



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

Quality Assurance Handbook



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

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Preface

Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion, quality and excellence in education. It has been an Associated College of Trinity College Dublin, the University of Dublin (Trinity) since 1976. Since 2011 the Board of Trinity have joined the Christian Brothers European Province in collaborative trusteeship of MIE.

The QQI published the Core Statutory Quality Assurance Guidelines under Section 28 of the QQI Act 2012 in April 2016. These were followed by the publication of the Sector Specific Quality Assurance Guidelines for Designated Awarding Bodies in July 2016.

Trinity as a Designated Awarding Body is required under Section 33 of the Act upon publication of the above guidelines, to action their responsibilities in relation to the approval of Linked Provider Quality Assurance Procedures.¹

Marino Institute of Education (MIE) had the opportunity to comment on the draft procedure in May 2016 and a revised draft in November 2016. This was subsequently presented to the Trinity Quality Committee on 1st December 2016 and approved by University Council on 18 January 2017.

Following a consultation process during which the relevant scope of QQI policies and guidelines that apply to MIE's education provision was agreed, MIE committed to submitting its quality assurance procedures in October 2017 with agreement that the Initial Quality Review of Effectiveness under section 37 would take place in 2018.

MIE's quality assurance procedures are informed by:

i. *Qualification & Quality Assurance (Education and Training) Act 2012*

ii. *QQI Core Statutory Quality Assurance Guidelines* (April 2016), applicable to all Higher Education Institutions and incorporating the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ERG May 2015)

iii. Relevant QQI Policies for example the *Protection of Enrolled Learners Policy*, the *Access, Transfer & Progression Policy*, and the *Recognition of Prior Learning* policy.

iv. The Marino Institute of Education Instrument of Governance (Revised June 2016)²

v. The Report of the Working Group on the Partnership between Trinity and the Associated Colleges of Education³

vi. *The QQI Policy Code of Practice for the provision of programmes of education and training for international learners*

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

It should be noted that in the context of teacher education programmes, MIE's quality assurance processes and procedures are also informed by the *Teaching Council Acts 2001-2015*, in particular *Part 4 Section 38* which empowers the Teaching Council to review and accredit programmes of teacher education and training:

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

(a) review, and where appropriate accredit, the programmes of teacher education and training provided by institutions of higher education.

(b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and

¹Linked Provider Quality Assurance Procedures

²Instrument of Governance 2016

³Report of the Working Group on the Partnership between Trinity and the Associated Colleges of Education

- (c) review the standards of knowledge, skills and competence required for the practice of teaching, and shall advise the Minister and, as it considers appropriate, the institution concerned.
- (2) The Council shall consult with the Minister and with such institutions of higher education and training in the State as it considers appropriate for the purpose of the performance of its functions under subsection (1).

The Teaching Council's *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (2011)⁴ has informed the ongoing review and revision of the teacher education programmes at MIE to ensure compliance with regulatory and professional policies. External review reports by the Teaching Council inform ongoing monitoring and periodic review.

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

Quality assurance is the systemic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

(UNESCO 1995-2009)

⁴The Teaching Council Initial Teacher Education Criteria and Guidelines for Programme Providers 2011

SECTION 1

Governance and
Management of
Quality at MIE

1.1 GOVERNANCE AND MANAGEMENT OF QUALITY ASSURANCE: POLICIES AND STRUCTURES

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

Within this structure, the Trustees established an Instrument of Governance (2016) which provides for the appointment of a Governing Body to discharge the authority of the Trustees within the Institute. The Governing Body's responsibilities include putting in place a system to oversee the education, training, research, and related activities of the Institute, and ensuring its quality. The Instrument of Governance is reviewed, as appropriate, and details the intentions of the Trustees, the seven Guiding Principles of the Institute, the composition and functions of the Governing Body and its sub-committees, the role of the President and guidance on other governance matters. It outlines the responsibilities of the Governing Body in managing and overseeing all the activities of the Institute including the implementation of a robust quality assurance system. The primary function of the Governing Body is to set the strategic direction and govern and control the affairs of the Institute in accordance with the intentions of the Trustees, as expressed in the Guiding Principles.

Governance: Mission, Vision and Strategic Planning

The Governing Body (GB) acts in recognition of the responsibilities conferred by the Instrument of Governance and in particular the requirement therein that *'The Governing Body and all Committees, sub-Committees and Working Groups established by it shall operate in accordance with the ethos of the Institute, with best practice and principles of governance in place from time to time and in accordance with legislation in force from time to time'* (section 2.15) and having regard to the Code of Practice for the Governance of State Bodies

published by the Department of Finance.⁵ This code is reviewed and adopted by each successive GB, having regard to developments in best governance practice. It outlines a set of principles and best practices to ensure a system of governance where objectives are aligned with mission and strategy through a regular strategic planning and review process and appropriate procedures and controls are implemented to manage risks that are significant to the fulfilment of institutional objectives. The most recent Code was adopted by the Governing Body at its meeting on 23 February 2017. MIE's governance structure ensures separation of responsibilities between those who develop Institute policies and procedures, and those who approve them.

The preparation, process and publication of the MIE Strategic Plan 2015-2020⁶ represents an integral element of the quality assurance process in MIE. Alignment with institutional high level goals and objectives inextricably links the twin processes of strategic planning and quality assurance. The extensive consultations with a wide range of stakeholders, both internal and external, reflect a commitment to consultative strategic planning and quality assurance processes which ensure that the high level goals and systems are embedded and owned at all levels of management, administration, facilities, academic staff and learners. The Plan is built on four priority areas: Teaching and Learning; Inclusion and Equality; Student Life; Collaboration, Engagement and Quality Services. The engagement of the university in formulating an academic strategy for the Institute in collaboration with Trinity strengthens and deepens the vision of the co-trusteeship between Trinity and the European Province of the Christian Brothers.

In recognition of the importance of achieving the priorities set out in the strategy, a framework was developed to monitor and communicate progress. Quality assurance is intertwined with MIE's mission statement, seven guiding principles, core values and strategic priorities and is embedded in the governance, organisational and academic activities of the Institute.

