

Professional Master of Education

Primary Teaching



Programme Handbook

2025-2026



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

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A Note on this Handbook

This handbook applies to all students taking the Professional Master of Education. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via Moodle, email, and notices on the notice board.

Introduction to Marino Institute of Education

Guiding Principles

Marino Institute of Education is a centre for teaching, learning and research in education under the co-trusteeship of the Irish Christian Brothers and Trinity College Dublin. The work of the Institute is under pinned by seven guiding principles. They are to:

- Be ecumenical and respectful of people of other faiths.
- Provide a strong element of teacher education.
- Be supportive of the mission of Catholic education by assisting the processes to articulate the ethos of Catholic education and by proposing models to implement it.
- Provide education programmes to encourage and empower the disadvantaged and the poor.
- Build a community of learning which is person-centred, respectful of differences and accessible to people who are disadvantaged.
- Assist parents to fulfil the responsibilities of their role as educators.
- Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead.

General Information about Marino Institute of Education

The Christian Brothers first moved to Marino in August 1883 and moved to the purpose-built St. Mary's College, Coláiste Mhuire, between 1904 and 1905. In 1929 St. Mary's was recognised as a training college by the Department of Education and it took two years to earn an NT (National Teacher's) Diploma. In the mid-1970s the Bachelor in Education was introduced in association with the University of Dublin, Trinity College. Since the 1990s, students have been studying for a Higher Diploma in Education (Primary Teaching) in association with Trinity College.

In 2014, the Higher Diploma was replaced by the two-year Professional Master of Education programme. The programme meets the professional requirements of Regulation Two (primary) of the Teaching Council Regulations 2009. Under circular 40/2010 of the Department of Education and Skills, graduates of the course are eligible for appointment to recognised primary schools.

Academic staff members in the Institute have a wide variety of research interests. Some of their recent publications can be read about here: <https://www.mie.ie/en/Research/>

A wide range of facilities is available to support students' academic and personal life during their time in college. This includes a specialised library and resource room, two computer labs, a fitness room, and gym. Medical services are available through Fairview Medical Centre and a Counselling Service and Disability Service are provided in association with Trinity College.

The institute's website is available at www.mie.ie. Resources to support students' learning are available on Moodle at www.mie.ie/moodle and students can access their records at <http://maestro.mie.ie/login>

A Student Union exists, and it works closely with the Staff Student Liaison Committee. Each class group is represented at this committee.

Message from the President of Marino Institute of Education

A Mhac léinn, a chara,

On behalf of my colleagues, I extend a warm welcome to you to Marino Institute of Education (MIE). I am very pleased that you have elected to continue your studies at MIE. Tá súil agam go mbainfidh tú taitneamh agus tairbhe as an am a bheas tú anseo linn.



As a student within MIE you are part of a vibrant and innovative community which continues to design and develop new courses. We now have more than 1450 students registered on our courses, which include:

Undergraduate Programmes:

- Bachelor in Science (Early Childhood Education).
- Bachelor in Education (Primary Teaching).
- Bachelor in Science (Education Studies).
- Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht).
- Trinity International Foundation Programme.

Postgraduate Programmes

- Master in Education Studies (Primary Mathematics Education).
- Master in Education Studies (Intercultural Learning and Leadership).
- Master in Education Studies (Early Childhood Education).
- Master in Education Studies (Inquiry-Based Learning).
- Master in Education Studies (Visual Arts).
- Master in Education Studies (Christian School Leadership).
- Professional Master of Education (Primary).
- Professional Master of Education Through the Medium of Irish (Primary)
- Professional Diploma in Education (Further Education).
- Master in Education Studies (Further Education)

We are committed to educating leaders for the 21st century who share a professional belief in and moral commitment to working towards excellence, equity, diversity and social justice within educational settings and communities at home and abroad.

As a teaching institution, we have always prioritised education and its associated values. The recent pandemic re-enforced for us all the importance of the physical space of schooling, personal interaction and ultimately it has taught us the value of educational relationships where students and staff form a binding community albeit real or virtual, where empathy, communication and connectivity enable friendships to grow and students to flourish. We also renewed the importance of actively engaging with our peers, friends, families and communities in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you for selecting to undertake your studies at Marino Institute of Education. Our core values of care, community, and commitment to excellence will ensure that you will be active and agentic learners on campus and in your specialised placement.

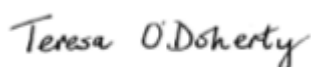
We hope that you enjoy the many amenities that our beautiful campus has to offer. Situated on a parkland site close to the city centre with expansive grounds and several playing fields, MIE has several computer labs, a specifically designed early childhood education room, a designated art room, a modern library, a sports hall and gym, an excellent canteen and a Costa Coffee outlet to cater for all tastes.

Whilst Marino Institute of Education's roots are steeped in history, our ambition is to prepare our students for whatever changes and challenges the future holds.

Our lecturers are very approachable and are dedicated to providing you with a top-quality educational experience. Please engage with them and with your fellow students to enrich your own learning and to broaden your understanding of the educational journey you are about to embark on. Our counselling and chaplaincy services are also on hand to assist you through some of the unique personal challenges that you may encounter on your learning path.

We are with you every step of the way.

Ní neart go cur le chéile



Professor Teresa O'Doherty

President

Teachtaireacht ó Uachtarán Institiúid Oideachas Marino

A Mhac Léinn, a chara,

Thar ceann mo chomhghleacaithe, ba mhaith liom fáilte ó chroí a chur romhat go hInstitiúid Oideachais Marino (IOM). Tá an-áthas orm gur roghnaigh tú leanúint ar



aghaidh le do chuid staidéar anseo in IOM. Tá súil agam go mbainfidh tú taitneamh agus tairbhe as an am a bheidh tú anseo linn. Mar mhac léinn de chuid IOM, is ball de phobal bríomhar nuálach thú a leanann dá bhforbairt agus dá ndearadh cúrsaí nua. Tá níos mó ná 1450 mac léinn cláraithe ar ár gcúrsaí anois, lena n-áirítear:

Bunchéimeanna:

- Baitsiléir san Oideachas (Bunmhúinteoireacht)
- Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht)
- Baitsiléir san Eolaíocht (Léann an Oideachais)
- Baitsiléir san Eolaíocht (Oideachas Luath-Óige)
- Bonnchlár Idirnáisiúnta Coláiste Tríonóide

Iarchéimeanna:

- Máistreacht i Léann an Oideachais (Oideachas Matamaitice Bunscoile)
- Máistreacht Ghairmiúil san Oideachas (Bunmhúinteoireacht)
- Máistreacht Ghairmiúil san Oideachas (Conair trí Mheán na Gaeilge)
- Máistreacht i Léann an Oideachais (Foghlaim agus Ceannaireacht Idirchultúrtha)
- Máistreacht i Léann an Oideachais (Oideachas Luath-Óige)
- Máistreacht i Léann an Oideachais (An Fhoghlaim ar Bhonn Fiosraithe)
- Máistreacht i Léann an Oideachais (Na hAmharcealaíona)
- Máistreacht i Léann an Oideachais (Ceannaireacht Scoil Chríostaí)
- Máistreacht i Léann an Oideachais (Breisoideachas)
- Diplóma Gairmiúil san Oideachas (Breisoideachas)

Táimid tiomanta d'oideachas a chur ar fáil do cheannairí san aonú haois is fiche, ceannairí a bhfuil creideamh gairmiúil agus tiomantas morálta acu chun an barr feabhais, cothromas, éagsúlacht agus ceartas sóisialta a bhaint amach in ionaid agus i bpobail oideachais sa bhaile agus thar lear.

Mar institiúid oideachais, tugaimid tosaíocht i gcónaí don oideachas agus na luachanna a bhaineann leis. Threisigh an phaindéim dúinn an tábhacht a bhaineann leis an spás fisiceach sa scolaíocht, na caidrimh pearsanta agus thar aon rud eile, mhúin an taithí seo dúinn go bhfuil

luach as cuimse ar chaidrimh oideachasúla ina bhfuil mic léinn agus an fhoireann araon mar chuid de dlúthphobal, bíodh sé fíor nó fíorúil, pobal ina bhfuil an chomhbhá, cumarsáid agus ceangail ann le gur féidir le cairdeas fás agus inar féidir le mic léinn teacht faoi bhláth. Neartaíomar arís an tábhacht a bhaineann le plé lenár bpiaraí, ár gcairde, ár muintir agus ár bpobail sna gníomhaíochtaí ealaíon, spóirt agus sóisialta, gach gné den saol a chuireann lenár bhforbairt iomlánaíoch. Sa chomhthéacs seo tréaslaím leat as an gcinneadh a dhéanamh do chuid staidéar a dhéanamh anseo in Institiúid Oideachais Marino. Cinnteoidh ár gcroíluachanna – aire, pobal agus tiomantas don bharr feabhais – go mbeadh tú i d’fhoghlaimoir gníomhach agus gníomhúcháin ar an gcampas agus ar do shocrúchán speisialaithe.

Tá súil againn chomh maith go mbainfidh tú sult as na háiseanna iontacha ar an gcampas. Lonnaithe ar fhearann páirce gar do lár na cathrach le tailte fairsinge agus cúpla páirc imeartha, tá roinnt saotharlann ríomhaireachta, seomra deartha go sonrach don oideachas luath-óige, seomra ealaíne ar leith, leabharlann nua-aimseartha, halla spóirt agus ionad aclaíochta, chomh maith le bialann den scoth agus Costa Coffee chun freastail ar riachtanais gach uile dhuine ar an gcampas.

Cé go bhfuil go leor staire ag baint le hInstitiúid Oideachais Marino, teastaíonn uainn ár mic léinn a ullmhú do cibé athruithe agus dúshlán a bheidh rompu sa todhcháí. Is féidir leat labhairt go héasca lenár léachtóirí agus tá siad tiomanta do thaithí oideachais ar ardchaighdeán a thabhairt duit. Déan teagmháil leo agus le do chomh-mhic léinn le do chuid foghlama a shaibhriú, agus chun do thuiscint a leathnú ar an aistear foghlama a bhfuil tú ag tabhairt faoi. Tá ár seirbhísí comhairleoireachta agus séiplíneachta ar fáil chomh maith, chun lámh chúnta a thabhairt duit agus tú ag tabhairt aghaidh ar na dúshláin uathúla phearsanta a bheidh le sárú agat agus tú ar d’aistear foghlama.

Táimid ag tacú go huile is go hiomlán libh.

Ní neart go cur le chéile.

Teresa O'Doherty

An tOllamh Teresa O’Doherty

Uachtarán

Staff Contact List

Name	Role	Email	Phone	Office
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Deirdre Ní Mhurchú	PME Placement Support	Deirdre.nimhurchú@mie.ie	01 8057743	M13
Registrar's Office		registrars@mie.ie		M105/M106
Education Office		educationoffice@mie.ie		M13
IT and eLearning Department		Log on to www.mie.ie/helpdesk to log your query		M100
Library		librarydesk@mie.ie	805 7753	St Patrick's Building
Reception			805 7700	St Mary's Building

* For a full list of individual staff contact details please visit https://www.mie.ie/en/about_us/staff_directory/

Communicating with staff members & fellow students

One of Marino Institute of Education's guiding principles is to build a community of learning which is person centred, respectful of individual differences and accessible to people who are disadvantaged. MIE expects students to have dignity and respect towards all people they engage with and interact with in the course of their studies in MIE. Students have a responsibility to promote an environment in which diversity and respect is practised, and to set standards of behaviour which are acceptable.

Behaviours such as the following will not be tolerated: any kind of verbal abuse/insults and name calling; demeaning remarks; persistent criticism; dissemination of malicious rumours, gossip or innuendo; written insults by electronic messaging; aggressive behaviour or physical intimidation; shouting in public and/or in private. The [MIE Dignity and Respect Policy \(Students\)](#) may be invoked in response to such behaviours. Where bullying, harassment or sexual harassment have been identified, the MIE's Disciplinary Procedure may be invoked, which may result in disciplinary action up to and including expulsion.

