

Trinity International Foundation Programme



Programme Handbook 2023-2024



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

General Information

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General Information

A Note on this Handbook

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

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via Moodle 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 underpinned 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

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 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

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 1300 students registered on our courses, which include:

Undergraduate Programmes:

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

Postgraduate Programmes

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

Message from the President

As a teaching institution, we have always prioritised education and its associated values. The recent pandemic re-inforced for us all the importance of the physical space of schooling, personal interaction and ultimately it has taught us the value of educational relationships where students and staff form a binding community albeit real or virtual, where empathy, communication and connectivity enable friendships to grow and students to flourish. We also renewed the importance of actively engaging with our peers, friends, families and communities in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you for selecting to undertake your studies at Marino Institute of Education. Our core values of care, community, and commitment to excellence will ensure that you will be in face-to-face lectures and on campus as often as possible so that you and your fellow classmates will be in a position to not just to learn together but to actively collaborate and connect with staff and other students. Rest assured that we also have the technological expertise and ‘know-how’ to pivot to online learning should another world event demand it so that you can continue your studies seamlessly and that we care constantly striving to enhance the digital services that we provide. 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.

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

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

Message from the President

Teresa O'Doherty

Professor Teresa O'Doherty

President

Staff Contact List*

Name	Role	Email	Phone	Office
Brendan White	IFP Director	brendan.white@mie.ie	805 7785	P9
Mandioneka Munyikwa	IFP Administrator	mandioneka.munyikwa@mie.ie	853 5197	M13
Registrar's Office		registrars@mie.ie		M105
Education Office		educationoffice@mie.ie		M13
IT Department		Log on to www.mie.ie/helpdesk to log your query		M100
Library		librarydesk@mie.ie	805 7753	St Patrick's Building
Reception			805 7700	St Mary's Building

**For a full list of individual staff contact details please visit*

https://www.mie.ie/en/about_us/staff_directory/

Programme Information

Programme Overview

Programme Aims

The aims of the Trinity International Foundation Programme are:

1. To equip prospective Trinity undergraduate students with the appropriate and required English language, academic and learning skills to facilitate and support their future undergraduate studies at Trinity College Dublin.
2. To equip students with the subject specific backgrounds necessary for entry into undergraduate programmes.
3. To develop in students the ability to think critically, express viewpoints, discuss logically and problem-solve effectively within a western tertiary learning environment.
4. To encourage collaborative learning through project-based tasks incorporating academic content and skills to reinforce overall academic development.

Programme Learning Outcomes

On successful completion of the programme, students should be able to:

1. Demonstrate competence in academic language and literacy skills in reading, writing, listening and speaking.
2. Identify the learning skills required for success in their subjects at 3rd level and apply strategies and techniques to enable development of such skills.
3. Apply an inquiry-based approach to subject-specific knowledge, learning tasks and activities.
4. Learn independently and in groups in order to engage optimally in their university study.
5. Demonstrate a broad knowledge of core subject content.
6. Articulate and apply arguments, concepts and theories, both orally and in writing.
7. Discuss and engage with key subject specific topics.

Programme Information

Programme Delivery and Structure

The course will adopt a holistic approach and will be delivered on the MIE campus over two academic terms. The total credit weighting for the course is 70 ECTS. The course will be delivered face-to-face.

Twenty five (25) ECTS credits will be made up by a common core module in English for Academic Purposes. Fifteen (15) ECTS will be made up by the Mathematics Module

The remaining thirty (30) ECTS will be made up with discipline-specific modules, depending on the stream to which the student has been admitted. **Pathway A: Business and Social Science Stream** or **Pathway B: STEM Stream**.

Programme Structure for Business and Social Sciences (Pathway A)

Module	Core/ Elective	ECTS Value
English for Academic Purposes	Core	25
Maths	Core	15
Economics	Elective	15
Sociology	Elective	15
Political Science	Elective	15
Business	Elective	15

Programme Structure for Science, Engineering and Health Sciences (Pathway B)

Module	Core/Elective	ECTS Value
English for Academic Purposes	Core	25
Maths	Core	15
Chemistry	Elective	15
Physics	Elective	15
Biology	Elective	15

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 IFP will have earned 70 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.

