



Trinity International Foundation Programme

Programme Handbook

2020-21

Table of Contents

Introduction to Marino Institute of Education	3
Guiding Principles	4
Message from the President of Marino Institute Of Education	
Message from the IFP Programme Manager	
Programme Overview	
Programme Regulations	
Academic Resources	
Library	
IT Facilities	
Guidelines on the Presentation of Written Assignments	
Guidelines for Revising for Examinations	
Key words used in assignment and exam questions	
Typical Criteria for Assessment of Presentations	30
Grading Criteria	
Student Supports	
Tutor Service	
Health Service	
Student Counselling	
Student Learning and Development	
Disability Service	
Student Assistance Fund	
Student Writing	
Careers Advisory Service	
Institute Policies	

A Note on this Handbook

This handbook applies to all students on 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 the time of preparation. Any necessary revisions will be notified to students via e-mail or in class. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the Trinity College Dublin University Calendar and information contained in the handbook, the provisions of the General Regulations will prevail, with the exception of MIE's college charges policy.

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

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Message from the President of Marino Institute of Education

A Mhícléinn, 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 bhéas 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 1000 students registered on our courses which include; the Bachelor in Education degree, the Bachelor in Education through the medium of Irish degree, the Bachelor in Science (Education Studies) degree, the Bachelor in Science (Early Childhood Education) degree, the International Foundation Programme, the Professional Masters in Education – Primary Teaching, five Masters in Education Studies courses (Intercultural Learning and Leadership, Early Childhood Education, Visual Arts, Inquiry-Based Learning and Leadership in Christian Education) and the Professional Diploma in Education (Further Education). We are committed to educating leaders for the twenty-first 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.

Living through Covid-19 this year has taught us a lot about the value of education, the importance of the physical space of schooling and education, but more importantly, it has taught us the value of educational relationships where students and staff form a binding community, where empathy, communication and connectivity enable friendships to grow and students to flourish. We also realise afresh the importance of engaging with our peers, friends, families and communities in the arts, sports, social activities, all the aspects of life that we had to forego during the restrictions in order to contain the spread of the Coronavirus. In this context, I congratulate you for selecting to undertake your International Foundation Programme here at MIE, because our core values of care, community, and commitment to excellence, are now more important than ever. This forthcoming year will be very challenging as we navigate our way through the new 'normal' of academic life. The easy interactions that we have taken for granted in the past will not be possible. However, we are committed to

IFP Handbook, 2020-2021

ensuring that you will be in face-to-face lectures and on campus as often as possible, so that you and your peers will be in a position to learn together, collaborate, and connect with staff and other students.

Our lecturers are very approachable and are dedicated to provide 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 what it means to be a student.

In closing, I wish you well in your studies and I hope that your time at Marino Institute will prove both enjoyable and rewarding.

Guím gach ráth ar an uile dhuine agaibh, ar bhur gcúram agus ar bhur saothar.

Teresa O'Doherty

Dr Teresa O'Doherty

President

[Message from the IFP Programme Manager](#)

Studying in Ireland you'll find an inspiring environment in which to explore your talents, realise your ambitions and invest in your future. That's why career-minded students choose Dublin.

The Trinity International Foundation Programme is proud to help ambitious students like you succeed as undergraduates at Trinity College Dublin. As a leading European university, ranked among the top 1% in the world by Times Higher Education, an exciting journey awaits you on campus. You will find Dublin to be a truly inspiring city, with a rich history as well as a forward-thinking mentality. It's little wonder that top tech companies like Facebook, Google and IBM have chosen the city as their business hub. Career focused students thrive in Dublin, and earning your undergraduate degree at TCD puts you in the perfect position to begin your career in this global city. Of course, the Irish capital offers more than just work opportunities. You will find the city to be friendly and welcoming, with a thriving arts scene, countless entertainment options and cultural activities. And when you want to explore the countryside, you're never too far away from Ireland's most incredible landscapes.

