Trinity International Foundation Programme

Programme Handbook

2026-2027

Institiúid Oideachais Marino

Institute of Education

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

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A Note on this Handbook

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

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

Introduction to Marino Institute of Education

Guiding Principles

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

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

General Information about Marino Institute of Education

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

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

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

Message from the President of Marino Institute of Education

A Mhac léinn, a chara,

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

As a student within MIE you are part of a vibrant and innovative community which continues to design and develop new courses. We now have more than 1300 students registered on our courses, which include:

Undergraduate Programmes:

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

Postgraduate Programmes

- Master in Education Studies (Primary Mathematics Education).
- Master in Education Studies (Intercultural Learning and Leadership).
- Master in Education Studies (Early Childhood Education).
- Master in Education Studies (Inquiry-Based Learning).
- Master in Education Studies (Visual Arts).
- Master in Education Studies (Christian School Leadership).
- Professional Master of Education (Primary).
- Professional Diploma in Education (Further Education).
- 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 teaching institution, we have always prioritised education and its associated values. The recent pandemic re-enforced for us all the importance of the physical space of schooling, personal interaction and ultimately it has taught us the value of educational relationships where students and staff form a binding community albeit real or virtual, where empathy, communication and connectivity enable friendships to grow and students to flourish. We also renewed the importance of actively engaging with our peers, friends, families and communities

in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you for selecting to undertake your studies at Marino Institute of Education. Our core values of care, community, and commitment to excellence will ensure that you will be in face-to-face lectures and on campus as often as possible so that you and your fellow classmates will be in a position to not just to learn together but to actively collaborate and connect with staff and other students. Rest assured that we also have the technological expertise and 'know-how' to pivot to online learning should another world event demand it so that you can continue your studies seamlessly and that we care constantly striving to enhance the digital services that we provide. Whilst Marino Institute of Education's roots are steeped in history, our ambition is to prepare our students for whatever changes and challenges the future holds.

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

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

We are with you every step of the way.

Ní neart go cur le chéile

Teresa O'Doherty

Professor Teresa O'Doherty

President

Staff Contact List*

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

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

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 Aims

The aims of the Trinity International Foundation Programme are:

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

Programme Learning Outcomes

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

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

Programme Delivery and Structure

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

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

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

Programme Structure for Business and Social Sciences (Pathway A)

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

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

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

Description of the European Credit Transfer System (ECTS)

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

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

study over one academic year is 60 credits. Students who successfully complete the IFP will have earned 70 credits.

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

Module Information

Core Modules

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

Module Name:	**English for Academic Purposes**			
Module Code:	IF6102	**ECTS:25**	**Module Type**	Core
Module Description				
This module aims to develop academic English language literacy and independent learning skills within a university education context. Students will develop their academic English language literacy skills in terms of the four main language skills namely, reading, writing, listening and speaking, and will apply these four language skills to various academic tasks within this module. Students will also be taught a range of generic transferable skills such as, critical thinking, logical discussions, problem solving, research and reflective skills to prepare and equip them for university study. This module, moreover, provides students with the opportunity to develop their collaborative and group skills through group project-based assignments. These projects will develop specific skills such as, planning, organising, negotiating, deciding, leading and presenting. Students will also develop their independent learning skills within this module. They will engage in critical self-reflection in terms of their personal study strategies, learning experience and academic vision. The students on the International Foundation Programme will need to become familiar with the above academic English literacy, learning and generic transferable skills adopted within an Irish university context. **Aims**				

• To develop competence in academic language and learning skills in preparation for study within an Irish tertiary system. • To apply an academic approach to subject-specific learning tasks and activities. • To develop an inquiring mind and a proactive attitude to enable them to engage in their university study optimally.	
Link to Moodle page:	Course: IFP - English for Academic Purposes PS | MIEOnline

Pathway A: Electives

Module Name:	**Economics**			
Module Code:	IFP6104	**ECTS: 15**	**Module Type**	**Elective**
Module Description				
The aims of this module is • To develop the conceptual knowledge of students in micro and macroeconomics • To develop students' analytical skills, including descriptive, graphical, and elementary mathematical methods of economics • To develop students' capacity to understand and analyse the constraints and processes of various economic actors; • To develop analytical skills so that they can be applied to the third level study of social sciences				
Link to Moodle page:	Course: IF6104: IFP - Economics | MIEOnline			