Module Information

Core Modules

Module Name:	Mathematics			
Module Code:	IFP6101	ECTS: 15	Module Type	Core
Module Description				
<p>This module is designed to prepare students for study in third-level programmes involving mathematics and statistics. To participate successfully in this module, the student will need to understand, and be able to use, key mathematical language and symbols comfortably, in a broad variety of contexts. In addition, they will need to be about they are learning and place it in the contact of their prior knowledge and future possible uses.</p>				
Link to full module:	Course: IF6101: IFP - Mathematics (learnonline.ie)			

Module Name:	English for Academic Purposes			
Module Code:	IF6102	ECTS:25	Module Type	Core
Module Description				
<p>This module aims to develop academic English language literacy and independent learning skills within a university education context. Students will develop their academic English language literacy skills in terms of the four main language skills namely, reading, writing, listening and speaking, and will apply these four language skills to various academic tasks within this module. Students will also be taught a range of generic transferable skills such as, critical thinking, logical discussions, problem solving, research and reflective skills to prepare and equip them for university study.</p> <p>This module, moreover, provides students with the opportunity to develop their collaborative and group skills through group project-based assignments. These projects will develop specific skills such as, planning, organising, negotiating, deciding, leading and presenting. Students will also develop their independent learning skills within this</p>				

Programme Information

module. They will engage in critical self-reflection in terms of their personal study strategies, learning experience and academic vision.

The students on the International Foundation Programme will need to become familiar with the above academic English literacy, learning and generic transferable skills adopted within an Irish university context.

Aims

- To develop competence in academic language and learning skills in preparation for study within an Irish tertiary system.
- To apply an academic approach to subject-specific learning tasks and activities.
- To develop an inquiring mind and a proactive attitude to enable them to engage in their university study optimally.

Link to full module:	Course: IFP - English for Academic Purposes PS (learnonline.ie)
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Pathway A: Electives

Module Name:	Economics			
Module Code:	IFP6104	ECTS: 15	Module Type	Elective
Module Description				
<p>The aims of this module is</p> <ul style="list-style-type: none"> • To develop the conceptual knowledge of students in micro and macroeconomics • To develop students' analytical skills, including descriptive, graphical, and elementary mathematical methods of economics • To develop students' capacity to understand and analyse the constraints and processes of various economic actors; • To develop analytical skills so that they can be applied to the third level study of social sciences 				
Link to full module:	Course: IF6104: IFP - Economics (learnonline.ie)			

Programme Information

Module Name:	Sociology			
Module Code:	IFP6107	ECTS 15	Module Type	Elective
Module Description				
<p>The central aim is to introduce students to the discipline of Sociology and to provide a good understanding of what studying this subject involves at third level. Sociology enables us to understand and critically explore the social world in which we live. Throughout this academic year, we will focus on developing a sociological perspective namely through understanding how human behaviour is shaped by everyday interaction (performance), by everyday social constructs (gender) as well as institutions (organizations and networks). We will also explore classical sociological theories and learn how to apply them to issues that are of contemporary concern.</p>				
Link to full module:	Course: IF6107: IFP - Sociology (learnonline.ie)			

Module Name:	Political Science			
Module Code:	IFP6110	ECTS:15	Module Type	Elective
Module Description				
<p>The aims of this module are</p> <ul style="list-style-type: none"> • To equip students with a basic awareness of the key problems and questions around which politics revolves. • To introduce students to the academic study of political science and to encourage an interest in the further study of political, philosophical, and ethical themes. • To begin to stimulate the development of critical thinking and analytical abilities in students. • To impart substantive knowledge and to make students aware of competing modes of social and political analysis. • To introduce some of the main political debates in contemporary society. • To ground these concepts and debates in contexts that are accessible and relevant to students' own experiences. 				

Programme Information

Link to full module:	Course: IF6110: IFP - Political Science (learnonline.ie)
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Module Name:	Business Studies			
Module Code:	IFP6106	ECTS: 15	Module Type	Elective
Module Description				
This module provides an introduction to business studies and, in particular, the disciplines of management, which comprise the accumulating body of thought and practice that make organisations work.				
Link to full module:	Course: IF6106: IFP - Business Studies (learnonline.ie)			

Pathway B: Electives

Module Name:	Biology			
Module Code:	IFP6109	ECTS: 15	Module Type	Elective
Module Description				
This module will provide students with a good understanding of the scientific approach to enquiry and the discipline to deal with scientific problems/issues in a critical and analytical manner. The module will provide students with an understanding and broad knowledge of Biology with sufficient competence and confidence to enter, and successfully participate in a third level pure, applied or health science programme.				
Link to full module:	Course: IF6109: IFP - Biology (learnonline.ie)			

Module Name:	Chemistry			
Module Code:	IFP6103	ECTS:15	Module Type	Elective
Module Description				

Programme Information

This module is designed to provide students with a good understanding of the scientific approach to enquiry. It will prepare students to deal with scientific problems/issues in a critical and analytical manner. The module will provide students with an understanding and broad knowledge of Chemistry with sufficient competence and confidence to enter, and successfully participate in a third level pure, applied or health science.

