Bachelor in Science

Early Childhood Education

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 B.Sc. (Early Childhood Education). 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 under pinned 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 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 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 to, along with staff form a binding community, where empathy, communication and connectivity enable friendships to grow and students to flourish. We encourage our students to actively engage with theirpeers,

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 and 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 a café 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

Message from your Programme Leader

A chara,

On behalf of the Department of Arts, Mathematics, Literacy and Early Childhood, I extend a warm welcome to you on the Bachelor of Science in Early Childhood Education in Marino Institute of Education (MIE). We are delighted and proud that you have chosen to pursue your studies at MIE and look forward to getting to know you over the next four years.

As a student in early childhood education, you are part of an exciting and creative department together with arts, maths and literacy, with many opportunities for innovative approaches to teaching and learning. As a student in this department, you are now also part of a dynamic student cohort in ECE numbering almost 300 students. This speaks to the growing acknowledgement and status of early childhood education and the rapidly expanding ECE sector.

As a leader in third level delivery of early childhood education programmes, we deliver an education programme that nurtures highly skilled early childhood educators who can design and facilitate high quality, inclusive and values based early childhood education to young children across different settings and educational contexts. In 2019, a new validation process became a requirement for early childhood education qualifications. MIE was the first Level 8 degree in early childhood education to be validated and was one of the only fully validated Level 8 programmes to commence in 2020. This speaks to the high quality of education in MIE and to our dedication to educate the best qualified early childhood educators in the sector.

Learning in the early years is about joy, connection and discovery. We hope that your own learning journey in the BSc in Early Childhood Education mirrors this. It should also spark your own curiosity and imagination. You should develop a comprehensive understanding of pedagogy, learning and children's development, ultimately preparing you fully to work with and change the lives of young children.

The field of early childhood education is dynamic and changing. This is both an exciting and challenging time for educators. Early childhood education requires leaders of young children's learning. Through engaging in a range of modules that focus on theory, research and practice, it is our intention that your studies this year bring you one step closer to developing the competencies that support you to realise your potential as an early childhood educator.

The B.Sc in Early Childhood in MIE places great value on the role that Field Placement plays in the development of our students as highly skilled and effective practitioners. Over your four years here as a student of Early Childhood Education, you will have ample opportunities to

apply the knowledge and the skills that you acquire in your lectures to a range of Early Childhood Education contexts. These include crèches, pre-schools, Montessori, Early Start Units and ASD pre-school classes. You will receive quality mentorship and supervision from experienced early childhood educators throughout your four years, who will endeavour to help you to develop a vision of yourself as an outstanding Early Childhood Educator.

Dr. Maja Haals Brosnan,

Programme Leader in BSc Early Childhood Education

On behalf of the early childhood education team

Dr. Natasha O'Donnell

Dr. Mira Dobutowitsch

Dr. Rhona Stallard

Staff Contact List

Name	Role	Email	Phone	Office
Maja Haals Brosnan	B.Sc.ECE Course Leader	maja.haalsbrosnan@mie.ie	853 5165	M223
Natasha O Donnell	B.Sc.ECE Placement	natasha.odonnell@mie.ie	853 5142	M220
	B.Sc.ECE Placement Administrator	TBC		
Registrar's Office		registrars@mie.ie		M105
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 go to 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 programme aims of the B.Sc. (Early Childhood Education) include:

1. To provide a broad practical and theoretical understanding of the holistic development of young children in a variety of contexts.
2. To enhance practice through the exploration of the role of Early Childhood practitioners across domains of learning.
3. To afford opportunities to analyse, critique and debate Early Childhood policy and practice in Irish and international contexts.
4. To deepen understanding of the ethical complexities and considerations that lead to high-quality practice in Early Childhood settings.
5. To offer opportunities to critically reflect on the relationship between theory and practice through conducting rigorous research that adds to the body of knowledge in the field.
6. To enable students to develop personally and to be prepared for careers in Early Childhood settings.

Programme Learning Outcomes

This 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, the University of Dublin. The overarching themes which underpin the programme aims and programme learning outcomes include The Child, Curriculum and Policy, Ethics and Social Justice and the Professional (self). Upon successful completion of the B.Sc. (Early Childhood Education) Programme, students should be able to:

1. Articulate a critical understanding of child psychology and development in context.
2. Theorise, plan, develop, enact and assess curriculum appropriate to the Early Years context.
3. Compare and critique Early Years educational policies and practices in Ireland with those in other societies and appraise the benefits and limitations of educational policy alternatives in an ever-changing global context.
4. Identify and interpret the complex and inter-related factors that influence teaching and learning in different environments and identify factors that influence these relationships.
5. Identify and discuss the key factors related to a child's physical, social and emotional interactions and wellbeing in the Early Years.

6. Articulate an understanding of the centrality of artistic exploration in Early Years education and the value of the social, emotional and aesthetic dimensions in Early Childhood development.
7. Identify and explain the importance of and the need for high ethical standards in the practice of Early Years education, including the moral responsibilities of the education profession to diminish intolerance, discrimination and educational disadvantage.
8. Critically analyse and discuss theories of language acquisition and apply them in practical settings to enhance the language development of young children.
9. Undertake a substantial piece of academic research and present findings in written format in an appropriate scholarly manner, to a specialist or non-specialist audience as appropriate.
10. Articulate an in-depth knowledge of an elected field of study.
11. Critically reflect on field placement experiences and use these reflections to inform future practice and identify areas of focus for future professional development.

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. The course will be delivered face-to-face.

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, field 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.Sc. ECE 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

Students on the B.Sc. in Early Childhood Education course can undertake Erasmus+ mobility in second, third of fourth year. Other mobility funding options are also 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.

Field Placement[1]

The Field Placement module in each year allows students to experience the practical application of the theory they are learning in college. It also provides a meaningful and realistic insight into the world of early years education. Group reflection and a collaborative sharing of experience enhance the learning for all.

In years 1, 2 and 3, placement consists of a three-week block placement. In Year 4, the Field Placement involves a nine-week block, including an observation week. Over the four years, students will engage in approximately 600 hours of field placement. Students are assessed in the areas of planning and practice by an assigned Field Placement tutor across all year groups. In year 2, students are provided with an opportunity to take an additional week placement in a Special Educational setting. In year 3, students are provided with a further opportunity to complete an additional placement week in an alternative early childhood setting. These are not assessed placements, but students will be provided with mentoring throughout, as well as an opportunity to reflect on their placement with peers, facilitated within in small seminar groups

Structure of Field Placement

Year	Total Hours	Structure	Setting	Application
ECE1	114	9 days to be completed as 1 day per week in advance of 3-week block 3-week block	Early Years	Student applies independently from an approved list of settings but with support from MIE
ECE2	114	9 days to be completed as 1 day per week in advance of 3-week block 3-week block	Early Years Dedicated special needs setting (ECE, primary, other)	Student applies independently from an approved list of settings but with support from MIE

[1] Students will receive a separate Field Placement Handbook with more in-depth information relating to the placement component of the programme. https://www.mie.ie/media/dtupfue3/ece-field-placement-handbook-2025-2026.pdf

	30	1-week Sp. Ed block		
ECE3	114 30	9 days to be completed as 1 day per week in advance of 3-week block 3-week block 1-week Altn. block	Early Years Tusla, NCCA, organisations such as the Children's Museum, Early Childhood Ireland amongst others	Student applies independently from an approved list of settings
ECE4	270	1-week observation block 8-week block	Early Years (Students may choose to revisit a setting from previous years)	Student applies independently from an approved list of settings

The student will organise their own field placement in accordance with the directions provided by the Institute. It is expected that the students will engage fully with the field placement and will demonstrate an enthusiasm for learning about the work of the provider over the duration of the placement. The student will be professional at all times, in terms of conduct, dress and manner.