Programme Overview

Programme Aims

The over-arching aim of the programme is to prepare new entrants for the teaching profession; new teachers who are professional in all aspects of their work and who are knowledgeable and critically reflective about the aims and processes of education. The PME programme aims to develop in student:

1. Critical knowledge and appreciation of education as a discipline and teaching as a practice (GE 2)
2. Awareness of the diversity of children, including their backgrounds and their educational needs (CM 3, CM 4, CM 5, IM 7)
3. Appreciation of the place of education in society and of its transformative potential (CC6, CC7)
4. Appreciation and understanding of the complex nature of the teacher's role and of the role of schools in society (CM 1, CM 2, CM 5, CM 7)
5. Critical knowledge of a range of models of instruction and assessment, with the ability to choose between them and to apply them in classrooms, and other teaching environments. (GE 2, GE 9, IM 7, IM 9)
6. The ability and disposition to act as reflective practitioners, adopting critical insights into practice as appropriate (IM 6, CM 2)
7. Competency to conduct a piece of independent educational research and be able to demonstrate theory-practice connections as part of the research process (GE 6, GE 7, GE 8)
8. The ability to engage in creative thinking and integrate it into teaching and learning (IM 10)
9. Appreciation and understanding of professional development as a life-long journey and the importance of professional growth mind-set (GE 9)

10. To equip graduates with the expertise to foster the quality of good citizenship in their student through a focus on sustainability, equality, responsible use of technology, social justice and well-being/care in the classroom (CC 6, 7; IM 4 9)

Programme Learning Outcomes

According to Moon (2001¹), Programme Learning Outcomes (PLOs) evidence areas of learning that are the result of a student's experience of and contribution to a programme, on the basis that the whole may be greater than the sum of the parts. Programme Learning Outcomes identify the range of essential knowledge and the nature of that knowledge, along with the necessary skills and attitudinal dispositions which must be achieved by practitioners within a profession (Scattergood, 2008²).

PLOs for the Professional Master of Education (Primary Teaching) in MIE are centred on the four pillars that underpin the college's conceptual framework. These include teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner (Seifert, 1999³), and teacher as cultural and civic person (Conway et al, 2009⁴). Seifert's teacher as generous expert learner is expanded to include teacher as researcher. Practitioner researchers can offer an insider's perspective into classroom ecologies (Cochran-Smith & Lytle, 1999⁵) and bring skills that Schwandt (1994⁶) identified as those of a connoisseur. Schwandt (1994⁷) states that connoisseurs in a research context have a kind of heightened awareness or education perception - a particular kind of attention to nuance and details, to multiple dimensions or aspects - that comes from intimate familiarity with the phenomenon being examined (Schwandt, 1994, p.129⁸). This insight can develop the researcher's capacity to perceive and interpret nuances in classrooms (Kennedy-Lewis, 2012⁹).

¹ Moon, J. (2002). *The module and programme development handbook: a practical guide to linking levels, learning outcomes and assessment*. Routledge: New York

² Scattergood, J. (2008). *Writing learning outcomes at programme and module levels*. Dublin: Trinity College Bologna Desk

³ Seifert, Kelvin L. (1999) *Constructing a psychology of teaching and learning*. Boston: Houghton Mifflin Company

⁴ Conway, P., Murphy, R., Rath, A., Hall, K. (2009) *Learning to teach and its implications for the continuum of teacher education: A nine country cross national study*. (Report to Teaching Council). Maynooth, Ireland: Teaching Council.

⁵ Cochran – Smith. M. & Lytle, S. (1999) "The teacher research movement: A decade later." *Educational Researcher*, 28(7) pp. 15-25.

⁶ Schwandt, T. (1994) *Constructivist interpretivist approaches to human inquiry*. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118–137). London: Sage

⁷ Ibid.

⁸ Ibid.

⁹ Kennedy –Lewis, B. (2012) When a Teacher Becomes a Researcher: Using Self- Narrative to Define One's Role as Participant Observer. *Theory into Practice*, 51(2) pp. 107-113.



Teacher as an Instructional Manager (IM)

On successful completion of the course, graduates should be able to:

1. Demonstrate a wide range of effective and creative communication skills which facilitate positive interaction in the classroom, with parents, and throughout the wider school community.
2. Recognise and facilitate whole-class, group and individual learning needs and styles as appropriate to the classroom context.
3. Engage in integrated planning appropriate for every class at primary school level in a variety of contexts.
4. Create a safe classroom climate that supports child-centred learning and holistic development.
5. Identify, source and evaluate appropriate materials to support teaching and learning in the classroom.
6. Inquire into and critically reflect upon their own teaching and its impact on teaching, learning and assessment.
7. Demonstrate a range of appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment.
8. Identify, devise and select suitable formative and summative assessment strategies.

9. Demonstrate and apply appropriate subject knowledge across all curriculum areas and make meaningful cross-curricular links.
10. Engage in creative thinking and integrate it into teaching and learning.
11. Appreciate and reflect upon the aesthetic dimension of learning and teaching and incorporate this into classroom practice.

Teacher as a Caring and Moral Person (CM)

On successful completion of the course graduates should be able to:

1. Research and evaluate key literature in the area of ‘teacher as caring and moral person’, including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011¹⁰).
2. Reflect on and self-evaluate their own practice in relation to their role as ‘teacher as caring and moral person’.
3. Demonstrate inclusive practice with sensitivity to each school’s culture and ethos and implement that in their own classrooms.
4. Provide appropriate care to each child taking into account their social and cultural background.
5. Research and implement, as appropriate, emerging educational theory that supports holistic development and differentiated learning in a way that respects the needs, rights and dignity of all children.
6. Act as an advocate on behalf of children as appropriate.
7. Motivate, inspire, acknowledge and celebrate effort and success.

Teacher as a Generous Expert Learner and Researcher (GE)

On successful completion of the course, graduates should be able to:

1. Model disciplinary thinking and practices relevant to primary education.
2. Demonstrate dimensions of subject matter knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge, in literacy, numeracy, and across all curriculum subjects.
3. Apprentice all children in subject-specific and integrated higher order thinking so that all children achieve their potential.
4. Engage in planning for and practice of dialogic teaching and assessment.
5. Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice.

¹⁰ Teaching Council (2011) Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications.

6. Evidence a systematic understanding of the research methodologies presented on the PME programme.
7. Engage in data gathering and analysis appropriate to the role of teacher as researcher, and integrate new knowledge regarding curriculum, pedagogy and assessment into their teaching and research.
8. Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning.
9. Self-evaluate and take responsibility for continuing academic professional development.
10. Scrutinise and evaluate statutory and policy documents relevant to their roles and responsibilities.
11. Analyse the processes by which curricula are designed and implemented.
12. Nurture creativity in others and promote creative thinking in professional practice.

Teacher as Cultural and Civic Person (CC)

On successful completion of the course, graduates should be able to:

1. Critically analyse their own constructs of cultural belonging and identity.
2. Interrogate the potential impact of their own cultural identity on their classroom practice.
3. Interrogate the ideology of texts as cultural artefacts.
4. Critically discuss local, regional, national and global dimensions of culture.
5. Critically discuss the transformative potential of education.
6. Demonstrate a professional commitment to developing/fostering the role of citizenship and being a good citizen.
7. Demonstrate a commitment to democracy, equality and social justice in their teaching.

Programme Delivery

The course will be delivered on the MIE campus over two academic years. The total credit weighting for the course is 120 ECTS credits, inclusive of the School Placement component. The course will be delivered using a blended approach consisting of predominantly face-to-face lectures and workshops along with some online delivery.

Online material will be facilitated through Moodle, a virtual learning environment (VLE) used to support teaching and learning on this course. This VLE will contain all course materials and will be used to keep participants informed and involved with all aspects of the course. It will also contain supplementary lecture material, which is additional to the face-to-face contact. Moodle will be used as the forum for asynchronous and synchronous discussion and engagement.

Description of the European Credit Transfer System (ECTS)

ECTS stands for European Credit Transfer and Accumulation System. It is a way of comparing and accrediting undergraduate & postgraduate modules and programmes across the European Union and other collaborating countries. The ECTS weighting for a module is an estimate of the student workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, school placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In TCD 1 ECTS unit is defined as 20-25 hours of student input; a 5-credit module typically requires 100-125 hours of student input, including class contact time and assessments. A 10-credit module will require 200-250 hours of student input. The European norm for full-time study over one academic year is 60 credits. Students who successfully complete the PME - Primary will have earned 120 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed some component courses.

School Placement¹¹

The School Placement Programme is devised to ensure that Professional Master of Education students have an in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the profession. The programme is designed to provide for student teacher learning which is situated in the context of a professional learning community involving the students, our partner schools and the Institute itself. The School Placement Programme is underpinned by a commitment to cultivate dispositions of life-long learning and professional growth in our students and to support those dispositions through critically reflexive and constructive engagement between schools, student teachers and Institute staff. Principles of empowerment, partnership, inclusion, self-directed learning and a respect for the professional integrity and dignity of each pupil and colleague in the school environment and wider school community underpin this programme.

In accordance with the Teaching Council of Ireland guidelines, at least 40% of students' engagement over the two years of the PME is allocated to school placement, involving at least one block placement of a minimum of ten weeks in one school. This extended period of Advanced School Placement will afford student teachers the opportunity to apply theoretical knowledge in the practical environment of the classroom.

School placement in first year has two components – Professional Studies and the student's school placement. Professional Studies in first year will involve preparing the students for their school-based work. This will involve input in lesson planning, the preparation of schemes, collaborative learning, assessment, communication, positive motivation and management, the provision of a stimulating learning environment and reflective practice. School placement in first year will involve students working closely with host teachers in partner schools. This will allow for collaborative planning and de-briefing while facilitating co-teaching and structured non-teaching activities. Students will take an individual placement in a class between third and sixth in the first semester and a placement in infant classes in the second semester of their first year where they will engage in observation, planning, teaching and reflection but also where they will have opportunities for structured support and de-briefing from their Treoraí and school placement tutor.

¹¹ Students will receive a separate School Placement Handbook with more in-depth information about placement component of the course.

In their second year, PME students will take a module in Advanced Professional Studies and their Advanced School Placement. The Advanced Professional Studies module engages the students in discussions about their classroom practice - differentiated teaching and learning, personal goal setting and developing their reflective professional portfolio as well as issues relating to the profession – current issues, working with parents, working with other professionals both within and without the school.

Advanced School Placement involves a block placement in the second semester when students will spend ten weeks in one school.

This block placement will require the students to engage in structured observation and critical reflection. Students will become part of the professional learning community of the school. They will also engage with theoretical knowledge presented during lectures and seminars in the first semester of second year and will critically deconstruct that theory in light of their practicum experience. This link between theory and practice is a critical element of this module and will form part of the professional portfolio kept by students over the ten-week placement. Second year students will have an extended whole-school experience where they will have opportunities to engage in curriculum planning meetings, staff meetings, supported engagement with parents and other appropriate professionals, (e.g. Special Education Needs Organisers (SENOs), Education Welfare Officers (EWOs)), participation in school-based continuing professional development and engagement with other relevant activities, as appropriate.

School Placement is assessed under two area -Planning and Preparation and Teaching and Learning. Both areas must be passed independently in order for the student to be successful on the programme. The overall school placement result is an average of the total number of visits received. No compensation is allowed in School Placement. Students will receive formative feedback from their Treoraí , or school placement tutor, who will observe lessons and offer guidance for improvement. Students will also receive formative feedback from their Higher Education Institution (HEI) school placement tutor in the form of a written duplicate which offers guidance for areas for improvement. Final year students in year 2 complete a post placement interview assessing learning and development from school-based activities experiences.

PME2 students will also engage in a Special Education placement in the second year of their programme. This provides student teachers with the opportunity to experience school life in a variety of contexts and is an assessed component in their programme

Attendance on Placement

Complete attendance on school placement is an academic and professional requirement. Marino Institute of Education recognises the key role of schools in offering places to student for school placement. When a student commits to attending a school for a particular placement, inconvenience is caused to the school if a teacher is absent for any placement time. Therefore, when a student commences any School Placement period – including Special Education Placement, assessed and non-assessed placements and serial observation placements – full and complete attendance is required. Because School Placement is an examination, no exceptions to this are possible without written permission from the Director of School Placement being given before the commencement of the placement.

Should it happen that a student has a contagious illness or is too ill to attend school, notification must be provided to the school, the placement tutor and the school placement office in the Institute as soon as possible to facilitate the planning for all parties. When a student has more than two absences, they are required to submit a medical certificate which must be provided to the Institute within one week of the absence. Medically certified absences will be made up at the appropriate time.

When a student misses four days of school placement, consecutive or combined, they are required to defer their school placement. Such an absence is only acceptable if it has been approved by a medical doctor. Failure to adhere to this policy will result in ‘non-attendance’ at the examination that is school placement, and a student will be returned as zero for that entire placement.

Students are expected to attend school for a full school day on school experience, observation days and during school placement. Students in infant classes are required to stay in school until the end of the school day.

School Placement in All Years

School Placement requirements are extended. Further details are contained in the module descriptions in this handbook and detailed information will be supplied directly to students by the School Placement team. Due to the critical nature of placement for primary school pupils and the requirements of the Teaching Council, student may be offered only one opportunity to repeat a school placement. If a repeat placement is failed, no further repeat is possible, and the student must leave the programme.

Students must work with fully probated host teachers and students are not permitted to work in the class of a family member. Students are required to complete a full placement and to

compensate for any days missed – both of school experience and the assessed school placement period.

To ensure the smooth and professional operation of School Placement for all parties, compliance with procedures and deadlines is essential. Students who do not keep school placement deadlines or return school placement forms by the assigned deadlines may be refused to complete their School Placement that year. Placements, either mainstream or in special education, will then have to be completed the following year and students will have to go “off books” to complete the School Placement requirements.