Link to full module: [Course: IF6103: IFP - Chemistry \(learnonline.ie\)](#)

Module Name:	Physics			
Module Code:	IFP6105	ECTS: 15	Module Type	Elective
Module Description				
<p>This module will provide students with a good understanding of the scientific approach to enquiry and the discipline to deal with scientific problems/issues in a critical and analytical manner. The module will provide students with an understanding and broad knowledge of Physics with sufficient competence and confidence to enter, and successfully participate in a third level pure, applied or health science programme.</p>				
Link to full module:	Course: IF6105: IFP - Physics (learnonline.ie)			

Trinity International Foundation Programme – Regulations

Registration

New students must register each academic year by the designated date. Students who do not register by the Friday of Teaching Week 3 of their 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

Annual examinations for IFP are held in January (Semester 1 exams) and in April or May (Semester 2 exams). Supplemental (repeat) examinations of both semesters are held in the following late June.

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

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

If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor must be notified as soon as possible 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 both to the Registrar's Office and the tutor e.g. med cert.

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

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

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

In exceptional circumstances, following the supplemental 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 supplemental session due to illness or other grave cause.

Rules for Passing and Progression

1. The Certificate in International Foundation Studies for Higher Education will be unclassified. The Trinity marking scale will be used in all assessments of the programme. A student may apply to transfer from one pathway to another. However, they must meet the admission requirements of the pathway into which they wish to transfer; and there must be capacity in the pathway into which they wish to transfer.
2. Transfer applications will be considered by the TCD Admissions Officer and the TCD Course Coordinator in conjunction with the Foundation Programme Coordinator/Manager. They will consider whether the student is likely to succeed in the pathway into which they wish to transfer, taking into account the material they have studied in the programme prior to the transfer and performance in prior assessments.
3. Students who fail modules may repeat in the supplemental examination period, taking such assessments as required, but only for the purpose of gaining the certificate award, which may be accepted for admissions elsewhere.
4. Students who fail the programme will not normally be permitted to repeat the year.
5. Students who experience ad misericordiam difficulties during the year may be given permission to defer their assessments to the supplemental period. Such students, if they meet the minimum progression requirements, will be permitted to progress to their chosen course.
6. For the purposes of progressing to a course in Trinity, IFP students have recourse to a resit of an annual exam in one subject module out of the four modules that are studied. This would be permitted only in the circumstances that the student fails to reach a progression requirement in a specific module. The resit could be of either a

Semester 1 or Semester 2 annual exam and would take place in the supplemental exam week period three to four weeks after the completion of the course. Nothing in this proposal will prevent a student taking a supplemental assessment in one or more modules for the purpose of completing the Certificate with no option to progress to a course in Trinity. If a student fails to meet progression in their chosen undergraduate, they may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the subjects chosen by the student on the foundation programme and the availability of places on the undergraduate course into which they wish to progress. (See paragraph above in relation to transfers) Such students would, in any case, be eligible for the certificate award.

7. Appeals will be dealt with under the appeals procedures adopted by MIE, which are closely modelled on those in place in Trinity.
8. Procedures exist for student to have their assessment results re-checked or re-marked if there is reason to believe:
 - a. that the grade is incorrect because of an error in calculation of results.
 - b. that the examination paper specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination.
 - c. that bias was shown by an examiner in marking the script.
9. Students may also appeal decisions of the Court of Examiners related to progress to the Court of First Appeal where a student's case:
 - a. is not adequately covered by the ordinary regulations of the College; or
 - b. is based on a claim that the regulations of the College were not properly applied in the applicant's case; or
 - c. represents an ad misericordiam appeal.