⁵MIE Code of Governance 2017

⁶MIE Strategic Plan 2015-2020

Governance & Management of Quality Assurance



Figure 1. Process for Governance & Management of Quality Assurance

Academic Processes and Standards

The Instrument of Governance provides for the setting up of an Academic Council⁷ which is a sub-committee of the Governing Body to which it is immediately responsible. Article 3.1 states:

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

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

The MIE Associated Colleges Degrees Committee (MIE ACDC)⁸ is a joint committee comprising members of both Trinity and MIE, chaired by the Trinity Registrar. This committee links MIE quality assurance processes and those of the university. The MIE ACDC approves quality assurance procedures, oversees the new programme approval process and annual programme reviews, approval of external examiner appointments and action plans emanating from those reports and of changes to programme regulations.

Programme Committees have responsibility for receiving and reviewing feedback from stakeholders, including students and external examiners, and proposing modifications to programme content.

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

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

⁷Terms of Reference MIE Academic Council

⁸MIE Associated Colleges Degrees Committee (MIE ACDC)

Governance Assurance Academic Processes & Standards

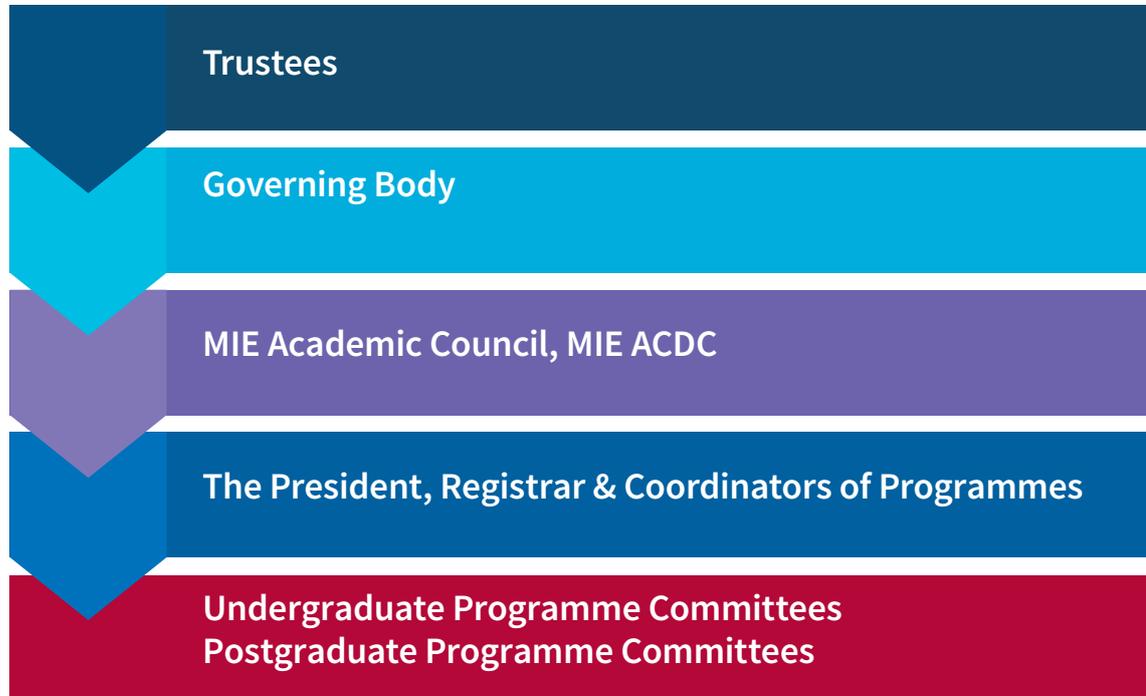


Figure 2. Academic Processes & Standards

1.2 MANAGEMENT OF QUALITY ASSURANCE

In order to execute the MIE strategic plan and embed the promotion of quality in the Institute, a range of policies and procedures pertinent to corporate governance, organisational matters and the protection of the integrity of academic process and standards have been developed. Where policies are not currently available, the Institute draws on the policies of its accrediting university, Trinity College Dublin, the University of Dublin. A full list of the relevant organisational and academic policies and procedures is provided in Appendix 3. MIE's commitment to quality is inherent in all Institute activities and infuses all aspects of work. Overall responsibility for quality assurance systems and the promotion of a commitment to quality rests with the President. Policy development and review, including self-evaluation and external evaluation of academic processes and standards, is overseen by the Registrar in collaboration with the Registrar's office. A climate and culture is fostered across MIE which

promotes a commitment to quality assurance, through the engagement of the Heads of the Finance, HR, Conferencing and Facilities, ICT and Library and their teams in policy formulation, implementation and review. A multi-layered approach is used to engage internal and external stakeholders, as appropriate in this process.