Professional Suitability

School placement is regarded as central to the Professional Master of Education programme. When engaged in school placement, students are expected to regard themselves as a member of staff under the guidance of the principal and class teacher and should espouse the core values of the teaching profession at all times. Students are expected to exhibit the highest standard of professional conduct while on school placement. Personal appearance should be of a high standard. Courtesy, respect, sensitivity and understanding will be shown by student teachers to staff, pupils, parents and school placement tutors. Punctual, complete attendance is required. Students must be present before school begins and remain there for the full school day.

Garda Vetting

Prior to participating in any component of placement, students are required to have successfully completed the Garda Vetting process. A student’s failure to complete Garda Vetting, either by not returning vetting application forms on time or by not completing the online part of the process, may impact a student’s ability to undertake placement. This in turn may result in a failing grade for placement. It is the student’s responsibility to ensure that they have been successfully vetted and to respond to any communication sent by the Registrar’s Office or Placement Office in relation to vetting and to contact the relevant office (e.g. Registrar’s Office) if a delay occurs or a query arises in completing the vetting process.

Child Safeguarding

The safeguarding of children and vulnerable persons is a priority for MIE. All staff and students required to adhere to the Institute’s safeguarding policies which are available on the MIE website. All staff and students are required to be Garda Vetted and complete the TUSLA Safeguarding e-learning programme. No student or staff member will be permitted to work with children or vulnerable persons either on campus (e.g. research/ outreach projects) or off

campus (e.g. placement) unless they have completed both their Garda Vetting and safeguarding training.

Any queries related to safeguarding can be directed to the Designated Liaison Person, Dr Natahsa O'Donnell at natasha.odonnell@mie.ie

The Child Safeguarding Policy can be accessed using the link below https://www.mie.ie/media/sn0luuju/safeguarding-policy-children_v11.pdf

The Vulnerable Persons Safeguarding Policy can be access using the link below https://www.mie.ie/media/t0uelcm3/23-safeguarding-policy-vulnerable-persons_v11.pdf

Scoláireachtaí chun Socruchán Scoile a dhéanamh sa Ghaeltacht

Tá scéim scoláireachtaí Gaeltachta san Institiúid. Faoin scéim seo tugaimid rogha do roinnt mac léinn Socruchán Scoile an Earraigh a dhéanamh sa Ghaeltacht. Is deis í seo cónaí agus foghlaim i measc pobal Gaeilge. Tagann sé le Plean Straitéiseach na hInstitiúide.

Scholarships towards taking School Placement in a Gaeltacht Area

MIE administers a scholarship scheme which allows a number of students to opt to take a School Placement in a Gaeltacht area. This provides an opportunity to live and learn within an Irish-speaking community. This scheme links in with [MIE's Strategic Plan](#).

Special Education Placement

Professional Master of Education (Primary Teaching) students complete a Special Education Placement in the first semester of year 2. This can take place in Dublin or be home-based. This placement is spent in a special class, special school or a special unit attached to a mainstream school. This placement is assessed through the Special Education component of PM9106 Inclusive Education, and students will receive a visit from a placement tutor.

Tréimhsí Foghlama sa Ghaeltacht

Caithfidh gach mac léinn freastal go sásúil ar dhá chúrsa Ghaeltachta i rith na céime. Tugtar na Tréimhsí Foghlama sa Ghaeltacht ar an cúrsaí sin. Is i rith na bliana acadúla (ach amháin ar chúiseanna fíoreisceachtúla) a bhíonn na Tréimhsí Foghlama sa Ghaeltacht – ar feadh coicíse um Cháisc sa Chéad Bhliain den chéim agus ar feadh coicíse arís um Cháisc sa Dara Bliain den chéim.

Professional Master of Education (Primary) Programme Overview

Block	Colour
The Practice of Teaching	
Foundation Studies	
Professional Studies/Methodologies	
Discretionary Time	

PME Year 1					
Semester 1			Semester 2		
Module Code	Module Name	ECTS	Module Code	Module Name	ECTS
PM9112	Language 1 (English) Language 1 (Múineadh na Gaeilge) Gaeilge RTG	5	PM9101	School Placement	5
PM9111	Teaching and Learning 1	5	PM9114	Research Methods	5
PM9108	Psychology and Early Childhood Education	5	PM9110	SESE	5
PM9101	School Placement	5	PM9107	PE SPHE	5
PM9102	Maths Methods & Maths Subject Knowledge	5	PM9112	Language 2 (English) Language 2 (Gaeilge)	5
PM9101	Professional Studies (School Placement)	SP	PM9101	Professional Studies (School Placement)	SP

PME Year 1					
Semester 1			Semester 2		
Module Code	Module Name	ECTS	Module Code	Module Name	ECTS
PM9105	Arts Education 1 (Visual Arts, Music & Drama)	5	PM9109	Religious Education	5
-	Academic Reading & Writing	Optional	-	Academic Reading & Writing	Optional

PME Year 2					
Semester 1			Semester 2		
Module Code	Module Name	ECTS	Module Code	Module Name	ECTS
PM9106	Inclusive Education	5	PM9201	Advanced School Placement and Professional Interview	20
PM9204	Arts Education 2 (Integrated Arts, Music, Drama)	5	PM9201	Professional Studies	SP
PM9203	Creative Technologies for Teaching and Learning	5	PM9214	Research Thesis	10
PM9202	Children's Literature Teaching in Irish-med settings	5	[Shaded Area]		
PM9207	Educational Theory and Practice	10			
-	Teaching in Multi-belief settings	Optional			
Teaching in Catholic Schools		Optional			
PM9201	Professional Studies (School Placement)	SP			

PME – Module Delivery

PME Year 1

Semester 1	ECTS	Semester 2	ECTS
Teaching & Learning (AoP)	5	Psychology / Early Childhood Ed	5
School Placement	5	School Placement	5
Language 1 (Gaeilge/English)	5	Research Methods	5
Math Methods /Subject Knowledge	5	Religious Ed	5
Arts Ed (Vis Art / Drama / Music)	5	Physical Ed / SPHE	5
SESE	5	Language 2 (Gaeilge/English)	5
Professional Studies	SP	Professional Studies	SP
RTG	N/A	RTG	N/A

PME Year 2

Semester 1	ECTS	Semester 2	ECTS
Creative Technologies in Teaching & Learning	5	Research Thesis	10
Inclusive Ed	5	Ad School Placement & Prof. Interview	20
Literacy / Literature & Teaching in Irish-Medium Settings	5		
Arts Ed (Integrated Arts & Music/Drama)	5		
Ed. Theory & Practice: Philosophy/History Sociology/Psychology	10		
Teaching in Multi-Belief Settings	Op cert		

Teaching in Catholic Schools	Op cert		
Professional Studies	SP	Professional Studies	SP

Module Information

PME 1 Semester 1

Module Name:	Arts Education 1: Visual Arts, Drama & Music			
Module Code:	PM9105	ECTS: 5	Module Type	Core
Module Description				
<p>This module enables students to study the arts in both a discrete and integrated manner in year one. Students critically reflect on their own personal biographies, perceptions and experience of the arts and build on these knowledge, skills and understandings through practical participation, collaborative workshops, lectures, situated learning and fieldwork. The aim is to develop their receptive and expressive abilities and skills; to exercise creative and imaginative thinking; and develop inventiveness and creative risk-taking. Content explores rationale for arts inclusion in the primary schools as well as detailed examination of curriculum components of the visual arts, music and drama curricula which includes examining lesson planning, assessment and key teaching methodologies in relation to arts education. Summative presentations & portfolio work and formative feedback on class & studio work, are integral to the practical approaches taken on this module.</p>				
Link to Moodle page:	Course: PM9105 Arts Education 1 MIEOnline Course: PM9105: PME 1 Drama MIEOnline Course: PM9105b: PME 1 Music MIEOnline			

Module Name:	Teaching & Learning: Approximation of Practice			
Module Code:	PM9111	ECTS: 5	Module Type	Core
Module Description				
<p>This module centres on representing; decomposing, rehearsing and approximating high leverage practices, to enable student teachers develop skills which will help them on school placement and in their future teaching career. They will work on approximating work on some of the following:</p>				

- Introducing and consolidating content through storytelling.
- Making content explicit through explanation, modelling, representations, and examples.
- Setting up and managing small group tasks.
- Leading a whole class discussion.
- Conducting a meeting about a student with a parent/guardian.
- Conducting a meeting about teaching with parents/guardians.
- Combining a selection of practices in order to teach a coherent lesson or segment of instruction.

It is intended that the students will get an opportunity to engage in some of these practices in local schools during semester 1.

Link to Moodle page:	Course: PME 1 Approximations of Practice (Teaching & Learning) MIEOnline
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Module Name:	Mathematics Methods/Subject-Matter Knowledge for Primary Mathematics			
Module Code:	PM9102	ECTS: 5	Module Type	Core
Module Description				
<p>This module brings together subject matter knowledge for primary mathematics and mathematics methodologies. The module provides opportunities for postgraduate students to engage with mathematics and to strengthen self-belief in their own mathematical ability and develop positive dispositions towards mathematics as well as supporting students to develop effective learning activities and identify appropriate mathematical content for primary mathematics. Through the subject matter knowledge element learners will engage in unpacking familiar concepts, procedures and principles to develop competency in the practices required for teaching mathematics, such as explaining and following explanations, reasoning and problem solving. The methods element will facilitate exploration of the content of the Primary School Mathematics Curriculum, theories related to mathematics education and constructivist mathematics pedagogy, the lesson planning process, differentiation and assessment. Topics covered are selected from the Number, Algebra, Measures, Shape and Space and Data Strands of the curriculum. On successful completion of this module, students should be able to explain mathematical ideas and the mathematical concepts underpinning algorithms, solve a range of mathematics problems, represent abstract mathematical ideas in multiple ways, use notation and terminology</p>				

precisely, design effective learning activities in primary mathematics, apply a variety of appropriate methodologies to primary mathematics curriculum content and plan, teach and evaluate mathematics lessons both individually and collaboratively.

Link to Moodle page: [Course: PM9102 Maths Competency | MIEOnline](#)

Module Name:	Language 1/Teanga 1: English Methods and Competency; Gaeilge agus Múineadh na Gaeilge			
Module Code:	PM9112	ECTS: 5 ECTS (English Methods and Competency 2.5) (Gaeilge agus Múineadh na Gaeilge 2.5)	Module Type	Core

Module Description

English Methods and Competency

As language is central to learning, the importance of literacy in English cannot be overstated. Children in primary school need to develop literacy skills in the three language strands of oral language, reading and writing. Pre-service teachers need guidance and instruction in understanding how these skills are developed and in learning methodologies for teaching literacy. It is also important that the teacher’s own competence in understanding the structure of language is developed so that the teacher will be best positioned to teach literacy in the primary school.

Across module content, students will explore teaching methods, strategies and resources for teaching English across the three strands of the Primary Language Curriculum (2019) within the context of teaching literacy in the middle to senior classes of primary school.

Content has been organised with an aim of encouraging a positive, creative and imaginative attitude to teaching English. Students will be enabled to:

- Develop an understanding that children take individual and multiple pathways in their literacy learning.
- Gain an understanding of lexical, syntactic and pragmatic language development in the middle to senior classes of primary school.
- Gain an insight into the strong reciprocal relationship between oral language, reading and writing.

- Develop their skills in short-term planning and preparation for the teaching of English.
- Develop their knowledge of the structure of language (phonology, morphology, syntax and semantics).

This module is assessed through a written examination (1.5 hours).

Gaeilge agus Múineadh na Gaeilge

Is teanga bheo í an Ghaeilge sa bhunscoil agus is ábhar í freisin. Dá bhrí sin, tá sé tábhachtach go bhforbraítear cumas an mhúinteora sa Ghaeilge ar bhonn leanúnach ionas go mbeidh an múinteoir in ann feidhmiú trí mheán na Gaeilge go neamhfhoirmiúil i bpobal na scoile agus go mbeidh sé/sí in ann cumarsáid éifeachtach a dhéanamh agus Gaeilge á teagasc aige/aici do na meánranganna agus do na ranganna sinsearacha. Is cuid dár n-oidhreacht í an Ghaeilge agus is í an chuid is suntasaí dár gcultúr Gaelach. Is teanga náisiúnta na hÉireann an Ghaeilge, tá stádas bunreachtúil aici agus go ginearálta tá sé éigeantach go bhfoghlaímíonn gach páiste bunscoile an Ghaeilge.