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

Link to Moodle page:	Course: IF6107: IFP - Sociology | MIEOnline

Module Name:	**Political Science**			
Module Code:	IFP6110	**ECTS:15**	**Module Type**	**Elective**
Module Description				
The aims of this module are • To equip students with a basic awareness of the key problems and questions around which politics revolves. • To introduce students to the academic study of political science and to encourage an interest in the further study of political, philosophical, and ethical themes. • To begin to stimulate the development of critical thinking and analytical abilities in students. • To impart substantive knowledge and to make students aware of competing modes of social and political analysis. • To introduce some of the main political debates in contemporary society. • To ground these concepts and debates in contexts that are accessible and relevant to students' own experiences.				
Link to Moodle page:	Course: IF6110: IFP - Political Science | MIEOnline			

Module Name:	**Business Studies**			
Module Code:	IFP6106	**ECTS: 15**	**Module Type**	**Elective**
Module Description				
This module provides an introduction to business studies and, in particular, the disciplines of management, which comprise the accumulating body of thought and practice that make organisations work.				
Link to Moodle page:	Course: IF6106: IFP - Business Studies | MIEOnline			

Pathway B: Electives

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

Module Name:	**Chemistry**			
Module Code:	IFP6103	**ECTS:15**	**Module Type**	**Elective**
Module Description				
This module is designed to provide students with a good understanding of the scientific approach to enquiry. It will prepare students to deal with scientific problems/issues in a critical and analytical manner. The module will provide students with an understanding and broad knowledge of Chemistry with sufficient competence and confidence to enter, and successfully participate in a third level pure, applied or health science programme.				
Link to Moodle page:	Course: IF6103: IFP - Chemistry | MIEOnline			

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

Module Name:	**Introduction to Programming**			
Module Code:	IFP6111	**ECTS: 15**	**Module Type**	**Elective**
Module Description				
Introduction to Programming will provide students with essential skills in computer programming. This course serves as a foundational step into a world of software development, offering a comprehensive overview of fundamental programming concepts and techniques.				
Link to Moodle page:	Course: IFP Introduction to Programming | MIEOnline			

Trinity International Foundation Programme – Regulations

Registration

New students must register each academic year by the designated date. Students who do not register by the Friday of Teaching Week 3 of their programme will be deemed to be withdrawn and services such as library and email accounts may be suspended. In such circumstances students must apply through the Admissions Office to the Registrar for re-admission.

Examinations

1. Annual examinations for IFP are held in January (Semester 1 exams) and in April or May (Semester 2 exams). Re-assessment (repeat) examinations of both semesters are held in the following late June.
2. The Court of Examiners will meet at the end of each academic year to moderate marks obtained by students.
3. Examination timetables are published well in advance of the dates of examination, by the Examinations Officer, on Moodle. The onus rests with each student to establish the dates of the examinations by consulting Moodle.
4. If a student is unable to sit an examination due to unforeseen circumstances, the student's tutor must be notified as soon as possible so that they can seek permission from the Registrar for the desired course of action (e.g. deferral until the next available sitting). Relevant supporting documentation must be submitted as soon as possible both to the Registrar's Office and the tutor e.g. med cert.
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.

Rules for Passing and Progression

1. The Certificate in International Foundation Studies for Higher Education will be unclassified. The Trinity marking scale will be used in all assessments of the programme. A student may apply to transfer from one pathway to another. However, they must meet the admission requirements of the pathway into which they wish to transfer; and there must be capacity in the pathway into which they wish to transfer.
2. Transfer applications will be considered by the TCD Admissions Officer and the TCD Course Coordinator in conjunction with the Foundation Programme Coordinator/Manager. They will consider whether the student is likely to succeed in the pathway into which they wish to transfer, taking into account the material they have studied in the programme prior to the transfer and performance in prior assessments.
3. Students who fail modules may repeat in the re-assessment examination period, taking such assessments as required, but only for the purpose of gaining the certificate award, which may be accepted for admissions elsewhere.
4. Students who fail the programme will not normally be permitted to repeat the year.
5. Students who experience ad misericordiam difficulties during the year may be given permission to defer their assessments to the re-assessment period. Such students, if they meet the minimum progression requirements, will be permitted to progress to their chosen course.
6. For the purposes of progressing to a course in Trinity, IFP students have recourse to a resit of an annual exam in one subject module out of the four modules that are studied. This would be permitted only in the circumstances that the student fails to reach a progression requirement in a specific module. The resit could be of either a Semester 1 or Semester 2 annual exam and would take place in the re-assessment exam week period three to four weeks after the completion of the course. Nothing prevents a student taking a re-assessment assessment in one or more modules for the purpose of completing the Certificate with no option to progress to a course in Trinity. If a student fails to meet progression in their chosen undergraduate, they may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the subjects chosen by the student on the foundation programme and the availability of places on the undergraduate course into which they wish to progress. (See paragraph above in relation to transfers) Such students would, in any case, be eligible for the certificate award.
7. Appeals will be dealt with under the appeals procedures adopted by MIE, which are closely modelled on those in place in Trinity.

