# Professional Diploma in Education

## Further Education

# Programme Handbook

# 2026-2027

Institiúid Oideachais Marino

Institute of Education

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 Diploma in Education (Further 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 the time of preparation. Any necessary revisions will be notified to students via Moodle, and/or email.

## 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

Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion in education. We have a long and proud involvement with education, specifically initial teacher education (ITE).

Our association with Trinity College Dublin began in 1976, when the first intake of lay students registered for the Bachelor in Education (B.Ed.) course. In July 2011, this relationship was further strengthened with the formalisation of an agreement, which places MIE under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin, the University of Dublin.

In the last decade, the academic mission and scope of MIE's activity has been re-envisioned to encompass a deeper understanding of education in and beyond the classroom, to incorporate the continuum of teacher education and the education of specialist education practitioners at early years, primary and further education levels. This is allied with a commitment to education studies encompassing non-traditional education settings and the wider education environment in a pluralist context.

## 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).
- Máistreacht Ghairmiúil san Oideachas (Conair trí Mhéan na Gaeilge)
- 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.

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As a research-informed teaching institution, we have always prioritised education and its associated values. We understand that our college provides real opportunities for students to build their identities, to establish educational relationships, and to, along with staff, form a binding community, where empathy, communication and connectivity enable friendships to grow and students to flourish. We encourage students to engage actively with their 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 on 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.

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 and with expansive grounds and several playing fields, MIE has an inviting student lounge, several computer labs, an early childhood education room, a designated art room, a modern library, a sports hall and student gym, an excellent canteen and a cafe where students can relax and take time to chat.

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

Teresa O'Doherty

Professor Teresa O'Doherty

President

## Message from Course Leader

A chara,

I am delighted to welcome you to Marino Institute of Education and to the Professional Diploma in Education, Further Education (PDE (FE)). The PDE (FE) programme is grounded in theory, practice, and innovation, and will prepare you well for a successful career in the field of further education.

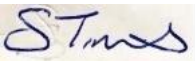
Since education is largely concerned with the holistic development of the human person, I would strongly encourage each of you to participate as fully as possible in all aspects of the programme, as well as the larger life of MIE during your course of study. Please take advantage of all that our local and wider community has to offer.

This handbook is intended as a guide to the PDE (FE) programme, and includes module information, policies and procedures. Should you have any questions, please feel free to reach out to the lecturers and administrative staff of the Institute, where you find support. I hope that your time at MIE prepares you well for the teaching profession and instils in you a lifelong passion for teaching and learning, and a dedicated commitment to your students. Building relationships with students and the wider education community is one of the most rewarding parts of teaching. We hope to build communities of connection and networks of practice with you.

Along with my colleagues here at MIE, I wish you all the very best for an enjoyable and productive year, and we look forward to working with you.

***We are your guides on this journey but it's your journey. Enjoy!***

Best wishes,



Sarah Timmins

Email: Sarah.timmins@mie.ie

## Staff Contact List

| Name | Role | Email | Phone | Office |
|---|---|---|---|---|
| **Sarah Timmins** | PDE(FE) Course Leader | sarah.timmins@mie.ie | 853 5125 | P37 |
| **Dr Carol Bruce** | PDE(FE) Placement Coordinator | Carol.bruce@mie.ie | 805 7737 | P37 |
| **Jackie Dwyer** | PDE(FE) Admin Support | Jackie.dwyer@mie.ie | 853 5169 | M13 |
| **Registrar's Office** | | registrars@mie.ie | | M105 |
| **Education Office** | | educationoffice@mie.ie | | M13 |
| **IT Department** | | Log on to www.mie.ie/helpdesk servicedesk@mie.ie 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/

# Programme Information

## Programme Lecturing Staff

| Role | Name | Email |
|---|---|---|
| **Course Leader & Lecturer** | Sarah Timmins | sarah.timmins@mie.ie |
| **Placement Coordinator & Lecturer** | Dr Carol Bruce | carol.bruce@mie.ie |
| **PDE (FE) Admin Support** | Jackie Dwyer | Jackie.dwyer@mie.ie |
| **Approaches to Teaching, Learning & SEN Lecturer** | Annie O'Donovan<br>Sarah Timmins (ALTA component) | eileen.daly@mie.ie |
| **Group Management & Organisation** | Ann O' Reilly | ann.oreilly@mie.ie |
| **How Adults and Adolescence learn** | Andrea Uí Chianáin | andrea.uichianain@mie.ie |
| **Developing a Reflective Stance** | Mark Kearns | mark.kearns@mie.ie |
| **Historical & Philosophical Understandings Lecture** | Annie O'Donovan | mailto:carol.bruce@mie.ie<br>annie.odonovan@mie.ie |
| **Module & Programme Design & Evaluation Lecture** | Sarah Timmins | sarah.timmins@mie.ie |
| **Technology Enhanced Learning Lecturer** | Anne O Mahony | anne.omahony@mie.ie |

## 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.

## List of Acronyms

- ECTS: European Credit Transfer and Accumulation System
- ETB: Education and Training Board
- FE: Further Education
- FET: Further Education & Training
- HEI: Higher Education Institute
- ICT: Information Communication Technology
- IT: Information Technology
- MIE: Marino Institute of Education
- PDE (FE): Professional Diploma in Education (Further-Education)
- PLO: Programme Learning Outcome
- QQI: Quality & Qualifications Ireland

## Introduction to PDE (FE)

The term "Further Education and Training" (FET) relates to education for adults and adolescents that occurs after post-primary education, but which does not form part of the Higher Education sector. The FET sector is expanding and the demand for adult and further education in Ireland has risen dramatically in the last five years.