We're here to help you settle in and make Dublin your home, through supportive academic preparation as well as a community of like-minded international students to learn and socialise with. I look forward to welcoming you.

Brendan White

Programme Manager



Trinity International Foundation Programme Programme Overview

Course Aims

The aims of the International Foundation Programme include:

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 UG 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. The course aims of the Trinity International Foundation Programme include:

Programme Learning Outcomes

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

- PO1: Demonstrate competence in academic language and literacy skills in reading, writing, listening and speaking.
- PO2: Identify the learning skills required for success in their subjects at third level, and apply strategies and techniques to enable development of such skills.
- PO3: Apply an inquiry-based approach to subject-specific knowledge, learning tasks and activities.
- PO4: Learn independently and in groups in order to engage optimally in their university study.
- PO5: Demonstrate a broad knowledge of core subject content.
- PO6: Articulate and apply arguments, concepts and theories, both orally and in writing.
- PO7: Discuss and engage with key subject specific topics.

Programme Structure

The programme will adopt a holistic approach. It will be taught over two academic terms of 15 weeks each. The total credit weighting for the academic year is 70 ECTS credits.

Twenty-five (25) ECTS credits will be made up by a common core module in English for Academic Purposes. Fifteen (15) ECTS credits will be made up by the Mathematics module. The remaining 30 ECTS will be made up with discipline-specific modules set out below, depending on the stream to which the student has been admitted: the Business and Social Sciences Stream, leading into PPES, BESS, BBS and courses in MIE, Education Studies and Early Childhood Education; or the STEM Stream, with pathways leading into Common Entry Science, Computer Science, MSISS, Engineering, Pharmacy, Earth Sciences, Medicinal Chemistry, Nanoscience, Human Genetics, Theoretical Physics, Chemistry with Molecular Modelling, Human Health and Disease and Dental Science (by special arrangement).

See Tables 1, 2 and 3 below.

The programme modules are as follows, set out in greater detail below.

1. English for Academic Purposes (25 ECTS)
2. Mathematics (15 ECTS)
3. Sociology (15 ECTS)
4. Economics (15 ECTS)
5. Political Science (15 ECTS)
6. Business (15 ECTS)
7. Chemistry (15 ECTS)
8. Physics (15 ECTS)
9. Biology (15 ECTS)

Semester 1 teaching will begin in week 2 of statutory term and end in week 16, with a study week in week 9.

Semester 2 teaching will begin in statutory week 20 and end in week 35, with a study week in 27.

Examinations will take place in week 37, with appeals in week 41 and supplemental examinations in week 44

Programme modules

The table that follows offers an overview of the programme. The programme is subject to change so please check online for the latest version of the grid.

Table 1: Programme Structure for Business and Social Sciences Stream (Stream 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

Table 2: Programme Structure for Science, Engineering and Health Science Stream (Stream B)

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

Table 3 A: Core and Elective Modules by Intended Degree Programme

√ = compulsory module

* = elective module, students may choose two of these modules

† = elective module, students may choose one of these modules

Stream A	English for Academic Purposes	Maths	Sociology	Political Science	Business	Economics	Physics	Chemistry	Biology
Business, Economic & Social Studies	√	√	*	*	*	*			
Business Studies	√	√	†	†	√	†			
PPES	√	√	*	*		*			
BSc Education Studies (MIE)	√	√	√	†	†	†			
BSc Early Childhood Education (MIE)	√	√	√	†	†	†			

Table 3 B: Core and Elective Modules by Intended Degree Programme

√ = compulsory module

*= elective module, students may choose two of these modules

†= elective module, students may choose one of these modules

Stream B	English for Academic Purposes	Maths	Sociology	Political Science	Business	Economics	Physics	Chemistry	Biology
Chemistry with Molecular Modelling	√	√					†	√	†
Computer Science	√	√					√	†	†
Earth Sciences	√	√					*	*	*
Engineering	√	√					√	√	
Engineering with Management	√	√					√	√	
Maths	√	√	*	*	*	*	*	*	*
Medicinal Chemistry	√	√					†	√	†
MSISS	√	√			*		*	*	*
Nanoscience, Physics & Chemistry of Advanced Materials	√	√					√	√	
Pharmacy	√	√					†	√	†
Biological and Biomedical Science	√	√					*	*	*
Theoretical Physics	√	√					√	†	†
Human Health and Disease	√	√					*	*	*
Dental Science Medicine	√	√					*	*	*