Aidhmeanna

- Chun taitneamh a bhaint as an Modúl, chun dearcadh dearfach a chothú i dtaca leis an teanga, chun mian a chothú sa mhac léinn an Ghaeilge a úsáid mar theanga i bpobal foghlama dátheangach
- Chun an mac léinn a spreagadh mar fhoghlaimoir teanga freagracht phríomha a ghlacadh as a chuid/cuid foghlama féin, as a chumas/cumas féin a aithint ag leibhéal iontrála (B1, Comhchreat Tagartha na hEorpa um Theangacha), as na torthaí foghlama a aithint atá le baint amach, as dul chun cinn a thairfeadh go rialta agus as méid áirithe foghlama neamhspleáiche a bhaint amach.
- Chun tuiscint a fhorbairt ar theagasc na Gaeilge mar theanga chumarsáide bheo i meánranganna agus i ranganna sinsearacha, de réir mar atá molta i gCuraclam na Gaeilge agus i gCuraclam Teanga na Bunscoile
- Chun tuiscint a thabhairt don mhac léinn ar Chur Chuige na Cumarsáide mar aon le deiseanna straitéisí, modheolaíochtaí agus acmhainní a fheiceáil, triail a bhaint astu, staidéar a dhéanamh orthu agus machnamh a dhéanamh ina leith atá oiriúnach do na meánranganna agus do na ranganna sinsearacha

Measúnú: Scrúdú 1.5 uair a chloig

Link to Moodle page:	Course: PM9112: PME 1 Language 1 - English Methods & Competency (Semester 1) MIEOnline Course: PME1 RTG - 2025/2026 MIEOnline
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PME 1 Semester 2

Module Name:	Social, Environmental and Scientific Education			
Module Code:	PM9110	ECTS: 5	Module Type	Core
Module Description				
<p>Social Environmental and Scientific Education (SESE) seeks to examine and understand communities from the local to the global, their diverse heritages, their complex systems and how people and environments affect each other in the present and in the past. This area of study will explore scientific, geographical and historical concepts and procedures relevant to the SESE curriculum and to the students own personal and professional development in the different curricular areas.</p> <p>The course will focus on practical experiences that will provide the necessary skills and pedagogical understandings that primary teachers will need in order to teach the three SESE subjects of history, geography and science successfully in various classroom settings, urban, rural and multicultural.</p> <p>There will be a particular emphasis on practical investigations incorporating fieldwork in different settings for all three subject areas.</p> <p>Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography and science. The study of the Primary School Curriculum (1999) and the associated Teacher Guidelines will be a primary focus of the course.</p> <p>The course will afford students the opportunity to critically examine their own attitudes and beliefs in relation to the three subject areas together with effective strategies that will enhance pupils' learning in social, environmental and scientific education.</p>				
Link to Moodle page:	Course: PM9110 PME 1 SESE MIEOnline			

Module Name:	Physical Education (PE) and Social Personal and Health Education (SPHE)			
Module Code:	PM9107	ECTS: 5	Module Type:	Core
Module Description				

This course is divided into two learning areas: (1) Physical Education (PE) and (2) Social Personal and Health Education (SPHE). It is based on a broad philosophy of health that encompasses all aspects of a child’s well-being, with a particular focus on physical, social, mental, and emotional health. It is concerned with developing students’ knowledge and understanding, skills, values and attitudes that are central to quality PE and SPHE programmes for pupils.

On successful completion of this module, the student will be able to:

- Identify and analyse the rationale, nature and value of PE and SPHE in the primary school.
- Describe the structure and content of the curriculum in PE and SPHE and identify opportunities for meaningful cross-curricular links.
- Demonstrate the ability to plan, assess, implement and evaluate lessons and own practice through critical reflection in PE and SPHE.
- Demonstrate a range of teaching methodologies that promote active and differentiated learning within the organisation and management of PE and SPHE in the primary school.
- Examine a range of appropriate resources and equipment available for the teaching of PE and SPHE.
- Exercise appropriate judgement in the use of health and safety strategies in PE and SPHE lessons, taking cognisance of Child Protection and other relevant legislation and guidelines.
- Evidence a systematic understanding of research methodologies and how they might be applied in the area of PE and SPHE.

PE and SPHE lectures and workshops require active participation. In PE, students engage in practical activities and demonstrations which mirror activities prescribed for children in the curriculum. In SPHE, active learning strategies also feature ideas such as the set-up of ‘circle time’ as an appropriate teaching context.

Students attend 36 hours of lectures in total (18 in both learning areas). Method of assessment in both subjects is a written assignment or equivalent based on the learning outcomes for PE and SPHE. Pass mark for each assignment is 40%. Both must be passed independently. The marks will be combined and an average mark awarded for the module.

Link to Moodle page:

PE: [Course: PM9107 PME 1 Physical Education | MIEOnline](#)

SPHE: [Course: PM9107 PME 1 SPHE | MIEOnline](#)

Module Name:	Research Methods 1			
Module Code:	PM9114	ECTS:5	Module Type	Core
Module Description				
<p>This module focuses on building students’ critical and reflective skills in relation to research design in education. Focusing on the practicalities of research design, this module acts as the precursor to the dissertation in year 2 of the programme.</p> <p>In this module, students will be supported through the process of writing and presenting an initial research design in the form of a research proposal. Good research proposals persuade the reader that a proposed piece of research is both feasible and worthwhile. A research proposal is an important part of the research process because the success of any project depends on forward planning and organisation.</p> <p>It aims:</p> <ul style="list-style-type: none"> • To provide students with a critical grounding in the key debates around research-based evidence both within and outside of education. • To introduce students to a range of research methodologies and research methods. • To assist students to critique the ethical implications of undertaking education research. • To equip students with the necessary skills, knowledge and criticality to design a research project and to prepare an accompanying research proposal. • To prepare students to design and undertake educational research in practice. • To introduce students to research terminology and philosophies in order to articulate their critical stance on a topic. 				
Link to Moodle page:	Course: PM9114 PME 1 Research Methods MIEOnline			

Module Name:	Child Psychology and Early Childhood Education			
Module Code:	PM9108	ECTS: 5	Module Type	Core
Module Description				
<p>In this module, psychological theory is used as a lens for exploring best practice in Early Childhood Education. The intention behind merging the two subject areas is to help students to integrate their learning, both in terms of connections across subjects, and in relation to</p>				

implications for practice. In so doing they understand that all good practice is underpinned by theory and research.

Link to Moodle page:

[Course: PME 1 Psychology | MIEOnline](#) [Course: PM9108: PME 1 Early Childhood Education & Psychology | MIEOnline](#)

Module Name:	Language 2/Teanga 2: English Methods and Competency; Gaeilge agus Múineadh na Gaeilge			
Module Code:	PM9113	(English Methods and Competency 2.5) (Gaeilge agus Múineadh na Gaeilge 2.5)	Module Type	Core
Module Description				
<p>As language is central to learning, the importance of literacy cannot be overstated. Children in primary school need to develop literacy skills in the three language strands of oral language, reading and writing. Pre-service teachers need guidance and instruction in understanding how these skills are developed and in learning methodologies for teaching in these areas. Across module content, students will explore teaching methods, strategies and resources for teaching English across the three strands of the Primary Language Curriculum (2019) within the context of teaching literacy in the junior classes of primary school.</p> <p>Content has been organised with an aim of encouraging a playful, positive, creative and imaginative attitude to teaching English. Students will be enabled to:</p> <ul style="list-style-type: none"> • Explore the stages of literacy development as pertinent to children in the junior classes of primary school. • Gain an understanding of lexical, syntactic and pragmatic language development in the early years. • Develop their skills in short- and long-term planning and preparation for the teaching of English. • Explore the strong reciprocal relationship between oral language, reading and writing. • Develop their own knowledge of the structure of language (phonology and orthography). • Gain knowledge on what literacy learners require in order to learn the code of written language (phonological awareness, the alphabetic principle and of phoneme–grapheme relationships, knowledge of how words work, and automatic recognition and spelling of familiar words). • Develop an awareness of the differences between the structure of speech and the structure of writing. • Develop a knowledge of how phonologic, orthographic, syntactic and semantic knowledge lead to automatic and fluent reading. 				

Gaeilge agus Múineadh na Gaeilge

Is teanga bheo í an Ghaeilge sa bhunscoil agus is ábhar í freisin. Dá bhrí sin, tá sé tábhachtach go bhforbraítear cumas an mhúinteora sa Ghaeilge ar bhonn leanúnach ionas go mbeidh an múinteoir in ann feidhmiú trí mheán na Gaeilge go neamhfhoirmiúil i bpobal na scoile agus go mbeidh sé/sí in ann cumarsáid éifeachtach a dhéanamh agus Gaeilge á teagasc aige/aici do na meánranganna agus do na ranganna sinsearach. Is cuid dár n-oidhreacht í an Ghaeilge agus is í an chuid is suntasaí dár gcultúr Gaelach. Is teanga náisiúnta na hÉireann an Ghaeilge, tá stádas bunreachtúil aici agus go ginearálta tá sé éigeantach go bhfoghlaímíonn gach páiste bunscoile an Ghaeilge.

Aidhmeanna

- Chun taitneamh a bhaint as an Modúl, chun dearcadh dearfach a chothú i dtaca leis an teanga, chun mian a chothú sa mhac léinn an Ghaeilge a úsáid mar theanga i bpobal foghlama dátheangach
- Chun an mac léinn a spreagadh mar fhoghlaimoir teanga freagracht phríomha a ghlacadh as a chuid/cuid foghlama féin, as a chumas/cumas féin a aithint ag leibhéal iontrála (B1, Comhchreat Tagartha na hEorpa um Theangacha), as na torthaí foghlama a aithint atá le baint amach, as dul chun cinn a thaifeadadh go rialta agus as méid áirithe foghlama neamhspleáiche a bhaint amach.
- Chun tuiscint a fhorbairt ar theagasc na Gaeilge mar theanga chumarsáide bheo i meánranganna agus i ranganna sinsearach, de réir mar atá molta i gCuraclam na Gaeilge agus i gCuraclam Teanga na Bunscoile
- Chun tuiscint a thabhairt don mhac léinn ar Chur Chuige na Cumarsáide mar aon le deiseanna straitéisí, modheolaíochtaí agus acmhainní a fheiceáil, triail a bhaint astu, staidéar a dhéanamh orthu agus machnamh a dhéanamh ina leith atá oiriúnach do na meánranganna agus do na ranganna sinsearach

Measúnú: Scrúdú 1 uair agus 20 nóiméad. Scrúdú cainte 10 nóiméad.

Link to Moodle page:

[Course: PM9113 Muineadh na Gaeilge | MIEOnline](#)

[Course: PM9113 PME 1 Language 2 - English \(Semester 2\) | MIEOnline](#)

Module Name:	Religious Education			
Module Code:	PM9109	ECTS: 5	Module Type	Core
Module Description				
<p>Religious Education seeks to enable Teacher Education students to address the many spiritual and religious opportunities and challenges facing primary school pupils and to contribute to their holistic development by enabling them to develop ethically and morally, spiritually and religiously. The RE module aims to familiarise students with the appropriate pedagogies and methodologies for the teaching of R.E. at primary school level, to explore empathically the richness of the World's Religions and Belief Systems, and to provide students with the kinds of self-knowledge, subject knowledge, skills and experiences required to make a positive contribution to the ethical, moral and spiritual development of primary school pupils.</p> <p>On successful completion of this module, students should be able to research, evaluate and select from a wide variety of pedagogies and methodologies to facilitate the design of R.E. lessons appropriate to specific classroom contexts, demonstrate a professional commitment to developing an empathic understanding and appreciation of diverse religions and belief systems, identify, research and critically reflect upon suitable strategies for meaningful inclusive practice in R.E. with sensitivity to the culture and ethos of a variety of school models, critically analyse and self-evaluate the student's own ontological and epistemological journey in R.E., and evidence a systematic understanding of the skills, qualities and attributes required by the R.E. teacher in order to contribute to the holistic development of primary school pupils.</p>				
Link to Moodle page:	Course: PM9109 PME 1 Religious Education MIEOnline			

Module Name:	Professional Studies/School Placement			
Module Code:	PM9101	ECTS: 10	Module Type	Core
Module Description				
<p>There are two components to this course:</p> <p>Professional Studies</p> <p>The taught component of the course examines the role of the primary teacher, provides an overview of the Primary School Curriculum (1999) and explores the core concepts governing</p>				

preparation, effective teaching, classroom management, evaluation and assessment in the classroom.

School Placement

This section of the course allows student teachers to become familiar with the reality of the Irish classroom. It provides opportunities for students to observe, teach, reflect and evaluate. It facilitates the students experiencing the theory-practice link in a classroom situation.

This programme will focus on learning about teaching in the senior classes in the first semester followed by early-years learning in the second. Students will engage in two assessed teaching blocks – one in the first semester (senior classes) and one in the second semester (junior classes). Students will be expected to engage in a variety of assessment of and for learning techniques and use this information in order to enhance pupil learning.

School Placement is assessed under two areas

- I. Preparation for Teaching and
- II. Teaching and Learning.

Both areas must be passed independently in order for the student to be successful on the programme.

