Bachelor in Education

Primary Teaching

Programme Handbook

2026-2027

Institiúid Oideachais Marino

Institute of Education

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

Table of Contents

A Note on this Handbook 8

Introduction to Marino Institute of Education 8

Guiding Principles 8

General Information about Marino Institute of Education 9

Message from the President of Marino Institute of Education 10

Teachtaireacht ó Uachtarán Institiúid Oideachas Marino 12

Message from the Course Leader 14

Staff Contact List* 15

Communicating with staff members & fellow students 16

Programme Overview 17

Programme Learning Outcomes 17

Teacher as an Instructional Manager (IM) 17

Teacher as a Caring and Moral Person (CM) 18

Teacher as a Generous Expert Learner and Researcher (GE) 18

Teacher as Cultural and Civic Person (CC) 19

Programme Delivery 19

Description of the European Credit Transfer System (ECTS) 19

Erasmus+ Mobility/International Mobility Opportunities 20

School Placement 20

Attendance on Placement 20

School Placement in Junior Freshman Year 21

School Placement in Subsequent Years 22

School Placement in All Years 22

Professional Body/Registration Details 23

Child Safeguarding 23

Garda Vetting 23

Tréimhsí Foghlama sa Ghaeltacht 24

Bachelor in Education (Primary) Programme Overview 25

B.Ed. (Primary) Module Information 32

B.Ed. Year 1 Semester 1 32

Múineadh naGaeilge 32

English Methods 32

Psychology of Education 33

Teaching and Learning 1 (Approximations of Practice) 33

Religious Education 34

Philosophical and Historical Understandings of Education 1 35

Physical Education (PE)/Social Personal and Health Education (SPHE) 35

B.Ed. Year 1 Semester 2 37

Visual Arts and the Arts 37

Maths Methods 1 37

Social & Environmental Education (SEE) 38

English (Language, Literacy & Literature) 39

School Placement 1 40

Gaeilge 41

Equality Studies 41

B.Ed. Year 2 Semester 1 42

Curriculum and Assessment, Technology and Digital Learning 42

Maths Methods 2 42

Social Environment & Scientific Education S.E.S.E. 43

Inclusion and Special Education Needs 1 44

TEAL/Modern Foreign Languages 44

Sociology of Education 46

Digital and Inquiry-based Learning in the Classroom 46

B.Ed. Year 2 Semester 2 48

Gaeilge (LLL2) 48

English (Language, Literacy & Literature 2) 48

Drama and the Arts 49

Inclusion and Special Education Needs 2 49

Múineadh na Gaeilge 50

English Methods 50

School Placement 2 51

B.Ed. Year 3 Semester 1 53

Music and the Arts 53

Cumas Cumarsáide sa Ghaeilge don Scoil agus don Phobal 53

Communicative Competence in English for School and Community 54

Sociology 54

Teaching and Learning 2 55

/Behaviour Management 55

Literacy Education 56

Early Childhood Education 56

B.Ed. Year 3 Semester 2 57

Mathematics 57

Maths Methods 3 58

Social Environment & Scientific Education S.E.S.E. 58

Research Methods 59

Múineadh na Gaeilge 60

English Methods 60

School Placement 3 61

B.Ed. Year 4 Semester 1 62

Philosophical and Historical Understandings of Education 2 62

Teacher as a Knowledgeable Professional: Mathematics 62

SESE: Inquiry in Science Education 63

B.Ed. Year 4 Semester 2 64

Research Methods/Dissertation 64

Advanced School Placement 64

B.Ed. Year 4 Electives 65

Space to Grow: School Gardens, Outdoor Learning and Education for Sustainability 65

Creating a Culture of Reading in the Primary Classroom 66

The World in the Classroom 67

Supporting Learners with Special Educational Needs in all School Settings 67

Supporting Early Literacies in DEIS Schools 68

Leadership in Primary Arts Education 69

Physical Education – Inclusion, Integration and Innovation 70

Technology and Coding to Enhance Mathematics Learning 70

Education about Religion and Beliefs (ERB) 71

B.Ed. (Primary): Programme Regulations 72

Registration 72

Examinations 72

What is Second Marking, Blind Marking & Double Marking? 73

B.Ed. Rules for Passing and Progression 75

School Placement 76

Grades 76

Re-assessment Examinations 78

Senior Sophister Dissertation 79
Repeating a Year 81
Level 7 Degree Exit Award 81
Bachelor Degree (NFQ Level 7) 81
External Examiner 82
Submission of Course Work 82
Word Count 84
Academic Integrity 84
Context 84
Definition 85
Policy 85
Prizes and Awards 88
Academic Resources 89
Library Services 89
Learning Tools 89
Education Office 90
Guidelines on the Presentation of Written Assignments 90
Presentation of coursework 90
General Features of Presentation 90
Notes on Presenting Word-Processed Course Work 91
Appendices 91
Information about Sitting Examinations 91
Guidelines for Revising Examination 91
Revision Time 91
Examination Techniques 92
Examination Strategies 93

Typical Criteria for Assessment of Presentation 96

Grading Criteria 97

I- First Class (70-100%) 97

II.1- Upper Second Class (60-69%).....98

II.2 – Lower Second class (50-59%) 99

III – Third Class (40-49%) 100

IV – Fail – (0-39%).....101

Student Support Services 101

Tutoring Supports 101

Student Medical Services 102

Student Counselling Service.....102

Disability Services.....103

Chaplaincy.....104

Student Writing.....104

Careers Advisory Service 104

Trinity College Dublin Clubs and Societies 105

MIE Policies 105

A Note on this Handbook

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

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

Introduction to Marino Institute of Education

Guiding Principles

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

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

General Information about Marino Institute of Education

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

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

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

Message from the President of Marino Institute of Education

A Mhac léinn, a chara,

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

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

Undergraduate Programmes:

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

Postgraduate Programmes

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

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

As a research-informed teaching institution, we have always prioritised education and its associated values. We understand that our college provides real opportunities for students to build their identities, to establish educational relationships, and, along with staff, to form a binding community, where empathy, communication and connectivity enable friendships to grow and students to flourish. We encourage students to engage actively with their peers, friends, families and communities in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you on selecting to undertake your studies at Marino Institute of Education. Our core values of care, community, and commitment to excellence will ensure that you will be active and agentic learners on campus and in your specialised placement.

We hope that you enjoy the many amenities that our beautiful campus has to offer. Situated on a parkland site close to the city centre with expansive grounds and several playing fields, MIE has an inviting student lounge, several computer labs, an early childhood education room, a designated art room, a modern library, a sports hall and student gym, an excellent canteen and a cafe where students can relax and take time to chat.

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

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

We are with you every step of the way.

Ní neart go cur le chéile

Teresa O'Doherty

Professor Teresa O'Doherty

President

Teachtaireacht ó Uachtarán Institiúid Oideachas Marino

A Mhac Léinn, a chara,
Thar ceann mo chomhghleacaithe, ba mhaith liom fáilte ó chroí a chur romhat go hInstitiúid Oideachais Marino (IOM). Tá an-áthas orm gur roghnaigh tú leanúint ar aghaidh le do chuid staidéir anseo in IOM. Tá súil agam go mbainfidh tú taitneamh agus tairbhe as an am a bheidh tú anseo linn.
Mar mhac léinn de chuid IOM, is ball de phobal bríomhar nuálach thú a leanann dá bhforbairt agus dá ndearadh cúrsaí nua. Tá níos mó ná 1450 mac léinn cláraithe ar ár gcúrsaí anois, lena n-áirítear:

Bunchéimeanna:

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

Iarchéimeanna:

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

Táimid tiomanta d'oideachas a chur ar fáil do cheannairí sa 21ú haois, ceannairí a bhfuil creideamh gairmiúil agus tiomantas morálta acu chun an barr feabhais, cothromas, éagsúlacht agus ceartas sóisialta a bhaint amach in ionaid agus i bpobail oideachais sa bhaile agus thar lear.
Mar institiúid oideachais thaighdethreoraithe, tugaimid tosaíocht i gcónaí don oideachas agus na luachanna a bhaineann leis. Tuigimid anseo san institiúid go dtugtar deiseanna iontacha do mhic léinn a bhféiniúlachtaí féin a chruthú, caidrimh oideachasúla a bhunú agus go mbíonn na mic léinn agus an fhoireann araon mar chuid de dlúthphobal, pobal ina bhfuil an chomhbhá,

cumarsáid agus ceangail ann le gur féidir le cairdeas fás agus inar féidir le mic léinn teacht faoi bhláth. Moltar do mhic léinn bheith gníomhach i ngach réimse de shaol an choláiste, plé go gníomhach lena gcuid piaraí, cairde, muintir agus pobail sna gníomhaíochtaí ealaíon, spóirt agus sóisialta, agus gach gné den saol a chuireann lenár bhforbairt iomlánaíoch. Sa chomhthéacs seo tréaslaím leat as an gcinneadh a dhéanamh do chuid staidéir a dhéanamh anseo in Institiúid Oideachais Marino. Cinnteoidh ár gcroíluachanna – aire, pobal agus tiomantas don bharr feabhais – go mbeadh tú i d'fhoghlaimeoir gníomhach agus gníomhúcháin ar an gcampas agus ar do shocrúchán speisialaithe.

Tá súil againn chomh maith go mbainfidh tú sult as na háiseanna iontacha ar an gcampas. Lonnaithe ar fhearann páirce gar do lár na cathrach le tailte fairsinge agus cúpla páirc imeartha, tá tolglann tharraingteach do mhic léinn, roinnt saotharlann ríomhaireachta, seomra deartha go sonrach don oideachas luath-óige, seomra ealaíne ar leith, leabharlann nua-aimseartha, halla spóirt agus ionad aclaíochta do mhic léinn. Chomh maith leis sin tá bialann den scoth agus caifé áiteanna ar féidir le mic an t-am a thógáil chun a scíth a ligean agus bheith ag caint.

Cé go bhfuil go leor staire ag baint le hInstitiúid Oideachais Marino, teastaíonn uainn ár mic léinn a ullmhú do cibé athruithe agus dúshláin a bheidh rompu sa todhchaí.

Is féidir leat labhairt go héasca lenár léachtóirí agus tá siad tiomanta do thaithí oideachais ar ardchaighdeán a thabhairt duit. Déan teagmháil leo agus le do chomh-mhic léinn le do chuid foghlama a shaibhriú, agus chun do thuiscint a leathnú ar an aistear foghlama a bhfuil tú ag tabhairt faoi. Tá ár seirbhísí comhairleoireachta agus séiplíneachta ar fáil chomh maith, chun lámh chúnta a thabhairt duit agus tú ag tabhairt aghaidh ar na dúshláin phearsanta uathúla a bheidh le sárú agat agus tú ar d'aistear foghlama.

Táimid ag tacú go huile is go hiomlán libh.

Ní neart go cur le chéile.

Teresa O'Doherty

An tOllamh Teresa O'Doherty
Uachtarán

Message from the Course Leader

Dear students,

Welcome to the Bachelor in Education (Primary Teaching) programme. Over the next year, I hope you enjoy engaging in rich and meaningful learning experiences, through your varied school placements, your research projects and your modules at MIE.

We are committed to preparing you to embrace and embed the new curriculum, to have the agency to adapt to new challenges, and to embody an ethic of care, so that you can be trustworthy and respectful professionals, and so that you might always act with integrity and in the best interests of your future pupils.

We take research very seriously at Marino and on this programme, and in your third and fourth years you'll carry out a challenging, but meaningful research project that will hone your academic and professional skills. We're hoping this will set you up to engage with education's extensive evidence base and respond critically to new research and policy developments over throughout your teaching career.

I'm new to Marino this year, but already I am struck by what a welcoming and inclusive learning community it is. There's plenty for you to get involved in socially around the campus, and I'd urge you to make the most of the various activities that are on offer.

Don't hesitate to get in touch with me. If you have any questions, queries or observations about your programme, you can email me directly at David.Aldridge@mie.ie.

I hope that you enjoy your academic endeavours, thrive in the classroom, and look after yourselves, and I look forward to meeting with you at community events and on the corridors this year.

David Aldridge

Dean of Education: Curriculum and Childhood

Course Leader for the Bachelor in Education

Staff Contact List*

Name	Role	Email	Phone	Office
Dr David Aldridge	B.Ed Course Leader	david.aldridge@mie.ie		M112
Mairead Minnock	Director of School Placement	mairead.minnock@mie.ie		M226
Deirdre Ní Mhurchú	B.Ed Placement Support	Deirdre.nimhurchu@mie.ie	805 7743	M13
Registrar's Office		registrars@mie.ie		M105/M106
Education Office		educationoffice@mie.ie		M13
IT & eLearning Department		Log on to www.mie.ie/helpdesk to log your query		M100
Library		librarydesk@mie.ie	805 7753	St Patrick's Building
Reception			805 7700	St Mary's Building

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

Communicating with staff members & fellow students

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

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

Programme Overview

Programme Learning Outcomes

The Programme leads to the award of a degree at Level 8 of the National Qualifications Authority of Ireland. The degree is awarded by Trinity College Dublin, The University of Dublin. The programme learning outcomes for the four-year Bachelor in Education Programme are organised around four roles that a teacher plays: teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner and teacher as cultural and civic person.

Teacher as an Instructional Manager (IM)

On successful completion of the B.Ed., graduates should be able to:

1. Demonstrate a wide range of effective and creative communication skills which facilitate positive interaction in the classroom, with parents, and throughout the wider school community.
2. Recognise and facilitate whole-class, group and individual learning needs and styles.
3. Engage in integrated planning appropriate for every class at primary school level in a variety of contexts.
4. Create a safe classroom climate that supports child-centred learning and holistic development.
5. Identify, source and evaluate appropriate materials to support teaching and learning in the classroom.
6. Inquire into and reflect upon their own teaching and its impact on teaching, learning and assessment.
7. Employ appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment.
8. Identify, devise and select suitable formative and summative assessment strategies.
9. Demonstrate and apply appropriate subject knowledge across all curriculum areas and make appropriate cross-curricular links.
10. Engage in creative thinking and integrate it into teaching and learning.
11. Appreciate and include the aesthetic dimension of learning and teaching into classroom practice.

Teacher as a Caring and Moral Person (CM)

On successful completion of the B.Ed., graduates should be able to:

1. Identify and evaluate key literature in the area of 'teacher as caring and moral person' including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011).
2. Reflect on and analyse their own practice in relation to their role as 'teacher as caring and moral person'.
3. Demonstrate inclusive practice with sensitivity to each school's culture and ethos and implement that in their own classrooms.
4. Provide appropriate care to each child taking into account their social and cultural background.
5. Establish teaching practices that support differentiated learning and holistic development in a way that respects the needs, rights and dignity of all children.
6. Act as an advocate on behalf of children as appropriate.
7. Motivate, inspire, acknowledge and celebrate effort and success.