Students will maintain confidentiality and discretion at all times. The field placement is not to be discussed online, through social media or any other public forum. The student will be punctual and attend for all days of the field placement. Missed days will have to be compensated for, in consultation with the Programme Coordinator. In the event of a student not being able to attend the following procedure must be adhered to:

- The student will contact their field placement provider.
- The student will contact their placement mentor.
- The student will contact the Institute.

Marino Institute of Education recognises the key role of early years services in offering places to students for field placement. When a student commits to attending a service for a particular placement, inconvenience is caused to the service if a student is absent for any of placement time. Therefore, when a student commences any field placement, full and complete

attendance is required. No exceptions to this are possible without written permission from the Director of Field 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 placement, notification must be provided to the host provider, the placement tutor and the Placement Office in the Institute the evening before or in exceptional circumstances before 8 a.m. on the morning of the absence. Such an absence is only acceptable if it has been approved by a medical doctor. When a student is absent, a medical certificate must be provided to the Institute within one week of the absence. Medically certified absences will be made up at the appropriate time.
While on placement the student will:

- Engage in observation of the work of the placement provider.
- Participate in the daily activities of the placement provider.
- Carry out required tasks as outlined in lectures/assignments.
- Reflect on the work of the placement provider through the use of prescribed reflection questions as provided by the Institute.

The student will agree a work plan for the placement prior to the commencement of the placement. A copy of this must be presented to the placement mentor and the placement provider. The student will provide contact details of the placement provider for their placement tutor, including map, phone and email. The student will liaise with the placement tutor and placement provider to organise a time suitable for the placement mentor to visit and/or contact the field placement provider. Students who do not keep field placement deadlines or return field placement forms and their completed field placement portfolios in full and by the assigned deadlines may not be given permission to complete their Field Placement that year. Placements will then have to be completed the following year, and students will have to go 'off-books' to complete their placement module.
Specific guidelines relating to the assessment procedures to be adhered to in year 3 and 4 will be given during lectures, are available on Moodle and can be found in the Year 4 module descriptors.

Dress Code

The B.Sc. in Early Childhood Education is a practicum degree, which means it is a practical course where students, in addition to theoretical knowledge, engage in hands on, practical work. When on campus and on professional practice (field) placement, students must be dressed and prepared to engage in outdoor learning experiences in any weather conditions and engage with a range of play-based learning materials, such as playdough, which require good hand hygiene practices. For practical reasons, long jewellery and long nails present injury and hygiene risks to both students and children in their care and therefore both should be avoided

when on placement in early childhood education settings and when engaging in practical modules on campus.

Child Safeguarding

The safeguarding of children and vulnerable persons is a priority for MIE. All staff and students are 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 access using the link below

23-safeguarding-policy-vulnerable-persons_v11.pdf

Garda Vetting

Prior to participating in any component of 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 application forms on time of 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.

Course Year	Programme Overview of the B.Sc. in Early Childhood Education 2026-27									
ECTS	10	10	5	5	5	5	5	5	5	5
Year 1	Psychology and the Developing Child	Curriculum & Pedagogical Perspectives: Dispositions and Play	Field Placement	International Policy & Practice in Early Childhood Education	Developing Movement Skills through Activity and Play	Foundation in Inclusive Education: Special Educational Needs in Early Childhood Education	Awakening the Senses: Creativity and the Visual Arts	A Nurturing Pedagogy in ECE	Literacies in the Early Years: Language Acquisition	Elective*
Year 2	Understanding Childhood in Context	Curriculum & Pedagogical Perspectives: Modules of Curriculum & Assessment	Field Placement	Early Childhood Education Policy & Practice in Ireland	Wellbeing and Health Education in Early Childhood	Special Education Needs (SEN)	Music, Drama and Integrated Arts	Inclusion and Diversity in the Early Years	Early Mathematical Awareness	Elective*
Year 3	Constructions of Childhood	Curriculum and Pedagogical Perspectives: Interactions and Relationships	Field Placement	Legal Context of Early Childhood Education	The Inner Landscape of the Child	Research Proposal	Inquiry-Based Learning & Environmental Care	Inclusion and Culture, Identity and the Self	Early Literacies	Elective*
Year 4	**Programme Overview Year 4**						***Elective modules offered in Year 1, 2 & 3**			
ECTS	5	5	20	5	5	20				

Module	Organisation and Learning Skills for Early Childhood Education 1	Organisation and Learning Skills for Early Childhood Education 2	Field Placement	Curriculum & Pedagogical Perspectives: Learning Through Play 1	Curriculum & Perspectives: Learning Through Play 2	Research Methods & Dissertation	• Effective Communication and Partnership for Education • Financial Management in Education • Early Childhood Education through the Medium of Irish • Leadership: Theory & Practice • Creative Technologies in Early Education Setting • Nutrition and Health Eating • Holistic Education for Early Childhood Settings • A Rights Based Approach to Early Childhood Education • Relational Reflexivity for Educators

Note: Not all electives may be offered each year.

B.Sc. ECE – Semester Experience

ECE Year 1			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Curriculum and Pedagogical Perspectives: Dispositions & Play	10	Psychology and the Developing Child	10
Field Placement	5	International Policy and Practice	5
Literacies in Early Years	5	Developing Movement & Skills	5
Nurturing Pedagogy	5	Foundation in Inclusive Education: Special Education Needs in Early Childhood	5
Awakening the Senses	5	Elective	5
Total ECTS per Semester	**30**		**30**

ECE Year 2			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Curriculum and Pedagogical Perspectives: Models of Curriculum and Assessment	10	Understanding Childhood in Context	10
Field Placement	5	Wellbeing and Health Education in ECE	5
Music, Drama & Integrated Arts	5	Early Childhood: Policy and Practice (Irish)	5
Early Mathematical Awareness	5	Special Educational Needs	5
Inclusion and Diversity in Early Years	5	Elective	5
Total ECTS per Semester	**30**		**30**

ECE Year 3			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Curriculum and Pedagogical Perspectives: Interactions and Relationships	10	Constructions of Childhood	10
Inclusion, Culture, Identity and the Self	5	Inner Landscape of the Child	5
Inquiry-Based Learning & Environmental Care	5	Research Proposal	5
Field Placement	5	Legal Context of ECE	5
Early Literacies	5	Elective	5
Total ECTS per Semester	**30**		**30**