Table 4: Module- breakdown of teaching hours

Module	Stream	Lecture	Tutorial	Practical	Project or Directed Study	Assessment	Independent Study	Totals
EAP *	A / B	182	0	0	168	107	168	625
Maths	A / B	112	56	0	0	72	135	375
Economics	A	56	28	0	0	30	261	375
Sociology	A	56	28	0	0	30	261	375
Political Science	A	56	28	0	0	30	261	375
Business	A	56	28	0	60	30	201	375
Chemistry	B	84	28	15	0	48	200	375
Physics	B	56	28	18	0	112	161	375
Biology	B	70	0	4	10	36	255	375

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 Trinity College Dublin 1 ECTS unit is defined as 20-25 hours of student input so a 5-credit module is designed to require 100-125 hours of student input, including class contact time and assessments, a 10-credit module will be designed to require 200-250 hours of student input. The European norm for full-time study over one academic year is 60 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. The breakdown of the percentage and ECTS credit allocation is shown on previous page.

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 e-mail accounts may be suspended. In such circumstances students must apply through the Admissions Office to the Registrar for re-admission.

Examinations

Annual examinations are held in the Michaelmas term in December and/or in the Trinity term in April or May. Supplemental (repeat) examinations are held the following June. If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor must be notified in advance so that he/she can seek permission from the registrar for the desired course of action (withdrawal, deferral). An unexcused absence from an examination may result in a fail grade being recorded for the examination paper.

In exceptional circumstances a student's tutor may apply to the Court of First Appeal for permission to sit a special examination. Such appeals are considered following the supplemental examination session and may be considered only in respect of final, non-degree examinations. Special examinations may be recommended in exceptional circumstances only, where a student has been unable to complete his/her examinations at the supplemental session due to illness or other grave cause.

Examination timetables are published in advance of the dates of examinations on notice-boards and on *Moodle*. The onus lies on each student to establish the dates of the examinations by consulting the notice-board or *Moodle*.

Examination results will be published on college notice-boards and on *maestro.mie.ie*. The onus lies on each student to inform themselves of the results of the examinations by consulting the notice-boards or website. Any student who has failed the annual or supplemental examinations should attend the script viewing morning and/or contact their tutor. If the tutor is unavailable, the student should contact the registrar's office. Examination results are withheld if students have outstanding debts with the institute.

Assessment and Progression

The Certificate in International Foundation Studies for Higher Education will be unclassified. The Trinity marking scale will be used in all assessments of the programme.

A student may apply to transfer from one pathway to 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. Transfer applications will be considered by the TCD Admissions Officer, 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.

Students who fail modules may repeat in the supplemental examination period, taking such assessments as required, but only for the purpose of gaining the certificate award, which may be accepted for admissions elsewhere. Students who fail the programme will not normally be permitted to repeat the year.

Students who experience *ad misericordiam* difficulties during the year may be given permission to defer their assessments to the supplemental period. Such students, if they meet the minimum progression requirements, would be permitted to progress to their chosen course.

Students who have passed the foundation programme will not be permitted to undertake supplemental assessments in order to improve their scores for the purpose of progression. They may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the subjects chosen by the student on the 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.

Appeals will be dealt with under the appeals procedures adopted by MIE which are closely modelled on those in place in Trinity.

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.

Students may also appeal decisions of the court of examiners related to progress to the Court of First Appeal where a student's case:

1. is not adequately covered by the ordinary regulations of the College; or
2. is based on a claim that the regulations of the College were not properly applied in the applicant's case; or
3. represents an *ad misericordiam* appeal.