In March 2011, the Teaching Council (the professional body for teaching in Ireland) published *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications (Teaching Council, 2011)*. For the first time in Ireland, this document set out the requirements for applicants registering as teachers in the FET sector, and these registration requirements came into force in April 2013.

Today, the choice and standard of courses available in Further Education is expansive and is growing all the time. This variety is also reflected in the diversity of the educators and professionals working within the sector. In MIE, among our PDE (FE) student body there is a wide range of subject area expertise, and our students are teaching in a variety of settings such as: local colleges of FE, YouthReach Centres, Community Education, and ETB settings.

Just as teachers in primary and secondary schools are faced with an increasingly diverse student body, it is the same, if not more pronounced in the Further Education sector. This is due partly to wide variance in capacities, age ranges, ethnic diversity and language abilities within FET classrooms across the nation. As a result of this diversity, the varying needs of the students, contributes to the challenges and dynamics that instructors and practitioners face every day in FET and it is these challenges and diversities that form the basis for the modules in this course and the teaching methodologies we employ.

The conceptual and theoretical framework for this course allows students to connect their own learning and teaching with many aspects of the programme, and we believe that one of the strengths of the PDE (FE) is its ability to intrigue and excite our learners. The assignments in this course are designed to help students connect theory to practice in the modern FET classroom.

This handbook aims to provide you with the main information about the PDE (FE) programme, including policies, practices and procedures. For more detailed information on the placement portion of the programme, please refer to the Educational Placement handbook. As a PDE (FE) student, please ensure you are familiar with and understand these handbooks. Should you have any questions about the programme, please do not hesitate to contact the programme course leader.

## Programme Aims

- To develop students', knowledge, skills, competences and understanding for teaching in further education.
- To provide a foundation in the theories and practices of lifelong learning, including andragogical approaches to teaching and learning.
- To develop teaching students and methodologies appropriate to a wider range of learners and contexts.
- To develop the theoretical understanding and practical skills to devise and implement programme-appropriate assessment for national certification.
- To provide supervised and supportive practical teaching experience in authentic further education settings.

### Programme Learning Outcomes

Programme Learning Outcomes (PLOs) for the PDE (FE) in MIE are centred on the four pillars which underpin MIE's conceptual framework, namely, teacher as an instructional manager, teacher as a caring and moral person, teacher as a generous expert learner (Seifert 1999) and teacher as a cultural and civic person (Conway et al, 2009). The following PLOs outline what our graduates should be able to know, understand, and do by the time they exit our programme:

### Educator as an Instructional Manager (IM)

On successful completion of the PDE (FE), graduates should be able to:

I. Demonstrate a wide range of effective and creative communication skills which facilitate positive interaction in the learning environment;
II. Recognise and facilitate whole-class, group and individual learning needs and styles;
III. Engage in integrated planning appropriate for a variety of Further Education contexts in collaboration with their own team;
IV. Create a safe learning environment that supports student-centred learning and holistic development;
V. Identify, source and evaluate appropriate materials to support teaching and learning;
VI. Inquire into and reflect upon their own teaching and assessment and their impact on student learning;
VII. Employ appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment;

VIII. Identify, devise and select suitable formative and summative assessment strategies;
IX. Demonstrate and apply appropriate subject knowledge;
X. Engage in creative thinking and integrate it into teaching and learning;
XI. Appreciate and include the aesthetic dimension of learning and teaching into classroom practice;
XII. Demonstrate appropriate written communication skills.

### Educator as a Caring and Moral Person (CM)

On successful completion of the PDE (FE), graduates should be able to:

I. Identify 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, 2016);
II. Reflect on and analyse their own practice in relation to their role as 'educator as caring and moral person';
III. Define and demonstrate inclusive practice;
IV. Provide appropriate care to each learner taking into account their social and cultural background;
V. Establish teaching practices that support differentiated learning and holistic development in a way that respects the needs, rights and dignity of all learners;
VI. Act as an advocate on behalf of learners as appropriate;
VII. Motivate, inspire, acknowledge and celebrate effort and success.

### Educator as Generous Expert Learner (GE)

On successful completion of the PDE (FE), graduates should be able to:

I. Model disciplinary thinking and practices relevant to further education;
II. Demonstrate dimensions of relevant subject matter knowledge, content knowledge, andragogical content knowledge and syllabi knowledge;
III. Analyse the subject matter and related methodologies of the syllabi they teach, and identify how they are linked to other subjects and related to students' life experiences;
IV. Apprentice all learners in integrated higher order thinking so that all learners can achieve their potential;
V. Engage in planning for and practice of dialogic teaching and assessment;
VI. Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice;

VII. Engage in data gathering and analysis appropriate to the role of teacher as researcher, and integrate new knowledge regarding curriculum, andragogy and assessment into their teaching;
VIII. Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning;
IX. Identify and outline statutory and policy documents relevant to their role and responsibilities;
X. Outline the processes by which syllabi and curricula are designed and implemented;
XI. Identify and support creativity in others and promote creative thinking in professional practice.