ECE Year 4			
Semester 1	**ECTS**	**Semester 2**	**ECTS**
Dissertation	20	Field Placement	20
Curriculum & Pedagogical Perspectives: Learning through Play 1	5	Curriculum & Pedagogical Perspectives: Learning through Play 2	5
Organisation, Learning & Skills 1	5	Organisation Learning & Skills 2	5
Total ECTS per Semester	**30**		**30**

Module Information

B.Sc. ECE 1 Semester 1

Module Name:	**Field Placement**			
Module Code:	EC8109	**ECTS:** 5	**Module Type:**	Core
Module Description				
This rationale for this Field Placement module is to enable students to prepare for, engage with and reflect on an Early Childhood Education placement. It hopes to enable students to contribute to the holistic development of young children by supporting and nurturing them using an open, playful attitude while also developing the students' own skills and aptitudes as early years' reflective and knowledgeable practitioners. Students will have an opportunity to identify personal and professional goals and apply theory to practice. They will also develop their ability to provide a range of learning experiences that respond to children's interests and that support holistic development.				
Link to Moodle page:	Course: EC8109: BECE1 Field Placement | MIEOnline (learnonline.ie)			

Module Name:	**Literacies in the Early Years: Language Acquisition**			
Module Code:	EC8106	**ECTS: 5**	**Module Type**	Core
Module Description				
Language is the most powerful tool in the development of any human being. It is undeniably the greatest asset we possess. A good grasp of language is synonymous with a sound ability to think. In other words, language and thought are inseparable. Vygotsky (1986) asserts that language development aids cognitive development. A child who is adept linguistically is thus advantaged in starting off his/her school life. This module will focus on developing an understanding of how language shapes thinking and how practice in settings can be adjusted to facilitate this. It will also explore the communication theme in depth so that early years practitioners can confidently implement a language-rich curriculum in their early childhood setting for children from birth to 6 years.				
Link to Moodle page:	Course: EC8106: BECE1 Literacies in the Early Years: Language Acquisition | MIEOnline (learnonline.ie)			

Module Name:	**A Nurturing Pedagogy in Early Childhood Education**			
Module Code:	EC8108	**ECTS: 5**	**Module Type**	**Core**
Module Description				
This module is concerned with developing students' knowledge, values and skills that are core to cultivating a nurturing pedagogy. An emphasis on real world application of practice and policy will be central to this module and students will be encouraged to apply theory to practice including practical skills, risk assessment and hygiene standards, for the care of a baby and young child. This pedagogy highlights the importance of initial and continuing professional development for those working in an early year setting. To foreground the pedagogical importance of interactions between a practitioner and a baby / young child during care routines such as feeding, changing, etc. his module aims to equip students with depth knowledge of how to ensure children in the early years receive appropriate hygiene and health standards in early years' provision, while highlighting the fundamental importance of quality interactions in supporting children's well-being.				
Link to Moodle page:	Course: EC8108: BECE1 Nurturing Pedagogy | MIEOnline (learnonline.ie)			

Module Name:	**Curriculum and Pedagogical Perspectives: Dispositions and Play**			
Module Code:	EC8102	ECTS:10	**Module Type**	Core
Module Description				
Play is a key tool for learning and children's way of mediating their understanding of the world. Dispositions such as persistence, resilience, and concentration are fundamental characteristics that help children develop. This module will introduce students to theory and research as foundations of practice. The main focus is play: the purpose of play, different types of play, how to support play, plan for play, get involved in play, and how we can create meaningful learning and life experiences for children through play.				
Link to Moodle page:	Course: EC8102: BECE1 Dispositions & Play | MIEOnline			

Module Name:	**Awakening the Senses**			
Module Code:	EC8101	ECTS:5	**Module Type**	Core

Module Description	
This module focuses on creativity and the visual arts. It examines and evaluates different constructs of creativity and their implications for early childhood education. It explores creative 'flow' and surroundings from a visual arts education perspective. It examines the visual arts modes and develops students' subject connoisseurship, understanding and related skills through active engagement in creating, looking, and responding. It examines the value of 'creative play' and 'being creative' in light of Aistear: the Early Childhood Curriculum Framework. It also investigates the junior visual arts primary curricula in light of the younger child's aesthetic and creative development through participation, repertoire, critical and contextual understandings	
Link to Moodle page:	Course: EC8101: BECE1 Awakening the Senses: Creativity & Visual Arts | MIEOnline (learnonline.ie)

B.Sc. ECE 1 Semester 2

Module Name:	**Psychology and the Developing Child**			
Module Code:	EC8107	**ECTS:** 10	**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 early education and development from birth to 6 years. It will draw largely on developmental psychology in delineating various psychological schools of thought and how they describe the learning and development of young 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.Sc.				
Link to Moodle page:	Course: EC8107: BECE1 Psychology and the Developing Child | MIEOnline (learnonline.ie)			

Module Name:	**International Policy and Practice in Early Childhood Education**			
Module Code:	EC8105	**ECTS:** 10	**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 early education and development from birth to 6 years. It will draw largely on developmental psychology in delineating various psychological schools of thought and how they describe the learning and development of young 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.Sc.	
Link to Moodle page:	Course: EC8105: BECE1 International Policy & Best Practice in Early Childhood Education | MIEOnline (learnonline.ie)

Module Name:	**Foundation in Special Education Needs in ECE**			
Module Code:	EC8104	**ECTS:5**	**Module Type**	**Core**
Module Description				
This introductory inclusion module familiarise students with a democratic approach to inclusive early childhood education, which considers the meaningful involvement and inclusion of children with different strengths, abilities and difficulties. While students will be introduced to the wide spectrum of different factors influencing children's inclusion in ECE, especially as set out in the Diversity, Equality and Inclusion Charter and Guidelines published by the Department for Children and Youth Affairs (DCYA, 2016) the module will especially focus on children with special educational needs. For children with special needs as for all children, early childhood should be a time of tremendous opportunity for development and learning. The nature of provision at this life stage will critically impact on the child's lifelong development. Quality provision for young children with special needs implies that any additional supports and interventions required are employed in an interrelated manner on the basis of the child's holistic development. To that end, this foundational module seeks primarily to develop in students, awareness and understanding of the various challenges to development and learning experienced by children and the implications arising from these for practitioners in the field of early childhood care and education. It seeks to enable students to develop perspectives, knowledge and initial skills appropriate to their role as members of a multi-disciplinary team working as a flexible, inclusive whole to support the development and learning of young children, especially those with special needs. A collaborative, partnership approach to working with parents will be emphasised with students who will also be expected				

to engage with professional values and attitudes surrounding inclusion. This will enable students to begin to consider a democratic, whole setting approach to inclusion.	
Link to Moodle page:	Course: EC8104 BECE 1 Foundation in Inclusive Education | MIEOnline