Intended degree programme	Progression requirements by module
Ancient History and Archaeology & History	Overall 60% with 70% in EAP.
Ancient History and Archaeology & History of Art and Architecture	Overall 60% with 60% in EAP.
Ancient History and Archaeology & Russian	Overall 60% with 60% in EAP.
Biology and Biomedical Sciences	Overall 60% with 55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Business + Russian/ Polish	Overall 60% with 60% in Maths and 60% in EAP.
Business and Law	Overall 60% with 60% in Maths and 60% in EAP.
Business, Economic & Social Studies	Overall 60% with 60% in Maths and 50% in EAP.
Chemical Sciences	Overall 60% with 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% with 60% in EAP.
Classical Civilisation & Italian	Overall 60% with 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% with 60% in EAP.
Classics, Ancient History and Archaeology	Overall 60% with 60% in EAP.
Computer Science	Overall 60% with 60% in Maths and 50% in EAP
Computer Science and Business	Overall 60% with 60% in Maths and 50% in EAP
Dental Science*	Overall 70% with 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% with 60% in Sociology and 50% in EAP.
Education Studies (MIE)	Overall 60% with 60% in Sociology and 50% in EAP.
Engineering (common entry)	Overall 60% with 60% in Maths and 50% in EAP.
Engineering with Management	Overall 60% with 60% in Maths and 50% in EAP.
Film Studies & History	Overall 60% with 60% in Maths and 70% in EAP.
Geography and Geoscience	Overall 60% with 55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Global Business	Overall 60% with 60% in Maths and 50% in EAP.
History	Overall 60% with 70% in EAP.
History & History of Art and Architecture	Overall 60% with 70% in EAP.
History & Russian	Overall 60% with 70% in EAP.

History of Art and Architecture & Italian	Overall 60% with 60% in EAP. Students will be required to pass an interview to determine level at which they will study Italian.
History: Ancient and Medieval History and Culture	Overall 60% with 70% in EAP.
Human Health and Disease	Overall 60% with 55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP.
Italian & Russian Note: A student may only take one language at beginner's level.	Overall 60% with 60% in EAP. Students will be required to pass an interview to determine level at which they will study Italian.
Law	Overall 60% with 60% in EAP
Management Science and Information Systems Studies	Overall 60% with 60% in Maths and 50% in EAP
Mathematics	Overall 60% with 75% in Maths and 50% in EAP
Medicine*	Overall 70% with 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% with 60% in Maths and 60% in Biology. 50% in EAP.
Pharmacy	Overall 70% with 65% in Maths, 70% in Chemistry and 70% in either Biology or 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% with 60% in Maths and 50% in EAP.
Physical Sciences	Overall 60% with 55% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Physiotherapy	Overall 60% with 60% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Psychology	60% overall with 60% in math, 60% in biology and 60% in EAP.
Radiation Therapy	Overall 60% with 60% in Maths and 60% in two of Physics, Chemistry and Biology and 60% in EAP
Theoretical Physics	Overall 60% with 75% in Maths, 65% in Physics and 50% in EAP

* Not included as part of general recruitment.

Submission of Coursework

All coursework, consisting of projects, assignments, folios, journals and exercises must be submitted by the due date to avoid the imposition of penalties. Should work not be submitted by the due date, the penalties that apply are:

- Ten percent of the marks awarded will be deducted from work which is submitted up to one week after the submission due date.
- Twenty per cent of the marks awarded will be deducted from work which is 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 fail.

With advance notice and good reason, due dates may be extended by the lecturer concerned at his/her discretion in consultation with the particular student and the registrar, as appropriate. Requests for an extension must be made in writing to the lecturer prior to the original deadline 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 due date and the signature of the lecturer, needs to be entered on the assignment cover sheet. No penalty will be incurred provided that the work is submitted on or before the revised due date. A record of the extension will be lodged in the registrar's office.

Where a piece of coursework is not submitted for the annual exams, the mark for the coursework will be capped at 40% in the supplemental exams.