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

Intended Degree Programme Requirement by Module

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

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
Dental Science[1]	Overall 70%	50% in Maths, 70% in two of Physics, Chemistry and Biology and 60% in EAP. Students are also required to pass an interview towards the end of the programme
Early Childhood Education (MIE)	Overall 60%	60% in Sociology and 50% in EAP
Education Studies (MIE)	Overall 60%	60% in Sociology and 50% in EAP
Engineering (common entry)	Overall 60%	60% in Maths and 50% in EAP
Engineering with Management	Overall 60%	60% in Maths and 50% in EAP
Film Studies & History	Overall 60%	60% in Maths and 70% in EAP
Geography and Geoscience	Overall 60%	50% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Global Business	Overall 60%	60% in Maths and 50% in EAP
History	Overall 60%	70% in EAP
History & History of Art and Architecture	Overall 60%	70% in EAP
History & Russian	Overall 60%	70% in EAP
History of Art and Architecture & Italian	Overall 60%	60% in EAP. Students will be required to pass an interview to determine level at which they will study Italian
History: Ancient and Medieval History and Culture	Overall 60%	70% in EAP
Human Health and Disease	Overall 60%	50% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP

[1] Not included as part of general recruitment.

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
Italian & Russian	Overall 60%	60% in EAP. Note: A student may only take one language at beginner's level. Students will be required to pass an interview to determine level at which they will study Italian.
Law	Overall 60%	60% in EAP
Management Science and Information	Overall 60%	60% in Maths and 50% in EAP
Systems Studies Mathematics	Overall 60%	75% in Maths and 50% in EAP
Medicine*	Overall 70%	50% in Maths, 70% in two of Physics, Chemistry and Biology and 60% in EAP. Students are also required to pass an interview towards the end of the programme
Occupational Therapy	Overall 60%	40% in Maths and 60% in Biology. 50% in EAP
Pharmacy	Overall 70%	65% in Maths, 70% in Chemistry and 70% in either Biology or Physics and 50% in EAP. Students are also required to pass an interview towards the end of the programme
Philosophy, Political Science, Economics & Sociology	Overall 60%	50% in Maths and 50% in EAP
Physical Sciences	Overall 60%	50% in Maths and 60% in two of Physics, Chemistry and Biology and 50% in EAP
Physiotherapy	Overall 60%	60% in Maths and 50% in two of Physics, Chemistry and Biology and 50% in EAP

TCD Programme(s)	Overall Grade Requirement	Specific Module Requirement
Psychology	Overall 60%	40% in Maths, 60% in Biology and 60% in EAP
Radiation Therapy	Overall 60%	40% in Maths and 60% in two of Physics, Chemistry and Biology and 60% in EAP
Theoretical Physics	Overall 60%	70% in Maths, 65% in Physics and 50% in EAP

External Examiner Pathway A

Dr Eleanor Lingham, Sheffield Hallam University

External Examiner Pathway B

Dr Faith Dillon-Lee, University of Edinburgh

Submission of Course Work

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

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

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

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

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

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

https://www.mie.ie/media/s1gbqqrs/academic-integrity-procedure-ay-25-26.pdf

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 Course Work

In keeping with the nature of a third level degree, all assignments are expected to be written in clear, accurate language; to cite appropriate references to sources used whenever relevant; and to contain a full bibliography of publications cited.

General Features of Presentation

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

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

A title page should be provided stating:

- the course and component to which the assignment relates.
- the title of the assignment.
- the name of the lecturer to whom the assignment is being submitted.
- the name of the degree.
- the date of submission.
- your name and student number.
- declaration that the work is your own original work (or the original work of a group, where relevant).

A bibliography should follow the text and any appendices.