Module Name:	**Developing Movement Skills through Activity and Play**			
Module Code:	EC8103	**ECTS:5**	**Module Type**	**Core**
Module Description				
This course is based on a broad philosophy of health that encompasses all aspects of a child's well-being, with a particular focus on physical health and movement through activity and play. It is concerned with developing students' knowledge and understanding, skills, values and attitudes that are central to a quality programme for children in the early years. Student early childhood educators will be encouraged to focus on the role they play as they promote the physical, social and emotional growth and development of children in the early years. This module aims to develop an understanding of the value of self and others and the development of positive interpersonal relationships Through practical elements the students will recognise the central role and responsibilities of the early childhood practitioner when developing movement through activity and play in a safe environment. This module generates confidence in Managing and organising children and relevant equipment in movement and play activities and provides opportunities to understand how to refine skills and to enhance hand-eye co-ordination by finding out what different body parts do and what sounds they make (e.g. stretching, balancing, listening to their breathing, throwing and catching items, kicking a ball, using a climbing frame).				
Link to Moodle page:	Course: EC8103: BECE1 Developing Movement Skills through Activity & Play | MIEOnline (learnonline.ie)			

B.Sc. ECE 2 Semester 1

Module Name:	**Early Mathematical Awareness**			
Module Code:	EC8202	**ECTS:5 credits**	**Module Type**	**Core**
Module Description				

This module prepares those working with children in the early years to create formal and informal opportunities to awaken children's mathematical sensibility and curiosity throughout the early years. Above all, it helps the early childhood educator to promote children's enjoyment and confidence in thinking, talking and playing mathematically. The following topics will be included: algebra and early mathematical activities, data, number, measures and shape and space. Connections with the Aistear framework will develop students understanding of the important role of language and play in the mathematical development of young children. Students will examine differentiation with regard to modifying approaches, methods, materials, resources and learning tasks according to individuals' cognitive development, needs and interests.	
Link to Moodle page:	Course: EC8202: BECE2 Early Mathematical Awareness | MIEOnline (learnonline.ie)

Module Name:	**Music Drama and Integrated Arts**			
Module Code:	EC8212	**ECTS:5**	**Module Type**	**Core**
Module Description				
Early engagement with artistic and cultural experiences is a right for all children. This includes socio-dramatic play, drama, storytelling, theatre, musical composing, listening and responding to music and performing informs the content of this module. It builds on the Junior Freshman module, 'Awakening the Senses: Creativity and the Visual Arts. It will focus on integrated arts and pay special attention to Music (listening, responding, composing and performing), Dance, Drama, Storytelling and Theatre. This module examines that balance of child-structured and practitioner-structured play and drama which allows for playfulness, spontaneity, collaboration and creative problem-posing and exploration. It presents stories and theatre as ways of 'inviting engagement' (Bell, 2009) and bringing us into a special and personal connection with their content.				
Link to Moodle page:	Course: BECE 2 Music, Drama and Integrated Arts | MIEOnline (learnonline.ie)			

Module Name:	**Inclusion and Diversity in Early Childhood Education**			
Module Code:	EC8208	**ECTS:5**	**Module Type**	**Core**
Module Description				

This module is underpinned by the UN Declaration on the Rights of the Child (articles 28 and 29) which states that all children are entitled to equality of both access and opportunities to enjoy and to learn within a stimulating and safe care environment. The right to education is of vital importance in that it is fundamental to the full access to other rights and to the ability to participate fully in in the civil life of a society. Ireland is a deeply unequal society. CSO figures show that more than one in 5 children is at serious risk of poverty (200,000) and one in ten living in consistent poverty. This module promotes in students an understanding of the importance of early years "provision that encourages participation, strengthens social inclusion and embraces diversity" (European Commission, 2014, p. 9).	
Link to Moodle page:	Course: EC8208 BECE2 Inclusion and Diversity in the Early Years | MIEOnline

Module Name:	**Curriculum and Pedagogical Perspectives: Models of Curriculum and Assessment**			
Module Code:	EC8204	**ECTS: 10**	**Module Type**	**Core**
Module Description				
This module will look at a number of different curriculum models and at the contexts in which they are embedded. The purpose is to familiarise students with national and international models of curriculum. Having studied different curriculum models, students should be enabled to make informed decisions about curriculum in the Irish context. They should also be able to critique a curriculum, such as Aistear, and identify its theoretical underpinnings from accessing their knowledge of curriculum theories and other curricula. Approaches to assessment in the early years will be examined here to ensure that students will be able to identify appropriate assessment practice for working with children from birth to 6 years. Students will develop an understanding and be able to articulate the difference between curriculum and curriculum frameworks and the attendant implications of that difference for their practice. This module allows students to become familiar with and be able to critique curricula offered in Ireland and in international contexts and appreciate the connection between curriculum, curriculum frameworks and curriculum theories with their practice in early childhood education settings.				
Link to Moodle page:	Course: EC8204: BECE2 Models of Curriculum & Assessment | MIEOnline (learnonline.ie)			

Module Name:	**Field Placement**				
Module Code:	EC8210	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
This rationale for this Field Placement module is to enable students to prepare for, engage with and reflect on their second Early Childhood Education placement. It hopes to build on student's field placement experiences from 1st year and to enable them to develop more refined skills of purposeful observation and evaluation. The content for this module hopes to make observation practical, useful and meaningful so that students will be enabled to employ a range of observation methods to inform their planning and practice in early years settings. This module also hopes to equip students with the knowledge and understanding of a range of curriculum models that they will be able to draw upon for the planning of purposeful, adult-led activities.					
Link to Moodle page:	Course: EC8210: BECE2 Field Placement 2 | MIEOnline (learnonline.ie)				

B.Sc. ECE 2 Semester 2

Module Name:	**Early Childhood Education Policy and Practice in Ireland**				
Module Code:	EC8205	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
National policies in early childhood education and care have seen the introduction of funding and regulation aimed at expanding access, ensuring quality, and improving programme cohesion. These initiatives continue to shape the growth of private and public service provision in an increasingly multicultural Ireland. Access initiatives highlight critical factors in early childhood education such as training and other "active ingredients" that contribute to improved outcomes for children. Evidence based practices to support quality assurance in early childhood education and care services have been operationalised by a number of regional stakeholders. National research has also supported the emergence of an increasing range of family support services for children from 0 to 3 years. Policies to unify the work of early childhood education and care professionals from a range of backgrounds are designed to facilitate efficiencies, foster quality for all children in Ireland from 0 to 6 years of age, and prevent potential difficulties associated with transition in early childhood. Students will be					

facilitated in integrating their learning in this module with that in the Understanding Childhood in Context module.	
Link to Moodle page:	Course: EC8205 BECE2 ECE Policy & Practice | MIEOnline