Quality Assurance Organisational Policies & Procedures

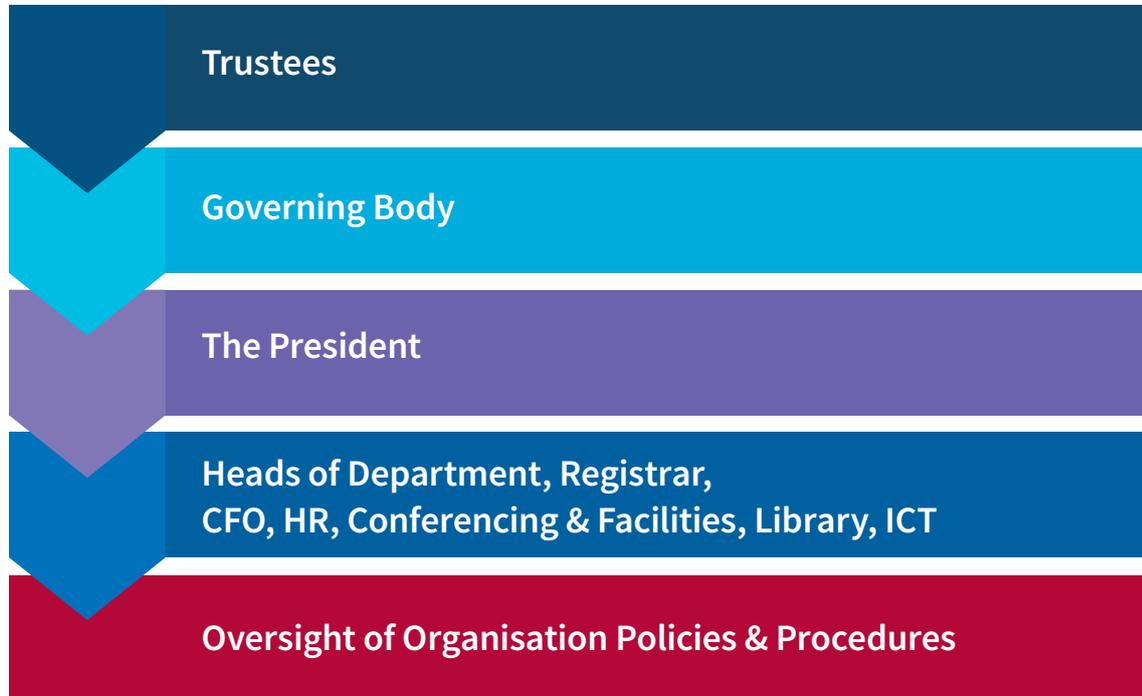


Figure 3. Organisational Policies and Procedures

1.3 EMBEDDING A QUALITY CULTURE

MIE's commitment to quality is embedded in all aspects of the Institute. Although oversight of the development, implementation and review of policies and procedures rests with the President, in cooperation with the Registrar and Registrar's office, a quality culture is achieved at MIE through the ongoing quality review cycle of engagement and dialogue with staff, students and external stakeholders through the committee structure.

SECTION 2

Documented Approach to Quality Assurance

Introduction

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

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

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

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

Quality assurance at MIE is informed by the MIE Instrument of Governance 2016, which articulates the guiding principles and mission of the Institute and underpins the MIE Strategic Plan 2015-2020. A review of the implementation of the Strategic Plan is contained in the President’s Report 2017.⁹ The President’s Report provides evidence of efforts made to ensure that actions and milestones are achieved and it monitors and reviews progress on the strategy to date.

Figure 4 provides an overview of the quality assurance approach at MIE.



Figure 4. Embedding of a quality culture

⁹MIE President’s Report 2017

2.1 DOCUMENTED POLICIES AND PROCEDURES

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

The drafting, development and review of corporate policies and procedures, such as the Dignity and Respect and Child Protection policies, are the responsibility of the Registrar's office. Other organisational policies emanate initially from the Finance, Human Resources, Information Technology Departments and Library, as appropriate. This is evidenced in the comprehensive list of policies and procedures documented in Appendix 3. An Institute Organisation Chart⁹ is provided in Appendix 2. Oversight for all policies and procedures rests with the Governing Body. Copies of the Terms of Reference of Governing Body Committees including the Academic Council, Finance Committee and Standing Committee are contained in Appendix 1.

Academic programmes are monitored, evaluated and reviewed to ensure that all aspects of programme provision are effective and fit-for-purpose. Elements and stages of the review process include student feedback, self-evaluation by academic staff, external review reports, examination meetings, Undergraduate and Postgraduate Programme Committees, MIE Associated Colleges Degrees Committee, the MIE Governing Body Academic Council and the Governing Body (See Figure 2). Reports, minutes and notes are maintained and circulated as appropriate. Sample student feedback questionnaires and focus group meeting notes are provided to external examiners and the responses of MIE students to the Irish Survey of Student Engagement (ISSE) have informed amendments to policy. Initial teacher education programmes at MIE are subject to periodic review by the Teaching Council. Reports on actions taken in response to recommendations from Teaching Council reviews are provided to the Academic Council and to the MIE ACDC.

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

2.2 A COMPREHENSIVE SYSTEM

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

Clear communication structures which incorporate both formal and informal communication channels ensure that strategic planning, quality promotion, and course design are developed in partnership with the relevant stakeholders. Notes detailing matters of interest to staff are circulated after all Governing Body meetings. Campus wide meetings for all staff are held at the beginning of each academic year to facilitate information sharing regarding the aspirations and concerns of management and staff. Significant priorities for the coming year are discussed.

Each staff member belongs to a department unit. Heads of Department meet regularly. Following the Heads of Department meetings notes are circulated to all staff on matters of interest that were discussed. Each department head is available to provide clarification to staff members and to raise issues at these meetings on their behalf.

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

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

⁹MIE Organisation Chart

SECTION 3

Programmes of Education and Training

3.1 PROGRAMME DEVELOPMENT AND APPROVAL

A process has been agreed internally in MIE and with Trinity College Dublin for the development and approval of new accredited programmes. This process is outlined in the flow-chart presented in Figure 5.



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

3.2 LEARNER ADMISSION, PROGRESSION AND RECOGNITION

Applications

Students typically apply for a place in Marino Institute of Education either through the Central Applications Office (CAO) system or directly through the Application Centre on Maestro, the Institute's bespoke records management portal. Applications for undergraduate courses (Bachelor in Education and Bachelor in Science courses) are typically done through the CAO whereas applications for postgraduate courses (Professional Master in Education – PME, Master in Education Studies – MES, Professional Diploma in Education, Further Education – PDEFE courses) and the Trinity International Foundation Programme are typically done directly through Maestro. A document outlining the “Course Application Procedures (Non-CAO Courses)” outlines in detail the steps in this process.

Entry Requirements

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

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

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

Allocation of Places

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

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

In line with our commitment to the admission and progression of students from non-traditional backgrounds, MIE participates fully in the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE). On undergraduate courses 15% of places on each course are reserved for students who meet the eligibility requirements for HEAR, DARE and mature student entry.

Progression

Informal feedback, as appropriate and as practicable, is given to students during their courses as they complete written assignments during the year. This is done at module level and may be given orally or in writing and may be individual or collective. Indicative marks or grades may be given but these are provisional until the Court of Examiners ratifies results after the External Examiner has reviewed samples of students' work.