**Educator as a Cultural and Civic Person (CC)**

On successful completion of the PDE (FE), graduates should be able to:

I. Critically analyse their own constructs of cultural belonging and identity;
II. Interrogate the potential impact of their own cultural identity on their practice;
III. Interrogate the ideologies and assumptions of texts as cultural artefacts;
IV. Critically discuss local, regional, national and global dimensions of culture;
V. Critically discuss the transformative potential of education;
VI. Demonstrate a professional commitment to developing/fostering the role of citizenship and being a good citizen;
VII. Demonstrate a commitment to democracy, equality and social justice in their teaching.

## Programme Delivery

The PDE (FE) programme is delivered, via flexible and blended learning, in two ways:

- Full-time over one academic year
- Part-time over two academic years

Friday night sessions take place live online, and Saturday sessions are held face-to-face on the MIE campus.

Online asynchronous learning will be facilitated through Moodle, a virtual learning environment (VLE) used to support teaching and learning on this course. Moodle contains all course materials and is used to keep participants informed and involved with all aspects of the programme. Synchronous live online classes are held on zoom.

Blended learning is particularly conducive to self-directed learning where students can undertake extension activities online once the core material has been discussed initially in lectures. It is 'framed by an enquiry approach to learning' and enables students to become more responsible and proactive in their own learning (Garrison and Vaughan, 2008. P.112). The online component also makes possible the inclusion of input from experts who might not otherwise be able to participate and serves, an important function in developing students' own skills as teachers who will increasingly need expertise in online instruction.

### What do I do if I am absent for class?

In the event that you are absent from class, please follow this protocol to ensure that you stack on track with your learning.

1. Please notify the instructor(s), in advance of your absence, if possible, and ask them what they will be covering in the class that you will miss(ed) and what you can to do to revise
2. Visit the relevant Moodle page – there you should find any available resource related to missed class time. If you are unable to find the materials, please contact the lecturer directly for more assistance.
3. You are also encouraged to liaise with your peers who were present during the class session to review and discuss points raised during the class discussions
4. Should you have any further questions about the content missed, or any items you wish to discuss with the lecturer, please contact them directly

## 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; so 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 PDE (FE) will have earned 60 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.

## Educational Placement[1]

In accordance with the Teaching Council requirements for courses which will lead to registration as a FET teacher, where possible, students will undertake educational placements in at least two FET settings, known as their Educational Placement Settings. To fulfil requirements, they must undertake at least 30 hours observation and 100 hours teaching (see table below). All Educational Placement settings will be State approved FET centres provided state accredited QQI courses.[2]

| | ECTS | Semester | Content |
|---|---|---|---|
| **Educational Placement I** | 5 | Year 1 | Observation (15 hours)<br>Educational Placement (34 hours) |
| **Educational Placement 2** | 10 | Year 2 | Observation (15 hours)<br>Educational Practice (66 hours) |

[1] Student will receive a separate Educational Placement Handbook with more in-depth information about the placement component of this course.
[2] It is MIE's policy that students carry out their placement on QQI accredited courses at Levels 4, 5 and 6. However, MIE reserves the right to allow students to complete their teaching hours on QQI Levels 1-3 on an exceptional basis as necessary.

| | | | |
|---|---|---|---|
| **Educational Placement 1&2** | 15 | One Year Delivery | Observation (30 hours)<br>Educational Practice (100 hours) |

## Child & Vulnerable Adult 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 Natasha O'Donnell at natasha.odonnell@mie.ie

The Child Safeguarding Policy can be accessed through the link below

https://www.mie.ie/media/sn0luuju/safeguarding-policy-children_v11.pdf

The Vulnerable Persons Safeguarding Policy can be accessed through the link below

https://www.mie.ie/media/t0uelcm3/23-safeguarding-policy-vulnerable-persons_v11.pdf

## 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.

## Modules, Assessments & Course Workloads

### Course Workload

The following chart outlines the workload that is associated with each module, including direct contact time as well as time for independent and self-directed study. This is a useful reference to assist students in planning their studies.