Module Name:	**Understanding Childhood in Context**			
Module Code:	EC8203	ECTS:10	**Module Type**	Core
Module Description				
Building on students' engagement with developmental psychology in first year, this module broadens their theory-base to incorporate the insights of both psychology and sociology. Students are introduced to specific theories of each discipline and to their interrelationships, so that they might develop appropriate perspectives that enable them to better understand the dynamics and issues of early childhood in its social and cultural context. This module has a particular focus on developing students' theoretical knowledge of how young children learn.				
Link to Moodle page:	Course: EC8203: BECE2 Understanding Childhood in Context | MIEOnline (learnonline.ie)			

Module Name:	**Well-being and Health Education in ECE**			
Module Code:	EC8206	**ECTS:** 5 credits	**Module Type**	Core
Module Description				
This course is based on a broad philosophy of well-being that encompasses physical, social, mental, and spiritual health. How well-being is conceptualised and the factors that impact upon child health and well-being are considered. This module is concerned with developing students' knowledge and understanding, skills, values and attitudes that are central to supporting children's health and well-being in the early years setting. On successful completion of this module, students should be able to: • State the rationale for, and the nature and value of emphasising a child's well-being and health in the early years • Review conceptual and theoretical understandings of child well-being and health • Summarise the domains of development from 0 – 6 years to include physical and motor development, both typical and atypical				

• Summarise theoretical perspectives and research based on early childhood health and well-being • Plan, assess, implement and evaluate procedures and experiences related to health and well-being for children from birth to 6 years with a diverse range of needs and abilities • Identify and use participative (active learning) methodologies and procedures which are central to the organisation and management of health and well-being within the early childhood setting • Use appropriate health and safety strategies in health and well-being, underpinned by research, policy and guidelines • Articulate how Aistear, the Irish curriculum framework for children aged 0-6, and Síolta (the National Quality Framework for Early Childhood Education) can be used as a planning and practice resource for working in an early years' setting	
Link to Moodle page:	Course: EC8206: BECE2 Well Being & Health Education in ECE | MIEOnline (learnonline.ie)

Module Name:	**Special Education Needs in Early Childhood Education**			
Module Code:	EC8211	**ECTS:5**	**Module Type**	**Core**
Module Description				
The early years are a time of particular importance in children's development, learning and growth. Children with special educational needs (SEN), as for all children, benefit from quality inclusive learning environments that offer opportunities for development. Early years practitioners and educators occupy a central role in supporting children with SEN during this important period. Understanding of SEN is paramount and informs knowledge of how early years settings plan and support play, learning and development situated in an inclusive approach. This module offers theoretical and practical knowledge and encourages students to develop perspectives, knowledge and skills to inform an inclusive and holistic approach to practice. On completion of this module, students should have a good understanding of how additional needs may affect learning and development and how best to support them. Adapting strategies, materials and activities so all children have access to the same learning opportunities will be examined. Students will consider implications for practice to include planning and providing for the individual needs of children with SEN.				
Link to Moodle page:	Course: EC8211 BECE 2 Special Educational Needs in Early Education | MIEOnline			

B.Sc. ECE 3 Semester 1

Module Name:	**Inquiry-based learning and environmental care**			
Module Code:	EC8207	**ECTS: 5**	**Module Type**	**Core**
Module Description				
Inquiry-Based Learning [IBL] as a theme of educational research has attracted considerable interest particularly in recent years. It currently influences curriculum development and teaching approaches and methodologies in a number of recent innovative programmes to construct new models of teaching and learning. This has led to research and development of inquiry-based curricula and the argument in support of inquiry-based learning is being heard increasingly and recognised as an appropriate pedagogical approach. The course will investigate how Inquiry-Based Learning can be used as a way to explore and deepen our understanding of the world around us. It will focus on the role of the environment in the development of the young child. It will afford students the opportunity to critically examine their own attitudes and beliefs in relation to social, environmental and scientific issues. This area of study will explore scientific, geographical and historical concepts and how these are critical in the development of young children to deepen their understanding of the world around them. The course will focus on practical experiences and investigations that will provide the necessary skills and pedagogical understandings that Early Childhood practitioners need in order to explore some of these concepts successfully in various settings. This module will strengthen students' capacity to promote and critique children's inquiry in an Early Childhood setting. They will have requisite knowledge, skills and capacities for reflection necessary to develop positive engagement with Inquiry-Based Learning.				
Link to Moodle page:	Course: EC8207: BECE3 Inquiry Based Learning & Environmental Care | MIEOnline (learnonline.ie)			

Module Name:	**Early Literacies**			
Module Code:	EC8307	**ECTS: 5**	**Module Type**	**Core**
Module Description				
"Those who work with very young children have a unique opportunity to get it right from the start and to enhance children's literacy though rich learning opportunities". (French, 2013)				

Literacy is not confined to printed ink on a page, therefore it is imperative that those working with our youngest learners afford consistent, language-rich, playful opportunities for young children to develop their emergent literacy skills. This module explores what 'getting it right' in early literacy resembles through the chosen early literacy practices of the contemporary early childhood educator. Content has been designed to afford students with the opportunity to develop an in depth awareness and appreciation of the interconnected intricacies of early literacy development and the fundamental role of the contemporary early childhood educator in nurturing young children's emerging literacy skills. Course content has been organised to equip students with relevant literacy knowledge and practical skill development to enable the facilitation of effective and developmentally appropriate early literacy learning experiences in ECE across their upcoming field placements and future professional practice. Across this module, students will explore the role of the early childhood educator in developing children's oral language, phonological awareness, emergent reading and emergent writing. Students will be enabled to develop an awareness of key strategies and approaches to best support effective shared-reading practices, playful emergent literacy learning and opportunities to capitalise on the use of children's literature to foster emergent literacy in the early years.

Link to Moodle page:	Course: EC8307 Early Literacies | MIEOnline (learnonline.ie)

Module Name:	**Field Placement**				
Module Code:	EC8309	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
This rationale for this Field Placement module is to enable students to prepare for, engage with and reflect on their third Early Childhood Education placement. It hopes to build on student's field placement experiences from 1st and 2nd year to explore concepts of child agency, reciprocity of exchange and inter-subjectivity. It seeks to identify early childhood as a time when children learn through caring and nurturing relationships, emphasising a shift in thinking away from consideration of what children should learn and the content of the curriculum, in favour of exploration of how young children learn and, in response, how they should be 'taught'. This module provides opportunities for students to observe young children's attachment styles during placement and to use their observations to guide and inform their planning and practice.					