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

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

Recognition of Courses

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

3.3 PROGRAMME MONITORING AND REVIEW

A “Quality Assurance Framework for a cyclical review of validated programmes in MIE” has been developed outlining criteria, regulations and guidelines for the review of courses in the Institute. This framework refers to the following aspects of review:

- Scope
- Purpose
- Course names
- Frequency of Reviews
- Details of the process
- Data to be collected and Typical Areas to be Covered in programme reviews

Feedback from external examiners informs course reviews. This feedback is formally considered at examinations meetings which take place in December and March each year. Following these meetings, a

document “Response to External Examiners” is prepared outlining how courses have been modified in response to such feedback.

Courses are reviewed informally on an ongoing basis by individual lecturers, course coordinators and directors of undergraduate or postgraduate studies, as appropriate. These reviews take the form of mid and end course student evaluations and annual course meetings. A detailed process has been developed for course coordinators and staff members who wish to propose changes to courses or modules. This process is outlined in “Procedures for Proposing Amendments to Modules and Courses.”

In addition to course reviews initiated by the Institute, reviews may be initiated by external bodies. In particular, the Teaching Council has a remit in relation to reviewing the Bachelor in Education, the Professional Master of Education – Primary Teaching, and the Professional Diploma in Education – Further Education. Reviews previously conducted are available, for consultation. Criteria for such reviews may vary from time to time. Table 1 below outlines the dates of recent accreditation reviews.

Table 1. Record of recent accreditation reviews of Marino programmes

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

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

SECTION 4

Staff Recruitment,
Management and
Development



Introduction

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

4.1 STAFF RECRUITMENT

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

The MIE Instrument of Governance 2016, bullet point 6.1 states that: *The Governing Body shall offer employment to such and as many staff as it considers appropriate to the Institute.*

The Governing Body has overall responsibility for the recruitment of staff. It considers and, if appropriate, sanctions the appointment of replacement and additional staff based on a recommendation from the Finance Committee. It is the responsibility of the President, in consultation with the Heads of Department and HR to present the case to the Finance Committee for new appointments at MIE.

MIE aims to promote best practice in recruitment by:

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

Figure 6 below is a flow chart summarising the process for staff appointments at MIE.

To ensure a systematic approach to fair and transparent recruitment and to make sure that academic and

administrative staff have sufficient experience and expertise to fulfil their designated roles, Heads of Function and other staff with recruitment responsibility are supported in the development of detailed job specifications, shortlisting criteria, marking grids



Figure 6. Process for staff appointments at MIE

and other support material by the Institute's Human Resources Manager. During induction, policies and procedures are brought to the attention of staff by the HR Manager and Head of Function.

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

Management

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

The organisation chart in Appendix 2 details the Academic and Support Departments of the Institute. Each Department is led by a Head of Function whose leadership and management responsibilities are detailed in their job specification. The Heads of Function have responsibility for leadership, direction, management and development of their department. The quality of the collaboration and engagement across academic, administration, conferencing and facilities departments is a driving force in achieving high standards of quality and excellence within MIE. All staff prepare annual work plans¹¹ which are reviewed in consultation with staff members. Opportunities for staff input and feedback are processed through the cyclical work planning process. In recognition of the importance of continuous self-improvement and lifelong learning, MIE's Continuing Professional Development Policy supports all staff across the Institute to engage in further studies and training, as appropriate, with a view to meeting the evolving needs of the student population and the wider education community in a modern, vibrant, innovative Institute of Education.

Staff input with respect to the leadership, management and strategic direction of the Institute is collated through the strategic planning process, whole-staff review and consultation meetings, individual meetings with Heads of Function and informal feedback mechanisms.

4.2 STAFF COMMUNICATION

MIE has developed high quality internal pathways of communication that demonstrate openness and transparency. Staff communication involves collecting and collating the views of staff members on a periodic basis as well as keeping staff members informed of issues relating to their roles, responsibilities and programme areas.

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

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

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

4.3 STAFF DEVELOPMENT

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

¹¹Academic and Administration Work Plan Templates have been developed for this purpose

SECTION 5

Teaching and Learning



Introduction

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

5.1 TEACHING AND LEARNING

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

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

- Imaginative and creative thinking
- A critical and informed mind
- An awareness of the interests and needs of others
- A willingness to share ideas
- A sense of academic rigour

5.2 A PROVIDER ENVIRONMENT THAT PROMOTES LEARNING

Quality teaching and learning begins with thoughtful planning and rigorous preparation. Course and module proposals are interrogated internally before being approved by course committees and the MIE Academic Council. Subsequently they must be approved by the MIE Associated Colleges Degrees Committee and other University units as appropriate, such as relevant schools or departments, the Undergraduate Studies Committee, the Graduate Studies Committee, or University Council. New course proposals are also be sent for external, independent review.

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

Detailed processes and procedures are in place to ensure that students' learning is enhanced through field, work, and school placements and internships as appropriate throughout their course.

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

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

- The Attendance Policy
- The Policy on Scholarly Conventions
- The Policy to Prevent Plagiarism

Ongoing review of courses, modules, procedures and processes is central to enhancing and maintaining the quality of our work. First year and final year students on courses participate in the Irish Survey of Student Engagement every year. Lecturers seek student feedback during and following courses, through questionnaires and other means. Each course has an external examiner who is ratified by the University and who operates under the University policy on external examiners. Based on such reviews a response and action plan is developed each year to inform subsequent teaching, learning and assessment in the Institute.

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

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

A representative Staff Student Liaison Council is in place which meets two or three times per year to discuss matters of mutual interest and concern between staff and students.

5.3 NATIONAL AND INTERNATIONAL EFFECTIVE PRACTICE

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

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

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

5.4 LEARNING ENVIRONMENTS

- a. Institute staff are aware that learning takes place in many settings, both formal and informal. This awareness means that the President, in consultation with the Head of Conferencing, the Director of IT and other relevant personnel, assesses each year the allocation of space to maximise student learning and staff learning.
- b. A virtual learning environment is in place to facilitate blended learning as appropriate and to ensure that learning takes place both on and off campus at times that are convenient for different students. Students use Mahara to create ePortfolios remotely and present projects and assessments and other records of learning to their peers or lecturers as required.
- c. The library includes spaces for both individual study and for collaborative engagement.