| Module Title | ECTS | Course Contact Time | Directed Study | Self-directed Study | Assessment | Total Student Workload |
|---|---|---|---|---|---|---|
| **Historical and Philosophical Understandings of Education** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **How Adolescents and Adults Learn** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **Contemporary Issues in Education** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **Approaches to Teaching, Learning and Special Education** | 10 | 40 hours | 80 hours | 80 hours | 40 hours | **240 hours** |
| **Module and Programme Design and Evaluation** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **Technology Enhanced Learning** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **Group Management and Organisation for Learning** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |
| **Development of a Reflective Stance in Specialised Area** | 5 | 20 hours | 40 hours | 40 hours | 20 hours | **120 hours** |

| Module and Assessments Block | Year 1 Teaching /Learning | ECTS | Assessment Type | Weighting |
|---|---|---|---|---|
| **Foundation Studies** | Historical and Philosophical Understandings of Education | 10 ECTS | Essay (3,000 words) | 100% |
| | How Adults and Adolescents Learn | 5 ECTS | Digital Essay (3,000 words) | 100% |
| | Contemporary Issues | 5 ECTS | Assignment (3,000 words) | 100% |
| | **Total** | **15 ECTS** | | |
| **Professional Studies** | Approaches to Teaching, Learning and Special Education | 5 ECTS | ATL assignment (3,000 words)<br>SEN assignment (3,000 words) | 50%<br>50% |
| | Module and Programme Design and Evaluation | 10 ECTS | Curriculum Design Project (3,000 words)<br>Group Element<br>Individual Element | <br>70%<br>30% |
| | Technology Enhanced Learning | 5 ECTS | Summative Assignment (Creation of Moodle Page) | 100% |

| | | | | |
|---|---|---|---|---|
| | Group Management and Organisation for Learning | 5 ECTS | Group Project (or equivalent)<br>Group Element<br>Individual Element | <br>70%<br>30% |
| | **Total** | **25 ECTS** | | |
| **Practical Teaching Programme** | Educational Placement 1 | 5 ECTS | Planning & Preparation<br>Teaching & Learning | Observation (15 hours)<br>Assessed Practice (34 hours) |
| | Educational Placement 2 | 10 | Planning & Preparation<br>Teaching & Learning | Observation (15 hours)<br>Assessed Practice (66 hours)<br>**Both modules must be passed independently* |
| | Development of a Reflective Stance in a Specialised Area | 5 ECTS | Reflective journal report (3,000 words) | 100% |
| | **Total** | **20 ECTS** | | |

| | | | | |
|---|---|---|---|---|
| | **Total ECTS for Programme** | **60 ECTS** | | |

## Module Information

### Professional Diploma in Education (Further Education)

| **Module Name:** | **Historical & Philosophical Understandings of Education** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8105 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| This module provides an opportunity for students to relate and contextualise their understanding of Further Education with the major philosophical approaches to education and their effects on practice from ancient Greece to the present day. Students will be exposed to a range of ideas, policies and practices in such areas as: the authority to educate; the nature and aims of education; equitable provision of education and the responsibilities therein; educational ethics; concept of life-long learning. Students will be introduced to the history of education in Ireland including the positioning of FE in the context of educational policy and provision. Through interrogation of these approaches, the students will be enabled to interrogate their own personal philosophical positions regarding educational practice. | | | | |
| **Link to Moodle page:** | Course: FE8105 : Historical & Philosophical Understandings of Education \| MIEOnline (learnonline.ie) (learnonline.ie) | | | |

| **Module Name:** | **How Adolescents & Adults Learn** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8104 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| The rationale of this module is to facilitate students understanding of principles and practices associated with how adolescents and adults learn, both inside and outside of the classroom. They will learn to compare and contrast learning styles in adulthood and childhood from a theoretical (andragogy vs pedagogy) and practical perspective. They will consider the various challenges that adult learners face, particularly those who have been outside of formal education for some time, when transferring from one educational setting and philosophy to another. Students will examine the cognitive, emotional and physical changes experienced by adolescents and associated developmental concerns such as self-image, decision-making and self-direction. Students will explore methodologies to create positive, nurturing educational environments for adolescent and adult learners, with a specific focus on differentiating instruction for specific populations (e.g. young, middle-aged and elderly participating in FET) and physical environments. Students will also have the | | | | |

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| opportunity to explore implications for training in the workplace, issues for public policy in relation to life-long learning, and the effects of diversity and globalisation. | |
| **Link to Moodle page:** | Course: FE8104 : How Adolescents Learn \| MIEOnline (learnonline.ie) |

| **Module Name:** | **Contemporary Issues in Education** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8201 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| The module sets out to facilitate an understanding of key perennial and emerging issues in education at a national and international level. It will examine key policy changes in Ireland and the EU that have impacted on education in general, and Further Education in particular. The course will examine the roles and aims of national education and training structures, such as QQI and ETBs and will explore the (contested) relationship between education and training, the development of a broader-based teaching 'profession', the changing nature of education due to immigration and concepts of life-long learning. Students will discuss the conflicts triggered by the ever-increasing demands from national and international policymakers for educational institutions to contribute to wider economic and social objectives and reflect on how the above challenges, and provides possible opportunities for, their own teaching / career | | | | |
| **Link to Moodle page:** | Course: FE8201 : Contemporary Issues in Education \| MIEOnline (learnonline.ie) | | | |

| **Module Name:** | **Approaches to Teaching, Learning and Special Education** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8106 | **ECTS: 10** | **Module Type** | **Core** |
| **Module Description** | | | | |
| **Approaches to Teaching & Learning Descriptor*:***<br><br>The module covers the basic principles of teaching, learning and assessment. This course will have both a theoretical and practical focus, incorporating direct, lecture-style tuition as well as group-based and self-directed learning. Students will develop expertise in the creation of educational environments that are learner-centred and information-rich. Students will develop strategies to enhance their own and others' learning potential and will be furnished with practical strategies to do so, with specific emphasis on inclusive practice. | | | | |