This module hopes to enable students to integrate opportunities for relationship building into the range of curriculum models that they previously explored. Students should be able to plan and practice purposeful, child and adult-led activities that consider the importance of caring and nurturing relationships in the early years.	
Link to Moodle page:	Course: EC8309: BECE3 Field Placement | MIEOnline (learnonline.ie)

Module Name:	**Curriculum and Pedagogical Perspectives: Interactions and Relationships**			
Module Code:	EC8302	**ECTS:10**	**Module Type**	**Core**
Module Description				
Good relationships are key to quality care, development, and learning. This module explores the centrality of relationships in early childhood by considering different theoretical contributions and conceptualisations and traces their ideas all the way to practice. The emphasis here is on the process, and how we can be reflective, respectful and nurturing to create a positive learning environment.				
Link to Moodle page:	Course: EC8302: BECE 3 Curriculum & Pedagogical Perspectives : Interactions & Relationships (Mira Dobutowitsch) | MIEOnline (learnonline.ie)			

Module Name:	**Inclusion and Culture, Identity and Self**				
Module Code:	EC8308	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
Building on the Inclusion and Diversity in the Early Years module delivered in Year 2 of the programme, this module seeks to further develop students' understanding of the importance of inclusion for all children, taking account of disability, social class, language and culture. To that end, this module seeks primarily to develop in students, awareness and understanding of the various challenges to development and learning experienced by children in contemporary, multi-layered, cosmopolitan, globalised Irish society and the implications arising from these for practitioners in the field of early childhood education. This module challenges stereotypical understandings of diversity and disability.					

Drawing on 'universal design', 'critical multiculturalism' and 'critical pedagogy' this module will focus on developing students' awareness of their own positionality in relation to culture, ethnicity, disability and language, whether as members of the dominant or as members of a minority group. Students will examine some of the theoretical and empirical issues around identity, culture and 'the self'. Students will develop their skills of 'universal design' and 'intercultural communication' and will specifically focus on effective engagement with parents / guardians from diverse communities.	
Link to Moodle page:	Course: EC8308 BECE3 Inclusion, Culture, Identity & the Self | MIEOnline

B.Sc. ECE 3 Semester 2

Module Name:	**Research Proposal**			
Module Code:	EC8311	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module is designed to provide a basic introduction to the research methodologies most commonly employed by researchers in the field of early childhood education, in order to prepare students for the completion of a research proposal outlining a research project that they will conduct in their final year of study (SS). Quantitative, Qualitative and Mixed Method approaches will be introduced. Central to this module will be a basic understanding of research paradigms and methodologies. Students will be introduced to other key elements required for the successful preparation of the proposal including ethics in research, reviewing literature and academic writing.				
Link to Moodle page:	Course: BECE 3 Research Methods | MIEOnline (learnonline.ie)			

Module Name:	**Constructions of Childhood**			
Module Code:	EC8301	**ECTS:10**	**Module Type**	**Core**
Module Description				
This module is designed to provide a basic introduction to the research methodologies most commonly employed by researchers in the field of early childhood education, in order to prepare students for the completion of a research proposal outlining a research project that they will conduct in their final year of study (SS). Quantitative, Qualitative and Mixed Method approaches will be introduced. Central to this module will be a basic understanding of research paradigms and methodologies. Students will be introduced to other key elements required for the successful preparation of the proposal including ethics in research, reviewing literature and academic writing.				
Link to Moodle page:	Course: EC8301: BECE3 Constructions of Childhood | MIEOnline (learnonline.ie)			

Module Name:	**Inner Landscape of the Child**			
Module Code:	EC8304	**ECTS: 5**	**Module Type**	Core
Module Description				
This module investigates specific methods and pedagogical practices which can be used to encourage spiritual development and the inner landscape of young people, whatever their religious or non-religious worldview. Spirituality is an intrinsic part of the human person. Contemplative practices are being increasingly recognised as foundational to young people's wellbeing. Children have limited opportunities and space for reflection and contemplation in their busy lives which can be detrimental to the young person's development, and which can be addressed through reflection and mindfulness-based practices. But there is also emerging research evidence that attention, behaviour and resilience, can be improved through mindfulness programmes and contemplative practice. The module explores international research on the increased competency gained by children to focus attention, the improved maintenance of emotional balance and the enriched resilience in the face of life's challenges for children who experience spiritual education.				
Link to Moodle page:	Course: EC8304: BECE3 The Inner Landscape of the Child | MIEOnline (learnonline.ie)			

Module Name:	**Legal Context of Early Childhood Education**			
Module Code:	EC8303	**ECTS:5**	**Module Type**	**Core**
Module Description				
This module builds on the introduction to the practical implications of legislation, statutory regulations and guidelines which are related directly to or impact on early childhood education settings provided by the JF Module "A Nurturing Pedagogy". In this module, the evolution and context of legislation will be considered against the backdrop of a changing socio-historical landscape. Children's rights will form a thread running through this module as we begin with the UNCRC tracking how 'children's rights' has influenced the enactment and content of key legislative provision. Students will be encouraged to adopt a critical lens when considering key legislation, regulations and guidelines related to child care. In examining legislation in early childhood education we will also consider how legislation impacts on childcare settings such as, for example, the relationship between regulations (particularly regulation 5) and Síolta. On successful completion of this module, students should be able to critically discuss the main statutory provisions relating to early childhood settings and analyse major decisions in Irish case-law that have influenced practice in early childhood settings. Furthermore, this				

module develops students' ability to evaluate the law on safety, health and welfare at work as it relates to early childhood settings and assess the duty of care expected of early childhood personnel. This module explores the responsibilities of management personnel in contemporary early childhood settings.	
Link to Moodle page:	Course: EC8303: BECE3 Legal Context of Early Childhood Education | MIEOnline (learnonline.ie)

B.Sc. ECE 4 Semester 1

Module Name:	**Organisation Learning and Skills for Early Childhood Education 1**				
Module Code:	EC8406	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
The literature on work integrated learning (WIL) is clear in identifying the need for programmes of learning to integrate assessment with the needs and viewpoints of the relevant stakeholders i.e. the students, the educational institution and the employers. It can be an excellent method of providing opportunities for extending the learning (theoretical) commenced by students at the educational institution into the learning environment of the workplace. This is particularly relevant to the early childhood education sector (DES, 2016; PLÉ, 2018; Urban et al, 2012). Consequently, students must demonstrate their understanding of the culture of the early childhood education sector, the norms of early years practice and how their skills and competencies will enable them to be innovators and effective team members. These include both the hard skills or technical competencies and the soft skills such as the application of theory to practice (Dunn et al., 2012). This module focuses on support students to develop an awareness of their role as leaders of children's learning through giving consideration and meaning to reflective practice; links between knowledge, practice and one's own values; considering the systems context and considering the organisational cultures in ECE workplaces in the context of the need for change and quality and competency development (Bruner, 1996; Urban et al, 2012).					
Link to Moodle page:	Course: BECE 4 Organisation, Skills & Learning for ECE Semester 1 | MIEOnline (learnonline.ie)				

Module Name:	**Curriculum and Pedagogical Perspectives: Learning through Play 1**			
Module Code:	EC8004	**ECTS:5**	**Module Type**	**Core**