- d. Students experience a range of short, extended, and weekly experiences in various educational settings to enhance their experiences in the Institute.
- e. Dedicated rooms have been developed for various types of learning (e.g. arts education, early childhood education, mathematics education, fitness room).
- f. Opportunities are sought for students to share outstanding work with relevant interested parties (e.g. Irish Association of Teachers in Special Education (IATSE) conference).

SECTION 6

Assessment of Learners

6.1 ASSESSMENT OF LEARNING ACHIEVEMENT - OVERVIEW

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

6.2 FEEDBACK

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

6.3 TYPES OF ASSESSMENT

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

Written examinations are organised centrally by the Registrar's office at the end of the Michaelmas and Trinity semesters and detailed protocols and procedures are in place for scheduling examinations, notifying students about them, copying examination papers, invigilating examinations and marking papers. These protocols are developed annually in line with whole-staff discussions at examinations meetings (typically in December and March). The meetings are informed by feedback from staff, from students and from the external examiners.

Protocols and procedures are also available on matters such as Moderating and Second Marking, and the Role of the External Examiner.

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

Deadlines

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

6.4 PROCESSING OF RESULTS

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

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

6.5 EXTERNAL EXAMINERS

Central to the Quality Assurance process in MIE is the external examiner system. External examiners on each programme are approved by the University for a three year term. The relevant External Examiner acts as a “critical friend” and spends time scrutinising a sample of student work and attends the Court of Examiners. A report is submitted each year by each external examiner.

6.6 REASONABLE ACCOMMODATIONS

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

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

6.7 ASSESSMENT SUPPORT FOR STUDENTS

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

6.8 SUPPLEMENTAL EXAMINATIONS

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

SECTION 7

Supports
for Learners

7.1 INTRODUCTION – SUPPORTS FOR LEARNERS

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

Student Voice: Marino Institute of Education Students' Union

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

The MIESU is comprised of executive officers including the President, Vice President, Education, and Welfare and Equality officer as well as other elected officers, including Entertainments, Sports, and BSc officers. The SU's main functions are to provide supplementary advice or assistance to students regarding assignments and exam results, to provide support to students in need, from the onset of the year and throughout; to represent the students with external bodies, such as the INTO and with the Department of Education & Skills, and to provide entertainment on and off campus. The sports officers in the college emphasise the importance of an active lifestyle and strive to enable students to participate on the sporting field and court. There is an active Cumann Gaelach that encourages a thriving and positive attitude towards the Irish language and culture in MIE.

Members of MIESU represent students on various committees in the Institute such as the Academic Council, Governing Body, Court of Appeals and the SSLC (Student Staff Liaison Council). Ultimately, MIESU wish to ensure that a quality academic and social experience is provided for all students throughout their time in Marino Institute of Education.

Student Staff Liaison Council

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

The student voice is also reflected in revised policies and procedures in relation to matters such as examinations, attendance and academic conventions. The membership of the SSCL comprises of four staff members, including representation from the Registrar's Office, the School Placement department, the initial teacher education programmes (B.Ed, FE and PME), and other MIE academic programmes, and four to six student- elected representatives including the SU president, vice-president, welfare officer, and education officer.

Student Well-Being: Student Support Systems

Marino Institute of Education is committed to supporting the well-being of students and a number of services are provided in this regard. To support students to maintain their physical health, Fairview Medical Centre offers health services to all incoming students (at no or reduced charge to the students). The Counselling Service at MIE (in conjunction with Trinity College Counselling Service) provides one-to-one and group-based counselling and assessment on-site, on-line, and/or off-site in the Trinity Counselling Offices. Emergency and critical-incident support is also available. Students can also avail of the Disability Service under a service level agreement with the Disability Service in Trinity College Dublin.

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

Pastoral Care

MIE is strongly committed to supporting students, both personally and academically, to ensure that each student reaches their full potential both as a professional and as a person. The Chaplaincy and Campus Ministry provide spiritual and personal support with college life, bereavement and illness, and regularly invite the Marino Community to celebrate significant moments in the life

of the college by creating spaces for prayer, reflection, transformation and personal formation.

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

Marino is equally proactive with initiatives regarding mental health and well-being such as annual Mental Health Week activities and ongoing initiatives such as *Suaimhneas*, a weekly hour long reflective space in the middle of the busy college week. All students can avail of the MIE Counselling Service (in conjunction with Trinity College Counselling Service) providing a one-to-one and group-based counselling and assessment on-site, on-line, and / or off-site in the TCD Counselling Offices. Emergency and critical-incident support is also available.

7.2 ACADEMIC SUPPORT

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

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

Maths Support Centre

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

7.3 MENTORING ON SCHOOL PLACEMENT

There is now significant research which suggests that in order for school placement to offer the optimum learning opportunity for student teachers, it should be developed collaboratively with schools. The MIE School Partnership offers a structure within which MIE can affirm and support the ongoing work of schools and class teachers with our students. Partnership schools

are offered targeted supports including Continuing Professional Development in curricular areas.

7.4 ACCESS AND DISABILITY SERVICES

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

MIE is part of the DARE/HEAR national alternative admissions scheme. DARE and HEAR is a college and university admissions scheme which offers places at reduced points to school leavers from socio-economically disadvantaged backgrounds who are resident in the Republic of Ireland or to students who as a result of having a disability have experienced additional educational challenges in second level education. All students must meet the minimum course requirements. Successful DARE and HEAR applicants receive pastoral and academic support throughout the academic programme from Marino Institute of Education. HEAR applicants are also eligible for financial support.

7.5 FLEXIBLE LEARNING

MIE offer mobile and flexible learning on all our undergraduate and post-graduate Masters and Diploma courses in MIE.

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

MIE offers students lifelong email accounts, an initiative offered in conjunction with Microsoft, with space on a skydrive (cloud based), to ensure they can access their saved materials whenever required, without having to

be on campus. While on campus, students can avail of a newly refurbished computer room and WiFi is now freely available. Facebook and Twitter accounts are also used in MIE to communicate with students and staff and students have started to use QR codes to find further knowledge and navigate around campus.