The component Preparation for Teaching will be assessed under two key areas – Long Term Planning and Short Term Planning. This will be assessed out of 100%. The component Teaching and Learning will be assessed under the key areas of Communication, Quality of Teaching, Children’s learning experience, Classroom Management and Organisation and Assessment of and Progression in learning. This will be assessed out of 100%.

Link to Moodle page:

[Course: PM9101 PME1 Professional Studies & School Placement | MIEOnline](#)

PME 2 Semester 1

Module Name:	Research Methods 2: Dissertation			
Module Code:	PM9214	ECTS: 10	Module Type	Core
Module Description				
<p>A critical component of the Professional Masters in Education is the development of the necessary practical skills towards the completion of a research dissertation. This module has been designed to provide students with a critical grounding in the principle and practices that underpin the generation of research-based evidence, with a specific focus on its effect on policy and practice in education. The knowledge, skills and understanding, and, in particular, the competence to engage critically with empirical and non-empirical research which students will gain from this section of the module will be directly transferable to their development as pedagogical experts. This module will provide students with the capacity to undertake their own research from a theoretically and methodologically informed perspective.</p> <p>It aims:</p> <ul style="list-style-type: none"> • To develop students’ critical understanding of the reflexive dimension associated with research based evidence. • To develop students’ understanding of the analytical techniques applied in the context of evidence based research. • To develop students’ capacity to interpret and critique from a methodological perspective empirical and non-empirical forms of evidence. • To facilitate students in carrying out their research dissertations with appropriate guidance from their supervisor. 				
Link to Moodle page:	Course: PM9214 PME 2 Research Methods & Thesis MIEOnlineCourse: PME 2 Dissertations MIEOnline			

Module Name:	Multi-Belief and Ethical Curricula in Diverse School Contexts			
Module Code:	N/A	ECTS: N/A	Module Type	Optional
Module Description				

This module explores the diversity of provision now available in Ireland, primarily in the approaches taken by Educate Together Schools and Community National Schools, to reflect the changing nature of the Irish population and to cater for parental choice. The module seeks to provide the students with the knowledge, understanding and skills to deliver and implement the Educate Together Ethical Curriculum and the Community National School Multi-Belief and Values Curriculum. It will also explore educational conditions, methodological approaches and whole school issues pertaining to belief diversity in primary schools.

Link to full module:

Module Name:	Creative Technologies for Teaching and Learning			
Module Code:	PM9203	ECTS: 5	Module Type:	Core

Module Description

This module enables students to use digital technologies for effective planning, teaching, learning, assessment and critical reflection. It integrates a wide range of creative technologies for classroom use, and develops the pedagogical understanding behind their integration into practice. On successful completion of this module, students will be able to interpret and critically analyse theoretical frameworks underlying the use of technology for teaching and learning. Constructivism, constructionism, behaviourism, user generated content, peer learning, digital learning objects, pedagogies for educational content online, 21st century learning skills, and other concepts are explored and understood. Students create their own digital learning objects, having researched and evaluated appropriate technological and pedagogical interventions for their intended audience/class/age/group, evaluating emergent technologies and analysing their application to education.

Opportunities are provided for meaningful reflection on current practice in Irish primary schools.

Each lecture has a practical element, whereby students create the digital learning object associated with that lecture. For example, students will be asked to create their own podcast, publish it to the web, and allow other course members access to it. The course culminates in a practical end-of-year project, where students are asked to design and create digital tools to enhance the teaching of a topic of their choice. Students can choose the topic and the class group for whom the content is designed. They are then assessed based on the

submission of the digital tools, and a written critical reflection piece following completion of the task.

Link to Moodle page: [Course: PM9203 PME 2 Creative Technologies | MIEOnline](#)

Module Name:	Children's Literature			
Module Code:	PM9202	ECTS: 2.5	Module Type	Core
Module Description				
<p>Children's literature has long been regarded as an essential instructional resource in the primary classroom and plays a powerful role in developing readers (Serafini, 2011; Allington, 2015). Teachers aiming to foster a love of reading in children and to facilitate meaningful engagement with literature must themselves have a strong knowledge of and enthusiasm for children's literature. This course aims to extend students' knowledge, understanding and appreciation of children's literature, its historical, sociological and ideological dimensions, and to develop their ability to apply this knowledge to their utilisation of children's literature in the primary classroom. Reading Teachers are teachers who read and readers who teach (Cremin 2014; Commeyras, Bisplinghoff and Olson, 2003). Teachers' personal and professional reading experiences can have a positive impact upon their pedagogy and influence children's engagement as readers (Cremin, 2014; Rief, 2002; Bisplinghoff, 2002; Dreher, 2003). Across the module, students will engage with a broad variety of texts and genres, spanning a diverse range of traditional and contemporary titles. Students will explore the role of children's literature in the primary classroom and the opportunity it affords for developing, supporting and reinforcing curricular learning.</p>				
Link to Moodle page:	Course: PM9202 PME 2 Children's Literature MIEOnline			

Module Name:	Ag Múineadh Trí Mheán na Gaeilge			
Module Code:	PM9202	ECTS: 2.5	Module Type	Core
Module Description				
<p>Tá líon suntasach scoileanna Gaeltachta agus scoileanna lán-Ghaeilge ann agus tá líon suntasach mac léinn ar mian leo múineadh trí mheán na Gaeilge. Léiríonn an taighde is</p>				

deireanaí an fiúntas a bhaineann le múineadh ábhar eile trí mheán na Gaeilge i scoileanna T2. Aithníonn an Chomhairle Mhúinteoireachta go bhfuil sé riachtanach do gach ábhar oide modúl a dhéanamh ar “Ag Múineadh Trí Mheán na Gaeilge: Teanga agus Cultúr”. I measc na n-aidhmeanna atá ag an modúl seo tá, tuiscint a thabhairt don mhac léinn ar an tumoideachas i gcoitinne agus ar éabhlóid an oideachais trí mheán na Gaeilge in Éirinn ó 1831 ar aghaidh, an Córas Gaelscolaíochta a fhiosrú agus a mhíniú, anailís a dhéanamh ar chúinsí scoileanna Gaeltachta, an mac léinn a chur ar an eolas faoi eagraíochtaí tacaíochta don oideachas trí mheán na Gaeilge, spléachadh a thabhairt ar áiseanna teagaisc agus foghlama don oideachas trí mheán na Gaeilge, dúshlán agus conspóidí a bhaineann leis an oideachas trí mheán na Gaeilge a phlé agus an réamhscolaíocht trí mheán na Gaeilge a fhiosrú. Eagrófar cuairt ar scoil Lan-Ghaeilge do gach mac léinn chun príomhoide na scoile a chur faoi agallamh. Chun na mic léinn a ullmhú don chuairt scoile chun an príomhoide a chur faoi agallamh eagrófar seisiún tobsmaointeoireachta.

Link to Moodle page:	Course: PM9202 PME 2 Ag Múineadh Trí Mheán na Gaeilge - Dr Marie Whelton agus Mairéad Ní Cheallaigh MIEOnline			
Module Name:	Integrated Arts Education II			
Module Code:	PM9204	ECTS: 5	Module Type	Core
Module Description				
<p>This module enables students to study the arts in both a discrete and integrated manner in year two of the PME programme. Specifically, the module focuses on the discrete subjects of drama and music, and focuses on Integrated Arts as a concept, encompassing music, drama, dance and/or visual arts. The aim of the module is to develop knowledge, both practical and theoretical of these subject areas, with a focus on integrated planning and teaching of the arts. The module aims to develop understanding of the arts, and topics which can be explored through these means while developing skills across all arts areas. Students will be enabled to examine the potential of integrated arts learning from a learning within, through and from the arts perspective. It is anticipated that students would reflect upon the following areas; the transformative potential of integrated arts education, how ideas, feelings and experiences can be explored through the arts, the use of stimuli in arts education and the challenges and merits of integrated arts in the primary school classroom.</p>				
Link to Moodle page:	Course: PM9204 PME 2 Integrated Arts Education MIEOnline			

Module Name:	Educational Theory and Practice			
Module Code:	PM9205	ECTS: 10	Module Type	Core
Module Description				
<p>A thorough grounding in the foundation studies is vital for the development of excellent educational practitioners. In this module, the ‘foundational’ approach to the disciplines is reconfigured to promote students’ integrated learning across disciplines, their curriculum methods and other course work, and their classroom practice. Students are introduced to specific theories of each of the disciplines of Sociology of Education, Psychology of Education, History of Education and Philosophy of Education. Students are also enabled to negotiate interrelationships between these disciplines in order that they develop appropriate perspectives to better understand the dynamics and issues of school life and successful classroom pedagogy. The module provides a basis from which students can fully appreciate the potentially transformative role of education in the lives of children. The ultimate aim is that students can employ well-founded and highly appropriate perspectives in their analyses, interactions and research in classrooms and schools.</p>				
Link to Moodle page:	<p>History of Education: Course: PME 2 History of Education MIEOnline</p> <p>Philosophy of Education: Course: PME 2 Philosophy of Education MIEOnline</p> <p>Psychology of Education: Course: PME 2 Psychology MIEOnline</p> <p>Sociology of Education: Course: PME 2 Sociology MIEOnline</p>			

Module Name:	Inclusive Education			
Module Code:	PME 9106	ECTS: 5	Module Type	Core
Module Description				
<p>The rationale for this module is to introduce students to an understanding of difference and diversity from a human rights perspective. It includes Special Educational Needs, and Development Education and Intercultural Education.</p> <p>There is now a strong emphasis on creating inclusive learning environments that can cater for pupil diversity. This is reflected in the UN Convention on the Rights of the Child (1989), the Education Act (1998), the Education for Persons with Special Educational Needs</p>				

(EPSEN) Act (2004), the Disability Act (2005), the Irish Aid Development Education Strategy 2017-2023, and the UN Sustainable Development Goals (SDGs).

Consequently, all teachers are expected to become capable in the design and delivery of a broad balanced curriculum that includes all pupils and which incorporates a social justice and global citizenship education perspective.

Aims of the Inclusive Education module

- To promote an understanding and acceptance of difference and diversity through a human rights lens
- To enable students to develop their skills and competence with a view to working in inclusive environments
- To promote an understanding of inclusion and the inclusive school, in relation to the three core areas
- To raise students' awareness of global and social justice issues as they pertain to primary education

Link to Moodle page:

[Course: PM9106 PME 2 Inclusive & Intercultural Education | MIEOnline](#)

PME2 Semester 2

Module Name:	Advanced School Placement			
Module Code:	PM9201	ECTS: 20	Module Type	Core
Module Description				
<p>This module has been designed to extend and deepen the knowledge, skills and competences developed by students through the school placement module in the first year of the Professional Master of Education. Opportunities are provided for the personal and professional growth of students to facilitate the development of professional dispositions essential to their work as primary school teachers. Students are prepared to participate fully in all aspects of the role of the teacher, competently and effectively. In their second year of the Professional Master of Education, students should continue with observations and reflections and will have increased responsibilities for planning and teaching to include a significant period when they will have total responsibility for the teaching and learning within the classroom. Students will also be expected to engage in an element of research on their placement. This will be assessed through their research dissertation.</p> <p>Students will engage in a 10-week placement in semester 2. This block will include two teaching blocks, a SEN experience and a School-based Activities block.</p> <p>The Teaching blocks are assessed under two areas :</p> <p>Preparation for Teaching (Long Term Planning and Short-Term Planning)</p> <p>Teaching and Learning (Professional Values and Practice, Communication, Quality of Teaching, Children’s learning experience, Classroom management and organisation and Assessment of and Progression in learning)</p> <p>Students’ Professional Portfolios will also form part of the assessment for School Placement. Examples of these reflections include reflections on their experience of planning, teaching and learning; their professional communications and their contribution to the school.</p> <p>The school activities block will be assessed through the Professional portfolio and a post-placement interview. This assessment will be based on four key areas of skill and knowledge development: Professional Communication and Conversations, School Administration, Developing My Own Initiative and Contribution to my School Community. Students will be expected to demonstrate through their portfolios and at individual interviews how they have developed the four areas during the ten-week block placement with specific reference to the three-week school experience block.</p>				

Link to Moodle page:	Course: Advanced School Placement BED4 and PME2 2026 MIEOnline
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PME Programme Regulations

Registration

New and continuing students must register each academic year by the designated date. A charge is imposed for late registration (after 15 October). Students who do not register by the Friday of Teaching week 8 of their year of the programme, will be deemed to be withdrawn and services such as library and email accounts may be suspended. In such circumstances, undergraduate students must apply through the Admissions Office to the Registrar for re-admission.

Examinations

Annual examinations are held in December (Semester 1 exams) and in March, April or May (Semester 2 exams). Re-Assessment (repeat) examinations of both semesters are held in the following late August/early September.

The Court of Examiners will meet at the end of each academic year to moderate marks obtained by students.