Teacher as a Generous Expert Learner and Researcher (GE)

On successful completion of the B.Ed., graduates should be able to:

1. Model disciplinary thinking and practices relevant to primary education.
2. Demonstrate dimensions of subject matter knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge, in literacy, numeracy, and across all curriculum subjects.
3. Apprentice all children in subject-specific and integrated higher order thinking so that all children achieve their potential.
4. Engage in planning for and practice of dialogic teaching, and assessment.
5. Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice.
6. Engage in data gathering and analysis appropriate to the role of teacher as researcher and integrate new knowledge regarding curriculum, pedagogy and assessment into their teaching.
7. Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning.
8. Identify and outline statutory and policy documents relevant to their role and responsibilities.
9. Outline the processes by which curricula are designed and implemented.
10. Identify and support creativity in others and promote creative thinking in professional practice.

Teacher as Cultural and Civic Person (CC)

On successful completion of the B.Ed., graduates should be able to:

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

Programme Delivery

The course will be delivered on the MIE campus over four academic years. The total credit weighting for the course is 240 ECTS credits, inclusive of the School Placement component. The course will be delivered using a blended approach consisting of predominantly face-to-face lectures and workshops along with some on-line delivery.

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

Description of the European Credit Transfer System (ECTS)

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

In TCD 1 ECTS unit is defined as 20-25 hours of student input; so, a 5-credit module typically requires 100-125 hours of student input, including class contact time and assessments. A 10-credit module will require 200-250 hours of student input. The European norm for full-time study

over one academic year is 60 credits. Students who successfully complete the –B.Ed will have earned 240 credits.

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

Erasmus+ Mobility/International Mobility Opportunities

Students on the B.Ed. course can undertake Erasmus+ mobility in year 3 (term1). Other mobility funding options are available through the Swiss SEMP programme where students can avail of funding to study in Zurich. If you are interested in undertaking a semester abroad, please contact erasmus@mie.ie for further details.

School Placement[1]

School Placement is a critical and central element of the four-year B.Ed. programme in Marino Institute of Education. It affords student teachers the opportunity to observe practice and to put into practice, in the classroom, the theory and content studied in the different curricular areas. School Placement is supported by modules which advise students about preparation requirements and focus attention on specific strategies for school observation, classroom management, integration and key teaching skills and competencies.

During the four years on the B.Ed. programme, students are provided with a variety of school placement experiences. The aim is that all students will have the opportunity to engage in school placements in urban and rural schools, single sex and co-educational schools, multi-grade and single class situations, DEIS schools and Gaelscoileanna nó Scoileanna Gaeltachta. All students will also engage in a Special Education placement and School Experience/Alternative Placement in the second year of their programme. This provides student teachers with the opportunity to experience school life in a variety of contexts.

Attendance on Placement

Complete attendance on school placement is an academic and professional requirement. Marino Institute of Education recognises the key role of schools in offering places to students for school placement. When a student commits to attending a school for a particular placement, inconvenience is caused to the school if a student is absent for any of placement time. Therefore, when a student commences any School Placement period – including Special

[1] Students will receive a separate School Placement Handbook with more in-depth information about placement.

Education Placement, School Experience/Alternative Education Placement, assessed and non-assessed placements and serial observation placements – full and complete attendance is required. Because School Placement is an examination, no exceptions to this are possible without written permission from the Director of School Placement being given before the commencement of the placement.

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

When a student misses four days of placement, consecutive or combined, they are required to defer their school placement. Failure to adhere to this policy will result in 'non-attendance' at the examination that is school placement, and a student will be returned as zero for that entire placement.

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

School Placement in Junior Freshman Year

At Junior Freshman stage, students begin with observation and initial responsibilities for planning and teaching. Students will be encouraged to become "reflective practitioners" during the placement. To support them in doing this, students will be required to keep a personal journal applying their knowledge to their observations and documenting their experiences of the placement. Students in first year participate in a coteaching/paired placement and each student is expected to prepare, teach and evaluate two lessons per day. While not teaching, students are expected to actively engage in supporting children's learning in the classroom and to engage in a number of structured observation tasks. Students will prepare appropriate resources and displays to enhance pupil learning and will evidence a suitable range of strategies for positively motivating and managing pupils.

In Junior Freshman year, school placement comprises two components: School Experience and School Placement. The School Experience component involves a series of observation days in the second semester. Students are required to complete structured observation tasks linked to their taught programmes in the class where they will complete their assessed School Placement. The formally assessed School Placement extends over three weeks in the second

semester. Junior Freshman students are placed in schools sourced by the Institute in Dublin. Students must work with fully probated host teachers, and students are not permitted to work in the class of a family member. Students are required to complete a full placement and to compensate any days missed – both of school experience and the formally assessed school placement period.

Assessment of School Placement will be both formative and summative in Junior Freshman year.

Students will receive formative feedback from their co-operating teachers who will observe lessons and offer guidance for improvement. Students will also receive formative feedback from their Higher Education Institution (HEI) school placement tutor in the form of a written duplicate which offers guidance for areas for improvement.

School Placement is assessed under two areas – Preparation for Teaching, and Teaching and Learning. Both areas must be passed independently in order for the student to be successful on the programme. The overall school placement result is an average of the total number of visits received. No compensation is allowed in School Placement.

Planning and Preparation component will be assessed under the following areas; Objectives, Curriculum Subject Knowledge, Methodology, Lesson Structure, Evaluation and Reflection and Resources. The Teaching and Learning component will be assessed under the key areas of Communication, Quality of Teaching, Children's Learning Experience, Classroom Management and Organisation and Assessment of Progression in Learning.

School Placement in Subsequent Years

In subsequent years, the School Placement requirements are extended. Further details are contained in the module descriptions in this handbook and detailed information will be supplied directly to students by the School Placement team.

School Placement in All Years

Due to the critical nature of placement for primary school pupils and the requirements of the Teaching Council, students may be offered only one opportunity to repeat a school placement in a given year of the programme. If a repeat placement is failed, no further repeat is possible, and the student must leave the programme.

To ensure the smooth and professional operation of School Placement for all parties, compliance with procedures and deadlines is essential. Students who do not keep school placement deadlines or return school placement forms by the assigned deadlines may be refused permission to complete their School Placement that year. Placements, either

mainstream or in special education, will then have to be completed the following year and students will have to go "off books" to complete the School Placement requirements.

Professional Body/Registration Details

The Bachelor in Education programme meets the professional requirements of regulation two (primary) of the Teaching Council Regulations, 2009. Further details about registration with the Council are available from www.teachingcouncil.ie. Under circular 40/2010 of the Department of Education and Skills, graduates of the B.Ed. programme are eligible for appointment to recognised primary schools.

Child Safeguarding

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

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

The Child Safeguarding Policy can be accessed using the link below

safeguarding-policy-children_v11.pdf

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

23-safeguarding-policy-vulnerable-persons_v11.pdf

Garda Vetting

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

Tréimhsí Foghlama sa Ghaeltacht

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

Bachelor in Education (Primary) Programme Overview

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

B.Ed. Year 1					
Semester 1			Semester 2		
Module Code	**Module Name**	**ECTS**	**Module Code**	**Module Name**	**ECTS**
ED8102	English Methods/ Múineadh na Gaeilge	5	ED8101	School Placement	10
ED8110	Teaching & Learning 1/Approximations of Practice	5	ED8107	English LLL1 Gaeilge	5
ED8111	Religious Education	5	ED8113	SEE Maths Methods	5
ED8108	Psychology of Education	5	ED8104	Visual Arts & Arts	5
ED8109	Philosophical Historical Understandings 1	5	ED8112	Equality Studies	5
ED8103	P.E. SPHE	5	ED8101	Professional Studies	SP
ED8101	Professional Studies (School Placement)	SP	-	Academic Reading and Writing	N/A

B.Ed. Year 1					
Semester 1			Semester 2		
Module Code	**Module Name**	**ECTS**	**Module Code**	**Module Name**	**ECTS**
-	Academic Reading and Writing	N/A			

B.Ed. Year 2					
Semester 1			Semester 2		
Module Code	**Module Name**	**ECTS**	**Module Code**	**Module Name**	**ECTS**
ED8215	Inclusion & Special Ed. Needs 1	5	ED8201	School Placement	10
ED8310	Sociology	5	ED8204	Drama & Arts Ed	5
ED8222	Digital and Inquiry-Based Learning in the Classroom	5	ED8202	English Methods Múineadh na Gaeilge	5
ED8212	Maths Methods SESE	5	ED8207	LLL2 Gaeilge	5
ED8214	Curriculum and Assessment, Technology and Digital Learning	5	ED8216	Inclusion and SEN 2	5
ED8219	Teaching English as an Additional Language/Modern Foreign Languages	5	ED8201	Professional Studies	SP
ED8201	Professional Studies (School Placement)	SP			

B.Ed. Year 3					
Semester 1			Semester 2		
Module Code	**Module Name**	**ECTS**	**Module Code**	**Module Name**	**ECTS**
ED8318	Literacy Education (English)	5	ED8301	School Placement	10
ED8302	Music & Arts	5	ED8304	Maths Competency	5
ED8310	Sociology	5	ED8305	SESE Maths Methods	5
ED8306	Early Childhood Education	5	ED8320	Research Methods 1	-
ED8307	CC sa Ghaeilge (RTG) CC sa Bhéarla	5	ED8303	English Methods Múineadh na Gaeilge	5
ED8308	Behaviour Management Teaching & Learning	5	ED8301	Professional Studies (School Placement)	-
ED8301	Professional Studies	-		RE Cert	N/A
	RE Cert	N/A		Academic Reading and Writing	N/A
	Academic Reading and Writing	N/A		RE Cert	N/A
	RE Cert	N/A			

B.Ed. Year 4					
Semester 1			Semester 2		
Module Code	**Module Name**	**ECTS**	**Module Code**	**Module Name**	**ECTS**
ED8404	Teacher as a Knowledgeable Professional (Maths)	5	ED8401	School Placement	25
	Elective*	5	ED8402	Dissertation/Applied Research Chpt. 6	5
ED8405	Philosophical & Historical Understandings 2	5			
	Research Methods/Dissertation	10			
ED8406	SESE – Inquiry in Science Education	5			
ED8401	Professional Studies	-			
	Multi – belief Cert	-			

Electives[2]		
Module Code	**Module Name**	**ECTS**
ED8407	Creating a Culture of Reading in the Classroom	5
ED8410	Space to Grow: School Gardens, Outdoor Learning and Education for Sustainability	5
ED8412	The World in the Classroom	5
ED8413	Supporting Learners with Special Educational Needs in all School Settings	5
ED8414	Supporting Early Literacies in DEIS Schools	5
ED8416	Physical Education – Inclusion, Integration, and Innovation	5

[2] Not all elective modules may be available in any given year

B.Ed.1			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
English Methods/Múineadh na Gaeilge	5	School Placement (includingProfessional Studies)	10
Teaching & Learning 1 (Approximations of Practice)	5	Language, Literacy & Literature (English/Gaeilge)	5
Religious Education	5	Maths Methods/SEE	5
Psychology	5	Visual Arts and the Arts	5
Philosophical and Historical Understandings of Education 1	5	Equality Studies	5
PE/SPHE	5		
Professional Studies (SP)	-		
Total ECTS per Semester	30		30

B.Ed.2			
Semester 1	ECTS	Semester 2	ECTS
Inclusion & Special Education Needs 1	5	School Placement (including Professional Studies)	10
Sociology	5	Drama & Arts Ed.	5
Digital & Inquiry-Based Learning in the Classroom	5	English Methods/Múineadh na Gaeilge	5
Maths Methods/SESE	5	Language, Literacy & Literature (English/Gaeilge) 2	5
Curriculum & Assessment, Technology and Digital Learning	5	Inclusion & Special Education Needs	5
TEAL/Modern Foreign Languages	5		
Professional Studies (SP)	-		
Total ECTS per Semester	30		30

B.Ed.3			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Literacy Education (English)	5	School Placement (including Professional Studies)	10
Music & the Arts	5	Mathematics	5
Sociology	5	Maths Methods/ SESE	5
Early Childhood Education	5	Research Methods 1	5
Communicative Competence in English/Gaeilge	5	English Methods/Múineadh na Gaeilge	5
Teaching & Learning 2/Behaviour Management	5		
Professional Studies (SP)	-		
Total ECTS per Semester	30		30

Ed.4			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Research Methods/ Dissertation	10	Advanced School Placement	25
Teacher as a Knowledgeable Professional (Maths)	5	Research Methods/Dissertation	5
Electives	5		
Philosophical & Historical Understandings of Education 2	5		
SESE – Inquiry in Science Education	5		
Multi-belief and Ethical Curricula Certificate			
Total ECTS per Semester	30		30

B.Ed. (Primary) Module Information

B.Ed. Year 1 Semester 1

Module Name:	**Múineadh naGaeilge**			
Module Code:	ED8102	**ECTS:** 2.5	**Module Type**	Core
Module Description				
Sa mhodúl seo, dírítear ar mhodhanna múinte na Gaeilge sa seomra ranga. Cuirtear ina luí ar mhic léinn gur teanga bheo chumarsáide í an Ghaeilge agus go bhfuil sé riachtanach go bhfoghlaimíonn gach páiste bunscoile Gaeilge i gcoitinne. Forbraítear tuiscint na mac léinn ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sna meánranganna mar a mholtar i gCuraclam Teanga na Bunscoile (2019). Tugtar tuiscint do na mic léinn ar Churaclam na Gaeilge agus ar a bhfuil i gceist le Cur Chuige Cumarsáideach sna meánranganna go háirithe. Tugtar deiseanna do mhic léinn straitéisí, modhanna múinte agus áiseanna cuí a fheiceáil in úsáid, triail a bhaint astu agus staidéar agus machnamh a dhéanamh orthu. Tugtar tuiscint do mhic léinn ar an tábhacht a bhaineann le béim a chur ar thaitneamh, ar dhearcadh dhearfach i leith na Gaeilge a chothú agus ar úsáid a bhaint aisti go neamhfhoirmiúil sa seomra ranga. Cuirtear féidearthachtaí agus buntáistí a bhaineann le hábhair eile a mhúineadh trí mheán na Gaeilge a chur os comhair na mac léinn chomh maith. Cabhraítear le mic léinn tabhairt faoi phleanáil ghearrthréimhseach do Mhúineadh na Gaeilge do Shocrúcháin Scoile				
Link to Moodle page:	Course: ED8102 B.Ed 1 Múineadh na Gaeilge | MIEOnline (learnonline.ie)			

Module Name:	**English Methods**			
Module Code:	ED8102	**ECTS:5**	**Module Type**	**Core**
Module Description				
As language is central to learning and English is the medium for most learning in the Primary Language Curriculum (2019), the importance of literacy in English cannot be overstated. Children at middle class levels need to develop literacy skills in the three language strands of oral language, reading and writing. Pre-service teachers need guidance and methodologies for teaching in these areas. Upon successful completion of this module, students will be able to:				

• plan a series of English language lessons for middle classes (2nd-4th) in accordance with the principles of the Primary Language Curriculum (2019) • describe appropriate teaching methodologies for the teaching oral language, reading and writing as appropriate to the middle classes in primary school • describe and illustrates the literacy-related knowledge, skills, and attitudes that children will need to draw on in order to meet the oral language, reading and writing demands of the Primary Language Curriculum from 2nd–4th class. • describe the processes by which literacy learners analyse and respond to texts and bringing a critical awareness to reading and writing.	
Link to Moodle page:	Course: ED8102 B.Ed 1 English Methods I | MIEOnline (learnonline.ie)