7.6 CAREER GUIDANCE

Traditionally, Marino trained primary school teachers for entry to their professional role. With the recent expansion of academic programmes, Marino supports all students within the early childhood, primary, second-level and further education programmes by:

- Emphasising, especially for final year students, competencies needed for life post-graduation (communication skills, problem solving skills, team work, applied knowledge, organisation skills, time management, leadership and mock interviews).
- Organising a series of visiting guest lecturers who are expert in various educational sectors.
- Alerting students by e-mail of education events/ fairs and recruitment opportunities in the education sector.
- Liaising with the Careers Services in Trinity College, Dublin.

SECTION 8

Information
and Data
Management

Introduction

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

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

8.1 MANAGEMENT INFORMATION SYSTEMS

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

Records Management System

Since 2013, the information management system used by the Institute to manage student data is MAESTRO (**MA**rino **E**lectronic **ST**udent **ReC**ords). This is the Institute's primary method of documenting a student's progress through the Institute.

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

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

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

8.2 LEARNER INFORMATION SYSTEMS

Moodle

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

Mahara

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

8.3 INFORMATION FOR FURTHER PLANNING

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

8.4 COMPLETION RATES

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

8.5 RECORDS MAINTENANCE AND RETENTION

The information that MIE records serves as evidence of functions executed and activities performed. Institute records comprise a valuable source of knowledge as to how and why decisions are taken. Given that good quality records are of value to any organisation, their effective management is necessary to ensure that the necessary records are retained. The Institute's records management policy¹² and records retention schedule, aim to ensure that records

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

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

- Profile of the learner population
- Learner satisfaction
- Learner progression /attrition
- Grade /certification rates including grade analysis
- Engagement in staff professional development
- Records of quality reviews, self-monitoring and evaluation reports

8.6 DATA PROTECTION¹³ AND FREEDOM OF INFORMATION¹⁴

MIE collects and processes personal information in order to carry out its statutory, academic, and administrative functions. All information utilised by staff and students in the Institute is done in compliance with the Institute's Data Protection Policy which is published on the Institute's website www.mie.ie/data_protection.

Individuals have the right to access information held by the Institute under the Freedom of Information Act 2014. Information on how to exercise this right is published on the website www.mie.ie/foi

Responsibility for data protection and for acting upon freedom of information requests rests, in the first instance, with the Registrar's Office.

¹²MIE Records Management Policy

¹³MIE Data Protection Policy

¹⁴MIE Freedom of Information Policy

SECTION 9

Public Information
and Communication

9.1 PUBLIC INFORMATION

MIE publishes information to prospective students and the general public about the Institute, its courses and its activities. Information about the Institute, including a copy of the President's Report 2017 and the Strategic Plan 2015-2020, is available online at www.mie.ie.

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

9.2 LEARNER INFORMATION

The MIE prospectus¹⁵, with information on all validated courses, is available in print and online. The prospectus provides a comprehensive overview of each course, and includes details such as course content, career/further study options, the name of the awarding body, the award level and where it fits on the National Framework of Qualification, the ECTS credits, and the minimum entry requirements.

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

The annual calendar, student handbooks and policies related to students and staff together with quality assurance policies and procedures are available on Moodle, the Institute's virtual learning environment.

9.3 PUBLICATION OF QUALITY ASSURANCE EVALUATION REPORTS

Quality Assurance Evaluation Reports, such as those completed by the Teaching Council, are published online and are accessible to students, staff and the general public. They are published as soon as practicable after an evaluation event takes place.

¹⁵MIE Prospectus (https://www.mie.ie/en/Study_with_Us/Prospectus/MIE_Prospectus_2018-19.pdf)

Marino Institute of Education is an Associated College of Trinity College Dublin, The University of Dublin. All degrees are accredited by Trinity and must be approved by the Trinity University Council. The annual programme monitoring system reflects on the previous year's standards of achievement, addresses recommendations in external examiner reports and student feedback, and details an action plan for change and modification. The relevant programme committee through the programme coordinator has authority to propose amendments to programmes and revisions to regulations to the MIE Academic Council and the MIE Associated Colleges Degrees Committee. This process is overseen by the Registrar.

The Teaching Council publication, *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, has informed the ongoing review and revision of the teacher education programmes at MIE to ensure compliance with regulatory and professional policies. External review reports by the Teaching Council inform ongoing monitoring and periodic review of courses.

External examiners, selected in consultation with the university, monitor all aspects of academic programmes including school, work placements and internships. Recommendations contained in external examiner reports are reviewed at Examinations meetings and action plans are drawn up. Copies of External Examiner Reports together with the MIE response inform an element of the MIE ACDC quality assurance process.

SECTION 11

Self-Evaluation,
Monitoring and
Review

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

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

1. Governance, Management and Strategic Planning (Section 1, MIE QA Handbook 2017)
2. Programme Provision (Section 3, MIE QA Handbook 2017)
3. Learning and Teaching (Section 5, MIE QA Handbook 2017)
4. Support for Students (Section 7, MIE QA Handbook 2017)
5. Staff Recruitment, Management and Development (Section 4, MIE QA Handbook 2017)

Areas for internal development identified as part of the process of engaging with the external quality assurance process as a Linked College, include Information and Data Management and Public Information and Communication.