Module Description	
This module builds on the module in the first year (JF) of the programme called *Curriculum and Pedagogical Perspectives: Dispositions and Play.* Students, now in their fourth year of the programme (SS) and having had the benefit of three years of academic work and practical experience in the field, are ideally placed to interrogate ideas and theories around best practice of playful pedagogy. It is important that early years' graduates are equipped to confidently articulate and defend a research-led, play-based approach to learning in the early years and additionally to mediate and support child-led and adult-supported playful learning through an emergent curriculum. On successful completion of this module, students should be able to • Articulate and defend a research-based approach to working playfully with children in an early years' context • Outline an agile and responsive approach to children's emergent playful learning needs (PLO2) • Describe the particular play needs of 1-3-year-old children, including children with additional learning needs (PLO 2). • Use Aistear, the Irish curriculum framework for children aged 0-6, as a planning and practice resource for working in an early years' setting (PLO2) • Adapt play activities to facilitate children with additional needs (PLO2, PLO4, PLO5, PLO7, PLO11) • Apply theoretical ideas to analyse play-based practice • Analyse their experience of playful learning on previous placement and propose adjustments for improved future placement practice.	
Link to Moodle page:	Course: EC8404 BECE 4 Learning through Play I | MIEOnline (learnonline.ie)

Module Name:	**Research Methods and Dissertation**			
Module Code:	EC8405	ECTS: 20	**Module Type**	Core
Module Description				
This module is designed to provide a comprehensive elaboration of research methodologies introduced in Year 3, in order to prepare students for the completion of a research dissertation. Quantitative, Qualitative and Mixed Method approaches will be explored. Central to this module will be the application of these research paradigms to the final year mandatory research project, which all students will undertake. Students will be further supported in other				

key elements also introduced in Year 3 required for the successful preparation of the dissertation including ethics in research, reviewing literature and academic writing. The topic of the dissertation must link to and build on an aspect of the coursework completed so far, i.e. core modules, specialisation module, work placement.	
Link to Moodle page:	Course: EC8405 BECE 4 Research Methods | MIEOnline See B.Sc.ECE4 Dissertation Handbook.

B.Sc. ECE 4 Semester 2

Module Name:	**Organisation Learning and Skills for Early Childhood Education 2**				
Module Code:	EC8408	**ECTS:**	5 credits	**Module Type:**	Core
Module Description					
This module builds upon and extends the learning in the organisation and learning module in semester 1. The focus of this module therefore is the application of the theoretical frameworks, in terms of the overall learning of the modules completed in the previous part of the course, and skills and competencies that are vital for effective and efficient working in the environment of an early educational setting. The module will focus on the personal skills necessary for creativity and innovation. A portion of the course will be devoted to focusing on key aspects of practice in an early childhood setting such as effective communication with all stakeholders and partners, implementation of effective and democratic professional practice in team contexts, developing the ability to engage in innovative, evidence informed decision making, having an understanding of pedagogical leadership Reflective practice will be central to this module and the students will be supported by the provision of reflective sessions throughout the module and the use of an e-portfolio. These sessions will allow the student the opportunity to deconstruct their experience in the field in a forum that is collegial and sensitive to the needs of the field placement period.					
Link to Moodle page:	Course: BECE 4 Organisation, Skills & Learning for ECE Semester 2 | MIEOnline (learnonline.ie)				

Module Name:	Curriculum and Pedagogical Perspectives: Learning through Play 2			
Module Code:	EC8905	**ECTS:5**	**Module Type**	**Core**
Module Description				

This module on play follows Curriculum and Pedagogical Perspectives: Learning through Play 1 from term 1 in year 4. In the first term students focused on becoming a player themselves and there was an emphasis on play with children from 1-3 years old. The theoretical focus was on the tension between freedom and structure in play. This experience, combined with their first year module on play, prepares students for this final module which moves their focus outwards to supporting parents, looking at technology and play and it also sets students up to use Síolta's standards to consider the quality of the play environment for children. Early years' graduates need to be equipped with the knowledge and skills to enter into dialogue with parents about their children's learning and to be able to provide guidance as necessary. They also need to be able to articulate research- informed and balanced views on the role of technology in the lives of young children. Finally, graduates should have a clear understanding on what comprises a good quality learning environment for young children. On successful completion of this module, students should be able to • Articulate and defend a research-based approach to working dialogically and reciprocally with children in an early years' context • Anticipate and describe an appropriately agile and responsive approach to children's emergent playful learning needs • Critique research on the role of technology in children's lives and outline how technology might be appropriately used in playful learning. • Evaluate how Síolta, the Irish quality framework for children aged 0-6, could be used as a resource for working in quality early years' environments

Link to Moodle page:	Course: EC8905 BECE 4 Learning through Play II | MIEOnline (learnonline.ie)

Module Name:	**Field Placement**				
Module Code:	EC8410	**ECTS:**	20 credits	**Module Type:**	Core
Module Description					
This module equips a student to apply and progress their professional knowledge, competencies and skills in an early educational setting and is a continuation of the work completed by students in the Organisation Learning and Skills in Early Childhood module. The seminal study "Competence Requirements in Early Childhood Education and Care" (CoRe, Urban et al., 2011) suggests '...becoming 'competent' is a continuous process that comprises the capability and ability to build on a body of professional knowledge, practice and develop					

and show professional values. Although it is important to have a 'body of knowledge' and 'practice', practitioners and teams also need reflective competences as they work in highly complex, unpredictable and diverse contexts (p.21). Vanderbroeck et al., (2011) maintain that the continuing development and application of core competencies and skills combined with the knowledge and understanding to integrate education and care are fundamental to quality early years' provision. The benefits of practicum experience according to Bonnett (2015, p.197) gives students an opportunity 'to engage in a theory-to-practice model as they work directly with children, families, agency mentors and community partners'. Grounded within this understanding, students will undertake their placements within settings which will introduce them to the applied, concrete competencies necessary, while at the same time, affording them an opportunity to network and interface with established professionals in the field of early childhood education. It is intended that students will be encouraged to apply the theoretical concepts and skills acquired during lectures and workshops over the course of their placement. At all times, students will be supported in playing an active and productive part on the team in their placement setting. Students will be encouraged to become "reflective practitioners" during the placement. Reflective Practice is recognised as core to improving practice and to ensure better outcomes for the children in services. Schonfeld (2015, p.7) relays that it is '…a process by which you stop and think about your practice, consciously analyse your decision making and draw on theory and relate it to what you do in practice." This module not only encourages a reflective practice approach but one embedded in critical analysis and evaluation.	
Link to Moodle page:	Course: EC8410 BECE4 Field Placement | MIEOnline (learnonline.ie)

B.Sc. ECE Electives

Module Name:	**Nutrition and Healthy Eating**				
Module Code:	EC8901	**ECTS:**	5 credits	**Module Type:**	Elective
Module Description					
Up to 25% of three-year-olds are overweight or obese in Ireland (Growing up in Ireland, 2013). By the time Irish children reach nine years of age there is a rate of 30% overweight or obese in some socioeconomic groupings (Growing Up In Ireland – Overweight And Obesity Among 9-Year-Olds, 2011). The government requires pre-schools to have a written policy on healthy eating requirements that complies with the Childcare Act (2006). The pre-school manager is responsible for all the food eaten within the pre-school setting (Food and Nutrition Guidelines for Pre-School Services, 2004). The course will investigate how nutrition and healthy eating are important aspects of early childhood education. The students will explore their own attitudes and beliefs to what constitutes a healthy diet. They will study key concepts of food and nutrition, appreciate the difference between nutrient intake and the cultural diversity of food. They will briefly learn about safe food handling. Students will be made aware of the relevant legislation and food polices recommended by the statutory agencies.					
Link to Moodle page:	Course: EC8901 BECE Elective Nutrition & Healthy Eating | MIEOnline				

