked to leave quietly at that time and you may keep writing until this exam finishes at _____.

If the examination in the adjacent centre finishes at a later time, say:

4. The students in Hall B will be continuing their exam after your exam finishes. You are asked to leave quietly when this examination ends so as not to affect their concentration.

Provide subject specific instructions. If these are present, they are printed on the cover page of the exam booklet. The instructions on the booklet are to be read out, unless you have been notified otherwise.

When all papers have been distributed, say:

1. The time is now precisely ___ by the clock on the wall. You may now begin your examination.

Make note of the time that students commence (and pass to replacement academic invigilator if relevant).

The following announcements will generally be made by the academic invigilator in each exam centre (unless otherwise agreed between the invigilators). If the announcement is made by one invigilator, the invigilator must stand in the middle of the room and state that the announcement applies to all students.

With 30 minutes to go, say:

1. You have 30 minutes remaining. No one may leave the exam hall during this time.

With 10 minutes to go, say:

2. You have 10 minutes remaining. Remember to complete the details on the cover of your exam booklets before you finish. If you have more than one answer book, use a treasury tag to keep them together in the order in which you wrote them.

When the time is up, say:

3. The time is now up. Please stop writing straight away. Remain in your places until all scripts have been collected. Talking is not permitted until you leave the exam hall. Please do a final check that you have completed the details (including the seat number) on the cover of the exam booklets and white paper. Also indicate which exam questions you answered.

Collect the scripts. When all scripts have been collected, say:

4. You may now leave the exam hall.

AGUISÍN 3: Script do Léachtóirí agus iad i mbun Feitheoireachta ar Scrúduithe

Mic léinn á dtabhairt isteach

Tugtar na treoracha seo a leanas do na mic léinn sula dtagann siad isteach sa halla ar an gcéad lá amháin

- Seiceálaigí an liosta suíochán chun an uimhir shuíocháin a fháil
- Léigí na fógraí in aice leis an liosta suíocháin
- Cuirigí an cárta mac léinn ar an mbord
- Fanaigí in bhur dtost tar éis daoibh teacht isteach sa halla

Tugtar na treoracha seo a leanas do na mic léinn sula dtagann siad isteach sa halla

- Seiceálaigí cén halla spóirt ina bhfuil an scrúdú ar siúl
- Múchaigí gach fón póca
- Ar theacht isteach sa halla, fágaiagí na cótaí agus na málaí ar bharr nó ar thaobh an ionaid scrúdaithe , agus siúlaigí i dtost chuig an suíochán cuí
- Comhlánaigí na sonraí ar an leathanach clúdaigh den leabhrán freagraí

Ag tús an scrúdaithe

Baineann sé seo le gach scrúdú san ionad. Déanann an feitheoir acadúil an fógra. Seasann sé/sí i lár an halla spóirt/229/230 agus baineann sé/sí úsáid as micreafón.

1. Dia dhaoibh go léir.
2. Ba chóir go mbeadh na sonraí go léir curtha isteach agaibh ar leathanach clúdaigh na leabhrán freagraí faoin am seo.
3. Ba mhaith liom meabhrú a thabhairt daoibh maidir le roinnt rialacha ginearálta:
 - a) Tugaigí faoi deara suíomh na mbealaí éigeandála san ionad seo. I gcás aslonnaithe, iarrfar oraibh imeacht ar bhonn foighneach, gan labhairt, agus bailiú lasmuigh leis an bhfoireann feitheoireachta. I gcás mar seo, ná labhraigí leis na mic léinn eile mar go bhféadfaí impleachtaí a bheith aige sin ar leanúint ar aghaidh leis an scrúdú.
 - b) Ní mór gach fón póca a mhúchadh. Ní mór do na málaí a bheith curtha sna háiteanna cuí agus ba chóir do gach mála pinn a bheith ar an urlár.
 - c) Ní mór na freagraí a scríobh le peann. Níl cead pinn luaidhe a úsáid.
 - d) Déarfai libh nuair atá 30 nóiméad fágtha agus deich nóiméad fágtha.
 - e) Ní féidir le haon duine an halla scrúdaithe a fhágáil sa chéad tríocha nóiméad ná sa tríocha nóiméad deireanach den scrúdú.
 - f) Ná fágáigí bhur suíochán, le bhur dtoil, gan cead a lorg ó fheitheoir.
 - g) Má theastaíonn ó aon duine dul chuig an leithreas, ní mór a lámh a chur suas chun cead a lorg. Ní féidir ach le duine amháin an t-ionad scrúdaithe a fhágáil ag aon am le dul chuig an leithreas.
 - h) Má theastaíonn ó aon duine imeacht go luath, ní mór a lámh a chur suas chun é seo a chur in iúl do na feitheoirí. Seiceálfaidh duine de na feitheoirí an leathanach clúdaigh ansin.
4. Tabharfar treoracha beachta maidir le gach ionad anois. Ina dhiaidh sin, tabharfar amach na páipéir scrúdaithe. Iarrtar oraibh gan tosú ar an bpáipéar scrúdaithe a léamh ná ar aon rud a scríobh go dtí go dtabharfar an treoir duit.