APPENDIX 1

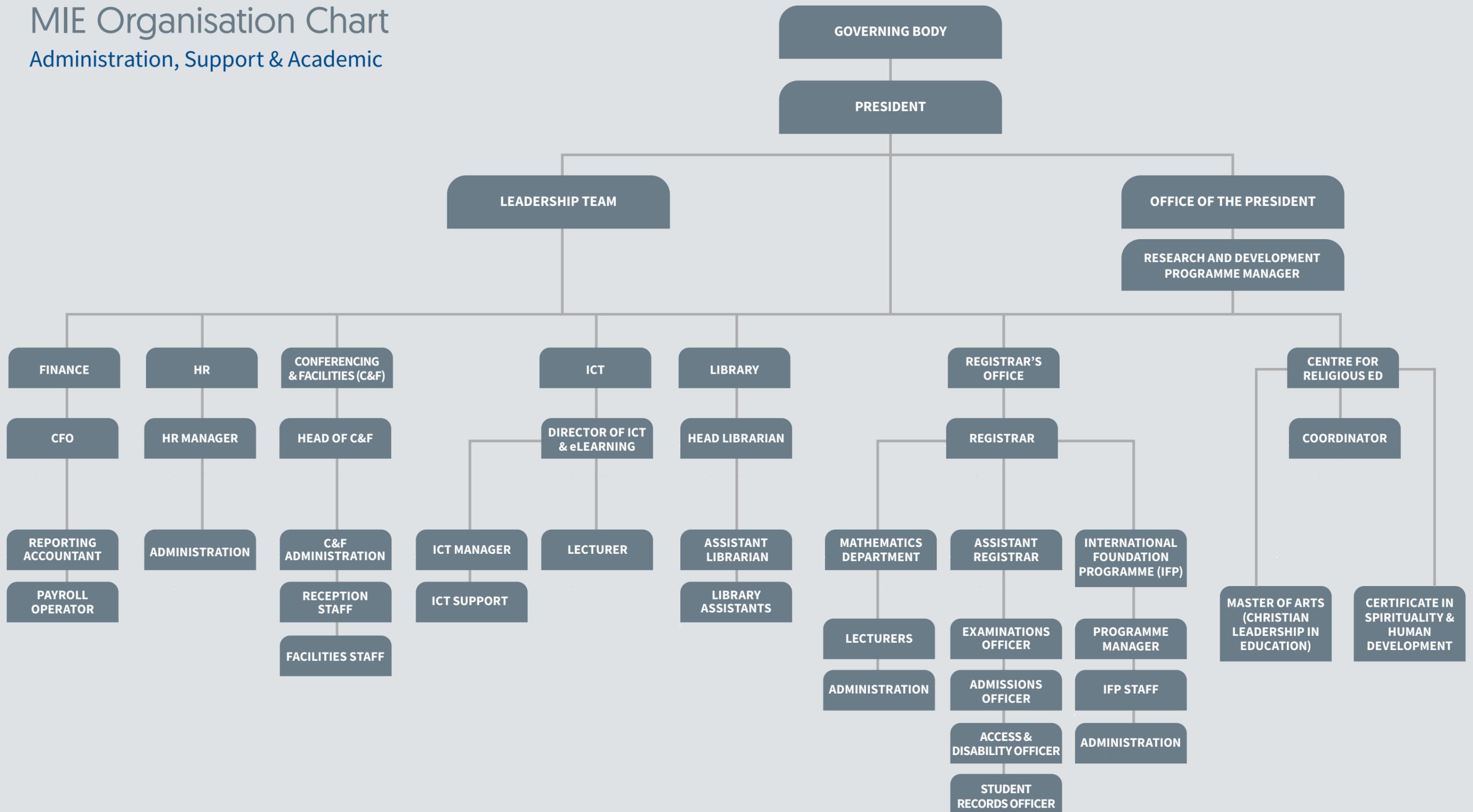
MIE Quality Assurance Handbook 2017: Source Documents

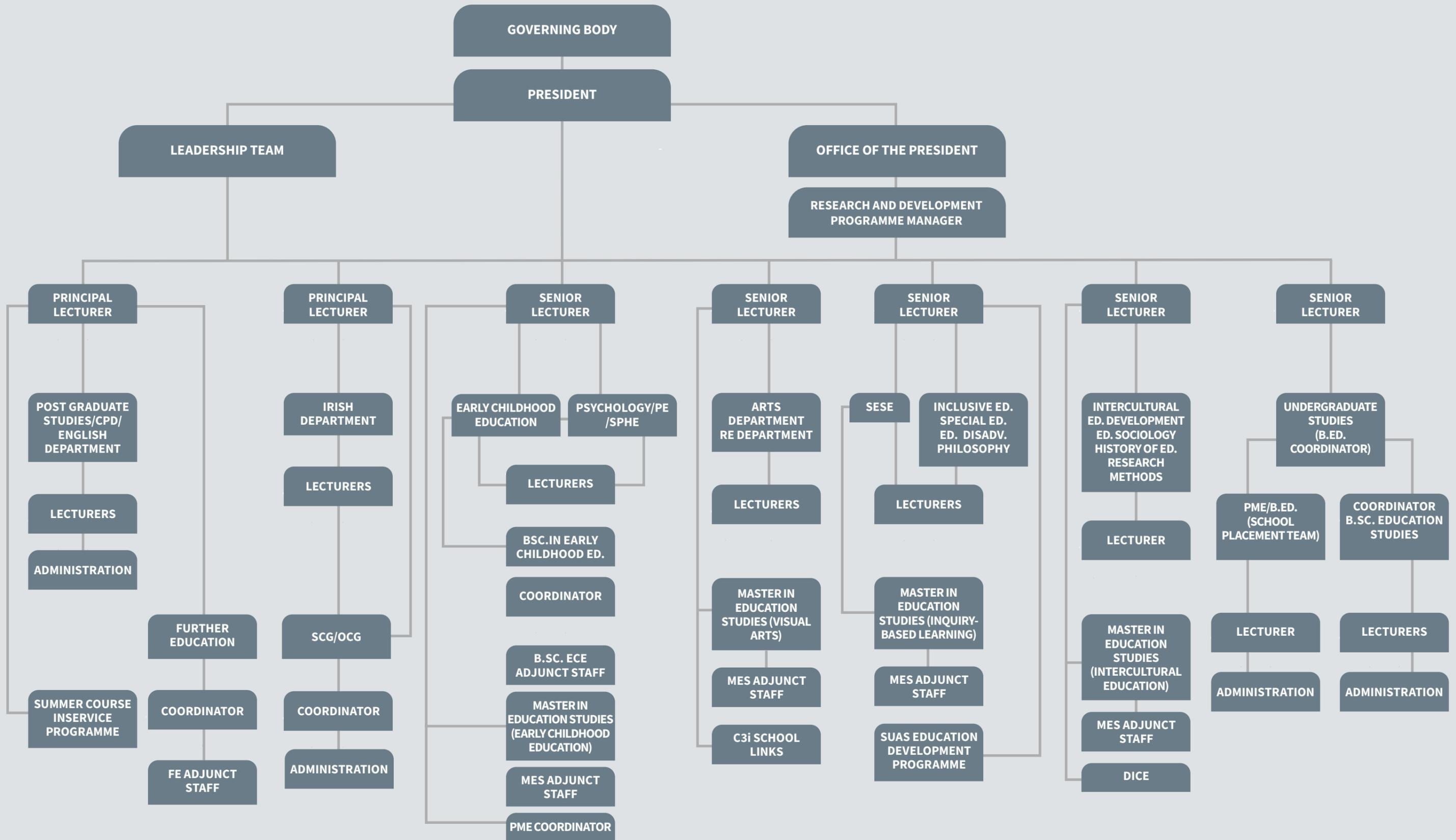
1. Linked Provider Quality Assurance Procedures <https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/Policy%20and%20Procedures%20for%20the%20Approval%20of%20HEI%20QA%20Procedures.pdf>
2. MIE Instrument of Governance 2016 https://www.mie.ie/en/About_Us/Information_Compliance/Freedom_of_Information/Publication_Scheme/MIE_Instrument_of_Governance.pdf
3. Report of the working Group on the Partnership between Trinity and the Associated Colleges of Education.
4. Teaching Council Initial Teacher Education: Criteria and Guidelines for Programme Providers <http://www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf>
5. MIE Code of Governance https://www.mie.ie/en/About_Us/Governance_and_Management/MIE_Code_of_Governance.pdf
6. MIE Strategic Plan 2015 – 2020 https://www.mie.ie/en/About_Us/MIE_Strategic_Plan/MIE_Strategic_Plan.pdf
7. MIE President’s Report 2017 https://www.mie.ie/en/About_Us/MIE_President_s_Report_2017/
8. Academic Council Terms of Reference
9. MIE Associated Colleges Degrees Committee (ACDC)
10. Terms of Reference Finance Committee Terms of Reference
11. MIE Organisation Chart (Appendix 2)
12. Academic and Administration Work Plan Template
13. MIE Records Management Policy
14. MIE Data Protection Policy
15. MIE Prospectus 2018 https://www.mie.ie/en/Study_with_Us/Prospectus/MIE_Prospectus_2018-19.pdf
16. MIE Freedom of Information Policy
17. Quality Assurance Framework for a Cyclical Review of Validated Programmes in MIE