Module Name:	**Psychology of Education**			
Module Code:	ED8108	**ECTS:** 5	**Module Type**	Core
Module Description				
This module will provide a foundation for students to understand the basic methods and perspectives provided by psychological thinking, and how these may be applied to education, teaching and learning. It will draw largely on developmental psychology in delineating various psychological schools of thought and how they describe the learning and development of children in a holistic sense (physical, social, emotional, cognitive, moral, linguistic etc). Students will be encouraged to begin a process of developing critical, analytical approaches to their work. Such approaches are applicable to the study of psychology, but are also transferable to other disciplines and subjects within the B.Ed.				
Link to Moodle page:	Course: ED8108 BEd 1 Psychology of Education | MIEOnline (learnonline.ie)			

Module Name:	**Teaching and Learning 1 (Approximations of Practice)**			
Module Code:	ED8110	**ECTS:5**	**Module Type**	**Core**
Module Description				
In common with other areas of professional learning, from medicine to psychotherapy, approximations of practice are increasingly being used as a "pedagogy of enactment" (Grossman, Hammerness and McDonald, 2009) in the preparation and assessment of teachers. These are centred around high leverage practices or core practices in teaching,				

examples of which include teaching a lesson or segment of instruction, leading a whole-class discussion, setting up and managing small group work, teaching while students work independently, establishing a classroom culture (Lampert, 2001; https://www.teachingworks.org/high-leverage-practices/, 2013). Some research has shown that teachers' understanding of their role is influenced by the beliefs and attitudes that they acquired during the thirteen years they have spent as students in classrooms. However, this apprenticeship of observation (Lortie, 1975, 2002) is partial in that students observe the work of teaching from the perspective of a pupil rather than a teacher. As Lortie puts it, "what students learn about teaching ... is intuitive and imitative rather than explicit and analytical" (p. 62). In this module students will identify their beliefs about teaching so that they can subsequently analyse them.	
Link to Moodle page:	Course: ED8110 Approximations of Practice (Teaching & Learning) I _NEW | MIEOnline (learnonline.ie)

Module Name:	**Religious Education**			
Module Code:	ED8111	**ECTS:** 5	**Module Type**	Core
Module Description				
Religious Education seeks to enable Teacher Education students to address the many spiritual and religious opportunities and challenges facing primary school pupils and to contribute to their holistic development by enabling them to develop ethically and morally, spiritually and religiously. The RE module aims to familiarise students with the appropriate pedagogies and methodologies for the teaching of R.E. at primary school level, to explore empathically the richness of the World's Religions and Belief Systems, and to provide students with the kinds of self-knowledge, subject knowledge, skills and experiences required to make a positive contribution to the ethical, moral and spiritual development of primary school pupils. On successful completion of this module, students should be enabled to apply knowledge of a variety of pedagogies and methodologies to the design of R.E. lessons appropriate to specific classroom contexts, to demonstrate an empathic understanding and appreciation of diverse religions and belief systems, to identify and reflect upon suitable strategies for inclusive practice in R.E. with sensitivity to the culture and ethos of a variety of school models, to critically analyse and reflect upon the student's own ontological and epistemological journey in R.E., to discuss the skills, qualities and attributes required by the R.E. teacher in order to contribute to the holistic development of primary school pupils and to demonstrate the appropriate subject knowledge, content knowledge and pedagogical				

content knowledge in the areas of ethics, morals and spirituality, essential to that holistic development.	
Link to Moodle page:	Course: ED8111 B.Ed 1 Religious Education | MIEOnline (learnonline.ie)

Module Name:	**Philosophical and Historical Understandings of Education 1**			
Module Code:	ED8109	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module provides an opportunity for students to locate themselves within the current system, having an appreciation of the historical development of education, nationally and internationally. Informed by this knowledge, students are empowered to develop a perspective on educational continuity and change. In an increasingly fast-paced society, students should be able to critically evaluate educational policies and practices and to analyse emergent developments.				
Link to Moodle page:	Course: ED8109 B.Ed1 Historical & Philosophical Understanding of Education | MIEOnline (learnonline.ie)			

Module Name:	**Physical Education (PE)/Social Personal and Health Education (SPHE)**			
Module Code:	ED8103	**ECTS:** 5 ECTS	**Module Type:**	Core
Module Description				
This course is divided into two learning areas, that concentrate on the Wellbeing Specification for the Primary Curriculum Framework (2025) (1) Physical Education (PE) and (2) Social Personal and Health Education (SPHE). It is based on a broad philosophy of health that encompasses all aspects of a child's well-being, with a particular focus on physical, social, emotional, and spiritual health. It is concerned with developing students' knowledge and understanding, skills, values and attitudes that are central to quality PE and SPHE programmes for pupils, highlighting the importance of enjoyable, interesting, relevant and appropriately challenging experiences for all children that empower and encourage lifelong positive engagement with movement and overall wellbeing. Student teachers will be encouraged to focus on the role they play as they promote.				

1. The physical, social and emotional growth and development of pupils in both learning areas
2. The adoption of active, healthy lifestyles through informed decision making which leads to effective and responsible action cultivating positive behaviours and attitudes
3. An understanding of the value of self and others and the development of positive interpersonal relationships
4. Participation in regular and varied physical education experiences, which provide the foundation for a lifelong commitment to valuing and leading a physically active lifestyle and overall wellbeing
5. The systematic and explicit teaching of personal and social skills to give students a basis for resilience and the resourceful management of their own lives

Aims

To enable students to....

- develop their understanding of the importance of the holistic (physical, emotional, social and spiritual) dimensions of pupil's well-being through PE and SPHE. This will be focused on children in the middle/senior classes in the primary school
- recognise the central role and responsibilities of the primary teacher when teaching Wellbeing (PE and SPHS) in a safe environment
- identify that learning in Wellbeing (PE and SPHE) is an active, social process that knowledge, skills and attitudes in both areas are accordingly actively and socially constructed.
- manage and organise pupils and relevant equipment in a range of Wellbeing (PE and SPHE) settings
- teach and assess across a broad range of activities in PE and topics in SPHE in line with the Wellbeing specification.

Link to Moodle page:	Link to PE: Course: ED8103 B.Ed 1 PE | MIEOnline (learnonline.ie) Link to SPHE: Course: ED8103 B.Ed 1 SPHE | MIEOnline (learnonline.ie)

B.Ed. Year 1 Semester 2

Module Name:	**Visual Arts and the Arts**			
Module Code:	ED8104	**ECTS: 5**	**Module Type**	**Core**
Module Description				
In this module students will reflect on the centrality of the arts as they engage in art making across forms and genres. Students will examine their own biographies, perceptions and experience of the arts and build on these knowledge, skills and understandings through practical participation, collaborative workshops, lectures, situated learning and field work. In this module which has a particular weighting on visual arts education, students will develop their receptive, expressive abilities and aesthetic sensibilities while engaging in art making and discussing artwork. Students will develop foundational skills, conceptual understandings and strategies to underpin their classroom practice and foster an inclusive, creative and enriching environment for children. This module encourages students to critically examine their musical education biographies to date, while developing foundational skills in relation to listening and responding to music. Students will develop their conceptual understanding of the musical elements. Students will also appraise a diverse range of musics and broaden their musical vocabulary in relation to appraising music. From a drama perspective, students examine their drama biographies, develop knowledge of the drama curriculum and focus on drama as a methodological tool to be used across the primary school curriculum. They develop drama skills and understanding through practical exploration of drama and learn the importance of establishing a safe environment for drama work to take place. Conceptual development in relation to the elements of drama also takes place.				
Link to Moodle page:	Course: ED8104 - B.Ed. 1 - Visual Arts and the Arts | MIEOnline (learnonline.ie)			

Module Name:	**Maths Methods 1**			
Module Code:	ED8113	**ECTS:**2.5	**Module Type**	Core
Module Description				
Mathematics teaching emphasises conceptual understanding and problem solving informed by a constructivist understanding of how children learn. This is a new approach to mathematics for most first year student and therefor they will need exposure to new mathematical content followed by reflection activities so that they can begin to engage with				

the complexity of teaching mathematics at primary level. The aim of the module is to introduce beginning student teachers to the content of the Primary School Mathematics Curriculum (second to fourth class); to emphasise the importance of accurate terminology when teaching mathematics e.g., language and problem solving; to begin to understand the importance of the planning and assessment cycle in relation to teaching primary mathematics; explore key areas of primary mathematics and appropriate methodologies for teaching mathematics at this level. This module uses small group workshops to explore the teaching of mathematics for children in second, third and fourth classes. In this module, assessment consists of a written examination.	
Link to Moodle page:	New module code required.

Module Name:	**Social & Environmental Education (SEE)**			
Module Code:	ED8113	**ECTS:2.5**	**Module Type**	**Core**
Module Description				
Social and Environmental Education (SEE) seeks to examine and understand communities from the local to the global, their diverse heritages, their complex systems and how people and environments affect each other in the present and in the past. As stated in the Primary Curriculum specification (NCCA, 2025), "SEE explores social, environmental, cultural, religious and political phenomena through history and geography. It fosters appreciation for nature, recognition of diverse human experiences, past and present, and emphasises interconnections between the human and natural worlds. Children deepen their knowledge and understanding in SEE through inquiring; communicating; and understanding and connecting. These shape how children learn as historians and geographers, being and becoming active, informed and responsible citizens." The programme will focus on practical experiences that will provide the necessary skills and pedagogical understandings that primary teachers will need in order to teach the SEE subjects of history and geography successfully in various classroom settings. There will be a particular emphasis on practical investigations incorporating fieldwork and outdoor learning in different settings. Social and Environmental Education (SEE) comprises the subjects History and Georgaphy, incorporating learning about religions, beliefs and worldviews (NCCA, 2025) Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography, sustainability and world beliefs. The programme will afford students the opportunity to critically examine their own attitudes and beliefs in relation to the encompassed subject				

areas together with effective strategies that will enhance pupils' learning in social, and environmental education.	
Link to Moodle page:	New link to be inserted.

Module Name:	**English (Language, Literacy & Literature)**			
Module Code:	ED8107	**ECTS:** 2.5	**Module Type**	Core
Module Description				
Competence in oral and written communication and a knowledge and appreciation of language and literature from a range of genres contribute to the personal, academic and professional development of student teachers (Bearne, 1996; Thomson, 1996; Fox; 1996; Huck, Keifer, Hepler & Hickman 2004, Gamble and Yates, 2008). This programme aims to develop students' own literacy skills, their knowledge of the structure of language and their ability to read and respond to literature from a range of genres. On successful completion of this module students should be able to • Demonstrate an awareness of the influence of creativity of pedagogical choices for language and literacy instruction (IM5,9,10,11, GER1,2,5, CC3,4) • Describe and explain the critical role of teacher as 'reader, writer and orator' the primary classroom (IM6, CM7, GE6, GE10, CC2) • Critically evaluate the literary merit and educational value of children's literature (IM5,9,10,11, GER1,2,5, CC3,4) • Reflect on contemporary developments in children's literature (IM5,10,11, GER1,2,5,8, CC3,4) • Discuss and identify successful approaches and strategies for teachers who wish to utilise children's literature in the primary classroom to support: • oral language development • writing engagement, motivation and fluency • reading engagement, motivation and fluency • the engagement of children as self-motivated and socially engaged readers • the development a classroom culture of reading • (IM5, 7, GE4, 6, 7, CC4, 5). • Discuss and critically analyse contemporary research and findings on the role of children's literature as a transformative pedagogy (IM9, GE2,5,6)				

Link to Moodle page:	Course: ED8107 B.Ed 1 English Language Literacy and Literature | MIEOnline (learnonline.ie)

Module Name:	**School Placement 1**			
Module Code:	ED8101	**ECTS: 10**	**Module Type**	**Core**
Module Description				

The School Placement Studies course examines the role of the primary teacher and provides an overview of the Primary School Curriculum (1999). On completion of this course students will be able to demonstrate a professional approach to teaching, engage in reflective action on their teaching and learning, explore a range of teaching skills that include group teaching, cross-curricular skills, integration, monitoring pupil environment, medium to long-term planning and will be able to design age appropriate activities for the senior classes.

Rationale

Field experiences in teacher education programs are excellent opportunities for pre-service teachers to learn to teach in complex and authentic learning situations. Sawyer (2006) posits that knowledge is now considered as 'situated, practised and collaboratively generated.' Indeed, it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995).

At Junior Freshman stage, students should begin with 'approximations of practice,' Grosman et al., and observation with initial responsibilities for planning and teaching. Students will be encouraged to become "reflective practitioners" during the placement.

- To provide opportunities for student teachers to observe the teaching and learning process and to learn from their observations
- To facilitate the development of student teachers as reflective practitioners through discussion and completion of a reflective journal
- To support student teachers in applying their theoretical knowledge in the practical environment of the classroom thereby linking theory and practice
- To allow student teachers to practice their teaching in a supportive learning environment and to engage in professional dialogue around that practice.