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| The students will also be empowered to select from a variety of assessment procedures appropriate to learning context in which they are located.<br><br>**Special Education Descriptor**<br><br>To introduce students to an understanding of difference and diversity from a human rights perspective, with specific reference to Special Educational Needs. There is now a strong emphasis on creating inclusive learning environments that can cater for pupil diversity (Griffin & Shevlin, 2011). 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 perspective. |

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| **Link to Moodle page:** | Course: FE8106 : Approaches to Teaching, Learning & Special Education \| MIEOnline (learnonline.ie) |

| **Module Name:** | **Module & Programme Design and Evaluation** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8205 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| This module provides an introduction to the theory and practice of designing curricula and programmes for learning in a variety of educational settings, both formal and informal. It is designed to provide insight into, and practical experience of, planning for curriculum and evaluation; facilitating practitioners in F.E to validate and develop their teaching and deepen their understanding of the National Framework for Qualifications; programme planning, curriculum development and evaluation. Based on the curriculum literature and contemporary practice, students shall examine the elements and strategies that support the curriculum planning process, taking into consideration the wide-ranging demographic, mixed ability settings and incremental learning that can occur in FET Curriculum planning is a collaborative process. It draws from several areas of inquiry and expertise. | | | | |
| **Link to Moodle page:** | Course: FE8205 : Module & Programme Design & Evaluation \| MIEOnline (learnonline.ie) | | | |

| **Module Name:** | **Technology Enhanced Learning** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8107 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| The module will explore the theory and practice of e-Learning and will enable students to utilise technology (also known as “digital learning objects”) for teaching and learning in both | | | | |

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| synchronous and asynchronous settings. The module will also explore best practices and methodologies for supporting blended and fully online modalities of learning, with a specific focus on catering to the needs of learners within the Further Education sector. | |
| **Link to Moodle page:** | Course: FE8102 : Technology Enhanced Learning (TEL) \| MIEOnline (learnonline.ie) |

| **Module Name:** | **Group Management & Organisation for Learning** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8204 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| This module provides a range of approaches to group management and organisation for learning. This lecture and workshop-based course will examine ways in which teachers establish and facilitate groups; and manage individual and collective learning in Further Education. Using an andragogical approach, and best practices in group work, students will reflect upon and develop their facilitation skills and link these to education and learning theories introduced and developed in other modules. Students will explore the integral relationship between organisation for learning and good class management and learning, which takes into account, for example, mixed-ability learners, a range of cultural values, age and gender. It will also explore the positive links between good facilitation skills and behavioural management. In essence, the students will be encouraged to plan for and establish a 'community' of empowered learners that values individual and multiple learning styles and individuals' goals. | | | | |
| **Link to Moodle page:** | Course: FE8204 : Group Management & Organisation for Learning \| MIEOnline (learnonline.ie) | | | |

| **Module Name:** | **Development of a Reflective Stance in a Specialised Area** | | | |
|---|---|---|---|---|
| **Module Code:** | FE 8202 | **ECTS: 5** | **Module Type** | **Core** |
| **Module Description** | | | | |
| **Link to full module:**<br><br>This module provides students an opportunity to validate their work and develop an in-depth understanding of a specialised area in FET. An introduction to reflective practice will provide a strong basis and opportunity for students to immerse themselves in theoretical discourse and practical materials related to their area of specialism. While engaging with their | | | | |

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| specialised area from an academic perspective, students will also be encouraged to illustrate how they can integrate their new learning into their teaching. | |
| **Link to Moodle page:** | Course: FE8202 : Development of a Reflective Stance in Specialised Area \| MIEOnline (learnonline.ie) |

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|---|---|---|---|---|
| **Module Name:** | **Educational Placement 1 & 2** | | | |
| **Module Code:** | FE 8103 & FE 8203 | **ECTS: 15** | **Module Type** | **Core** |
| **Module Description** | | | | |
| Field experiences in teacher education programs are excellent opportunities for preservice teachers to learn to teach in complex and authentic learning situations. Sawyer (2006) posits that knowledge is now considered as 'situated, practised and collaboratively generated.' Indeed, it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995). | | | | |
| **Link to Moodle page:** | Ed Placement 1: Course: FE8103 : Educational Placement 1 \| MIEOnline (learnonline.ie)<br>Ed Placement 2: Course: FE8203 : Educational Placement 2 \| MIEOnline (learnonline.ie) | | | |

# Professional Diploma in Education (Further Education) 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, students must apply through the Admissions Office to the Registrar for re-admission.

## Examinations

1. Annual examinations are held in December (Semester 1 exams) and in April or May (Semester 2 exams). Re-assessment (repeat) examinations of both semesters are held in the following late August/early September.
2. The Court of Examiners will meet at the end of each academic year to moderate marks obtained by students.
3. 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.
4. If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor/Course Leader 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,** 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 ad misericordiam appeal"
5. An unexcused absence from an examination is recorded as NS (non-submission/sitting).
6. 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 make arrangements the day after publication of results, to meet with the relevant lecturer and/or contact their tutor. If the lecturer/tutor is unavailable, the student should contact the Registrar's Office.
7. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid.
8. 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.