Examination timetables are published well in advance of the dates of examination, by the examinations officer, on Moodle. The onus rests with each student to establish the dates of the examinations by consulting Moodle.

If a student is unable to sit or submit an assessment due to unforeseen circumstances, the student's tutor must be notified as soon as possible, but no later than three days after the missed assessment time or deadline, so that they can seek permission from the Registrar for the desired course of action (e.g. deferral until the next available sitting). Relevant supporting documentation must be submitted as soon as possible, but no later than three days after the missed assessment time or deadline, both to the Registrar's Office and the tutor e.g. med cert. Information on types of supporting documentation permissible can be found in the "[Guidelines in support of an ad misericordiam appeal](#)"

An unexcused absence from an examination is recorded as NS (non-submission/sitting).

Examination results are published on [MAESTRO](#), the student management system. It is the responsibility of each student to inform themselves of the results of the examinations by consulting MAESTRO. Any student who has failed the annual or Re-Assessment examinations should attend the script viewing morning on the day after publication of results and/or contact their tutor. If the tutor is unavailable, the student should contact the Registrar's Office.

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

In exceptional circumstances, following the Re-Assessment examinations, a student's tutor may apply to the [Court of First appeal](#) for permission to sit a special examination. Special examinations may be recommended only where a student has been unable to complete their examinations at the Re-Assessment session due to illness or other grave cause.

What is Second Marking, Blind Marking & Double Marking?

In addition to anonymous marking and marking scripts and assessment tasks based on the grading rubric provided to the student in advance with the assessment guidelines, MIE applies second marking and double-blind marking in certain circumstances

Second/third marking

Second/third marking is the independent marking of an assessment by more than one marker. The second/third marker will have access to comments and feedback of the previous marker and to the grades awarded by that marker.

Double blind marking

Double blind marking is the second, third or simultaneous independent marking of an assessment by more than one marker. No marker has access to the grades or the comments and feedback of the other(s).

When is second marking used?

Second marking is typically applied to all failing and borderline scripts. It may also be applied to a random selection of scripts or to scripts that receive a high grade. The purpose of the second marking is to review the professional opinion of the primary marker, and the process is informed by the first mark. Where a mark remains in dispute following the second marking process, in the first instance resolution should be sought through discussion between the first and second markers. Should the disagreement be still not resolved, a third opinion should be sought. Where the disagreement is still unresolved, the External Examiner's opinion will be considered (pg. 4 [18-guidelines-on-writing-and-marking-examination-papers-assignments-june-2023docx.pdf](#))

When is double blind marking used?

Double blind marking is typically applied in the following cases

- All final-year dissertations are double blind marked (pg.4 of [18-guidelines-on-writing-and-marking-examination-papers-assignments-june-2023docx.pdf](#))
- At the discretion of an MES course leader in relation assessments for a module delivered on their programme.
- At the discretion of the President or Registrar

- As the outcome of a decision of an appeals' committee

In the case of final year assessments where there is one and only one module mark that falls between 35-39 prior to the external examiner reviewing the assessment.

PME – Rules for Passing and Progression

General

1. A student's overall mark in each year is a combination of the student's mark in each module, calculated to the weighting allocated to each module.
2. Students cannot rise with their year until they have completed all the requirements of the previous year, including the school placement requirement.
3. The following grade bands are used in assessing work in modules and in the overall results for the course:

Grade	Mark
70% +	First Class Honours - 1
60% - 69%	Second Class Honours, upper division - 2.I
50% - 59%	Second Class Honours, lower division – 2. II
40% - 49%	Third Class Honours – III
30 – 39%	Fail – F1
29% and below	Fail – F2

School Placement

4. School placement consists of three elements –
 - Planning & Preparation
 - Teaching & Learning
 - Professional Interview

All elements are stand-alone elements, and each must be 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 above.

- 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 they will be required to complete a re-assessment (i.e. repeat) period of school placement at a time designated by the Institute. Where a student is unsuccessful in first year, they will have to complete a three-week re-assessment placement. A student who is unsuccessful in second year are required to complete a re-assessment block placement of ten weeks in one school.
- iii. The mark awarded for re-assessment school placement is not capped at 40%.
- iv. Should a student fail their re-assessment school placement, no further repeat opportunity is possible.

Curriculum Studies & Foundation Studies

5. Students are required to achieve a pass standard in Curriculum Studies and Foundation Studies. All modules across the course must be passed and compensation across modules is not possible. 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 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;
 - P.E./S.P.H.E.
 - Education Theory and Practice
 - Arts Education 1 & 2
 - Inclusive EducationStudents must achieve a minimum of 40% in each of the module sections. Students are required to repeat the failed module section 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 a 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 a 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.

- Where a student obtains a pass mark in the re-assessment 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 grade obtained by the student.

Progression to Year 2

6. 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%.
7. If a student fails a module – i.e. with a mark of 39% or lower in the annual examinations – a re-assessment examination or assignment must be taken at the next available exam session.
8. 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 failed assessment component within the module.
9. 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 average on completed work in a module exceeds 40%. In such cases, NS (non-submission) is recorded against the passing grade.

Re-Assessment Examinations

10. If a student fails a module (i.e. with a mark of 39% or lower) in the annual exams, a re-assessment exam or assignment must be taken at the next available sitting.
11. Students are required/permitted to only take re-assessment exam(s)/assignment(s) in assessment component(s) that is/are failed or not submitted, unless specified otherwise.
12. If a student has an unexcused non-submission/non-sitting and submits/sits a re-assessment session, the mark for work not previously completed counts as the second attempt and the mark awarded is capped at 40%, even where a higher mark was warranted.
13. In the case of students who take a re-assessment assessment due to a failing mark in the annual examinations, there is no capping of the module mark at re-assessment

examinations. Instead, 20% of the marks awarded will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%.

14. If a student fails an assessment component of a module in the re-assessment 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.
15. If a student fails a module in the re-assessment 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.
16. 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 module but who pass the school placement module (all parts), will be recommended by the Court of Examiners to repeat the failed modules off books. Students who fail one or two modules and who fail school placement and students who fail three or more modules will repeat all modules on books.

Year 2 Dissertation

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.
18. Students may be granted a first repeat attempt at the re-assessment 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. In the case of a student repeating the dissertation due to a failing mark, 20% of the mark awarded at re-assessment will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40% the adjusted mark will stand at 40%. In the case of a student taking the dissertation at re-assessments due to a non-submission at the annual examinations, the mark awarded for this re-assessment dissertation is capped at 40%.
19. Students who are unsuccessful in the dissertation module at the Re-Assessment 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. The mark awarded will not be capped. However, should the student be unsuccessful at this time, no further repeat is possible.

20. If a student fails to complete or submit the dissertation (for the annual or re-assessment examinations, or both), without notification and evidence of Ad Mis (mitigating circumstances) or medical circumstances, the result for the module (or the module component) is recorded as NS (non-submission) and the overall grade for the year is recorded as a FAIL. The student is required to repeat the dissertation on books during the next academic year as a final attempt. The mark awarded will not be capped.

Degree Grade

21. The level of the degree awarded is based on the combined weighted marks of all modules completed over the two years of the course.
22. The PME-Primary with First Class honours may be awarded to candidates who have passed all assignment 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 modules.
23. 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 year 2 in the next higher grade level.
 - The next higher grade level in the dissertation.
 - Two PME2 placement grades (one of which must be in Teaching & Learning) in the next higher grade level and the overall school placement grade in the next higher grade.
 - Passed all year 2 modules and have at most one failed module in year 1.
24. Decisions about raising borderline marks are made at the Court of Examiners.

Exit Award

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 have accumulated at least 60 credits over the 2-year course but have 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 College Dublin, the University of Dublin's regulations as set out in the Calendar Part 2, graduates who have exited the course with a Postgraduate Diploma and who have not failed a re-assessment school placement examination, may subsequently apply to the

Course Committee for permission to rescind their Diploma and register for the course to attempt to complete it for an award of a Professional Master of Education (Primary Teaching).

External Examiner

Dr Anna Logan, DCU.

Submission of Course Work

All course work, consisting of projects, assignments, folios, journals and exercises must be submitted by the due date to avoid the imposition of penalties. The penalties that apply are:

- Ten percent (10%) of the marks awarded will be deducted from work which is submitted up to one week after the submission due date.
- Twenty percent (20%) of the marks awarded will be deducted from work submitted between one and two weeks after the submission due date.
- Assignments will not be accepted more than two weeks after the due date and the student will be returned as a non-submission (NS).

With advanced notice and good reason, due dates may be extended by the lecturer concerned at their discretion in consultation with the particular student and their tutor (and Registrar, if required) as appropriate.

Requests for an extension are made in writing to the lecturer and may be granted on medical grounds (with medical certificate required for submission) or in respect of *ad misericordiam* situations (with the approval of the student's personal tutor). In cases where an extension has been granted, the new date and the signature of the lecturer needs to be entered on the assignment cover sheet. For the purposes of applying penalties, the revised due date becomes the due date for submitting the assignment.

Students are required to keep a copy of all assignments submitted.

If an assignment is failed or not submitted in the annual exams, students may be permitted by the Court of Examiners to submit a re-assessment assignment. The deadline for receipt of re-assessment assignments is 1.00pm on the first day of the written examinations. The assignment is uploaded to the dedicated re-assessment Moodle page on or before the specified deadline.

Re-Assessment assignments received following the deadline will not be accepted unless accompanied by written evidence (e.g. a medical certificate) of mitigating circumstances. Under no circumstances can re-assessment assignments be accepted after 17.00 on Friday of the re-assessment exams week.

Word Count

If an assignment exceeds the prescribed word count by more than 10%, marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500), the penalty will be applied if the upper limit has been exceeded by 10% or more. The same deduction applies if an assignment is more than 10% under the minimum prescribed word count. The number of marks deducted is determined by the lecturer and this should be clearly stated in the assessment brief provided to the student.

Academic Integrity

Please read the following policy that has been developed in relation to Academic Integrity. This should be read in conjunction with the MIE Academic Integrity Procedure, which is available on the MIE website. [A-Z List - Marino Institute of Education](#)

Context

Students refer to the work of other people when drafting assignments, writing essays, completing projects, creating performances and answering examination questions. Academic work and reports that influence our thinking and writing are acknowledged formally using scholarly conventions, such as those developed by the American Psychological Association (APA). In addition, many of us draw on informal sources to assist us in our work. This might be a friend who discusses ideas with us, a family member who proofreads our work, a neighbour who advises on the layout of our work, a librarian who helps us find a difficult-to-find source or a writing centre where we get advice about scholarly writing.

In addition to supportive people, some tools can also help us to develop aspects of our work from organising our ideas, to translating text, to suggesting points of relevance, to paraphrasing content. When academic work is submitted for a module assessment, students take responsibility for the quality of their work regardless of any tools used. Such tools include artificial intelligences, World Wide Web interfaces, and software. In assessments where students are permitted to use all available supports and tools, they will not be penalised for doing so, provided they are explicit about acknowledging how such supports and tools were deployed in their work and provided they work within the parameters of the set assessment.

Given the range of supports that can be used, and to highlight their own contribution, students are required to acknowledge the full range and extent of formal and informal supports they draw on when doing scholarly work. Students should make clear their individual contribution to their work by stating what tools they used and how they used them for a specific piece of work. Doing this gives credit to those who help, and it contributes to the integrity of academic work.

Definition

Academic integrity has been defined as: “the commitment to, and demonstration of, honest and moral behaviour in an academic setting” (Writing Center, University of North Carolina Chapel Hill) and “the pursuit of scholarly activity in an open, honest and responsible manner” (Penn State University). One of MIE’s guiding principles is to respect all truth seekers and defend their right to pursue new knowledge wherever it may lead. Academic integrity is critical to the reputation of higher education, and to the recognition of a graduate’s academic learning and resulting qualifications” (QQI, 2021). This is particularly strong in a higher education institution like Marino, where the key purpose is to educate educators. During their time in Marino Institute of Education, students should be supported in finding their own voice and become confident in expressing it in multiple genres, while building on and acknowledging the work of others in an ethical manner.

Academic integrity is a central pillar of research ethics and as such these principles complement other work done on ethics in MIE such as MERC (Marino Ethics in Research Committee) and SERC (Student Ethics in Research Committee). 2.

Academic Integrity can be breached in a number of ways. These include

- a) Copying and pasting material from sources without acknowledgement.
- b) Using paraphrasing software without acknowledgement
- c) Engaging the services of an essay mill for contract cheating purposes.
- d) Impersonation or copying in an examination.
- e) Fabricating or falsifying data.
- f) Submitting work of another party (e.g. essay mill, large language model, person) as one’s own without acknowledgement.
- g) Bribery.