Intended Degree Programme Requirement by Module

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
Ancient History and Archaeology & History	Overall 60%	70% in EAP
Ancient History and Archaeology & History of Art and Architecture	Overall 60%	60% in EAP
Ancient History and Archaeology & Russian	Overall 60%	60% in EAP
Biology and Biomedical Sciences	Overall 60%	55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Business + Russian/Polish	Overall 60%	60% in Maths and 60% in EAP
Business and Law	Overall 60%	60% in Maths and 60% in EAP
Business, Economic & Social Studies	Overall 60%	60% in Maths and 50% in EAP
Chemical Sciences	Overall 60%	55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Classical Civilisation & History of Art and Architecture	Overall 60%	60% in Maths and 60% in EAP
Classical Civilisation & Italian	Overall 60%	60% in EAP. Students will be required to pass an interview to determine level at which they will study Italian
Classical Languages & History of Art and Architecture	Overall 60%	60% in EAP

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
Classics, Ancient History and Archaeology	Overall 60%	60% in EAP
Computer Science	Overall 60%	60% in Maths and 50% in EAP
Computer Science and Business	Overall 60%	60% in Maths and 50% in EAP
Dental Science*	Overall 70%	65% in Maths, 70% in two of Physics, Chemistry and Biology and 60% in EAP. Students are also required to pass an interview towards the end of the programme
Early Childhood Education (MIE)	Overall 60%	60% in Sociology and 50% in EAP
Education Studies (MIE)	Overall 60%	60% in Sociology and 50% in EAP
Engineering (common entry)	Overall 60%	60% in Maths and 50% in EAP
Engineering with Management	Overall 60%	60% in Maths and 50% in EAP
Film Studies & History	Overall 60%	60% in Maths and 70% in EAP
Geography and Geoscience	Overall 60%	55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Global Business	Overall 60%	Global Business
History	Overall 60%	70% in EAP
History & History of Art and Architecture	Overall 60%	70% in EAP
History & Russian	Overall 60%	70% in EAP
History of Art and Architecture & Italian	Overall 60%	60% in EAP. Students will be required to pass an interview to

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
		determine level at which they will study Italian
History: Ancient and Medieval History and Culture	Overall 60%	70% in EAP
Human Health and Disease	Overall 60%	55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Italian & Russian	Overall 60%	60% in EAP. Note: A student may only take one language at beginner's level. Students will be required to pass an interview to determine level at which they will study Italian.
Law	Overall 60%	60% in EAP
Management Science and Information	Overall 60%	60% in Maths and 50% in EAP
Systems Studies Mathematics	Overall 60%	75% in Maths and 50% in EAP
Medicine*	Overall 70%	65% in Maths, 70% in two of Physics, Chemistry and Biology and 60% in EAP. Students are also required to pass an interview towards the end of the programme
Occupational Therapy	Overall 60%	60% in Maths and 60% in Biology. 50% in EAP
Pharmacy	Overall 70%	65% in Maths, 70% in Chemistry and 70% in either Biology or

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
		Physics and 50% in EAP. Students are also required to pass an interview towards the end of the programme
Philosophy, Political Science, Economics & Sociology	Overall 60%	60% in Maths and 50% in EAP
Physical Sciences	Overall 60%	55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Physiotherapy	Overall 60%	60% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Psychology	Overall 60%	60% in Maths, 60% in biology and 60% in EAP
Radiation Therapy	Overall 60%	60% in Maths and 60% in two of Physics, Chemistry and Biology and 60% in EAP
Theoretical Physics	Overall 60%	75% in Maths, 65% in Physics and 50% in EAP

*Not included as part of general recruitment.

External Examiner Pathway A

Dr Eleanor Lingham, Sheffield Hallam University

External Examiner Pathway B

Dr Greg Byrne, Technological University of Dublin.

Submission of Course Work

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

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

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

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

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

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

Supplemental 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 supplemental assignments be accepted after 17.00 on Friday of the supplemental exams week.

Plagiarism

Please read the following definitions and principles that have been developed about plagiarism. This should be read in conjunction with the MIE policy on plagiarism, which is available on the MIE website.

General:

All members of the academic community use and build on the work and ideas of others. It is commonly accepted, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that they do not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the Institute.

Examples of Plagiarism

- a) Copying another student's work.
- b) Enlisting another person or person(s) to complete an assignment on the student's behalf.
- c) Procuring, whether with payment or otherwise, the work or ideas of another.
- d) Quoting directly without acknowledgement, from books, articles, or other sources, either in printed, recorded or electronic format, including websites and social media.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:

- i. Fail to distinguish between their own ideas and those of others.
- ii. Fail to take proper notes during preliminary research and therefore lose track of the source from which the notes were drawn.

- iii. Fail to distinguish between information which needs acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement.
- iv. Comes across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Plagiarism in the Context of Group Work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than on assessment for credit is normally considered self-plagiarism.

Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism.

When assignments are submitted, students must complete a cover sheet that contains the following declaration:

"I have read and I understand the MIE plagiarism policy. I have also completed the online tutorial on avoiding plagiarism "Ready, Steady, Write" located at [Ready Steady Write Plagiarism Tutorial - Avoiding Plagiarism - Library Guides at Trinity College Dublin \(tcd.ie\)](#)"

All incidents of suspected plagiarism in the Institute will be dealt with under the MIE Education Plagiarism Policy.

Academic Integrity Guidelines

For the academic year 2023-24 there is a new voluntary set of guidelines which are, at time of publication of this handbook, are out for consultation with staff and students. All input on the draft guidelines is welcome. Please contact registrars@mie.ie if you wish to contribute or receive a copy of the draft guidelines.

Academic Resources

Library Services

MIE Library is housed in St. Patrick's building and provides a range of services and facilities to support teaching, learning and research at MIE. The Library holds just under 30,000 items on its shelves and subscribes to a growing number of electronic resources, including access to over 7,000+ eBooks and 14,000+ e-Journal titles across 8 academic databases, accessible through the Library website. The Library contains a reference collection, short-loan and long-loan academic text collections as well as adult fiction. Library staff also provide expert support on developing research skills and accessing and using the Library's collection of scholarly resources. For more information and for opening hours please see the [library website](#).

Learning Tools

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

Moodle is MIE's learning management system (LMS). All programme learning content will be made available to students via Moodle and this platform is used to host online classes, manage assignments, provide learner supports and create interactive content.

MIE also uses the video conferencing platforms integrated into the Institutional VLE to support online classes online. Panopto is MIE's video content management software. All lectures that are recorded will be made available to students via 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 service of essay-based assignments.

All students in MIE are provided with a free Office 365 licence for the duration of their studies. Office 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. Office 365 licence holders may sign into Office on any device or download Office to a device for offline access.

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, ECE, PDEFE and Ed Studies placement arrangements. Also located in the office is the International Office, which manages our Erasmus, IFP and other programmes and the administrators are there to 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 and there are a number of fluent Irish speakers available for those who wish to communicate in Irish

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 the seat number and student number is recorded, by the student, on the cover of all examination scripts. In the case of IFP, F456 is an example of the seat number format.

Students are advised to arrive at least 15 minutes before the start of the exam so as to allow time 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 question is at all ambiguous, state how you have interpreted it. Draw your argument together clearly in a conclusion.
- If you suddenly remember an important point, write it in a box with an arrow or asterisk to show where it *should* have gone – don't spoil your flow.
- Write legibly.

Timing

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

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

Key words used in assignment and exam questions	
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
Summarise	Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentation

Preparation

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

Presentation

- Introducing the topic
- Explaining aims and objectives
- Speaking clearly and confidently
- Use of handouts
- Use of audio-visual aids
- Use of IT
- Managing interest in the topic

Managing the Group

- Moving the agenda along

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

Discussion/Analysis

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

Grading Criteria

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

I- First Class (70-100%)

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard literature and/or methods and techniques of the subject, work at this level shows independence of judgement and evidence of attainment beyond the standard

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

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

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

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

All pieces of first class work may not have all of the characteristics above, but all such work will have 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

Registered MIE Students can avail of the Student Counselling service to gain the time and space to explore any issues that are of concern to them and that affect their studies. You can make your first appointment to meet with the Student Counsellor by using our Online Booking System - <https://scs.mie.ie/firstappointment> or by attending the lunchtime drop ins Tues and Thurs 12:30pm – 1:30pm (Mon & Wed TBC) starting 14th September. These lunchtime drop in times are available during term time, you do not need to book an appointment, you just turn up on the day (first come first serve basis).

If you need to urgently speak to the Student Counsellor, please send an email requesting a Priority Appointment. A Priority Appointment is offered daily Monday - Friday at 2pm

The Student Counselling Service is located in Rooms 36, 41 & 42 in St Pat's Hall (next to the Library, don't forget your ID card to enter the building). Keep an eye for various events the Student Counselling Service are running that may help with self-care, wellbeing, and positive mental health. Student Counselling Appointments are generally offered Mon – Fri, between 10:00am – 5:00pm

You can contact the Student Counselling Service by emailing us at

marinocounselling@mie.ie

You can also check out our Self – Help resources. See the Lib Guide on Mental Health and Wellbeing - <https://mie-ie.libguides.com/c.php?g=703489> or in the Library

Books and online literature on:

Worrying

Confidence/Self Esteem

Self – Compassion

Difficult Times

Time Management

Effective Learning

Self-Care

...and more

Stay tuned for the launch of Togetherall, which is an online mental health and wellbeing peer support that gives access to a safe, anonymous and professionally moderated community 24/7/365.