9. A student who either does not sit an examination, does not submit an assignment or does not undertake a performance (i.e. who receives a result of "non-submission") for both the annual and re-assessment examinations, without providing, that the time of the annual or re-assessment examinations, notification of mitigating circumstances, is, typically, not eligible to submit an appeal of the relevant Court of Examiners' decision in relation to the non-submission. Exceptions will only be considered under very exceptional circumstances, where the student is able to demonstrate, with supporting evidence, why they are not in a position to provide notice of mitigating circumstance of either examination sittings and where approved by the Registrar.
10. A student who did not get the opportunity to take a first attempt and/or second attempt at an assessment(s) due to an Ad Mis or Medical circumstances, at the Annual and/or Re-Assessment examinations has the right to submit an appeal, via their tutor, to be granted permission to sit a Special Examination in relevant module(s).
11. The appeal is considered by the Registrar and then submitted to the Court of First Appeal, if the registrar is satisfied that the appropriate evidence has been provided. In such circumstances, the student and their tutor are typically not required to be present at the Court of Frist Appeal. All appeals where, for Ad Mis or medical reasons, students have had only one opportunity to take an assessment are reviewed and typically approved, in absentia, by the Court of First Appeal.
12. Students to whom this applies are notified of this through the exam comment they receive, on MAESTRO, after the publication of the re-assessment results.
13. Students who fall in this category are charged no fee to take the required special assessment(s).

## 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.

## PDE (FE) Rules for Passing and Progression

### Students Taking the One-Year (Full Time) Course

1. Students must successfully pass all requirements of the course. This includes completing all required observation and teaching practice hours for the Educational Placement I & II modules.
2. The Court of Examiners will meet at the end of the academic year to moderate marks obtained by students in that year.
3. There is no compensation between modules. This means that each module and module component must be passed independently (i.e. receive a mark of 40% or higher). The pass mark for the degree, and for each module component is 40%.

4. If a student fails a module and/or module component, i.e. with a mark of 39% or lower in the annual examinations, a re-assessment (i.e. repeat) of the assignment must be taken at the next available exam session.
5. If a student fails an assessment component of a module (i.e. under 29% or below, unless specified otherwise) in the re-assessment exams, irrespective of whether or not the module overall has been passed, all assessment components of the module must be retaken at the next available sitting, unless specified otherwise.
6. Students are required/permitted to only take re-assessment assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise.
7. Assessment component(s) in which a student supplements due to a failing mark, (except for educational placement) will be considered a second attempt. 20% of the marks awarded will be deducted from the marks earned for the piece of work. Where is deducted would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%.
8. Any assessment component in which a student supplements because of an unexcused no-show or an unexcused non-submission, except for educational placement, will be capped at 40%, even where a higher mark was warranted.
9. If a student fails a module in the re-assessment examinations, (except for the educational placement module), the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed and the student will be excluded from the course.
10. The Court of Examiners decides if a student may be permitted to repeat the year on books (meaning the student must register at the start of the next academic year, pays tuition fees, and completes modules as per the requirements of the degree and the Court of Examiners) or off books (meaning the student must register at the start of the next academic year, pays tuition fees, and repeats select modules while fulfilling the specific requirements of same). Students who fail one or two modules but who pass the education placement module (both parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off books. Students with a fail on educational placement and/or an overall yearly average of 49% (III) or below will repeat all modules on books.
11. A student who fails the education placement component in either year of the programme is granted one and only one repeat attempt of that component.
12. The final overall mark award is based on combined weighted marks of all modules completed in the programme.

13. At the end of the programme, if a student's overall award mark is over 40% and, on a borderline, (i.e. 49%, 59% or 69%), the mark may be rounded up to the next grade if the student has a preponderance (more than 50%) of module grades of year 2 modules in the next higher grade level and if the mark for **both** Education Placement I and II is in the next higher grade level. Borderline marks will not be raised where a student has failed one or more modules.
14. Decisions about raising borderline marks are made at the Court of Examiners.
15. Students' results may be returned as "Withheld" for outstanding fees or library fines until these have been paid.

### Students Taking the Part-Time Two-Year Course

1. Students must successfully pass all module requirements of year 1 to progress to year 2. This includes completing all required observation and teaching practice hours for the Educational Placement I module. In the event that a student does not complete all their required Educational Placement I hours, they will not be permitted to progress to Year 2 of the programme, and will complete Educational Placement I and all associated hours in the next academic year
2. The Court of Examiners will meet at the end of year 1 to moderate marks obtained by students in that year.
3. There is no compensation between modules. This means that each module and module component must be passed independently (i.e. receive a mark of 40% or higher). The pass mark for the degree, for each year, for each module component is 40%.
4. If a student fails a module or module component, i.e. with a mark of 39% or lower in the annual examinations, a re-assessment (i.e. repeat) of the assignment must be taken at the next available re-assessment exam session.
5. Students are required/permitted to only take re-assessment exam(s)/assignment(s) in assessment component(s) that are failed or not submitted, unless specified otherwise
6. If a student fails and assessment component of a module (i.e. earns 29% or below, unless specified otherwise) in the re-assessment exams, irrespective of whether the module overall has been passed, all assessment components of the module must be re-taken at the next available sitting, unless specified otherwise.
7. Assessment component(s) in which a student supplements due to a failing mark, (except for educational placement) will be considered a second attempt. 20% of the marks awarded will be deducted from the marks earned for the piece of work. Where is deducted would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%.
8. Any assessment component in which a student supplements because of an unexcused no-show or an unexcused non-submission, except for educational placement, will be

considered a second attempt and will be capped at 40%, even where a higher mark was warranted.