Nuair atá na páipéir go léir tugtha amach, abair:

5. An t-am atá ann anois ná ___ de réir an chloig ar an mballa. Is féidir libh anois tosú ar an bpáipéar scrúdaithe.

Breac síos an t-am a thosaíonn na mic léinn ar an bpáipéar scrúdaithe (agus tabhair an bhileog don fheitheoir ionaid acadúil más cuí).

Treoracha beachta maidir le gach ionad scrúdaithe. Tabharfaidh na feitheoirí acadúla i ngach ionad an fógra i ndiaidh a chéile.

1. Seo é an scrúdú _____ (JF/SF/JS/SS/PME) nó _____ (don chéad bhliain / don dara bliain / don tríú bliain/ do na hiarchéimithe) sa (Ghaeilge / sa Bhéarla, sa mhatamaitic / i litríocht an Bhéarla srl. de réir mar atá sé scríofa ar leathanach clúdaigh an scrúdaithe).
2. Maireann an scrúdú seo _____ uair a' chloig.

Má chríochnaíonn an scrúdú níos luaithe san ionad cóngarach, abair:

3. Beidh na mic léinn i gcuid A den Halla Spóirt críochnaithe ar _____. Iarrfar orthu imeacht go ciúin ag an am sin agus is féidir libh leanúint ar aghaidh ag scríobh go dtí go mbeidh an scrúdú seo críochnaithe i gceann _____ uair a' chloig / i gceann leathuair a' chloig / i gceann dhá uair a' chloig.

Críochnaíonn an scrúdú níos moille san ionad cóngarach, abair:

4. Beidh na mic léinn i gcuid B den Halla Spóirt ag leanúint ar aghaidh leis an scrúdú tar éis daoibh bhur scrúdú a chríochnú. Iarrtar oraibh imeacht ón Halla go ciúin nuair a chríochnóidh an scrúdú seo ionas nach gcuirfidh sibh isteach orthu agus iad ag díriú ar an scrúdú.

De ghnáth, tabharfaidh an feitheoir acadúil i ngach ionad na fógraí seo a leanas (ach amháin sa chás go n-aontaíonn na feitheoirí ar nós eile). Má tá na fógraí á dtabhairt ag feitheoir amháin, ní mór don feitheoir seasamh i lár an tseomra agus a rá go mbaineann an fógra leis na mic léinn go léir.

Nuair atá tríocha nóiméad fágtha, abair:

1. Tá tríocha nóiméad fágtha. Níl cead ag aon duine an halla a fhágáil anois.

Nuair atá deich nóiméad fágtha, abair:

2. Tá deich nóiméad fágtha. Cuirim i gcuimhne daoibh na sonraí go léir a chur isteach ar chlúdach na leabhrán freagraí sula gcríochnóidh sibh. Má tá níos mó ná leabhrán amháin ag aon duine, ní mór úsáid a bhaint as scorán comhaid le'n iad a cheangal lena chéile. Ní mór ansin, na leabhráin a chur san ord céanna inar scríobh sibh iontu.

Nuair ata an t-am istigh, abair:

3. Tá an t-am istigh anois. Stopaigí ag scríobh láithreach más é bhur dtoil é. Fanaigí in bhur n-áiteanna go dtí go mbaileofar na scrípteanna go léir. Níl cead labhairt go dtí go bhfágfaidh sibh an halla scrúdaithe. Déanaigí seiceáil dheireanach le cinntiú go bhfuil na sonraí go léir curtha isteach ar chlúdach na leabhrán freagraí. Léirígí na ceisteanna scrúdaithe a d'fhreagair sibh freisin.