Link to Moodle page:	Course: ED8101 Professional Studies I | MIEOnline (learnonline.ie)

Module Name:	**Gaeilge**			
Module Code:	ED8107	**ECTS:** 2.5	**Module Type**	**Core**
Module Description				
Sa mhodúl seo, féachtar go príomha ar an gcineál Gaeilge a bheidh ag teastáil ón mbunmhúinteoir sa seomra ranga. Tá béim ar mhúinteoirí a chumasú le go mbeidh sé/sí in ann feidhmiú trí mheán na Gaeilge go neamhfhoirmiúil le pobal na scoile, agus é/í féin a chur in iúl go héifeachtach nuair a bhíonn Gaeilge á múineadh. Cuirtear an-bhéim ar an nGaeilge a úsáid mar theanga bheo chumarsáideach le linn an lae scoile, chomh maith le feasacht chultúrtha a fhorbairt. Spreagtar an t-ábhar oide chun taitneamh a baint as an modúl, dearcadh dearfach a fhorbairt i leith na teanga, mar aon le fonn san ábhar oide a chothú an Ghaeilge a úsáid mar theanga i bpobal foghlama ilteangach.				
Link to Moodle page:	Course: ED8107 B.Ed 1 Gaeilge | MIEOnline			

Module Name:	**Equality Studies**			
Module Code:	ED8112	**ECTS: 5**	**Module Type**	**<Core**
Module Description				
The aim of this module is to support students in the creation of inclusive intercultural classrooms. Module content aims to deepen student teachers' awareness of global justice issues, establishing strong links between theory and its application to classroom practice. Students will deepen their understanding of global/local interconnections; i.e. the links between global justice issues and critical intercultural education. Students will critically reflect on their own ways of perceiving and understanding the world, including an analysis of unconscious bias and white (settled) privilege.				
Link to Moodle page:	Course: ED8112 B.Ed 1 Equality Studies | MIEOnline (learnonline.ie)			

B.Ed. Year 2 Semester 1

Module Name:	**Curriculum and Assessment, Technology and Digital Learning**			
Module Code:	ED8220	**ECTS:** 5	**Module Type**	Core
Module Description				
Curriculum and Assessment This course will provide students with insights into international and national models of curriculum development. Through active engagement students will develop a strong understanding of the nature of core components of the latest models of national Primary curricula. The relationship between models of curriculum and assessment will be examined as to how they may be used to recognise and support planning, teaching and learning for a wide range of abilities, drawing links with other course modules such as Inclusive Education. **Technology and Digital Learning** Becoming a digital learner is recognised as a key competency in the Primary Curriculum Framework (NCCA 2023). Technology is an aspect of STEM specification (NCCA 2025) Technology and digital learning focuses on examining and critiquing different models of curriculum development, while building an understanding of the key elements within the national primary curricula. It encourages students to combine their knowledge of curriculum and assessment to support effective teaching and learning across a wide range of abilities. A key aspect is developing as a digital learner, where children become curious, creative, confident and responsible users of technology, learning through problem-solving, collaboration and critical thinking. The course also highlights the use of digital tools in Science, Technology and Engineering, enabling children to design, create and better understand the technological world around them.				
Link to Moodle page:				

Module Name:	**Maths Methods 2**			
Module Code:	ED8221	**ECTS:**2.5	**Module Type**	Core
Module Description				
This module builds on the concepts explored in Maths Methods 1 during First Year. The course aims to facilitate exploration of the content of the Primary School Mathematics Curriculum in fifth and sixth classes. The lectures also encompass the further development				

of lesson plans and an introduction to writing schemes which include differentiation and assessment. The focus of the lectures is on exploring students' own experiences and understandings of mathematical concepts and incorporating that learning into their experiences of teaching mathematics to children in the senior primary classroom. It works on the development of enduring mathematical understandings, through exploring key questions such as 'Why do we measure things?' or 'What makes a computational strategy effective and efficient?' building on the work completed in the First-Year course. Students also explore the relationship between planning and assessment. Through engaging with the backward design process, students explore what is worth being familiar with, what is important to know, and what constitutes enduring mathematical understandings in children. Students examine in great detail examples of both teachers' and children's work and develop materials which can support their teaching of the fifth and sixth class curriculum. In this module, assessment consists of a written examination.	
Link to Moodle page:	Course: ED8212 B.Ed 2 Maths Methods | MIEOnline (learnonline.ie)

Module Name:	**Social Environment & Scientific Education S.E.S.E.**			
Module Code:	ED8212	**ECTS:2.5**	**Module Type**	**Core**
Module Description				
The Module will focus on practical experiences that will provide the necessary skills and pedagogical understandings that primary teachers will need in order to teach the three SESE subjects of history, geography and science successfully in various classroom settings, urban, rural and multicultural. There will be an increased emphasis on practical investigations incorporating fieldwork in different settings for all three subject areas. Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography and science with a particular emphasis on the 5th of 6th classes of the primary school. The study of the Primary School Curriculum (1999) and the associated Teacher Guidelines will be the main focus of the course. The course will afford students the opportunity to continue to critically examine their own attitudes and beliefs in relation to the three subject areas together with effective strategies that will enhance pupils' learning in social, environmental and scientific education.				
Link to Moodle page:	Course: ED8212 B.Ed 2 SESE | MIEOnline (learnonline.ie)			

Module Name:	Inclusion and Special Education Needs 1			
Module Code:	ED8215	ECTS: 5	Module Type	Core
Module Description				
This module will address the development of appropriate knowledge, skills and attitudes in students preparing to become practitioners of Inclusive and Special Education in Ireland. It aims to introduce them to and provide for their interrogation of the relevant traditional and contemporary theoretical models (Medical, Social, Biopsychosocial, Capability, UDL) with a view to their development of appropriate understandings of learner differences and disablities. Students will also be afforded opportunity to consider current Irish policy and practice in Inclusive and Special Education, with reference to historical, philosophical, legislative and policy developments nationally and internationally. Thus, it is anticipated that students will be able to bring a theoretical lens to appropriately critique these developments, a learning process which is also likely to heighten students' own awareness of and increasingly impact positively on their attitudes and dispositions. This module also seeks to develop students' understanding of how mainstream classes, special classes and special schools in Ireland are currently structured, resourced and staffed to support individual and additional needs of pupils. Students will be facilitated and encouraged to develop their knowledge about the range of learning differences and abilities and of key strategies that can be implemented with a universal design for learning approach for supporting a diverse range of learner.. By means of coursework and referral to relevant research and readings, students will be introduced to a range of cognitive differences, and a range cognitive and physical disabilities, with a view to their development of appropriate understandings and skills for supporting associated special educational needs				
Link to Moodle page:	Course: B.Ed 2 Inclusive Education SEN 1 Term 1 Susan | MIEOnline (learnonline.ie)			

Module Name:	TEAL/Modern Foreign Languages			
Module Code:	ED8219	ECTS: 5	Module Type	Core
Module Description				
Teaching English as an Additional Language This module takes a sociocultural perspective on English as an Additional Language (EAL) learning in the primary school context. It introduces key theories and pedagogical principles				

underpinning EAL provision and examines their application to classroom practice across the primary curriculum. The module equips student teachers with foundational knowledge and strategies to support pupils from minority language backgrounds, with a focus on oral language development, literacy and inclusive participation. Ireland's primary schools are increasingly linguistically diverse, with recent Census data indicating representation of over 200 nationalities and approximately 182 different languages. Teachers are therefore required to provide differentiated and inclusive instruction to ensure that pupils whose first language is not English are fully included in teaching and learning and supported to achieve on a par with their English-speaking peers (O'Toole & Skinner, 2018)

Modern Foreign Languages (MFL)

This module is grounded in current national language policy and curriculum developments, including the Primary Language Curriculum (2019), the NCCA Draft Primary Modern Foreign Languages Curriculum, the Primary Language Toolkit, and Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017–2026 (Department of Education, 2017; NCCA, 2019; NCCA, forthcoming). Collectively, these frameworks position modern foreign languages within an integrated, plurilingual continuum of language learning beginning in primary education. The draft MFL curriculum prioritises the development of communicative competence, intercultural awareness, and learner agency, with an emphasis on oral interaction and meaningful language use over isolated grammatical accuracy. The Primary Language Toolkit reinforces this approach by promoting cross-linguistic Plurilingualism and Translanguage connections, metalinguistic awareness, and pedagogical coherence across English (L1), Irish (L2), modern foreign languages (L3), and pupils' home languages (L1).

The module Compliments the comparable EAL module and informed by sociocultural and plurilingual theories of language education, particularly Jim Cummins' work on linguistic interdependence and additive bilingualism, which challenges the "two solitudes" model of language teaching and supports the pedagogical use of learners' full linguistic repertoires through translanguaging and cross-linguistic transfer (Cummins, 2000; 2008). It also draws on Deirdre Kirwan's research on linguistically responsive pedagogy in the Irish context, which highlights the role of home languages in promoting inclusion, identity, and engagement (Kirwan, 2019). In alignment with these perspectives and national policy, the strand prepares student teachers to teach language awareness in the Junior Classes and early MFL (CEFR A1) in 3rd–6th classes, while critically engaging with Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and CLIL-informed practices appropriate to primary education

Link to Moodle page:	**Teaching English as an Additional Language:** Course: ED8218: B.Ed. 2 Teaching English as an Additional Language | MIEOnline (learnonline.ie) (learnonline.ie) **Modern Foreign Languages (MFL):** https://mie.learnonline.ie/course/view.php?id=1463

Module Name:	**Sociology of Education**			
Module Code:	ED8310	**ECTS:5**	**Module Type**	**Core**
Module Description				
The purpose of this module is to introduce students to some key sociological frameworks and concepts which seek to explain the relationship between schooling, education and society. The module will provide students with the opportunity to develop a range of critical 'thinking tools' through they can situate their work as educators *vis-a-vis* wider societal processes and social phenomena. In particular it will explore the way in which schooling is implicated in both the reproduction and distribution of educational and other life chances relative to different minoritised groups (e.g., *social class, gender, LGBTQI, minority ethnicities including members of the Travelling and Roma communities, refugee and asylum-seeking children and young people*).				
Link to Moodle page:	Course: B.Ed 2 ED8310 Sociology of Education | MIEOnline			

Module Name:	**Digital and Inquiry-based Learning in the Classroom**			
Module Code:	ED8222	**ECTS: 5**	**Module Type**	**Core**
Module Description				
Becoming a digital learner is recognised as a key competency in the Primary Curriculum Framework (NCCA 2023). Becoming a digital learner "supports children to become curious, creative, confident, and critical users of digital technology. Being a digital learner fosters children's ability to collaborate and thrive in a world increasingly immersed in technology. Children develop their knowledge, skills, concepts, attitudes, values, and dispositions through problem-solving, experimenting, and creating. Developing this competency increases their confidence in using a range of digital technology to harness their imagination and expand				

their creative thinking and creative expression. Through empowering children to be active digital citizens, this competency develops their responsible, respectful, safe, and ethical use of technology. It enables children to critically engage and contribute in a digitally connected and interdependent world." (NCCA 2023, p. 10). Inquiry has been recognised as a key pedagogical approach in the Primary Curriculum Framework, which provides opportunities for teachers to incorporate inquiry-based learning in their curriculum planning and teaching (NCCA, 2023). 'Inquiry is a learning approach centred on asking and answering questions about a specific concept or big idea. As children engage with the cycle of inquiry, they pose questions, seek out information and evidence, critically evaluate, reflect and apply their knowledge' (NCCA, 2025, p. 36). It may take the form of a closed-ended search whereby specific answers are discovered to specific questions. Alternatively, it may take the form of an open-ended search, in which questions are formulated but answers are multiple or provisional or both. The exploratory nature of inquiry allows students to consider different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple answers. The aim of this module is to provide an integrated approach with inquiry across the curriculum, with opportunities to make connections, ask questions and foster natural 'curiosity, open-mindedness, wonder and awe' in the world around us (NCCA, 2025, p. 8).	
Link to Moodle page:	Course: ED8222 B.Ed 2 Digital Learning & Inquiry Based Learning in the Classroom | MIEOnline

B.Ed. Year 2 Semester 2

Module Name:	**Gaeilge (LLL2)**			
Module Code:	ED8207	**ECTS:** 2.5	**Module Type**	**Core**
Module Description				
Sa mhodúl seo, féachtar go príomha ar an gcineál Gaeilge a bheidh ag teastáil ón mbunmhúinteoir sa seomra ranga. Tá béim ar mhúinteoirí a chumasú le go mbeidh sé/sí in ann feidhmiú trí mheán na Gaeilge go neamhfhoirmiúil le pobal na scoile, agus é/í féin a chur in iúl go héifeachtach nuair a bhíonn Gaeilge á múineadh. Cuirtear an-bhéim ar an nGaeilge a úsáid mar theanga bheo chumarsáideach le linn an lae scoile, chomh maith le feasacht chultúrtha a fhorbairt. Spreagtar an t-ábhar oide chun taitneamh a baint as an modúl, dearcadh dearfach a fhorbairt i leith na teanga, mar aon le fonn san ábhar oide a chothú an Ghaeilge a úsáid mar theanga i bpobal foghlama ilteangach. Tógtar sa mhodúl seo ar an obair a rinneadh sa chéad bhliain agus cuirtear níos mó béime ar an bhfoghlaim neamhspleách.				
Link to Moodle page:	Course: ED8207 B.Ed 2 Gaeilge | MIEOnline			

Module Name:	**English (Language, Literacy & Literature 2)**			
Module Code:	ED8207	**ECTS:** 2.5	**Module Type**	Core
Module Description				
Traditional story is an important part of the cultural heritage passed on from one generation to the next and is also the foundation for much literature for children and adults. This module aims to build on the JF Programme in further developing the students' literacy skills, their knowledge and appreciation of story (with an emphasis on folktales/fairy tales and their socio-cultural contexts). The module aims to engender in the students an enthusiasm for narrative and a desire to share stories with others as well as a critical awareness of the socio-cultural and ideological dimensions of stories. On successful completion of this module students should be able to: • Critically analyse and appraise a selection of traditional stories • Apply a general knowledge of traditional story to discussion of specific stories • Engage in close analysis and broad discussion of the fairy-tale genre • Draw on secondary literature in their analysis of selected stories				

• Write fluently and accurately with appropriate use of the conventions of literary criticism/academic writing	
Link to Moodle page:	Course: ED8207 B.Ed 2 English Language Literacy & Literature | MIEOnline (learnonline.ie)

Module Name:	**Drama and the Arts**			
Module Code:	ED8204	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module focuses on enabling students to plan and facilitate a range of suitable drama methodologies and strategies (e.g. process drama and Mantle of the Expert) in the Senior Classes. Analysis of the theoretical and practical principles which underpin process and educational drama more broadly are also explored. Key debates in the field are explored, and methods of planning, structuring and devising for the Senior Classes are examined. In music and visual arts education, this module extends students' subject and pedagogical connoisseurship through participation, repertoire and critical, contextual and curriculum studies. It also examines the curriculum for music and visual arts in the senior classes in light of pupils' aesthetic and creative development. Musical and artistic development of the child as a senior learner, assessment of music and visual art, and lesson and thematic planning are key foci for this module.				
Link to Moodle page:	Course: ED8204 - B.Ed. 2 - Drama and The Arts | MIEOnline (learnonline.ie)			

Module Name:	**Inclusion and Special Education Needs 2**			
Module Code:	ED8216	**ECTS:** 5	**Module Type**	Core
Module Description				
Building on students' learning during module 1 and the conceptual models introduced then, this module will further address students' development of appropriate knowledge, skills and attitudes as they prepare to become practitioners of Inclusive and Special Education in Ireland. By coursework and via referral to relevant research and readings, it seeks in particular to develop students' knowledge of, and understanding about a range of linguistic, communicative and physical conditions and the possible implications of these for children's learning. Interventions, strategies and assessments pertinent to the facilitation of this				

learning will be addressed. The development of students' knowledge of, and skills in planning for both differentiated and special education practice will be a key focus of the module, as will the enhancement of appropriate attitudes with respect to varied learning ability and to the social inclusion of individuals with special educational needs. It is anticipated that the development of such knowledge, understanding and attitudes will be facilitated particularly through student observation, documentation and practice in special and mainstream class settings. Having reflected on their learning during these school placement experiences, students will also be supported in their comparison and critique of national and international practices and trends in special educational needs provision.	
Link to Moodle page:	Course: ED8216 B.Ed 2 Inclusive & Special Education | MIEOnline