9. If a student fails a module in the re-assessment examinations, (except for the educational placement module), the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed, and the student will be excluded from the course.
10. The Court of Examiners decides if a student may be permitted to repeat the year on books or off books. Students who fail one or two modules, but who pass the education placement module (all parts) and achieve an overall average of II.2 (50%) or higher for the year may be recommended by the Court of Examiners to repeat the failed modules off books. Students with a fail on educational placement and/or achieve an overall yearly average of 49% (III) or below will repeat all modules on books. Students who fail three or more modules will repeat the year on books.
11. A student who fails the education placement component in either year of the programme is granted one and only one repeat attempt of that component.
12. The level of the award is based on the averaged marks of all modules completed over the two years of the programme.
13. 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 Year 2 module grades in the next higher grade level and if the marks for **both** Educational Placement I and II are in the next higher grade level. Borderline marks will not be raised where a student has failed one or more modules. Decisions about raising borderline marks are made at the Court of Examiners.
14. Students' results may be returned as "Withheld" for outstanding fees or library fines until these have been paid.

## Internal Course Transfer

### Transfer from Two-Year to One-Year

1. If a student on the two-year course requests to transfer to the one-year (full-time) course, the request will be considered on a case-by-case basis by the Registrar & Vice President for Academic Affairs based on the following criteria:
    - Reason for the request to transfer;
    - Availability of a place on the one-year course;
    - Permission of the Course Leader to transfer should it be possible;

- Time of the year in which the request is made and whether it is possible to transfer to the one-year flexible learning course in the current year or in a future year.

2. Typically, a student may not transfer from the two-year course to the one-year course in the same year after the third Friday in October.
3. Where a student is granted permission to transfer from the two-year course in the current year to the one-year course the following year, ECTS credits for modules successfully completed (and approved by the Court of Examiners) may be recognised in meeting the requirements of the one-year course. Should a student be unsuccessful in any module completed in year one, no re-assessment assessment can be taken in the modules and these modules must be taken in full on the one-year course.
4. A student who wishes to transfer from the two-year part-time course to the one-year (full-time) course, must apply to do so by 31 January prior to the commencement of the one-year course. Applications received after this date will not be considered.
5. With regard to fees, the situation will be treated as if the student has withdrawn from the two-year course and the financial consequences are those that apply to withdrawal as outlined in the Institute Charges policy. Full fees must be paid for the one-year course.

### Transfer from One-Year to Two-Year

1. If a student on the one-year course requests to transfer to the two-year course, the request will be considered on a case-by-case basis by the Registrar & Vice President for Academic Affairs taking into account the following:
    - Reason for the request to transfer;
    - Availability of a place on the two-year course;
    - Permission of the Course Leader to transfer should it be possible;
    - Time of the year in which the request is made and whether it is possible to transfer to the two-year course in the current year or in a future year.
2. A student may be granted permission to transfer from the one-year course to the two-year course at any time during the one-year course. Where a student is granted permission to transfer to the two-year course, the student will complete the year one modules as normal and complete the year two modules the following academic year.
3. With regard to fees, the situation will be treated as if the student has withdrawn from the one-year course and the financial consequences are those that apply to withdrawal as outlined in the Institute Charges policy. However, half the fees paid may be used to pay for the first year of the two-year course. In the second year of the course, the appropriate fees for the second year of the part-time course will need to be paid.

## External Examiner

Professor Anthony Malone, Maynooth University.

## 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. Where a piece of coursework is not submitted for the annual examinations, the mark for the course work will be capped at 40% in the re-assessment examinations.

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 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 at 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.

**Policy**

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

## 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 loans, digital extract, reading list services, and a loanable 'library of things' offering equipment and teaching materials. The collections include 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 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 research in eLearning and instructional design principles, where pedagogy (and not the tools) lead the lecture.

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 platform Zoom for classes that are conducted online. Students and teaching staff will access online classes through the Zoom Moodle learning tool plugin. Panopto is MIE's video content management software. All lecture recordings will be made available to students via the Panopto Moodle plugin. 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 PDE (FE) A589, 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.