Bailigh na scrípteanna. Nuair atá na scrípteanna go léir bailithe, abair:

4. Is féidir libh anois an halla scrúdaithe a fhágáil.

APPENDIX 4 - INFORMATION FOR STUDENTS ABOUT EXAMINATIONS

This information is in the Registrar's Area of Moodle. A summary of the information is presented to B.Ed., Education Studies and ECE Junior Freshman students as well as to PME1 students.

Assignments:

(a) Well done! Most assignments have now been submitted.

(b) If, for some serious reason such as illness, you cannot make the deadline for submitting a particular assignment, write to the lecturer before the deadline and request an extension. You then must honour the agreed new deadline. More details are contained in the Handbook available on [Moodle](#) (under [Registrar's Office](#)).

(c) If you did not submit an assignment by the due date, a penalty is applied. 10% of the mark awarded is deducted if the work is up to one week late; 20% of mark awarded is deducted if the work is up to two weeks late.

(d) Assignments cannot be accepted two weeks after the due date. In that case the student's result in the relevant subject is returned as fail. The student is normally allowed submit the work (as per guidelines given in July, following publication of results) at the time of the supplemental examinations. The result, if satisfactory, is capped at 40%. Please read this information on Moodle.

Examination Timetables:

Examinations and oral presentations for students on all courses – B.Ed., B.Sc.(Ed. Studies and ECE), TIFP and PME (Primary) - take place on the dates indicated on the calendar. The onus is on you to obtain a copy of the timetable which is posted on Moodle. Written Exams will take place in several venues during weeks of 11 to 25 May. Examinations for students receiving reasonable accommodations will be notified of the location of their written exams.

Sitting Examinations:

An anonymised seating display and an examination timetable will be posted outside the exam venue on the day of the examination.

For all exams, a (1 letter & 3 digits) seat number is given to you by [Registrar's Office](#). You will also need your 8-digit student number, which is on your student card.

Please allow yourself ample time to arrive 15 minutes before the start of the exam so as to check your seat number and to take up your place. Keep your MIE student card on the exam table at all times during the exam. Pencil cases etc. need to be placed under your chair (to adhere to the Trinity “clean desk” guidelines).

Please remain silent once you enter the hall. Use the time before the exam starts to complete the front cover of your answer booklet(s).

- Please note the locations of the emergency exits in the centre. In the event of an evacuation⁵², you will be asked to leave calmly and in silence and assemble outside with your invigilation team. In such an event, please do not talk to classmates because this may affect whether the exam may continue or not.
- Listen carefully to the **instructions given at the start of each exam** and follow them e.g. about toilet breaks and leaving the examination early. You may never leave your allocated seat during an exam without putting up your hand to call the attention of an invigilator. If you are feeling unwell, please ask an invigilator to help you.

If You Cannot be Present for an Examination

Please inform your tutor⁵³ and/or [Registrar's Office](#) as soon as possible if you cannot be present at an examination. If you miss an examination, you take it at the next official session⁵⁴.

⁵² See [Fire Evacuation Procedure](#)

⁵³ See [Tutor System Policy](#) and [Tutor System Procedure](#)

⁵⁴ See [Attendance Monitoring Procedure](#)

Results

Results will be published on [MAESTRO](#) at 10.00am on the stated date. You will need your login details to access results. The results will indicate only your overall grade e.g. II.1 or II.2 or III or I, or an F.

If you read "Withheld", it means that owe money to MIE, probably fees or library dues⁵⁵.

Phone helpline: If you did not pass your examinations overall (i.e. read Fail), you may phone [Registrar's Office](#) on the stated date to find out information in relation to the supplemental examinations.

Script viewing morning

In June there is the annual advisory morning in MIE for students who failed one or more subjects. (Students who missed the December or May exams or who deferred an exam are welcome to attend also). We strongly urge you to attend in person at the institute, to view your script(s) and then speak with the lecturer(s) in question. Your tutor⁵³ will also be available in MIE on that day. If you are overseas, then arrange that a phone call be put through to the relevant lecturer between 9.30-10.30am, Irish time.

Should you have evidence that the examination was not fairly marked, and should you consider requesting a re-check, speak with one of the members of the [Registrar's Office](#) present at script viewing morning⁵⁶. Given that all failing scripts are read by more than one Examiner and that External Examiners read many of the scripts of B.Ed. Junior Sophister and Senior Sophister, B.Sc. Ed. Studies Junior Sophister and Senior Sophister, PME, MES, TIFP and PDEFE students it is very rare to have to request a re-check.