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 1:00 p.m. on the first day of the written examinations. The assignment may be delivered in person to the Registrar's Office (M105) or sent by registered post to the Registrar's office. Students should retain proof of postage and a copy of the assignment.

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

The following information is contained in the Trinity College Dublin calendar about plagiarism. Please read it carefully. Please also read the MIE policy on plagiarism.

Plagiarism

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, 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 he/she does 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 University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons 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;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) 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 sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no 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) come across a distinctive methodology or idea and fail to record its source.

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

84 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 of 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.

85 Self plagiarism

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

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on <http://tcd-ie.libguides.com/plagiarism>.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or

designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

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 <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.”

Academic Resources

Library

The library provides a range of services and facilities to support student learning. The main collection consists of over 30,000 items and is focused on meeting the reading requirements of all students. The library subscribes to journals on education and related subjects.

The reading room is intended as a quiet study area. It has fifty individual carrels and is located away from the hustle and bustle of college life. The curriculum room can be used for small group work. Students have access to networked computers for personal study in the library. All students have access to a range of software including word processing, data management and educational software. The library also provides reprographic facilities, including colour copying and printing.

IT Facilities

All students have access to the virtual learning environment, *Moodle*, during their time in college. This is a source of information on many aspects of college life and it contains resources specific to the modules you are studying. Wifi is available on campus and there are two computer laboratories, including one multi-media laboratory.

Guidelines on the Presentation of Written Assignments

1. Presentation of coursework

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.

All submitted coursework should be word-processed, unless specified otherwise.

2. 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).

3. Notes on presenting word-processed coursework

A4 paper should be used, with typing on one side only. 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.

4. 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 work samples. 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 and a 5-digit exam number are given to students by the registrar's office. Students will also need their 8-digit exam number, which is on the student card. Scripts are marked anonymously and therefore it is important that all three numbers are written on the cover of every examination booklet used by every student.

Students are advised to allow time to arrive at least 15 minutes before the start of the exam so as to check where they will be seated. Students must keep their student card on the exam table 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 for Examinations](#)

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

A. 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)

B. Examination Technique (1)

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 away 25% of marks (if all questions carry equal marks)
- Failure to answer the question set, misreading or misinterpreting the question: writing ‘all I know about...’
- Basing answers largely on ‘common sense’ rather than on the course material.
- Failure to illustrate and support arguments, for example, with references 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, allow 5-10 minutes for this. Attempt them in the order you feel most happy with.

Spend time thinking about and planning each question. For example, 5-10 minutes for each question.

Don't be panicked by the ‘scribblers’.

Read the question carefully; underline key words – remember the aim is to answer the specific question, not just to air knowledge.

C. Examination Technique (2)

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 book 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 – so you don't spoil the 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 difference between
Contrast sharply	Set in opposition in order to bring out the differences
Criticise	Make a judgement (backed by discussion of the evidence or

	reasoning involved) about the merit of theories or opinions or about the truth of facts
Describe	Give a detailed account of
Discuss	Explain, then give two sides of the issues and any implications
Evaluate	Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness
Examine the argument that	Look in detail at this line of argument. Explain. Give details about how and why it is
To what extent	
How far.....	Usually involves looking at the evidence/arguments for and against and weighing up
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
Summarise	Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentations

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 International Foundation Programme. 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 judgment 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 a clear comprehension of the subject
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is lucid and well written
- Lacks errors of any significant kind

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

II.1- Upper second class (60-69%)

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

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

Thus an Upper Second class piece of work shows positive characteristics such as:

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

- Is well written
- Lacks errors of any significant kind

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

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

II.2 – Lower Second class (50-59%)

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

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 Supports

Tutor Service

On registration in Marino Institute of Education you are assigned a personal tutor. This person is someone who is available to meet with you about anything that adversely affects your attendance, your studies or your participation in any aspect of the programme. Your tutor also acts as an advocate for you in the event of your making an appeal of a result, for example. It is good to get to know your tutor by keeping in touch in person or by e-mail in relation to your progress through the programme.