Few, if any, students deliberately set out to breach academic integrity. However, threats to academic integrity may occur for reasons related to knowledge, timing and format of an assessment, opportunity, time, and other factors. Although not an exhaustive list, such threats may include:

- a) Students not having skills to summarise, evaluate and write in an academic mode.
- b) Lack of clarity on what academic integrity is.
- c) Students not understanding self-plagiarism.
- d) Unclear guidelines for groupwork.
- e) Lack of knowledge of scholarly conventions.
- f) Overassessment and lack of feedback.
- g) Lack of transparency on assessment criteria.

- h) Disproportionate focus on assessment result over learning process.
- i) Predictable assessments.
- j) Availability of ways to breach academic integrity.
- k) Perception that a breach will not be detected.
- l) Student workload.
- m) Lecturer workload.
- n) Procrastination with assignments
- o) Part-time employment.
- p) Challenge of completing academic work with a learning disability.
- q) Challenge of completing academic work when speaking English or Irish as an additional language.

Despite the range of potential threats to academic integrity, the Institute, lecturers and students may mitigate many of the threats through efforts such as the following, (although not an exhaustive list)

- a) Training for staff and students.
- b) Creating assignments that explicitly design artificial intelligence in or out of assessments.
- c) Students participating in an academic writing programme.
- d) Engaging in relevant online and/or video tutorials and quizzes.
- e) Focus by module leaders on writing quality.
- f) Visible procedures for monitoring breaches of academic integrity.
- g) Encouraging collegiality, cooperation and independent thinking among students.
- h) Academic Writer Software (for training on using scholarly conventions of the American Psychological Association Publications Manual).
- i) Offering feedback clinics where individual or collective feedback on assessed work is offered to students.
- j) Providing clear assessment rubrics.
- k) Managing submission dates for assessed work.
- l) Including some continuous assessment.
- m) Students volunteering for external work commitments keeping assessment due dates in mind.
- n) Incorporating principles of Universal Design for Learning.
- o) Setting English language requirements that support student success.

MIE is embedding academic integrity in the curriculum, especially for undergraduate students. The Institute is mindful that the workplace graduates will be entering is one in which mobile technologies and artificial intelligence are ubiquitous, and students will need to be equipped to

think critically and to know how to use such developments in ways that are beneficial to their future colleagues, students and the wider community.

Students are expected to uphold academic integrity in their work at all times.

Staff are expected to uphold academic integrity in their own work and to promote it in students' work at all times.

The Institute aims to prevent breaches of academic integrity. This is done in the following ways

- a) Educate students on what constitutes academic integrity
- b) Communicate the penalties associated with breaches of academic integrity
- c) Explain the difference between group work and plagiarism
- d) Discuss with students how to acknowledge work that draws on the work of others (or their own previous work).

The Institute monitors potential breaches of, or threats to, academic integrity. Month the ways this is done are:

- a) Lecturers monitor external study sites and ask for copyright materials to be removed.
- b) The Institute reserves the right to invite students to undertake a viva voce assessment at any time, either randomly or where suspicion of a breach of academic integrity exists.
- c) Students are asked to cite all supports used in creating work submitted of assessment purposes.
- d) Requiring work to be submitted through plagiarism-detecting software

A separate procedure has been created for responding to possible breaches of academic integrity. This can be access via this link

[academic-integrity-procedure-ay-25-26.pdf](#)

Prizes and Awards

At the end of the degree the following awards are presented:

- Vere Foster award is presented by the Irish National Teachers' Organisation to the student with the highest grade on School Placement.
- An Bonn Ealaíon Arts in Education Award. This award recognises potential leadership in arts-in-education from continued engagement with the MIE arts, the concurrent development of a personal arts practice or exemplifying excellence in arts-in-education related studies or research at MIE.

Academic Resources

Library Services

Located in St. Patrick's building, Mie Library supports teaching, learning and research at MIE with a range of services and resources. These include interlibrary loan, digital extract, reading list services, and a loanable 'library of things' offering equipment and teaching materials. The collection includes nearly 30,000 physical items including reference materials, short- and long-loan academic texts, adult fiction, and teaching resources. These are complemented by digital access to over 7 14,000+ eBooks and 11,000+ eJournal titles. Facilities include; group study room, reading room, PC area and quiet reading nook. Library staff offer expert support in developing research skills and using scholarly resources. For more information and for opening hours please see the [library website](#).

Learning Tools

MIE uses a variety of online tools to deliver asynchronous and synchronous learning content to students. MIE utilises the following learning tools that are based on current research on instructional design principles, where a pedagogy first approach to technology integration is preferred in MIE.

Moodle is MIE's virtual learning environment (VLE). All programme learning content will be made available to students via Moodle and this platform is used to host your module content, online classes, manage assignments, provide supports and feedback.

MIE also uses the video conferencing platforms integrated into Moodle to support online classes online. Panopto is MIE's video content management software. All lectures that are recorded will be made available to students via Panopto and Moodle. Panopto's recording functionality will also enable students to submit video presentations for assignments.

MIE utilises Turn-it-in, a plagiarism checking and prevention software for your essay-based assignments.

All students in MIE are provided with a free Microsoft 365 licence for the duration of their studies. Microsoft 365 allow access to online versions of Microsoft suite applications such as Word, Excel and PowerPoint for content creation, Outlook for email, OneDrive for cloud document storage and Teams for collaboration.

All students also have access to an online virtual induction before they can log into any of MIE's IT & eLearning systems.

Education Office

The Education Office is located in St Mary's building and is a central hub offering a number of services to students, including book sales and assignment submissions/collections. We also work closely with the Registrar's Office to monitor student absences and ensure attendance records are up to date.

Within the Education Office are the placement administrators who monitor all of the B.Ed, B.Oid, PME, ECE, PDEFE and Ed Studies placement arrangements. Also located in the office are dedicated administrators who offer support to our international students.

We provide varied support to the wider staff throughout the year and therefore Education Office staff can often be found helping out at events, covering the main reception desk or providing extra assistance in classrooms.

The office is open Monday to Friday from 9.00am to 5.00pm.

Guidelines on the Presentation of Written Assignments

Presentation of Course Work

In keeping with the nature of a third level degree, all assignments are expected to be written in clear, accurate language; to cite appropriate references to sources used whenever relevant; and to contain a full bibliography of publications cited.

General Features of Presentation

Assignments should be carefully collated and submitted as specified in individual modules. Any associated materials (for example, video files or audio files) should be carefully labelled and a list provided with the assignment.

Pages should be numbered and sufficient margins left to allow for comments. Neatness is important and attention should be given to good presentation – lettering, layout of photographs, illustrations – and to the accuracy of expression – paragraphing, spelling and punctuation. Always check the accuracy of what you have written.

A title page should be provided stating:

- the course and component to which the assignment relates;
- the title of the assignment;
- the name of the lecturer to whom the assignment is being submitted;
- the name of the degree;
- the date of submission;
- your name and student number;
- declaration that the work is your own original work (or the original work of a group, where relevant).

A bibliography should follow the text and any appendices.

References should follow the system of the American Psychological Association (APA).

Notes on Presenting Word-Processed Course Work

A4 paper should be used. There should be double spacing between lines. Each page should have a left-hand margin of at least 20mm and margins at head, foot and right-hand side, of at least 15mm

Appendices

Any particularly long notes which cannot be avoided may be given in an Appendix. These may include statistical tables of figures, graphs, diagrams or examples of children's work. Their significance, origin and date should be clearly shown, and a reference should be made to them in the text of the essay.

Do not place anything in an Appendix which forms part of a detailed and continued argument in the body of the essay.

Information about Sitting Examinations

A seating map will be posted outside the exam venue on the day of the examination. For all exams a 3-digit seat number preceded by a letter will be published to the student record on MAESTRO by the Registrar's Office. Students will also need their 8-digit student number, which is on the student card. Scripts are marked anonymously and therefore it is important that all the seat number and student number is recorded, by the student, on the cover of all examination scripts. In the case of PME, D456 is an example of the seat number format.

Students are advised to allow time to arrive at least 15 minutes before the start of the exam so as to check where they will be seated. Students must keep their student card on the exam desk at all times during examinations. Pencil cases etc. need to be placed under the chair to adhere to the TCD "clean desk" policy. Mobile phones must be turned off completely in the exam centres.

Guidelines for Revising Examination

Revision and exam techniques are skills that can be learned about and practiced.

Revision Time

Planning Revision Time

- Find out the examination schedule.
- Decide *when* you are going to start and work out how long that gives you.
- Decide what to cover and in what depth. Think from the examination back to revision.
For example - how much can you cover in 45 minutes?
- Plan a timetable that is realistic.

Using Revision Time

Revision time must be active. The more material is manipulated and thought about the easier it is to recall.

Diagrammatic Notes: One Strategy

- Draw a box in the centre of a blank page and write the topic in the box.
- From memory, add in the main themes/arguments, important authors, etc in sub-boxes radiating from the centre.
- Then do the relevant revision.
- After this, from memory, fill in anything you left out.
- After about 24 hours, try a recall test.

(Summary grids or tables can be a useful alternative for some topics).

Past Papers and Specimen Papers

Have a go at:

- Tackling questions and writing skeleton plans for answers.
- Writing a short introduction to a question.
- Supporting the argument: produce a plan, writing the main points and arguments down in the left-hand column and supporting material in the right-hand column. For example – relevant evidence, examples, illustrations, case study materials, texts, an authority associated with theory, etc.
- Attempting a whole question under timed conditions.
- Taking an examination question and imagine that you set it. List what you would expect to give marks for in an answer.
- Planning essay answers with others in a brainstorming session: spend 5 minutes writing an introduction to the same question, then compare and discuss, looking at their relative merits.

Examination Technique

Examination technique, like revision technique, is a very personal thing. What works for one person can be unhelpful for another, it is important to learn through experience what works for *you*, but some initial advice can form a starting point.

Some common mistakes in examinations:

- Failure to follow basic examination instructions.
- Misallocation of time – for example, only answering 3 of 4 questions which is throwing 25% of marks (if all questions carry equal marks).
- Failure to answer the question set, misreading or misinterpreting the questions: writing ‘all I know about....’
- Basing answers largely on ‘common sense’ rather than on course material.
- Failure to illustrate and support arguments, for example, with reference to specific theories, authorities, case studies, etc.
- Lack of planning leading to weakly structured, disorganised answers.
- Lack of conclusions so answers ‘peter out’.
- Writing illegibly.

Examination Strategies

Read exam instructions carefully.

- How many questions have to be answered? For example, in a 3-hour paper, if 4 questions have to be answered you have approximately 45 minutes to answer each question.
- Read through the paper and choose questions carefully, allowing 5-10 minutes for this. Attempt them in the order you feel happiest with.
- Don’t be panicked by the ‘scribblers’.
- Read the question carefully; underlying key words – remember the aim is to answer the specific question, not just to air knowledge.

Examination Technique

Brainstorm

- Jot down relevant ideas as they come to you, in the answer book, note down main themes and arguments, ideas on concepts, illustrations and examples and relevant sources/authors.
- Sort out the jotted points into a sensible sequence. Just put a number by each point to indicate the order you decide on.

Planning

- Jot plans in the answer books and mark them off neatly afterwards to indicate rough work.
- Some students like to plan all the answers first. Others prefer to take each in turn – do what suits *you* best.

Writing Up Answers

- Keep referring back to the question in your answer to keep you on course and show that you are addressing it.
- Do not forget introductions and conclusions. Use introductions to indicate clearly how you intend to tackle the question. If the question is at all ambiguous, state how you have interpreted it. Draw your argument together clearly in a conclusion.
- If you suddenly remember an important point, write it in a box with an arrow or asterisk to show where it *should* have gone – don't spoil your flow.
- Write legibly.

Timing

Remember to stick to timing as rigidly as you can: when you are coming to the end of the time allotted to a question, try to round it off and then move on to the next. If you do run short of time for the last question, put something down, for example, 'if I had time I would have...'