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

Notes on Presenting Word-Processed Course Work

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

Appendices

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

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

Information about Sitting Examinations

A seating map will be posted outside the exam venue on the day of the examination. For all exams a 3-digit seat number preceded by a letter will be published to the student record on MAESTRO by the Registrar's Office. Students will also need their 8-digit student number, which is available from the student profile on MAESTRO. Scripts are marked anonymously and therefore it is important that the seat number and student number is recorded, by the student, on the cover of all examination scripts. In the case of IFP, F456 is an example of the seat number format.

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

Guidelines for Revising Examination

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

Revision Time

Planning Revision Time

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

Using Revision Time

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

Diagrammatic Notes: One Strategy

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

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

Past Papers and Specimen Papers

Have a go at:

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

Examination Technique

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

Some common mistakes in examinations:

- Failure to follow basic examination instructions.
- Misallocation of time – for example, only answering 3 of 4 questions which is throwing 25% of marks (if all questions carry equal marks).
- Failure to answer the question set, misreading or misinterpreting the questions: writing 'all I know about….'
- Basing answers largely on 'common sense' rather than on course material.

- Failure to illustrate and support arguments, for example, with reference to specific theories, authorities, case studies, etc.
- Lack of planning leading to weakly structured, disorganised answers.
- Lack of conclusions so answers 'peter out'.
- Writing illegibly.

Examination Strategies

Read exam instructions carefully.

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

Brainstorm

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

Planning

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

Writing up Answers

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

Timing

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

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

Key words used in assignment and exam questions	
Summarise	Give a concise, clear explanation or account of… presenting the chief factors, and omitting minor details and examples

Typical Criteria for Assessment of Presentation

Preparation

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

Presentation

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

Managing the Group

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

Discussion/Analysis

- Awareness of relevant issues

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

Grading Criteria

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

I- First Class (70-100%)

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

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

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

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

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

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

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

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

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

- Answers the question clearly and fully.
- Has a good structure and organization.

- Shows evidence of a very good understanding of the topic.
- Shows clear evidence of relevant reading and research.
- Clearly explains relevant theory and cites relevant evidence.
- Contains reasoned argument and comes to a logical conclusion.
- Includes highly relevant ideas.
- Uses relevant examples.
- Demonstrates the ability to apply learning to new situations and to solve problems.
- Is well written.
- Lacks errors of any significant kind.

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

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

II.2 – Lower Second Class (50-59%)

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

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

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

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

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

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

III – Third Class (40-49%)

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

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

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

- Attempts to answer the question.
- Shows modest evidence of understanding of the topic.

- Shows modest evidence of relevant reading or research.
- Includes a few relevant ideas.
- May include some relevant examples.

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

- The attempt to answer the question may not be very successful.
- Does not contain a sufficiently well-structured argument.
- Does not offer sufficient relevant examples.
- Contains one or more important errors.

IV – Fail – (0-39%)

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

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

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

Student Support Services

Tutoring Supports

Upon registration in MIE, each student is assigned a personal tutor. The tutor is not an academic support, but rather, someone who is available to meet with the student about anything that adversely affects their attendance, studies or participation in any aspect of the programme. This person is available to act as an advocate for you, and to help you understand your options, so that you can successfully complete your programme of study. Students can obtain the contact details for their tutor in MAESTRO (MIE's online student records system).

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

Student Medical Services

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

Student Counselling Service

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

Where to Find Us

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

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

How to Make an Appointment

You can book your first appointment online here:

👉 https://scs.mie.ie/firstappointment

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

Appointment Times

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

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

Getting in Touch

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

Support Outside Counselling

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

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

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

Disability Services

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

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

Reasonable Accommodations

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

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

Key supports include:

- Needs assessments on entry
- Assistive technology training
- Academic and pre-placement support

- Liaison with lecturers for accessible materials
- Extended library loans

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

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

Chaplaincy

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

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

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

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

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

Student Writing

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

Careers Advisory Service

The aim of the Careers Service's is to support, guide and empower MIE students to develop the skills, competencies, attitudes, and self-belief to engage successfully with the world of work and to make informed career decisions. The Careers Service works alongside academic staff to

encourage students to become confident and competent learners and take charge of their own professional development.

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

Where to find us

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

How to make an appointment

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

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

Getting in touch

📧 **Email: careersadvisor@mie.ie**

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 IFP programme and student progression, please consult the following link:

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

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