Module Name:	**Múineadh na Gaeilge**			
Module Code:	ED8202	**ECTS:** 2.5	**Module Type**	Core
Module Description				
Sa mhodúl seo cuirtear béim ar na modhanna agus cuir chuige éagsúla chun an Ghaeilge a mhúineadh sa seomra ranga. Tógtar ar an mbonn eolais a fuair siad sa chéad bhliain. Forbraítear tuiscint na mac léinn ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sna ranganna sóisearacha mar a mholtar i gCuraclam Teanga na Bunscoile (2019). Tugtar tuiscint do na mic léinn ar Churaclam na Gaeilge agus ar a bhfuil i gceist le Cur Chuige Cumarsáideach sna ranganna sinsearacha go háirithe. Tugtar deiseanna do mhic léinn straitéisí, modhanna múinte agus áiseanna cuí a fheiceáil in úsáid, triail a bhaint astu agus staidéar agus machnamh a dhéanamh orthu. Tugtar tuiscint do mhic léinn ar an tábhacht a bhaineann le béim a chur ar thaitneamh, ar dhearcadh dhearfach i leith na Gaeilge a chothú agus ar úsáid a bhaint aisti go neamhfhoirmiúil sa seomra ranga. Cuirtear féidearthachtaí agus buntáistí a bhaineann le hábhair eile a mhúineadh trí mheán na Gaeilge a chur os comhair na mac léinn. Tógtar ar an mbonn eolais a fuair mic léinn sa chéad bhliain. Cabhraítear le mic léinn tabhairt faoi phleanáil ghearrthréimhseach agus fhadthréimhseach do Mhúineadh na Gaeilge sna ranganna sinsearacha ach go háirithe, do Shocrúcháin Scoile.				
Link to Moodle page:	Course: ED8202 B.Ed 2 MNG | MIEOnline (learnonline.ie)			

Module Name:	**English Methods**

Module Code:	ED8202	ECTS: 2.5	Module Type	Core
Module Description				
As language is central to learning and English is the medium for most learning in the Primary School Curriculum, the importance of literacy in English cannot be overstated. Children at senior class levels need to develop literacy skills in the three language strands of oral language, reading and writing. On successful completion of the module, students will be able to: • encourage a positive, creative and imaginative attitude to teaching English in the senior classes (5th and 6th classes) of the primary school • provide opportunities for students to experience teaching methods, strategies and resources for teaching English across the three strands of oral language, reading and writing as relevant to the senior classes • give students an understanding of the stages of literacy development as pertinent to children in senior classes • introduce student teachers to the content of the Primary School English Curriculum in the context of teaching literacy in the senior classes • develop the student's role in short term planning and organising for the teaching of English in the senior classes • give students an understanding for the strong reciprocal relationship between oral language and literacy				
Link to Moodle page:	Course: ED8202 B.Ed 2 English Methods | MIEOnline (learnonline.ie)			

Module Name:	**School Placement 2**			
Module Code:	ED8201	**ECTS: 10**	**Module Type**	**Core**
Module Description				
The School Placement Studies course examines the role of the primary teacher and provides an overview of the Primary School Curriculum (1999). On completion of this course students will be able to demonstrate a professional approach to teaching, engage in reflective action on their teaching and learning, explore a range of teaching skills that include group teaching, cross-curricular skills, integration, monitoring pupil environment, medium to long-term planning and will be able to design age appropriate activities for the senior classes.				

• To extend students' range of skills and abilities so that they can reflect on a variety of methodologies and consider their implementation in the classroom • To progress students' concepts of the role of the teacher and develop their professionalism in the classroom • That students will learn to plan comprehensively for teaching to include integration of subjects and collaborative learning practices • That students will engage with a variety of differentiation and assessment strategies when planning for and teaching in the classroom • That students are able to apply a variety of principles and techniques in classroom behaviour management • That students will develop (a) an increased awareness of the importance of creating a stimulating classroom environment and (b) the necessary skills to realise this aim at the level of practice. • That students learn to self-reflect and evaluate classroom preparation and performance and implications for future planning	
Link to Moodle page:	Course: ED8201 B.Ed 2 Professional Studies | MIEOnline (learnonline.ie) See School Placement Handbook

B.Ed. Year 3 Semester 1

Module Name:	**Music and the Arts**			
Module Code:	ED8302	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module has a particular weighting on music education, developing students' musical concepts and skills through active engagement in listening and responding, composing, and performing activities. It situates the teaching of music in the context of the primary classroom with a focus on music learning in junior classes, examining curricula and the musical development of students within this age group. Students will continue to develop a rationale for the inclusion of music within the primary school curriculum. Students will also explore methodological and organisational strategies for music teaching and learning, considering schematic and thematic planning, assessment, and differentiation within the music lesson. In visual arts education, this module focuses on the aesthetic and creative development of children in junior classes in the primary school context. Students will explore methodological and organisational strategies for supporting their classroom practice, with particular focus on schematic planning, differentiation and multicultural art education. Similarly, in the drama component, students focus on exploration of theories and practical application of drama education for junior classes. Emphasis is also placed on use of puppets, planning, differentiation and assessment and whole school planning for drama.				
Link to Moodle page:	Course: ED8302 - B.Ed. 3 - Music and the Arts | MIEOnline (learnonline.ie)			

Module Name:	**Cumas Cumarsáide sa Ghaeilge don Scoil agus don Phobal**			
Module Code:	ED8307	**ECTS:** 2.5	**Module Type:**	Core
Module Description				
Sa mhodúl seo, cuirtear béim ar an nGaeilge mar theanga bheo chumarsáide. Díríonn an modúl ar an gcumarsáid éifeachtach le pobal na scoile san éisteacht, sa labhairt, sa léitheoireacht agus sa scríbhneoireacht. Ag deireadh an mhodúil, ba chóir don mhac léinn a bheith in ann: - éisteacht le teachtaireachtaí a bhaineann le saol na scoile agus iad a thuiscint;				

- labhairt go líofa agus go cruinn i mbun teagaisc, i suíomhanna neamhfhoirmiúla leis na páistí agus i gcumarsáid le daoine fásta eile sa scoil; - ríomhphoist, litreacha, fógraí scoile, póstaeir, nótaí teachtaireachta, gairmré, cuirí, tuairiscí agus doiciméid eile scoile a scríobh go cruinn; - lámhleabhair, ciorcláin, ailt i bhfoilseacháin do mhúinteoirí a léamh agus a thuiscint, agus a bheith in ann píosaí ábhartha a léamh os ard do phobal éisteachta na scoile.	
Link to Moodle page:	Course: ED8307 B.Ed 3 Cumarsaid (learnonline.ie)

Module Name:	**Communicative Competence in English for School and Community**			
Module Code:	ED8307	**ECTS:2.5**	**Module Type**	**Core**
Module Description				
This module is part of the theme Professional Studies and the Practice of Teaching. The module intends to develop in students an appreciation of the diversity and complexity of the relationships that exist within primary school communities. Through exploring the roles of the stakeholders in a child's education and reflecting on their own attitudes and understanding of partnership they will be better able to understand how a complex organisation such as school operates. It is important for beginning teachers to be aware of the range of strategies that may be used to develop positive relationships and communicate effectively in their professional lives.				
Link to Moodle page:	Course: ED8307 B.Ed 3 Communicative Competence | MIEOnline (learnonline.ie)			

Module Name:	**Sociology**			
Module Code:	ED8310	**ECTS: 5**	**Module Type**	**Core**
Module Description				
The purpose of this module is to introduce students to the some key sociological frameworks and concepts which seek to explain the relationship between schooling, education and society. The module will provide students with the opportunity to develop a range of critical 'thinking tools' through they can situate their work as educators *vis-a-vis* wider societal processes and social phenomena. In particular it will explore the way in which schooling is				

implicated in both the reproduction and distribution of educational and other life chances relative to different minoritised groups (e.g., *social class, gender, LGBTQI, minority ethnicities including members of the Travelling and Roma communities, refugee and asylum seeking children and young people*).	
Link to Moodle page:	Course: ED8310 B.Ed 3 Sociology of Education (learnonline.ie)

Module Name:	**Teaching and Learning 2 /Behaviour Management**			
Module Code:	ED8308	**ECTS:** 5	**Module Type**	Core
Module Description				
Approximations of Practice In common with other areas of professional learning, from medicine to psychotherapy, approximations of practice are increasingly being used as a "pedagogy of enactment" (Grossman, Hammerness and McDonald, 2009) in the preparation and assessment of teachers. The approximations are centred around high leverage practices or core practices in teaching, examples of which include teaching the whole class and understanding variations in achievement, preparing for a lesson, leading a whole-class discussion, connecting content across lessons, teaching while students work independently, establishing a classroom culture (Lampert, 2001). This module extends what students learned when doing their approximations of practice in their junior freshman year. The practices this year emphasise differentiation, assessment and use approximations that include interaction with members of the wider school community. As far as possible approximations are integrated with one another. **Behaviour Management** As part of their Bachelor in Education, students' engage in modules on classroom management, which focus on day-to-day organisational matters within their practice. Students also take modules in Special Educational Needs, which explore some of the learning and emotional-behavioural difficulties of children they are likely to encounter during their careers. This course on Behaviour Management forms part of the Professional Studies module and will focus on the needs of children whose behaviour is not necessarily identified as a 'Special Educational Need', but which, nevertheless, may not be successfully managed through regular classroom management strategies.				

Link to Moodle page:	Link to T&L 2: Course: ED8308 B.Ed 3 Teaching & Learning II :Approximations of Practice (learnonline.ie) Link to Behaviour Management: Course: B.Ed 3 Behaviour Management (learnonline.ie)

Module Name:	**Literacy Education**			
Module Code:	ED8318	**ECTS:5**	**Module Type**	**Core**
Module Description				
A critical component of the Bachelor in Education programme is the development of the necessary knowledge and competency required to teach and assess literacy in a primary school setting. Teachers' successful implementation of research-based literacy instruction requires at least basic knowledge about components of literacy, as well as how to assess those components (Spear-Swerling & Zibulsky, 2014). Teachers must also have knowledge of language structure, reading development, and pedagogy to differentiate instruction for diverse learners and children with learning disabilities. This module aims to introduce student teachers to the science of reading, to develop student teachers' own knowledge of the structure of language (phonology, morphology, syntax, semantics), and to introduce student teachers to what literacy learners need in order to 'crack the code' of written language.				
Link to Moodle page:	Course: ED8318 BEd3 Literacy Education (learnonline.ie)			

Module Name:	**Early Childhood Education**			
Module Code:	ED8306	**ECTS:5**	**Module Type**	**Core**
Module Description				
Students undertake studies in Early Childhood Education to develop their understanding of how young children learn best. On completion of the module students should have developed the skills necessary to organise, manage and support young children's learning using appropriate teaching methodologies such as talk and discussion, active learning, collaborative learning, problem-solving and use of the environment. Students also need to be conversant with up-to-date research in Early Childhood Education and should be able to advocate for children and for appropriate classroom practice for the early childhood years.				

The course focus includes playful learning, developing and supporting child agency and voice, oral language development and classroom management and organisation.	
Link to Moodle page:	Course: B.Ed 3 Early Childhood Education | MIEOnline (learnonline.ie)

B.Ed. Year 3 Semester 2

Module Name:	**Mathematics**			
Module Code:	ED8304	**ECTS:** 5	**Module Type**	Core
Module Description				
The underlying principle of the module is to enable students to deepen their understanding of mathematics, in order that they can effectively do the work of teaching. It is designed to facilitate the acquisition of a range of specialised knowledge and skills required for the work of teaching mathematics (Ball, D. et al, 2008). Learners engage in unpacking familiar concepts, procedures and principles to develop competency in the practices required in teaching mathematics, such as explaining and following explanations, reasoning and problem solving. The module aims to encourage students to use their initiative to engage with mathematics (Mason, J., 2006) and to strengthen self-belief in their mathematical ability, with the purpose of fostering a positive attitude towards the subject. It also aims to facilitate deepening of conceptual understanding of mathematics and to lead students towards using their mathematical powers and abilities, through conjecturing, exploring, testing and communicating, rather than by learning 'facts' or 'procedures' by rote and to develop competence in the expertise required to be skilled and confident mathematics educators. On successful completion of this module, the student should be able to analyse and solve a range of mathematics problems that teachers need to solve when teaching key topics in primary school mathematics. Students should also be able to represent abstract mathematical ideas in multiple ways that primary school children will understand and to provide mathematically precise definitions of key terms which are comprehensible to primary school students. The module assessment consists of a practical demonstration task and a written examination.				
Link to Moodle page:	Course: ED8304 B.Ed 3 Mathematics Competency | MIEOnline			

Module Name:	**Maths Methods 3**			
Module Code:	ED8305	**ECTS:**2.5	**Module Type**	Core
Module Description				
This third-year module aims to develop in student teachers the ability to create, implement and assess engaging and challenging mathematical experiences for children in infants to first class of primary school. Student teachers are introduced to the content of the Primary School Mathematics Curriculum (junior infants to first class) through a problem-solving approach so that they will understand how to prepare and implement mathematics lessons across all strands of mathematics at primary level. The following topics are included: algebra and early mathematical activities, data, number, measures and shape and space. Students are provided with opportunities to develop an understanding of the important role of language and play in the mathematical development of young children. The module examines connections between the Primary School Mathematics Curriculum and the Aistear framework. These are considered in light of international findings. Students examine examples of mathematical ideas and explore the pervasive nature of numeracy in the lives of young children. In this module, assessment consists of a written examination.				
Link to Moodle page:	Course: ED8305 B.Ed 3 Maths Methods | MIEOnline (learnonline.ie)			

Module Name:	**Social Environment & Scientific Education S.E.S.E.**			
Module Code:	ED8305	**ECTS: 2.5**	**Module Type**	**Core**
Module Description				
This course at junior sophister level seeks to build on the preceding senior freshman course in Social Environmental and Scientific Education (SESE) with a particular emphasis on teaching junior classes (infants to second) in the primary school. Education about the environment can be pursued through a range of learning experiences across a number of curricular subjects. The national strategy for improving literacy and numeracy in schools – *Literacy and Numeracy for Learning and Life – The National Strategy to Improve literacy and Numeracy among Children and Young People (2011)* advocates a cross-curricular approach to developing literacy and numeracy so that pupils can apply those skills to real life situations and enable them to make sense of the world.				