Health Service

The institute provides a health service for students through Fairview Medical Centre.

Contact Name	Fairview Medical Centre
Address	37/39 Fairview Strand Fairview Dublin 3
Telephone:	01 8331616 01 8339856
Fax:	01 8530891
Email (General Enquiries)	info@fairview.ie
Email (Repeat Prescriptions)	meds@fairview.ie
Email (manager)	deirdre@fairviewmedical.ie
Website	www.fairviewdoctors.com
Doctors	Dr P. Kelly Dr R Cormican

	Dr F Broderick Dr Fiona McGlynn (Female Health Doctor) Dr Sinéad MacEoin (Female Health Doctor)	
Number of GPs	Male: 3	Female: 2
Opening Hours	08.00 – 17.30	Monday – Friday
	08.00 – 11.30	Saturday
All clinics by appointment. Emergency services accommodated daily. Over 500 Doctor appointments weekly with an additional 200 Nursing appointments		
Average wait for appointment	Appointments generally available on day of request and we aim to see patients at appointment time or within 15 minutes	
Walk-in facility?	Yes, emergencies given priority.	
Out of hours service	D-Doc 1850 22 44 77 18.00 – 08.00 Weekdays 18.00pm Friday – 08.00am Monday	
Nurses	Oonagh Langan RGN Geraldine Ó Scanail	
Phlebotomists	Fran Lyndon	
Occupational Doctor Services	<ul style="list-style-type: none"> • Medical reports • Illness review • Fitness to attend college 	
Well woman services	<ul style="list-style-type: none"> • Cervical Smears (Free Service) • Gardasil Injection • Implanon Services • Merina Coil • Pregnancy Tests 	

	<ul style="list-style-type: none"> • Full Sexually Transmitted Infection (STI) screening
Additional Services	<ul style="list-style-type: none"> • Phlebotomy (blood testing) • Asthma Nurse Specialist • Smoking Cessation Clinic • Travel Health Centre (Yellow Fever Approved Clinic)
Medical Cover for students:	<p>Term: Sept – May</p> <p>Up to 3 Doctor consultation for acute medical services</p> <p>Doctor consultation fee for the 4th visit thereafter: €45.00 (discount for 1st year students)</p> <p>Standard Fee is €55.00</p> <p>GMS patients can avail of all the standard GMS services at our centre.</p>

- (1) The NCSS Cervical Check programme provides free smear tests every three years to women aged 25 to 44.

Fairview Medical Centre is registered with the National Cervical Screening Programme. Cervical cancer can be prevented through screening and is a free service. Sexually active women aged 25 to 60 should have a smear test every three years. Further details are available at www.cervicalcheck.ie or if you have any queries please email one of our nurses at nurse@fairviewmedical.ie.

- (2) Cervical Cancer Vaccination: These vaccines are used to protect against cancer caused by Human Papillomavirus (HPV). Further information available at www.fairviewdoctors.com and www.tellher.ie. Fee for full course: €395.00

- (3) Smoking Cessation services provided by one of our nurses.

- (4) Flu Vaccine & Pneumococcal Vaccine commencing mid to late September next. At risk groups include: Asthma/COPD, Chronic Heart Disease, Chronic Renal Disease, Chronic Liver Disease, Diabetes (types 1 & 2). Morbid Obesity BMI>40

- (5) Measles, Mumps and Rubella vaccine available for young adults who have not had two doses (usually given at age 1 and age 5).

Please refer to the Fairview Medical Centre website for more information:
<http://dublinfamilydoctor.com/home/>.

In addition to 3 free visits for acute medical attention from September to May, students will be given up to 10% discount for a number of the services listed above on presentation of a valid student card.

Student Counselling

Marino Institute of Education has a specific contract with Trinity College Student Counselling Service to provide support in a number of ways to MIE students.