APPENDIX 2

MIE Organisation Chart

Administration, Support & Academic





APPENDIX 3

Provider Owned Quality Assurance Documentation

Corporate

- MIE Instrument of Governance 2016
- MIE Code of Governance
- MIE Strategic Plan 2015-2020
- MIE President's Report 2017
- MIE Dignity and Respect Policy 2017
- MIE Child Protection Policy 2017
- MIE Garda Vetting Policy 2017
- MIE Health and Safety Statement
- MIE Critical Incident Care Policy
- MIE Data Protection Policy 2017
- MIE Public Interest Disclosure (Whistleblowing) Policy 2017

Academic Affairs

- Academic Council Terms of Reference
- MIE Attendance Policy
- Ethics in Research Policy
- Policy on Scholarly Conventions
- Policy to Prevent Plagiarism
- Code of Practice for Students with Disabilities
- Appeal and Recheck Procedures
- Student Assistance Fund
- Staff Student Liaison Council
- University Policy on External Examiners
- Policy on Internal Transfer to Courses

- Policy on Allocated Group Change
- Pregnancy Policy
- Course Application Procedures (Non CAO Courses)
- Personal Tutor System
- Mentoring Policy
- Chaplaincy at MIE
- Bereavement Procedures

Organisational

Finance

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

Finance Procedures Manual, operationally informed, which contains:

- Anti-Fraud Policy 2017
- Institute Charges Policy 2017
- Finance: GB Expenses 2017
- Finance: Mail Distribution and Security 2017
- Finance: Payroll Arrangements 2017
- Finance: Petty Cash Floats/Book Sales 2017
- Finance: Petty Cash General 2017
- Finance: Cycle to Work Scheme Policy 2017
- Finance: Document Retention Policy 2017
- Finance: Reimbursement of Expenses 2017
- Finance: Gifts and Gratuities to Staff Members 2017

- Finance: Projects Reporting 2017
- Finance: Purchasing of Goods and Procurement of Services 2017
- Finance: Staff Fee Waiver Scheme 2017
- Finance: VAT Accounting 2017

Human Resource Policies and Procedures which include:

- Academic and Administrative Work plans
- Continuing Professional Development Policy 2016
- Employment of People with Disabilities 2017
- Maternity Leave Policy
- Adoptive Leave Policy 2016
- Annual Leave Policy 2016
- Miscellaneous Leave Policy 2017

Information Technology

- Data Protection Policy
- Accessible Information Policy
- Bring Your Own Device Policy
- MIE Cookies Policy
- ICT Usage
- Privacy Statement Policy
- Records Management System
- MIE Records Retention
- Social Media Policy
- Website Terms of Use Policy

APPENDIX 4

Service Level Agreements and Memorandum of Agreement

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

APPENDIX 5

Course Documentation

MIE Prospectus

Course Handbooks:

- Bachelor in Education Handbook
- Bachelor in Science (Education Studies) Handbook
- Bachelor in Science (Early Childhood Education) Handbook
- International Foundation Programme Handbook
- Professional Master of Education (Primary Teaching) Handbook
- Professional Diploma in Education (Further Education) Handbook
- Master in Education Studies (Intercultural Education) Handbook
- Master in Education Studies (Early Childhood Education) Handbook
- Master in Education Studies (Visual Arts) Handbook, September 2018
- Master in Education Studies (Inquiry-Based Learning) Handbook, September 2018
- Master of Arts (Christian Leadership in Education) Handbook, September 2018