There is immense potential for integration and linkage between SESE and other curricular areas. Key mathematical skills such as problem solving, estimating and measuring, problem solving, and analysing data are also skills shared with the subject areas of science and geography in particular. History also has potential to develop the mathematical understanding of time and time measurement. Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography and science. The study of the Primary School Curriculum (1999) and the associated Teacher Guidelines will be the main focus of the course.	
Link to Moodle page:	Course: ED8305 B.Ed 3 SESE | MIEOnline (learnonline.ie)

Module Name:	**Research Methods**			
Module Code:	ED8320	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module introduces students to educational research methods and the nature of educational research. It supports students to develop an understanding of the inter-relationships between theory, practice and research in classrooms, schools and communities in the context of primary education. Students will be introduced to the value that a research approach can bring to education practice and professional development. Drawing upon a wide range of national and international research resources, including blogs, podcasts, webinars, datasets and academic literature, students will be introduced to key ontological, epistemological and methodological perspectives in education. The module will build student's reflective and critical exploration of initial research design with a view to the practicalities of conducting the research. The structure of this module is sequential; helping students to identify a research topic and formulate research question(s) that draw on their intellectual interests and their professional placement experience: conduct a systematic literature review, select appropriate research methods and methodologies; and appreciate best ethical principles and practices for participant research. By the end of the module students will complete a research proposal that outlines their research design.				
Link to Moodle page:	Course: ED8320 B.Ed 3 Research Methods | MIEOnline (learnonline.ie)			

Module Name:	**Múineadh na Gaeilge**			
Module Code:	ED8303	**ECTS:** 2.5	**Module Type**	Core
Module Description				
Sa mhodúl seo cuirtear béim ar na modhanna agus cuir chuige éagsúla chun an Ghaeilge a mhúineadh sa seomra ranga. Forbraítear tuiscint na mac léinn ar mhúineadh na Gaeilge mar theanga bheo chumarsáide sna ranganna sóisearacha mar a mholtar i gCuraclam Teanga na Bunscoile (2019). Tugtar tuiscint do na mic léinn ar Churaclam na Gaeilge agus ar a bhfuil i gceist le Cur Chuige Cumarsáideach sna ranganna sóisearacha go háirithe. Tugtar deiseanna do mhic léinn straitéisí, modhanna múinte agus áiseanna cuí a fheiceáil in úsáid, triail a bhaint astu agus staidéar agus machnamh a dhéanamh orthu. Tugtar tuiscint do mhic léinn ar an tábhacht a bhaineann le béim a chur ar thaitneamh, ar dhearcadh dhearfach i leith na Gaeilge a chothú agus ar úsáid a bhaint aisti go neamhfhoirmiúil sa seomra ranga. Cuirtear féidearthachtaí agus buntáistí a bhaineann le hábhair eile a mhúineadh trí mheán na Gaeilge a chur os comhair na mac léinn. Tógtar ar an mbonn eolais a fuair mic léinn sa chéad bhliain. Cabhraítear le mic léinn tabhairt faoi phleanáil ghearrthréimhseach agus fhadthréimhseach do Mhúineadh na Gaeilge sna ranganna sinsearacha ach go háirithe, do Shocrúcháin Scoile.				
Link to Moodle page:	Course: ED8303 B.Ed 3 Muineadh na Gaeilge | MIEOnline (learnonline.ie)			

Module Name:	**English Methods**			
Module Code:	ED8303	**ECTS: 2.5**	**Module Type**	**Core**
Module Description				
As language is central to learning, the importance of becoming literate in English cannot be overstated. Children at the junior class level (Junior Infants – 1st Class) of primary school need to develop crucial literacy skills in the three language strands of the Primary Language Curriculum: oral language, reading and writing. This module will provide student teachers with the guidance and instruction needed to understand how these skills are developed and learn evidence-based methodologies for teaching these vital skills. Over the course of this module, student teachers will develop an understanding of the complementary nature of reading, writing and oral language development in emergent literacy, understand stages of children's literacy development and how to teach literacy. The module will also develop student teachers' understanding that children take individual and				

multiple pathways in their literacy learning and they will be introduced to short- and long-term planning for the teaching of English in the junior classes based on the Primary Language Curriculum (NCCA, 2019).	
Link to Moodle page:	Course: ED8303 BEd3 English Methods (learnonline.ie)

Module Name:	**School Placement 3**			
Module Code:	ED8301	**ECTS: 10**	**Module Type**	**Core**
Module Description				
The School Placement Studies course examines the role of the primary teacher and provides an overview of the Primary School Curriculum (1999). On completion of this course students will be able to demonstrate a professional approach to teaching, engage in reflective action on their teaching and learning, explore a range of teaching skills that include group teaching, cross-curricular skills, integration, monitoring pupil environment, medium to long-term planning and will be able to design age appropriate activities for the senior classes. • To extend students' range of skills and abilities so that they can reflect on a variety of methodologies and consider their implementation in the classroom • To progress students' concepts of the role of the teacher and develop their professionalism in the classroom • That students will learn to plan comprehensively for teaching to include integration of subjects and collaborative learning practices • That students will engage with a variety of differentiation and assessment strategies when planning for and teaching in the classroom • That students are able to apply a variety of principles and techniques in classroom behaviour management • That students will develop (a) an increased awareness of the importance of creating a stimulating classroom environment and (b) the necessary skills to realise this aim at the level of practice. • That students learn to self-reflect and evaluate classroom preparation and performance and implications for future planning				
Link to Moodle page:	Course: B.Ed 3 Professional Studies NEW | MIEOnline (learnonline.ie)See School Placement Handbook			

B.Ed. Year 4 Semester 1

Module Name:	**Philosophical and Historical Understandings of Education 2**			
Module Code:	**ED8405**	**ECTS:5**	**Module Type**	**Core**
Module Description				
Brief module synopsis This course provides an opportunity for students to engage with the major philosophical approaches to education from ancient Greece to the present day. Students will be exposed to a range of ideas, policies and practices in such areas as: the authority to educate; the nature and aims of education; equitable provision of education and the responsibilities therein; educational ethics. Through interrogation of these approaches, the students will be enabled to interrogate their own personal philosophical positions regarding educational practice.				
Link to Moodle page:	Course: B.Ed 4 Historical & Philosophical Understandings of Education (learnonline.ie)			

Module Name:	**Teacher as a Knowledgeable Professional: Mathematics**			
Module Code:	ED8404	**ECTS:**5	**Module Type**	Core
Module Description				
The module taps into emerging research on teacher knowledge, with a focus on mathematics, in order to prepare students for doing the work of teaching. Mathematical knowledge for teaching includes several domains of subject matter knowledge (common content knowledge, specialised content knowledge and horizon content knowledge) and of pedagogical content knowledge (knowledge of content and students, knowledge of content and teaching and knowledge of content and curriculum). The module is focused on developing the students' mathematical knowledge in each of the domains. Until the last decade of the twentieth century teachers' subject matter knowledge tended to be downplayed as an area of research and as a component of teacher education. A key feature of the module involves making explicit the connections between the knowledge being developed and its relevance to the practice of teaching. Therefore the relationship between developing teachers' own knowledge and enhancing the mathematical quality of the instruction they offer is highlighted. In this module, assessment consists of a written examination and continuous assessment.				

Link to Moodle page:	Course: ED8404 B.Ed 4 Teacher as Knowledgeable Professional : Mathematics (learnonline.ie)

Module Name:	**SESE: Inquiry in Science Education**			
Module Code:	ED8406	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This course at Senior Sophister level seeks to build on the preceding three years in Social Environmental and Scientific Education (SESE) with a particular emphasis on inquiry and education for sustainability across all class levels in the primary school. Science education enables us to develop our interest in, and understanding of, the living, material and physical world and develops the skills of collaboration, research, critical enquiry and experimentation. Education through, about and for the environment can be pursued through a range of learning experiences across all class levels. The STEM Education Implementation Plan for 2017-2019 highlighted the importance of providing "the highest quality STEM education experience for learners that nurtures curiosity, inquiry, problem solving, ethical behaviour, confidence and persistence, along with the excitement of collaborative innovation". Areas of study include curriculum content, methodologies and approaches, integration and planning, assessment, resource planning and use of technology in teaching history, geography and science. The study of the Science curriculum (1999) and the associated Teacher Guidelines will be the main focus of the course.				
Link to Moodle page:	Course: ED8406 SESE: Inquiry in Science Education | MIEOnline			

B.Ed. Year 4 Semester 2

Module Name:	**Research Methods/Dissertation**			
Module Code:	ED8402	**ECTS: 15**	**Module Type**	**Core**
Module Description				
This module is designed to extend the learning from students Research Methods module which they completed in JS year, with a view to students preparing and submitting a substantial piece of independent research relevant to education. The module explores the practical applications of research methodologies and methods of analysis. Students will develop an advanced understanding of ethical conduct, instrument design, data gathering and data analysis. Students will be introduced to frameworks for conducting quantitative, qualitative and mixed-method data analysis, including thematic analysis; deductive and inductive methods; reliability and validity, triangulation possibilities and an introduction to the use of data analysis software. This module enables students to practice being novice researchers and activate a research methodology appropriate to the problem under investigation. Students will develop an appreciation for systematic, relevant and robust inquiry in education, with a view to informing their practice into the future. Through the collection and analysis of research data, students will have the opportunity to apply and articulate their research skills in their work as teachers on professional placement. Students have the support of their supervisor as they engage in the process and a focus on enhancing practice will be employed. Finally, students will recognise the broader societal and educational implications of their research as they are introduced to creative and innovative presentation strategies to exhibit educational research; and are given the opportunity to share, collaborate and debate research with peers				
Link to Moodle page:	Course: ED8402, ED8405, EC8405: Dissertation 2024 | MIEOnline (learnonline.ie)See Dissertation Handbook.			

Module Name:	**Advanced School Placement**			
Module Code:	ED8401	**ECTS: 25**	**Module Type**	**Core**
Module Description				
Learning to teach through the practice of teaching is a critical component of teacher education programmes. (Furlong and Maynard, 1995). Field experiences in teacher education programs are excellent opportunities for preservice teachers to learn to teach in				

complex and authentic learning situations. Sawyer (2006) posits that knowledge is now considered as 'situated, practised and collaboratively generated.' Indeed it is because of this that learning to teach through the practice of teaching while on school placement is a critical component of teacher education programmes (Furlong and Maynard, 1995). Reflection is regarded as a key activity during this teacher development process (Postholm, 2008). Russell (2005) further argues that 'teacher educators should create discursive context/communities to situate student teachers for reflective practices.' By contextualising such a methodology within the primary school and classroom, students will be facilitated in engaging in a purposeful process of critical inquiry into Primary Education in Ireland At Senior Sophister stage, students will have increased responsibilities for planning and teaching to include a significant period when they will have total responsibility for the teaching and learning within the classroom. Students reflect on their practice during the placement and discuss this with their tutor during feedback sessions. Students will be required to set learning goals for themselves based on their reflections and learning from their Junior Sophister practice. Students will be required to reflect on varying aspects of teaching and learning and to both contribute these reflections to their professional portfolio and discuss them with their tutor.

Link to Moodle page:	Course: BED4 and PME2 Advanced School Placement 2026 | See School Placement Handbook

B.Ed. Year 4 Electives[3]

Module Name:	**Space to Grow: School Gardens, Outdoor Learning and Education for Sustainability**			
Module Code:	ED8410	**ECTS: 5**	**Module Type**	**Elective**
Module Description				
Garden-based learning (GBL) is becoming increasingly important in Irish schools. GBL can contribute to all aspects of basic education, including academic and life skills, personal, social and moral development. The garden is a foundation for integrated learning in and across disciplines – including science, maths, art, geography and history, as well as literacy and numeracy. Growing and caring for plants provides active, engaging and real-world experiences that have personal meaning for the learners. Schools growing programmes can				

[3] Not all electives are available each academic year

be of particular benefit in urban and disadvantaged areas, where exposure to green space can be limited. This module will give students practical growing experience, building their confidence to create and use a garden as an outdoor classroom and to engage in growing activities with children. Workshops will encompass a range of growing skills, including seed-sowing, propagation from cuttings, garden design and construction, crop care, composting and recycling. The role of gardens and outdoor learning in promoting increased environmental awareness and environment-friendly behaviour will also be explored	
Link to Moodle page:	Course: ED8410 B.Ed 4 Elective Space to Grow Sandra Austin 2627 | MIEOnline

Module Name:	**Creating a Culture of Reading in the Primary Classroom**			
Module Code:	ED8407	**ECTS: 5**	**Module Type**	**Elective**
Module Description				
Fostering a robust culture of reading in primary school is essential in motivating children to read. A fundamental strategy in creating an effective culture of reading is the consistent facilitation of opportunities to read for pleasure. A crucial factor in developing a culture of reading in a primary school community of reading, is teacher knowledge. This module provides students with an insight into the many educational and emotional benefits associated with reading for pleasure and the necessary steps in the creation of a culture of reading. This elective aims to prepare students for the implementation of reading for pleasure practices within the primary school to support the enjoyment of reading, reading attainment, book talk and motivation to read a variety of genres for pleasure. Throughout the module, students will gain an insight into a wide variety of purposeful and pedagogically-sound procedures that facilitate the creation of a culture of reading in the primary classroom and school community. An effective culture of reading embraces relational pedagogy, reciprocity and interaction which the social nature of reading for pleasure practices depend upon. Module content is coupled to the learning outcomes of the 2019 Primary Language Curriculum, and illustrates for students how reading for pleasure systems can be integrated with learning extension experiences across the curriculum and as a means of facilitating oral language development through book talk.				
Link to Moodle page:	Course: ED8407 B.Ed 4 Elective Culture of Reading 2627 | MIEOnline			

Module Name:	The World in the Classroom			
Module Code:	ED8412	ECTS: 5	Module Type	Elective
Module Description				
This module will deepen the work the students began in Year 1 in the module on Equality Studies (or in Year 2 in their lectures on Intercultural Ed & Development Ed). It will take a particular focus on global justice themes, including human rights education; racism and anti-racism; critical perspectives on 'development' and 'development education'; trade justice; and education for sustainable development. While many of these topics were introduced in Year 1 (or Year 2), this elective will enable students to investigate them in a deeper way, thus strengthening their ability to address such issues in the classroom. This module will also provide students with the opportunity to re-visit these themes through the lens of their school placement experiences from Years 1 to 4 of the B.Ed.				
Link to Moodle page:	Course: BEd 4 Specialism 2627 : The World in the Classroom | MIEOnline			

Module Name:	Supporting Learners with Special Educational Needs in all School Settings			
Module Code:	ED8413	ECTS: 5	Module Type	Elective
Module Description				
This advanced module extends the knowledge and understanding of inclusive special education modules undertaken by students in Year 2 (Inclusive and SEN 1 and 2). this elective will focus specifically on supporting learners with a range of abilities within a classroom setting. It will develop understanding of planning requirements in relation to providing an accessible broad and balanced curriculum, in addition to addressing priority needs through group and individual support. While students will have previously examined aspects of inclusive education and supporting the needs of a diverse range of learners, they will be invited to explore selected topics in more depth thus enabling them to effectively assess strengths and needs, identify priority areas and plan teaching and learning experiences based on a strengths-based, evidence-informed and universal design for learning approach. Students will develop their knowledge of collaborative practices and a range of therapeutic supports to support learners in an inclusive classroom. Students will re-engage with their understanding of behaviour as communication and will develop				

awareness of strategies for de-escalating risk behaviours. The right for all children to be included alongside their peers will be examined with an exploration of what inclusion may look like for learners with more complex needs. This elective will also serve as an opportunity for students to re-engage with pertinent aspects of inclusive practice and reflect on the progressive realisation of a more inclusive education system in preparation for their professional teaching careers.