Key words used in assignment and exam questions	
Account for	Explain, clarify, give reasons for
Assess	Determine the value of, weigh up
Compare	Look for similarities and differences between
Contrast sharply	Set in opposition in order to bring out the differences
Criticise	Make a judgement (backed by discussion of the evidence or reasoning involved) about the merit of theories or opinions or about the truth of facts
Describe	Give a detailed account of
Discuss	Explain, then give two sides of the issues and any implications

Key words used in assignment and exam questions	
Evaluate	Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness
Examine the argument that	Look in detail at this line of argument. Explain. Give details about how and why it is
To what extent	
How far.....	Usually involves looking at the evidence/arguments for and against and weighing up
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
Summarise	Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentation

Preparation

- Depth and breadth of reading
- Clarifying roles
- Deciding objectives
- Structuring the agenda
- Producing the agenda on time
- Distributing reading tasks

Presentation

- Introducing the topic
- Explaining aims and objectives
- Speaking clearly and confidently
- Use of handouts

- Use of audio-visual aids
- Use of IT
- Managing interest in the topic

Managing the Group

- Moving the agenda along
- Maintaining relevance
- Summing up where necessary
- Involving everyone
- Not allowing anyone to dominate
- Encouraging a relaxed atmosphere
- Timing the discussion

Discussion/Analysis

- Awareness of relevant issues
- Stimulating informed discussion
- Originality of thought and judgement
- Taking account of others' viewpoints
- Responding to questions
- Providing information
- Deciding what is relevant
- Clarifying discussion
- Drawing a positive conclusion from the group

Grading Criteria

These grade descriptions are intended to provide guidelines for the marking of coursework and examinations in the B.Ed., B.Sc. and PME-Primary programmes. They are not to be taken as rigid prescriptions, but as general indications of the qualities that are looked for at each level of classification. Markers should exercise their discretion in applying these guidelines and should not expect every criterion to be fulfilled in all cases for a particular grade to be awarded. For example, some criteria may be more applicable to coursework than to examination answers

I- First Class (70-100%)

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard

literature and/or methods and techniques of the subject, work at this level shows independence of judgement and evidence of attainment beyond the standard material. It will frequently demonstrate characteristics such as insight, imagination, originality and creativity. A first-class answer will represent a comprehensive and accurate answer to the question that will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated, and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant, it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be fluent and clearly written and may also show particular lucidity in expression appropriate to the subject.

What differentiates a first-class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research in the first that is not present in the upper second.

Thus, a first-class piece of work shows positive characteristics such as:

- Answers the question clearly and comprehensively, in a focused way.
- Has an excellent structure and organisation.
- Demonstrates characteristics such as insight, imagination, originality and creativity.
- Demonstrates the ability to integrate information.
- Exhibits sound critical thinking.
- Exhibits independence of judgement.
- Clearly explains relevant theory and cites relevant evidence.
- Contains reasoned argument and comes to a logical conclusion.
- Gives evidence of wide relevant reading.
- Includes a sufficient number of appropriate examples.
- Demonstrates the ability to apply learning to new students and to solve problems.
- Is lucid and well written.
- Lacks errors of any significant kind.

All pieces of first-class work may not have all of the characteristics above, but all such work will have a few, if any, negative characteristics.

II.1- Upper Second Class (60-69%)

Work at upper second-class level displays a sound and clear understanding of the subject and demonstrates a good grasp of a wide range of the standard literature and/or methods and techniques of the subject. An upper second-class answer constitutes a well-organised and structured answer to the question that is reasonably comprehensive, generally accurate and well informed. It will normally demonstrate a greater breadth of knowledge than would be gained merely from the lecture notes and basic required reading. It will demonstrate some ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant, it will also demonstrate an ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and well written.

What differentiates an upper second-class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the greater evidence of additional reading, the improved structure and organisation, the superior quality of the argument, and the level of critical thinking displayed.

Thus, an upper second-class piece of work shows positive characteristics such as:

- Answers the question clearly and fully.
- Has a good structure and organisation.
- Shows evidence of a very good understanding of the topic.
- Shows clear evidence of relevant reading and research.
- Clearly explains relevant theory and cites relevant evidence.
- Contains reasoned argument and comes to a logical conclusion.
- Includes highly relevant ideas.
- Uses relevant examples.
- Demonstrates the ability to apply learning to new situations and to solve problems.
- Is well written.
- Lacks errors of any significant kind.

Upper second-class work usually has few negative characteristics, but may be limited in the sense that it:

- Could demonstrate more in the way of insight, imagination, originality or creativity.
- Does not answer the question in as fully and comprehensive a manner as would be possible.
- Could demonstrate more ability to integrate information.

- Could exhibit more critical thinking.
- Could exhibit more independence of thought.

II.2 – Lower Second Class (50-59%)

Work at lower second-class level displays knowledge of the standard material and approaches of the subject and a familiarity with much of the standard literature and/or methods. A lower second-class answer may constitute a relatively simplistic answer to the question and is likely to be based on a narrow range of sources, such as lecture notes and the basic required reading, rather than being indicative of wider reading. It usually displays a basic ability to use relevant sources, methods or techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the organisation of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

What differentiates a lower second-class piece of work from one awarded a third-class grade is the greater success of the lower second in answering the question, together with the possession of more relevant information, a more coherent argument and an improved structure, although neither the answer to the question nor the structure may be incapable of improvement.

Work at lower second-class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question.
- Shows evidence of a basic to good understanding of the topic.
- Shows evidence of some relevant reading or research.
- Includes some relevant ideas.
- Includes some relevant examples.

Work at lower second-class level will tend to possess some or all of the following negative characteristics:

- The attempt to answer the question may not be completely successful.
- Does not contain a sufficiently well-structured argument.
- Does not offer sufficient evidence to justify assertions.
- Does not include sufficient relevant examples.
- The style of writing could be improved.

- May contain some minor errors.

III – Third Class (40-49%)

Work at third class level contains evidence of study of the appropriate material and displays a level of presentation at least minimally commensurate with the award of an honours degree, but it often reflects only a limited familiarity with the standard literature and/or methods of the subject. A third-class answer constitutes at least a minimal attempt to answer the question posed, but the answer may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or the use of material, an overreliance on knowledge at the expense of development or argument, analysis or discussion, and it may lack continuity, or be inadequately organised. Nonetheless, work at this level does show an ability to refer to some standard sources, ideas, methods or techniques normally applied in the subject and to achieve some success in solving problems or marshalling an argument to reach a conclusion.

What differentiates a third-class piece of work from one that fails is that a third comprises an attempt to answer the question informed by some relevant information and without any major error, while a fail either does not contain an adequate attempt to answer the question, or does not contain sufficient relevant information, or contains at least one significant error.

Work at third class level may possess some or all of the following positive characteristics:

- Attempts to answer the question.
- Shows modest evidence of understanding of the topic.
- Shows modest evidence of relevant reading or research.
- Includes a few relevant ideas.
- May include some relevant examples.

Work at a third-class level may possess some or all of the following negative characteristics:

- The attempt to answer the question may not be very successful.
- Does not contain a sufficiently well-structured argument.
- Does not offer sufficient relevant examples.
- Contains one or more important errors.

IV – Fail – (0-39%)

The 'fail' grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39%) represents a failure to adequately answer the question, but the possession of at least some relevant information. The failure to provide an appropriate answer may be due to a

misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29%) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a complete misunderstanding of the question, or a misunderstanding of the material relevant to its answer such as to render the answer meaningless. Work at fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is very short (e.g., when a student runs out of time in an examination and writes very little).

Work awarded with a fail grade tends to possess some or all of the following characteristics:

- Represents a failure to answer the question (though may be an answer to a different question).
- Shows no or only a little evidence of understanding of the topic.
- Shows no or only very little evidence of relevant reading or research.
- Includes no or very few relevant ideas.
- Does not contain a structured argument.
- Does not offer evidence to justify assertions.
- Does not include relevant examples.
- Contains multiple or major errors.

Student Support Services

Tutoring Supports

Upon registration in MIE, each student is assigned a personal tutor. The tutor is not an academic support, but rather, someone who is available to meet with the student about anything that adversely affects their attendance, studies or participation in any aspect of the programme. This person is available to act as an advocate for you, and to help you understand your options, so that you can successfully complete your programme of study. Students can obtain the contact details for their tutor in MAESTRO (MIE's online student records system).

For all student services, see https://www.mie.ie/en/student_life/student_support_services/

Student Medical Services

Fairview Medical Centre offers a health service for all MIE-registered students. The Medical Centre has a team of doctors and nurses on duty. Services available include illness review & fitness to attend college, phlebotomy, injections, clinical dressings, well woman services, asthma services, etc. Colds and flu are both viruses and do not generally need a doctor's visit. Each student can avail of three free visits for each academic year under this arrangement. Additional visits are possible at a reduced fee. There is a local pharmacy across the road from the Institute, on Philipsburgh Avenue, for over-the-counter remedies. Fairview Medical Centre is a 15-minute walk from the College and is open from 9.00am -5.00pm on weekdays. There is an emergency service on Saturday mornings. The centre's website is <https://fairviewmedicalcentre.com/>

Student Counselling Service

The Student Counselling Service is free, confidential, and open to all registered MIE students. You can talk to a counsellor about anything that's on your mind—whether it's personal, academic, or something else that's affecting you.

Where to Find Us

The Student Counselling Service is based in Rooms 36, 41 & 42 on the top floor of the St Patrick's Building (same building as the library).

 Don't forget your student ID to access the building.



How to Make an Appointment

You can book your first appointment online here:

 <https://scs.mie.ie/firstappointment>

Or drop by during our Drop-In Hour, Monday to Friday, 12:30pm–1:00pm (term time).
No need to book—just show up. It’s first come, first served.

Appointment Times

-  Counselling appointments run Monday to Friday, 09:30am – 5:00pm
-  On Tuesdays during term time, we’re open until 6:00pm for students who need a later slot.


Getting in Touch


 **Email:** marinocounselling@mie.ie


If something is urgent, include that in your message and we’ll respond as soon as we can.

Support Outside Counselling

If you need support outside regular counselling hours, there are other options:

 **Crisis Text Line 50808** – Free, 24/7 support by text. Just text MIE to 50808 to connect with a trained volunteer.

 **TalkCampus** – A 24/7 global peer support platform available in multiple languages. You can talk anonymously with other students around the world about whatever you’re going through—day or night.

 It’s free for MIE students and professionally moderated to keep the space safe.
Sign up here: <https://www.talkcampus.com/sign-up>

Disability Services

Since 2012, MIE has partnered with Trinity College Dublin’s Disability Service to support students with disabilities. We offer tailored support based on individual needs, including meetings with a Disability Officer and referrals to Assistive Technology (AT) and Occupational Therapy (OT) services in both MIE and Trinity.

If you have a disability that may impact your college experience, we encourage you to register with the MIE Disability Service. Visit our Disability Service Moodle page or email access@mie.ie to learn more.

Reasonable Accommodations

MIE is committed to providing equal access to student life for all, in line with the Disability Act 2005, Equal Status Acts 2000 (as amended), and the Universities Act 1997.

We welcome applications from students with disabilities and support them through a range of reasonable accommodations that are designed to remove barriers and help every student reach their full potential as future educators.

Key supports include:

- Needs assessments on entry
- Assistive technology training
- Academic and pre-placement support
- Liaison with lecturers for accessible materials
- Extended library loans

To access support, students must register with the Disability Service and upload evidence of their disability via their MAESTRO student portal. Accommodations are arranged only after full registration is complete.

For more information, contact Simon Yeates, Access Officer at access@mie.ie or by phone on 01 805 7752

Chaplaincy

MIE Chaplaincy Service has a full time Chaplain who works in close co-operation with other student support services on the College Campus. It offers pastoral and spiritual support to students and staff of all faiths and none in the MIE community.

The Chaplaincy Service offers support through a number of initiatives including:

- Pastoral care and wellbeing initiatives.
- Spiritual support.
- Regular creative rituals and Liturgies.
- Inter-faith initiatives.
- Bereavement support.
- Outreach projects – social justice and volunteering.
- Pilgrimages and immersion projects.
- Care of the Earth – supporting the sustainability vision of MIE.

Our full time Chaplain, Dr Lily Barry, is located in Room 109A and can be contacted at chaplaincy@mie.ie

Dr Marie Whelton may also be contacted especially at times of bereavement at (01) 8535158 or at marie.whelton@mie.ie.

Student Writing

MIE provides support for students developing study skills through the TCD Counselling service. This is complemented by specific writing workshops, which are available to all students based on demand. For further information email writingworkshop@mie.ie.

Careers Advisory Service

The aim of the Careers Service's is to support, guide and empower MIE students to develop the skills, competencies, attitudes, and self-belief to engage successfully with the world of work and to make informed career decisions. The Careers Service works alongside academic staff to encourage students to become confident and competent learners and take charge of their own professional development.

You can use the Careers service all throughout your studies. We [can](#) support you with exploring your careers options as well as making applications for further study or employment.

Where to find us

The Careers Advisor is based in Room P9 St Patrick's Building (same building as the library, you will need your student ID to access the building)

How to make an appointment

The service is available on Thursdays. You can book your appointment online [here](#).

There is also a drop-in time for quick queries /CV checks Thursdays 1-2pm (term time).

Getting in touch

 Email: careersadvisor@mie.ie

Trinity College Dublin Clubs and Societies

MIE has an excellent selection of fantastic clubs and societies which are growing each year. Students in MIE are also eligible for membership of clubs and societies within Trinity College. More information about the clubs and societies in TCD are available at <https://www.tcd.ie/students/clubs-societies/>

MIE Policies

For a review of all MIE academic policies and procedures related to the PME programme and student progression, please consult the following link:

https://www.mie.ie/en/about_us/policies_and_procedures/academic/

MIE Policies

This page has links to many aspects of student life in MIE. It is the place to go to find out about policies on plagiarism and academic integrity, attendance, appeals, placement and so much more.