Alternatively you might like to reach out to the following **external Services** who offer support both during the daytime and after hours:

- A 24/7 crisis text line is available to all students. Start a conversation by texting MIE to 50808.

seol téacs ina thaobh

téacsáil MIE
50808

text about it

text MIE
50808

- Call the Samaritans 24/7 on 116 123 or find information on their website <https://www.samaritans.org/ireland/how-we-can-help/contact-samaritan/>
- AWARE can be reached 7 days a week from 10am to 10pm on 1 800 80 48 48 or on their website <https://www.aware.ie/support/support-line/>
- Pieta House provide free therapy to those engaging or previously engaged in self-harm, suicidal ideation and to those who have been effected by suicide. They can be reached 24/7 on 1800 247 247 or via text to 51444, more information can be found on their website <https://www.pieta.ie/how-we-can-help/feeling-suicidal/>
- For your nearest A&E please visit the HSE - <https://www.hse.ie/eng/services/maps/>

Disability Services

MIE's Disability Service is delivered in conjunction with Trinity College Dublin Disability Service since 2012. The Disability Service operates on a disability needs basis, providing direct support to students who disclose a disability via both a meeting with a Disability Officer and a referral to other disability supports such as Assistive Technology (AT) and Occupational Therapy (OT) services, as appropriate, in MIE or Trinity College Dublin (Trinity).

Students with a disability are encouraged to register with the Disability Service at MIE to seek supports where the disability could affect their ability to participate fully in all aspects of their life in college. To find out more about registering with the Disability Service or the supports that are available to you can check out our Moodle page [Disability Service](#) or email access@mie.ie

Reasonable Accommodations

MIE is committed to ensuring that students with disabilities have as complete and equitable access to all facets of student life as can reasonably be provided. This is in accordance with the Disability Act 2005, the Equal Status Acts, 2000 (as amended), and the Universities Act, 1997. MIE welcomes applications from prospective students with disabilities and endeavours to assist all students in realising their potential as professional educators by offering a range of supports, including reasonable accommodations.

In supporting the participation of students with disabilities in programmes that confer eligibility to practice as a teacher, the Institute strives to balance principles of inclusiveness with the high standards and duty of care required of educators for learners. MIE has adopted a code of practice which is applicable to all students with disabilities studying at the Institute. Which can be found here [Code of Practice for Students with Disabilities](#) and [Consent to Disclose and Share Disability Information](#).

MIE is committed to providing reasonable accommodations for students who have a learning difficulty or a disability so that they can participate fully in their educational placements. A reasonable accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness. The Institute has a [Disability Service](#) which provides advice and support to students with disabilities. Support available to students with disabilities includes:

- Needs assessment on entry to determine any additional learning requirements.
- Assistive technology training and support.
- Academic support.
- Pre-placement planning and support.
- Liaison with your assessors/lecturers to help arrange accessible programme materials.
- Extended library loans.

Students with a disability are encouraged to register with the disability service to seek support where the disability could affect their ability to participate fully in all aspects of the course. To avail of supports from the Disability Service you must upload evidence of your disability. Reasonable Accommodations will be put in place only after a student has fully

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registered with the Disability Service. If you have any queries regarding any of the Student Support services, please be sure to contact our Access Officer, Simon Yeates, at , or telephone: 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 the Marino Counselling service. This is complemented by specific writing workshops, which are available to all students based on demand. For further information email writingworkshop@mie.ie.

Careers Advisory Service

The Marino institute of Education Careers Service's aim 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

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Service works alongside academic staff to encourage students to become confident and competent learners and take charge of their own professional development.

We provide careers information, education, and guidance to students in several ways to enable them to realise their potential and the opportunities available to them as they progress through MIE.

Further details can be found on the MIE Careers Service on the following webpage
https://www.mie.ie/en/student_life/student_support_services/careers_service/one_to_one_career_advice.html

Trinity College Dublin Clubs and Societies

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

MIE Policies

MIE Policies

For a review of all MIE academic policies and procedures related to the IFP programme 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.