Link to Moodle page:	Course: ED8413 B.Ed 4 Elective Supporting Learners with SEN 2627 Elizabeth & Lisa | MIEOnline

Module Name:	**Supporting Early Literacies in DEIS Schools**			
Module Code:	ED8414	**ECTS: 5**	**Module Type**	**Elective**
Module Description				
This elective aims to equip students to become professionally effective in supporting and promoting early literacy in DEIS schools and in the wider community. The National Strategy to Improve Literacy and Numeracy among Young People 2011-2020, reports that 'one in ten children in Irish schools has serious difficulty with reading or writing; in some disadvantaged schools this is as high as almost one in three students'. These statistics highlight gaps in relation to literacy attainment levels in DEIS schools in particular, and provide the rationale for this elective – to promote and support the effective teaching and learning of early literacy in DEIS schools. Literacy is a critical component in the lives of young children to enable them to participate fully in schooling and in their wider communities. The National Strategy to *Improve Literacy and Numeracy among Young People 2011-2020* emphasises the key role that literacy plays in children's lives – 'without the skills of literacy and numeracy, a young person or adult is cut off from full participation in many aspects of life: they cannot perform basic tasks, such as reading or sending an e-mail; advertisements and notices are meaningless to them; they cannot jot down a shopping list or understand a utility bill; and they are cut off from participating in and contributing to many aspects of the society and culture in which they live' (2011, p.9). The report (2011), highlights the importance of improving the professional skills of those teach in the early years in particular. Early childhood, the period from birth to six years of age is identified as a time of significant opportunity for learning during which time children have an innate capacity to learn from the experiences they have in their homes and in the wider environment. Taking into account therefore, the context within which children develop and learn is significant. Environmental factors, including socioeconomic background, impact			

significantly on children's learning and development. This elective aims to explore and address the impact of environmental factors on children's early literacy skills in the context of DEIS schools.	
Link to Moodle page:	https://mie.learnonline.ie/course/view.php?id=2255

Module Name:	**Leadership in Primary Arts Education**			
Module Code:	ED8417	**ECTS: 5**	**Module Type**	**Elective**
Module Description				
Building on the core arts module studied in years 1-3, students in this elective will examine the role and value of the arts (which included Drama, Music, Visual Art, and other such arts such as Dance) in primary education contexts and make meaningful links between theory, research, policy and practice in line with contemporary curriculum developments (O'Sullivan et al. 2023; NCCA 2023). They will discuss and explore some of the current challenges and opportunities within arts education nationally and internationally, through multiple perspectives, for example, that of the generalist primary teacher, artist-teacher, teaching artist, and arts educator (Clapp 2016; Eisner 2003; Fahy 2023; Lucas 2016; Vincent-Lancrin et al 2019; Wenger 1999). During this module leadership within and across each art form will be considered in discrete and integrated ways (Barnes 2018; Bacon 2018; Russell-Bowie 2009; Fogarty 1992). An integrated arts performance will be devised by students in groups that combine the artistic domains around a central theme/stimulus and students will be encouraged to further their own arts-based practices as they develop their performances (Marshall 2019) As student engage with the module, they will also have the opportunity to develop their own leadership potential by gaining field experience in an arts-based setting or project (Edwards et al. 2021; Donovan & Pascale 2022). This could include, but is not limited to, projects within the MIE community, school settings, local stage schools, Comhaltas branches, galleries, museums, drama groups, self-initiated/student-led projects, Music Generation, or other arts initiatives.				
Link to Moodle page:	Not delivered in 2025-26			

Module Name:	Physical Education – Inclusion, Integration and Innovation			
Module Code:	ED8416	ECTS: 5	Module Type	Elective
Module Description				
This module introduces students to the concepts of inclusion, integration, and innovation. This participation-oriented course will extend the student's understanding of the core components of the Primary PE Curriculum. They will engage in a variety of activities, which will encourage personal and professional reflection on themes and issues surrounding the delivery of a comprehensive child-centred PE programme. There will be a particular emphasis on effective strategies for the inclusion of all children, those with additional needs on multiple levels (SEN, advanced learners, challenging behaviour), effective cross-curricular integration, and innovative ways of teaching all strands of the curriculum, to enhance teaching and learning. The course will encourage students to critically reflect on the content, skills and activities in each session.				
Link to Moodle page:	Course: B.Ed 4 Elective Physical Education 2425 Suzy Macken | MIEOnline			

Module Name:	Technology and Coding to Enhance Mathematics Learning			
Module Code:	ED8411	ECTS: 5	Module Type	Elective
Module Description				
A central tenet of Mathematics education is the ever-increasing role of technology. Research has consistently shown that the strategic use of technology strengthens mathematics teaching and learning (Fabien et al., 2018; Foster et al., 2016; Radovic et al/, 2019). Incorporating digital tools into mathematics lessons promotes mathematical thinking and understanding, supporting children to develop mathematical proficiency (NCCA, 2018). In spite of this, TIMSS 2019 highlighted that 66% of Irish students involved in the study indicated that they never use computers to support mathematics learning. Results also showed that classes where teachers "never or almost never" used computers to support learning had the lowest mathematical achievement (TIMSS, 2019). This module is foregrounded in three contemporary frameworks in digital learning and maths; namely, the Draft Primary Curriculum Framework, the Draft Primary Maths				

Curriculum, and the Digital Learning Framework. These frameworks oblige primary educators to embed digital learning in practice, necessitating the development of a range of specialized skills among primary school teachers. The content of this module will focus on developing coding and computational thinking skills amongst prospective primary educators, enabling them to apply such knowledge to teaching practice. Instruction will focus on developing maths and problem-solving skills and experimenting and creating within coding and programming, as recommended by the NCCA (2018)	
Link to Moodle page:	Was not delivered in 2025-26

Module Name:	**Education about Religion and Beliefs (ERB)**			
Module Code:	ED8409	**ECTS: 5**	**Module Type**	**Elective**
Module Description				
This module introduces students to some of the religious and non-religious beliefs of the children in primary classrooms in Ireland today. Over the last decade, the population in Ireland has become increasingly diverse, and the two fastest growing belief groups in Ireland are Islam and those who do not identify with any religious belief (CSO, 2016). This growing diversity and the introduction of the new area of *Education about Religions and Beliefs and Ethics* (ERBE) into the new Primary Curriculum, has considerable implications for the background knowledge and competence teachers need to have regarding belief diversity and how it relates to the identity of each child. Building on the work on world religions studied in BEd1, this module will explore the lived experiences of believers in the Islamic, Hindu, Buddhist, Jewish and Jehovah's Witness traditions. It will also explore the worldview of people identifying as Humanist and Atheist. The module will equip students with confidence and competence in the facilitation skills required for inter-belief dialogue to take place in classrooms.				
Link to Moodle page:	Was not delivered in 25-26			

B.Ed. (Primary): Programme Regulations

Registration

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

Examinations

1. Annual examinations are held in December (Semester 1 exams) and in March, April or May (Semester 2 exams). Re-assessment (repeat) examinations of both semesters are held in the following late August/early September.
2. The Court of Examiners will meet at the end of each academic year to moderate marks obtained by students.
3. Examination timetables are published well in advance of the dates of examination, by the examinations officer, on Moodle. The onus rests with each student to establish the dates of the examinations by consulting Moodle.
4. If a student is unable to sit or submit an assessment due to unforeseen circumstances, the student's tutor must be notified as soon as possible, **but no later than three days** after the missed assessment time or deadline, so that they can seek permission from the Registrar for the desired course of action (e.g. deferral until the next available sitting). Relevant supporting documentation must be submitted as soon as possible, but no later than three days after the missed assessment time or deadline, both to the Registrar's Office and the tutor e.g. med cert. Information on types of supporting documentation permissible can be found in the "Guidelines in support of ad misericordiam appeal"
5. An unexcused absence from an examination is recorded as NS (non-submission/sitting).
6. Examination results are published on MAESTRO, the student management system. It is the responsibility of each student to inform themselves of the results of the examinations by consulting MAESTRO. Any student who has failed the annual or re-assessment examinations should make arrangements the day after publication of results, to meet with the relevant lecturer and/or contact their tutor. If the tutor is unavailable, the student should contact the Registrar's Office.
7. Students' results may be returned as "Withheld" for outstanding fees or library fines until the outstanding fees are paid.

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

What is Second Marking, Blind Marking & Double Marking?

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

Second/third marking

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

Double blind marking

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

When is second marking used?

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

When is double blind marking used?

Double blind marking is typically applied in the following cases

- All final-year dissertations are double blind marked (pg.4 of 18-guidelines-on-writing-and-marking-examination-papers-assignments-june-2023docx.pdf)
- At the discretion of an MES course leader in relation assessments for a module delivered on their programme.
- At the discretion of the President or Registrar
- As the outcome of a decision of an appeals' committee
- In the case of final year assessments where there is one and only one module mark that falls between 35-39 prior to the external examiner reviewing the assessment.

B.Ed. Rules for Passing and Progression

1. A student's overall mark in each year is a combination of the student's mark in each module, calculated to the weighting allocated to each module.
2. A student must pass all modules, by achieving at least 40% in each module in order to complete the requirement of the years. Compensation is not permitted at module level.
3. Where a module mark is the average of two or more assessment components, compensation within the module is permitted, unless specified otherwise in the module specification. Compensation within the module applies if a student receives an overall pass result (40% or higher) and achieves at least 30% in the assessment component with the module.
4. Where a module consists of more than one assessment point, all course work and exams must be completed/submitted in order for the student to pass the module. This means that if work remains incomplete, the student fails even if the student's overall average on the completed work in a module exceeds 40%. In such cases, NS (non-submission/non-sitting) is recorded against the passing grade.
5. In the case of

   - Visual Arts and the Arts in Junior Fresh
   - Drama and the Arts in Senior Fresh
   - Music and the Arts in Junior Sophister

   students must achieve at least 40% in the core module component (i.e. Visual Arts in JF, Drama in SF and Music in JS)

6. In the case of;

   a. Language Methods (English Methods and Múineadh na Gaeilge)
   b. Language Competencies (Language, Literacy & Literature and Communicative Competence in English and in Irish)
   c. Maths Methods/SESE and Maths Methods/SEE
   d. Teaching and Learning 2: Approximations of Practice/Behaviour Management
   e. PE/SPHE
   f. Teaching English as an Additional Language/Modern Foreign Language

   internal compensation does not apply. For the purposes of examination, each module named in a-f above can be considered to consist of two module components each worth 2.5 ECTS credits. Students who fail any of the 2.5 ECTS module components listed above must repeat the failed module component(s) only.

7. The oral Irish component of the modules

    g. ED8107 Language, Literacy and Literature 1

    h. ED8207 Language, Literacy and Literature 2

    i. ED8307 Cumas Cumarsáide sa Ghaeilge agus sa Bhéarla don Scoil agus don Phobal

    must be passed independently (i.e. a fail result in the oral Irish component is not compensatable).

    - Where the student obtains an aggregate pass mark in the relevant module component but a fail mark in the Irish oral, only the oral exam needs to be repeated.
    - Where the student obtains an aggregate fail mark in the module component and a pass mark in the Irish oral, all parts of the module component, including the Irish oral exam, must be repeated.
    - Where a student obtains a pass mark in the re-assessment Irish oral, the aggregate mark in the module will be increased accordingly but the student's grade in the module cannot be raised, i.e. it is capped at the original grade obtained by the student.

8. Students cannot rise with their year until they have completed all the requirements of the previous year, including the school placement requirement.

School Placement

9. A student who fails the school placement component in any year of the programme is granted one and only one repeat attempt.
10. School placement re-assessment results are not subject to a cap in any year.
11. A student who fails the Junior Sophister or Senior Sophister year is required to repeat the module at the next available opportunity, on books or off books, as determined by the Court of Examiners.
12. A special re-assessment school placement Court of Examiners will consider the deferred school placement grades of final year students (i.e. B.Ed.4) who have successfully passed school placement practicum and who have also successfully passed all other modules. This does not apply to students who fail school placement. The court will take place at a time (towards early July) that allows final year students' results to be forwarded to the Teaching Council and Trinity College Dublin.

Grades

13. The following grade bands are used in assessing work in modules and in the overall results for the course.

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

14. Decisions about raising borderline marks (49%, 59% 69%) are made at the Court of Examiners.
15. Should a Freshman student's overall mark be borderline (i.e. 49%, 59%, 69%), the court may recommend that their grade be rounded up to the next grade if the student has:
    - Passed all modules in the annual exams.
    - A preponderance (more than 50%) of module grades in the next higher grade level.
    - The next higher grade level in both school placement grades (i.e. Preparation and Teaching and Learning).
16. In calculating a student's final degree result, marks from the Junior Sophister and Senior Sophister years will be used with the weighting 35/65. Students will receive an end-of-year result for the Junior Sophister year and for the Senior Sophister year in addition to their degree classification.
17. A student's overall final degree grade cannot exceed the student's overall grade level in the school placement module for the Senior Sophister year regardless of marks received in other modules.
18. Borderline marks are not considered for rounding up in Junior Sophister. In the case of a Senior Sophister student whose overall degree mark is borderline, all module marks, across Junior Sophister and Senior Sophister are considered.
19. In order for a borderline mark to be raised at the end of Senior Sophister year a student must have:
    - The next higher grade level in the dissertation.
    - A preponderance (more than 50%) of module grades in the Senior Sophister year in the next higher grade level.

- Passed all Senior Sophister modules and have at most one failed module in Junior Sophister year.
- Three Advanced School Placement grades (t**wo** of which must be in T&L) in the next higher grade level and the overall school placement grade in the next higher-grade band.

20. If an overall Advanced School Placement grade falls on a borderline mark (49, 59, 69), the grade may be raised to the next grade band if the student has the following
    a. Both Teaching and Learning (TB1 and TB2) are in the next grade band **and**
    b. One other grade is in the next grade band (i.e. on Planning and Preparation results **or** the Post Placement Interview)

Re-assessment Examinations

21. If a student fails a module (i.e. with a mark of 39% or lower) in the annual exams, a re-assessment exam or assignment must be taken at the next available sitting.
22. Students are required/permitted to only take re-assessment exam(s)/assignment(s) in assessment component(s) that is/are failed or not submitted, unless specified otherwise.
23. If a student in any of the four years has an unexcused non-submission/non-sitting, at the annual exam sitting, and submits/sits for the re-assessment session, the mark for work not previously completed counts as the second attempt and the mark awarded is capped at 40%, even where a higher mark was warranted.
24. In the case of Fresh students who take a re-assessment due to a failing mark in the annual examinations, there is no capping of module marks at re-assessment examinations. The overall end-of-year result for students who progress on the basis of marks attained at a re-assessment examination is recorded as "Pass at Re-assessment" e.g. 52% 'Pass at Re-assessment'.
25. In the case of Sophister students who take a re-assessment due to a failing mark in the annual examinations, there is no capping of module marks at re-assessment examinations. Instead, 20% of the marks awarded will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40%, the adjusted mark will stand at 40%.
26. If a student fails an assessment component of a module in the re-assessment exams by receiving less than 30% in that module component, irrespective of whether or not the module overall has been passed, all assessment components of the module must be taken at the next available sitting, unless specified otherwise.
27. If a student fails a module, overall, in the re-assessment exams, **all** assessment components of the module must be taken at the next available sitting.