**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 questions 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 is *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 |
| **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 |

| Key words used in assignment and exam questions | |
|---|---|
| **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

## Assessment Rubric for Written Papers

The following rubric provides the assessment guidelines that all PDE (FE) staff have been asked to use when correcting written papers. We encourage students to use these guidelines to help them craft and write their essays in their various modules.

| | **1 (70s+) Excellent** | **2.1 (60s) Very Good** | **2.2 (50s) Good** | **3 (40s) Fair** | **F (30s and below) Poor** |
|---|---|---|---|---|---|
| **Knowledge 20%** | The student demonstrates excellent comprehension of key elements and issues. Relevant theory is very clearly explained. | The student demonstrates very good comprehension of key elements and issues. Relevant theory is clearly explained. | The student demonstrates good comprehension of key elements and issues. Relevant theory is competently explained. | The student demonstrates satisfactory comprehension of key elements and issues. Relevant theory is satisfactorily explained. | The student demonstrates unsatisfactory comprehension of key elements and issues. Relevant theory is unsatisfactorily explained. |
| **Analysis 35%** | The student demonstrates excellent ability to think critically clearly apparent. Independent judgement, reasoned arguments and logical | The student demonstrates very good ability to think critically apparent at times. Independent judgement, reasoned arguments and logical conclusions are | Some critical thinking in evidence but this could be stronger. Reasoned arguments and logical conclusions are sometimes demonstrated. Insight, imagination and | There is an absence of critical thinking. Arguments and conclusions could be further developed. There is generally an absence of insight, imagination and creativity. | There is a clear absence of critical thinking. Arguments and conclusions are weak. There is no evidence of insight, imagination or creativity. |

| | 1 (70s+) Excellent | 2.1 (60s) Very Good | 2.2 (50s) Good | 3 (40s) Fair | F (30s and below) Poor |
|---|---|---|---|---|---|
| | conclusions are consistently demonstrated. The student shows insight, imagination and creativity, with some evidence of original thinking. | demonstrated at times. The student shows some evidence of insight, imagination and creativity. | creativity could be stronger. | | |
| **Application 30%** | The student demonstrates excellent ability to apply learning to his/her own practice. Excellent problem-solving skills are demonstrated with very strong application of theory to practice. Excellent examples are included. Demonstrates ability | The student demonstrates very good ability to apply learning to his/her own practice. Very good problem-solving skills are demonstrated with strong application of theory to practice. Very good examples are included. Demonstrates ability | The student demonstrates good ability to apply learning to his/her own practice. Good problem-solving skills are demonstrated with competent application of theory to practice. Good examples are included. Some ability to critically reflect on practice is in evidence but this is not | The student demonstrates satisfactory ability to apply learning to his/her own practice. Satisfactory problem-solving skills are demonstrated with limited application of theory to practice. A limited number of examples are included. The ability to critically reflect on practice is somewhat in evidence. | The student demonstrates unsatisfactory ability to apply learning to his/her own practice. Problem-solving skills are not demonstrated. There is an absence of application of theory to practice. The ability to critically reflect on |

| | 1 (70s+) Excellent | 2.1 (60s) Very Good | 2.2 (50s) Good | 3 (40s) Fair | F (30s and below) Poor |
|---|---|---|---|---|---|
| | to critically reflect on practice in a consistent manner throughout | to critically reflect on practice. | consistent throughout the essay. | | practice is not demonstrated. |
| **Organisation & Presentation 10%** | Planning and structure is excellent. Layout is extremely clear. Excellent ability to integrate information. Quality of writing is excellent. Clarity of language is consistently of a very high standard throughout. The essay is fluently and lucidly written. | Planning and structure is very well laid out. Demonstrates very good ability to integrate information. Quality of writing is very good. Clarity of language is consistently of a high standard throughout. The essay is fluently written. | The planning and structure of the assignment is good. The student shows good ability to integrate information.<br>Quality of writing is good. Clarity of language is of a good standard but there may be some errors. The essay is generally fluently written. | The student has laid out the structure of the essay in a satisfactory way. There may be errors in planning. The student may demonstrate a weakness in integrating information. Quality of writing is satisfactory. Clarity of language is generally of a satisfactory standard with some errors. The essay lacks fluency at times. | The student does not clearly outline the structure of the essay and there are significant weaknesses in overall planning. The student is unable to integrate information. Quality of writing is unsatisfactory. Clarity of language of an unsatisfactory standard with many errors. The essay generally lacks fluency. |

| | 1 (70s+) Excellent | 2.1 (60s) Very Good | 2.2 (50s) Good | 3 (40s) Fair | F (30s and below) Poor |
|---|---|---|---|---|---|
| **Referencing 5%** | Use of relevant reading is excellent. Use of academic conventions is applied consistently throughout with no errors. | Use of relevant reading is very good. Use of academic conventions is generally applied consistently with no errors. | Use of relevant reading is good. Use of academic conventions is generally applied consistently but there may be some errors. | Use of relevant reading is satisfactory. Use of academic conventions is inconsistent and there are some errors. | Use of relevant reading is unsatisfactory. Use of academic conventions is inconsistent and there are many errors. |

## 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 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 organization.
- 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 over reliance 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 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 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.

The full-time Chaplain 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 academic writing instructor, which is available through the library. This is complemented by specific writing workshops, which are available to all students based on demand, and is available through each individual course lead.

### 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 career 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**

## MIE Policies

For a review of all MIE academic policies and procedures related to the PDE (FE) and student progression, please consult the following link:

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

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.