There are a number of different services available. All the therapists at the counselling service in Trinity College are qualified and accredited Psychotherapists, Clinical or Counselling Psychologists. We also have trainee students from accredited programmes who are supervised and see students on site.

- One to one assessment and counselling sessions: opening hours Mon - Fri 9.15 a.m. - 5.10 p.m. and late opening Tuesday during term time until 8.00pm. To make an appointment, students can call 01 896 1407 or drop into the Service on the third floor of Phoenix House at 7-9 South Leinster Street, Dublin 2. You can contact the service by phone at 01 8961 407.
- Daily duty appointment at 3pm; this is reserved for students who are in crisis or at risk i.e. suicidal ideation etc. or who are at risk of drop out. MIE staff can request this appointment on behalf of a student, and it is important to note that this appointment should be made as early as possible on the day.
- Brief consultation drop-in at lunchtimes from October to April (during TCD term time only) - no appointment required. These brief consultations last about 20 minutes and allow a student to get a fuller idea of what counselling is and whether it is the support they require.
- Counselling groups or workshops run in the service; access to these may be drop in, or by booking or by referral from a counsellor.

Student Counselling Website provides all above information and there is a significant amount of audio and self-help information available at www.tcd.ie/Student_Counselling/.

These services are available online:

- Pro Youth – Online interactive programme for prevention of eating disorders:
www.proyouth.eu

- Silver cloud – an interactive programme moderated by a student counsellors, designed for those having difficulties with body image and low mood students can log onto <http://silvercloud.scss.tcd.ie/signup/tcd/>.

Student Learning and Development

This is a team who is dedicated to providing academic support and development to students by way of groups or one to one - either scheduled or drop-in appointment.

- Drop-ins are on Wednesday afternoons from 14.30 – 16.00 pm, and on Thursday afternoons from 14.30 – 16.00 pm
- Student learning development groups or workshops run in the service; access to these may be drop-in, or by booking
- One-to-one learning support. These appointments may be made in the same way as counselling appointments.
- All further info and considerable resources and support can be accessed by http://www.tcd.ie/Student_Counselling/student-learning/

Disability Service

MIE is committed to providing reasonable accommodations for students who have a learning difficulty or a disability so that they can participate fully in all aspects of college life, including school and work placements. 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
- Pre-placement planning and support
- Liaison with your tutors/lecturers to help arrange accessible programme materials.
- Extended library loans
- UNILINK: a practical occupational therapy service for students who may be experiencing mental health difficulties, or have a physical disability or significant on-going illness

Students are advised to make contact first with our access and disability officer, Louise Condon at louise.condon@mie.ie or by phone to 01 805 7744.

Student Assistance Fund

With co-financing from The European Social Fund and the DES, the objective of the Student Assistance Fund (SAF) is to provide financial assistance to full-time undergraduate or postgraduate students in need of such support, in particular:

- students whose participation in higher education would otherwise be at risk without financial support;
- students from socio-economically disadvantaged backgrounds with ongoing needs for financial support;
- students with other circumstances giving rise to short or longer-term financial difficulties, including family responsibilities, bereavement, family difficulties, accidents or health problems.

Further details can be found on Moodle, The SAF notice-board (beside the main ladies' toilets), or from Gerry O'Connell (gerry.oconnell@mie.ie).

Student Writing

MIE provides support for students developing study skills through the TCD Counselling service. This is complemented by specific writing workshops, which are available - based on demand - to all students. Further details on these are available on Moodle or by writing to writingworkshop@mie.ie.

Careers Advisory Service

At present MIE is planning to put a careers advisory service in place. Students are invited to make requests and suggestions for establishing the service by writing to the registrar by e-mail to registrar@mie.ie.

Institute Policies

A number of policies have an important bearing on your progression through Marino Institute of Education. The most up-to-date versions of these policies are available on the registrar's area of *Moodle*. The policies include

- Attendance policy
- Institute Charges Policy
- Acceptable Usage Policy
- Policy on Scholarly Conventions
- Plagiarism Policy
- Programme Assessment Guide
- Rechecks and Appeals