28. If a student fails a module in the re-assessment examinations, with the exception of the school placement module, the student may be permitted by the Court of Examiners to repeat the year and take the module at the next available opportunity (i.e. the next annual examinations). Should the student be unsuccessful in the second annual examinations (i.e. third attempt overall), the student may take the examination one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is allowed, and the student will be excluded from the course.
29. The Court of Examiners decides if a student may be permitted to repeat the year on books or off books. Students who fail one or two modules but who pass the school placement module (all parts), will be recommended by the Court of Examiners to repeat the failed modules off books. Students who fail one or two modules and who fail school placement and students who fail three or more modules will repeat the year on books, this includes module(s) that were previously passed.
30. Students granted permission to repeat the year off books and to take examinations only will have the new marks and new overall grade presented to the annual Court of Examiners, which will include the marks for the re-assessment examinations and marks carried forward from the previous academic year. When one or more modules is/are repeated for a year on books or off books, the student's overall average is not capped at the overall annual grade from the previous year.

Senior Sophister Dissertation

31. A student who fails the dissertation module may be granted by the Court of Examiners up to a maximum of **two repeat attempts** of this module.
    - Students may be granted a first repeat attempt at the re-assessment exam in the autumn. If this is granted, students are required to submit a revision of the original dissertation that was submitted for the annual examination. Additional supervision is not available over the summer months. Assistance to students is limited to feedback provided at script viewing day and to Moodle online resources.
    - In the case of a student repeating the dissertation due to a failing mark, 20% of the mark awarded at re-assessment will be deducted from the marks earned for the piece of work. Where this deduction would result in the adjusted mark being less than 40% the adjusted mark will stand at 40%. In the case of a student taking the dissertation at re-assessments due to a non-submission at the annual examinations, the mark awarded for the re-assessment dissertation is capped at 40%.
    - Students who are unsuccessful in the dissertation module at the re-assessment examination may be permitted by the Court of Examiners to repeat the module

on books, as a **final attempt**, the following academic year. They are required to select and undertake a new research question. The mark awarded will not be capped. Should the student be unsuccessful at this time, no further repeat is possible.

- If a student fails to complete or submit the dissertation (for the annual or re-assessment examinations, or both), without notification and evidence of Ad Mis or medical circumstances, the result for the module is recorded as NS (Non-submission) and the overall grade for the year is recorded as a FAIL

Repeating a Year

1. Students are not permitted to repeat, in the same academic year, assessments or examinations that they have successfully completed or for which they have already achieved a pass or qualified (compensated) pass (i.e. marks between 35-39% where the pass mark is 40% or 45-49% where the pass mark is 50% for some professionally accredited courses), in order to improve their performance. This does not apply to a student who is repeating a full year on books, where the student is required to retake modules which they have previously passed.
2. Students are allowed to repeat any year of their undergraduate programme, as long as they do not repeat the same year more than once and do not repeat more than two years in total during their degree. Exceptions to this rule require special permission from the MIE President.
3. The maximum number of years to complete an undergraduate degree is six years for a standard four-year programme and seven years for a five-year programme.

Level 7 Degree Exit Award

In exceptional circumstances (typically related to medical/health, financial or professional circumstances), where a student has successfully completed all requirements of years 1, 2 and 3 of the course, the student may exit from the B.Ed. or B.Sc. course with an ordinary (level 7) B.A.

A student who wishes to apply for exiting with a level 7, B.A. degree should apply to the Registrar's Office to do so at the earliest possible opportunity and should supply relevant documentation to support the request.

A student who fails fourth year may apply to exit the course at Level 7.

In each case applications to exit a course at level 7 will be considered by the Registrar and decided on a case-by-case basis.

Students who exit with a level 7 ordinary B.A. degree may not re-enter the course.

Bachelor Degree (NFQ Level 7)

Qualifications which signify completion of the first cycle at ordinary Bachelor's level are awarded to students who have completed a course of study which enables them to show:

a. A comprehension (that builds on and supersedes their general secondary education) of the theory, concepts and processes pertaining to a field or (in the case of joint degrees) fields of learning.
b. A knowledge, supported by the use of advanced textbooks, of one or more specialised areas.

c. That they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and formulating and solving problems with their field of study.
d. That they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems.
e. That they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues.
f. That they have developed those learning skills which are necessary for them to continue to undertake further study at an honours Bachelor or a Higher Diploma level.

Note that an award at Level 7 will not meet the requirements for registration with the Teaching Council under the Teaching Council Regulations 2016 or for progression onto some level 9 courses.

External Examiner

Dr. John O Shea, Mary Immaculate College

Submission of Course Work

1. All course work, consisting of projects, assignments, folios, journals and exercises must be submitted by the due date to avoid the imposition of penalties. The penalties that apply are:
    - Ten percent (10%) of the marks awarded will be deducted from work which is submitted up to one week after the submission due date.
    - Twenty percent (20%) of the marks awarded will be deducted from work submitted between one and two weeks after the submission due date.
    - Assignments will not be accepted more than two weeks after the due date and the student will be returned as a non-submission (NS).
2. With advanced notice and good reason, due dates may be extended by the lecturer concerned at their discretion in consultation with the particular student and their tutor (and Registrar, if required) as appropriate.
3. Requests for an extension are made in writing **to the lecturer** and may be granted on medical grounds (with medical certificate required for submission) or in respect of *ad misericordiam* situations (with the approval of the student's personal tutor). In cases where an extension has been granted, the new date and the signature of the lecturer needs to be entered on the assignment cover sheet. For the purposes of applying penalties, the revised due date becomes the due date for submitting the assignment.

4. Where a piece of coursework is not submitted for the annual exams, the mark for the course work will be capped at 40% in the re-assessment exams.
5. Students are required to keep a copy of all assignments submitted.
6. If an assignment is failed or not submitted in the annual exams, students may be permitted by the Court of Examiners to submit an assignment for re-assessment. The deadline for receipt of re-assessment assignments is 1.00pm on the first day of the written examinations. The assignment is uploaded to the dedicated re-assessment Moodle page on or before the specified deadline.
7. Re-assessment assignments received following the deadline will not be accepted unless accompanied by written evidence (e.g. a medical certificate) of mitigating circumstances. Under no circumstances can re-assessment assignments be accepted after 17.00 on Friday of the re-assessment exams week.

Word Count

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

Academic Integrity

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

Context

Students refer to the work of other people when drafting assignments, writing essays, completing projects, creating performances and answering examination questions. Academic work and reports that influence our thinking and writing are acknowledged formally using scholarly conventions, such as those developed by the American Psychological Association (APA). In addition, many of us draw on informal sources to assist us in our work. This might be a friend who discusses ideas with us, a family member who proofreads our work, a neighbour who advises on the layout of our work, a librarian who helps us find a difficult-to-find source or a writing centre where we get advice about scholarly writing. In addition to supportive people, some tools can also help us to develop aspects of our work from organising our ideas, to translating text, to suggesting points of relevance, to paraphrasing content. When academic work is submitted for a module assessment, students take responsibility for the quality of their work regardless of any tools used. Such tools include artificial intelligences, World Wide Web interfaces, and software. In assessments where students are permitted to use all available supports and tools, they will not be penalised for doing so, provided they are explicit about acknowledging how such supports and tools were deployed in their work and provided they work within the parameters of the set assessment. Given the range of supports that can be used, and to highlight their own contribution, students are required to acknowledge the full range and extent of formal and informal supports they draw on when doing scholarly work. Students should make clear their individual contribution to their work by stating what tools they used and how they used them for a specific piece of work. Doing this gives credit to those who help, and it contributes to the integrity of academic work.

Definition

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

Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

academic-integrity-procedure-ay-25-26.pdf.

Prizes and Awards

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

- At the end of fourth year the Vere Foster award is presented by the Irish National Teachers' Organisation to the student with the highest grade on school placement in the Senior Sophister year.
- The Carlisle and Blake award is presented by the Department of Education and Skills to the student with the highest overall mark in their degree (reflecting the highest mark in education and school placement combined) over third and fourth year, weighted 35:65. If more than one student rests on the same highest mark, they will be differentiated based on their final year school placement mark and if they still cannot be differentiated, based on their final year dissertation mark.
- Bronntar duais ar an duine a thagann sa chéad áit sa Ghaeilge i scrúduithe na céime agus bronntar Gradam na Gaeilge ar an duine a dhéanann an méid is mó chun an Ghaeilge a chur chun cinn san Institiúid.
- Marino Institute of Education presents a gold medal to Senior Sophister student(s) who have an overall degree mark of 73% or above, based on results of both Sophister years, weighted 35:65 and where all modules in Senior Sophister year have a mark of 70% or higher. Should more than one student fall into this category then the dissertation mark will also be taken into account.
- The Bonn Ealaíon recognises potential leadership in arts in education from continued engagement with the MIE arts, the concurrent development of a personal arts practice or exemplifying excellence in arts-in-education related studies or research at MIE.

Academic Resources

Library Services

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

Learning Tools

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

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

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

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

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

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

Education Office

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

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

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

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

Guidelines on the Presentation of Written Assignments

Presentation of 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.

General Features of Presentation

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

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

A title page should be provided stating:

- the course and component to which the assignment relates.
- the title of the assignment.
- the name of the lecturer to whom the assignment is being submitted.
- the name of the degree.
- the date of submission.
- your name and student number.

- declaration that the work is your own original work (or the original work of a group, where relevant).

A bibliography should follow the text and any appendices.

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

Notes on Presenting Word-Processed Course Work

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

Appendices

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

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

Information about Sitting Examinations

A seating map will be posted outside the exam venue on the day of the examination. For all exams a 3-digit seat number preceded by a letter will be published to the student record on MAESTRO by the Registrar's Office. Students will also need their 8-digit student number, which is can be found under the student profiles on MAESTRO. Scripts are marked anonymously and therefore it is important that all the seat number and student number is recorded, by the student, on the cover of all examination scripts. In the case of B.Ed., E625 is an example of the seat number format.

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

Guidelines for Revising Examination

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

Revision Time

Planning Revision Time

- Find out the examination schedule.

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

Using Revision Time

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

Diagrammatic Notes: One Strategy

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

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

Past Papers and Specimen Papers

Have a go at:

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

Examination Techniques

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

Some common mistakes in examinations:

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

Examination Strategies

Read exam instructions carefully.

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

Brainstorm

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

Planning

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

Writing Up Answers

- Keep referring back to the question in your answer to keep you on course and show that you are addressing it.

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

Timing

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

Key words used in assignment and exam questions	
Account for	Explain, clarify, give reasons for
Assess	Determine the value of, weigh up
Compare	Look for similarities and differences between
Contrast sharply	Set in opposition in order to bring out the differences
Criticise	Make a judgement (backed by discussion of the evidence or reasoning involved) about the merit of theories or opinions or about the truth of facts
Describe	Give a detailed account of
Discuss	Explain, then give two sides of the issues and any implications
Evaluate	Make an appraisal of the worth/validity/effectiveness of something in the light of its truth or usefulness
Examine the argument that	Look in detail at this line of argument. Explain. Give details about how and why it is
To what extent	

Key words used in assignment and exam questions	
How far.....	Usually involves looking at the evidence/arguments for and against and weighing up
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
Summarise	Give a concise, clear explanation or account of... presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentation

Preparation

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

Presentation

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

Managing the Group

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

Discussion/Analysis

- Awareness of relevant issues
- Stimulating informed discussion
- Originality of thought and judgement
- Taking account of others' viewpoints
- Responding to questions
- Providing information
- Deciding what is relevant

- Clarifying discussion
- Drawing a positive conclusion from the group

Grading Criteria

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

I- First Class (70-100%)

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

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

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

- Answers the question clearly and comprehensively, in a focused way.
- Has an excellent structure and organisation.
- Demonstrates characteristics such as insight, imagination, originality and creativity.
- Demonstrates the ability to integrate information.
- Exhibits sound critical thinking.

- Exhibits independence of judgement.
- Clearly explains relevant theory and cites relevant evidence.
- Contains reasoned argument and comes to a logical conclusion.
- Gives evidence of wide relevant reading.
- Includes a sufficient number of appropriate examples.
- Demonstrates the ability to apply learning to new students and to solve problems.
- Is lucid and well written.
- Lacks errors of any significant kind.

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

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

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

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

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

- Answers the question clearly and fully.
- Has a good structure and organization.
- Shows evidence of a very good understanding of the topic.
- Shows clear evidence of relevant reading and research.
- Clearly explains relevant theory and cites relevant evidence.
- Contains reasoned argument and comes to a logical conclusion.
- Includes highly relevant ideas.
- Uses relevant examples.

- Demonstrates the ability to apply learning to new situations and to solve problems.
- Is well written.
- Lacks errors of any significant kind.

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

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

II.2 – Lower Second class (50-59%)

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

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

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

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

- Includes some relevant examples.

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

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

III – Third Class (40-49%)

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

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

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

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

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

- The attempt to answer the question may not be very successful.
- Does not contain a sufficiently well-structured argument.

- Does not offer sufficient relevant examples.
- Contains one or more important errors.

IV – Fail – (0-39%)

The 'fail' grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39%) represents a failure to adequately answer the question, but the possession of at least some relevant information. The failure to provide an appropriate answer may be due to a misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29%) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a complete misunderstanding of the question, or a misunderstanding of the material relevant to its answer such as to render the answer meaningless. Work at fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is very short (e.g., when a student runs out of time in an examination and writes very little).

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

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

Student Support Services

Tutoring Supports

Upon registration in MIE, each student is assigned a personal tutor. The tutor is not an academic support, but rather, someone who is available to meet with the student about anything that adversely affects their attendance, studies or participation in any aspect of the

programme. This person is available to act as an advocate for you, and to help you understand your options, so that you can successfully complete your programme of study. Students can obtain the contact details for their tutor in MAESTRO (MIE's online student records system).

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

Student Medical Services

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

Student Counselling Service

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

Where to Find Us

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

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

How to Make an Appointment

You can book your first appointment online here:

👉 https://scs.mie.ie/firstappointment

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

Appointment Times

🕘 Counselling appointments run Monday to Friday, 09:30am – 5:00pm

🌆 On Tuesdays during term time, we're open until 6:00pm for students who need a later slot.

Getting in Touch

✉️ **Email:** marinocounselling@mie.ie
If something is urgent, include that in your message and we'll respond as soon as we can.

Support Outside Counselling

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

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

🌍 **TalkCampus** – A 24/7 global peer support platform available in multiple languages.
You can talk anonymously with other students around the world about whatever you're going through—day or night.
💬 It's free for MIE students and professionally moderated to keep the space safe.
Sign up here: https://www.talkcampus.com/sign-up

Disability Services

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

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

Reasonable Accommodations

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

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

Key supports include:

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

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

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

Chaplaincy

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

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

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

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

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

Student Writing

MIE provides support for students developing study skills through academic writing instructor, which is available through the library. This is complemented by specific writing workshops, which are available to all students based on demand, and is available through each individual course lead.

Careers Advisory Service

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

You can use the Careers service all throughout your studies. We can support you with exploring your career options as well as making applications for further study or employment.

Where to find us

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

How to make an appointment

The service is available on Thursdays. You can book your appointment online here.

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

Getting in touch

📧 **Email: careersadvisor@mie.ie**

Trinity College Dublin Clubs and Societies

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

MIE Policies

For a review of all MIE academic policies and procedures related to the B.Ed. Programme and student progression, please consult the following link:

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

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