- i. Should you think of an appeal⁵⁷, you must know that there are very strict grounds under which an appeal may be considered. Possible grounds are that the examination contained material which had not been covered in lectures; Institute regulations had not been implemented; there were unreported mitigating circumstances. You must appeal a fail mark through your tutor⁵⁸. Speak to your tutor about any appeal early at the advisory session of Friday 21 June because there is a tight deadline for submission (via tutor) of any appeal. The deadline for submission of an appeal to the [Registrar's Office](#) is at 10.00am on Tuesday 25 June.
- ii. The transcript (i.e. copy) of your results will be posted, by [Registrar's Office](#), in late June, to the correspondence address that we have on record for you. You are responsible for notifying [Registrar's](#)

⁵⁵ See [Library Access and Borrowing Policy](#)

⁵⁶ See [Re-check/Re-Mark of Assessments Procedure](#) and [Guidelines on Writing and Marking Examination Papers & Assignments](#)

⁵⁷ 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](#)

⁵⁸ See [Tutor System Policy](#) and [Tutor System Procedure](#)

[Office](#) if your address changed since you registered. If you are unable to understand your transcript, please ask your tutor⁵⁸.

- iii. The subject weightings documents are displayed on Moodle.
- iv. If you have written examinations to take at the time of the repeats (called supplemental examinations) – either because you missed an exam, failed an exam, or in some exceptional cases, deferred – the exams take place in the Institute in late August/early September. A memo will be sent to you in late June or early July by [Registrar's Office](#) setting out what subject(s) or elements of subjects that you have to repeat/sit. The format and duration of each supplemental are the same in August as first time round unless you are informed otherwise. If you failed an assignment or did not submit an assignment, the guidelines will be posted to you by the [Registrar's Office](#) in late June or early July. The deadline for receipt of repeat assignments is available by writing to registrars@mie.ie. You either hand deliver it to [Registrar's Office](#) and sign in or else you send it by registered post to [Registrar's Office](#). Keep proof of postage. Always keep a copy of the assignment. Supplemental assignments received after the deadline will not be accepted unless accompanied by written evidence (e.g. a medical certificate or certificate of posting on the previous Friday or earlier) of mitigating circumstances. Under no circumstances can supplemental assignments be accepted after 5.00pm on Friday of the supplemental exams week.
- v. If you are a first or second year or third year B.Ed. student or a PME student who has taken supplemental exams in late August/early September, you provisionally start your next year on the date indicated on the calendar. The Trinity expression is “you provisionally rise with your year.” If you are a first, second or third year B.Sc. Ed. Studies student or a student of B.Sc. ECE who has August exams during week of 24 August, you will know your results before the new academic year begins for you. Supplemental results will be published, on [MAESTRO](#). You will then know if you can fully register for the next year or if you are required to repeat a module on or off-books. Your tutor will be on hand to advise you at this time⁵⁹.
- vi. If you are a graduating B.Ed. or PME student taking August examinations, you can of course look for a teaching post. Be honest about your results and explain why you have August examinations. Also, graduating students who have August exams should contact the Teaching Council in July to explain why you will be unable to progress registration until you have received your September transcript. Please, remember to complete registration with the Teaching Council in mid-September once you have your transcript (see [The Teaching Council Registration Information Leaflet](#)).

⁵⁹ See [Tutor System Policy](#) and [Tutor System Procedure](#)

- vii. Graduating students, if you wish to collect your assignments that could be useful teaching resources or work material, arrange with the lecturer involved when and how these can be collected by you. The Institute does not post out such material. In accordance with the examination material retention policy, such assignments are retained for 13 months only⁶⁰.
- viii. Lecturers may be on leave or off campus for other reasons for the advisory morning and the start of the supplemental examinations in August and so may not be available at times that coincide with your availability.

In addition to the support of your tutor⁵⁹, the [Trinity Counselling Service](#) is available to support and advise you. To access this service you can phone 01 8961407 or call into the service on the third floor of Phoenix House at 7-9 South Leinster Street, Dublin 2. They are open from Monday and Thursday from 9.00am to 5.30pm, Tuesday and Wednesday from 9.00am to 8.00pm (during teaching terms), reception closes at 7.00pm and Friday from 9.00am to 5.00pm. You can also access supports online at [MIE Student Support Services](#).

⁶⁰ See [MIE Records Retention Schedule](#)