Module Name:	**Holistic Education for Early Childhood Settings**			
Module Code:	EC8909	**ECTS:5**	**Module Type**	**Elective**
Module Description				
This module is based on an Erasmus + research project that developed this module based on exchange of practice, creation of tools and resources for improvement and measurement of process quality, through a research team of academics, ECE educators and primary school teachers locally, nationally, and at European level. Holistic ECE values 'the thinking and the feeling life' and promotes a vision of children as active, competent, playful learners. The most up-to-date understandings of how children learn show the interrelatedness of domains of development, and the importance of drawing on children's own talents, emotions, experiences, cultures and interests (Hayes et al., 2017). This module will translate these concepts into pedagogy through emphasising constructivist, participatory methodologies taking children's voices into account.				

This module gives students space to engage in the conceptual reflection necessary for true 'expertise' in constructivist-inspired practices (Olsen & Bruer, 1996). It is hoped to influence the thinking of students and to affect their practice, by engaging them in promoting creative, constructivist practices. Ryan & O'Toole (2013) refer to this as the development of 'perspectives' but note that support may be needed for theoretical & conceptual knowledge to be rendered 'useful' for education. In addition the module will focus on the micro moments in curriculum such as, innovative practical measures including.	
Link to Moodle page:	Course: EC8909 BECE Elective THRIECE Holistic Education | MIEOnline

Module Name:	**A Rights based Approach to Early Childhood**			
Module Code:	EC8910	**ECTS:5**	**Module Type**	**Elective**
Module Description				
This module is based on an Erasmus + research project that developed this module based on exchange of practice, creation of tools and resources for improvement and measurement of process quality, through a research team of academics, ECE educators and primary school teachers locally, nationally, and at European level. Inclusive ECE values children's cultural, linguistic and social backgrounds. Research identifies cultural bias in standardised approaches to understanding children's achievement (MacRuairc, 2009). This module highlights inclusive practices, welcoming sociocultural diversity, and opposing standardised, exclusive perspectives and methods that may feed into socially reproductive experiences for marginalised groups. The purpose of this module is to consider these issues through the lens of the UNCRC. This module is innovative both in its conceptualisation of a rights based early education & in the practical responses identified. It draws its theoretical framework from Childhood Studies, in particular children's rights (Percy-Smith & Thomas, 2010); children's agency & voice (James, Jencks & Prout, 1998) & Critical Early Education Studies (Dahlberg & Moss, 2005).				
Link to Moodle page:	Course: EC8910 BECE Elective THRIECE UNCRC Rights Based Approaches to ECE | MIEOnline			

Module Name:	**Relational Reflexivity in Early Childhood Education**			
Module Code:	EC8911	**ECTS:5**	**Module Type**	**Elective**
Module Description				
This module is based on an Erasmus + research project that developed this module based on exchange of practice, creation of tools and resources for improvement and measurement of process quality, through a research team of academics, ECE educators and primary school teachers locally, nationally, and at European level. This module is an approach to quality early education that offers a powerful vehicle for social inclusion, supporting "provision that encourages participation, strengthens social inclusion and embraces diversity" (EC, 2014, p. 9). Relational ECE foregrounds relationships and interactions between early childhood educators and children, children and their peers, educators and parents, and settings and their communities. Positive interactions and relationships are more important for measuring quality in early education than narrow numerical indicators (O'Toole, 2016). This module will support learners to understand that a focus on relationships requires a reflective capacity. It will draw on psychodynamic ideas such as unconditional positive regard and cognitive analytic therapy to support students to explore how they conceptualise relationships with children in the early years while also identifying practical approaches for building such relationships.				
Link to Moodle page:	TBC			

Module Name:	**Financial Management in Education**			
Module Code:	EC8903	**ECTS:5**	**Module Type**	**Elective**
Module Description				
Almost all activities within any organisation have financial implications, and most staff are likely to acquire some level of financial or budgetary responsibility during their career. For State-funded organisations, it is important to be familiar with the various sources of income available to the organisation, and with the regulations regarding management and control of This module will outline the mechanisms used to ensure value for money in relation to publicly-funded activities or projects. On successful completion of this module, students should be able to identify the requirements for the calculation, and legitimate expenditure of capitation grants; discuss the specific project grants available to schools, pre-schools and early childhood settings and the legitimate expenditure of same. Finally student will be examine the "Tendering Process" relating to the expenditure of state funds and develop an				

awareness of the requirements for Revenue compliance, where applicable, in the expenditure of funds.	
Link to Moodle page:	Course: EC8903 BECE Elective Financial Management | MIEOnline

Module Name:	**Leadership-Theory and Practice**			
Module Code:	EC8905	**ECTS:5**	**Module Type**	**Elective**
Module Description				
People possess many different qualities, all of which are important in the workplace. An awareness of qualities, both in others and oneself is essential for the effective running of an organisation. Effective communication is necessary for effective leadership. This module explores strategies and techniques for effective communication that are deemed important as part of management and leadership. Self-awareness and effective communication enhance management and leadership skills. Motivation is an essential part of an effective workforce. Effective management and leadership involves an awareness of motivation theories. Students will examine leadership styles and engage in self-reflection in the context of same Through a model of transformational leadership the motivation level of both the leader and the follower can be enhanced. This module explores a model of leadership: distributed leadership. The importance of effective communication in management and leadership, the leadership and management of change, and strategies and techniques for facilitating change will be discussed in this module These skills are important in facilitating and implementing change in an early childhood setting.				
Link to Moodle page:	Course: EC8905 BECE Elective Leadership Theory & Practice | MIEOnline			

Module Name:	**Creative Technologies in Early Childhood Education Settings**			
Module Code:	EC8906	**ECTS:5**	**Module Type**	**Elective**
Module Description				
A broad body of literature recognises ICTs as key enablers of innovation and creativity in education (cf. Brecko, Kampylis & Punie, 2014; Johnson, Adams Becker, Estrada, Freeman,				

Kampylis, Vuorikari & Punie, 2014; DES 2008). This course aims to identify, develop, apply and promote the digital skills and competencies required for early education in the 21st century using a broad range of creative technologies. This module is designed to enable students use technology effectively in an early educational setting. Furthermore, through engagement in this module students will familiarise themselves with digital technologies; their use for teaching, and their application to digital literacy for 21st century learners. Finally, this module introduces and familiarises students with different pedagogical frameworks and their application to an ICT environment with particular focus on early year's education.	
Link to Moodle page:	Course: EC8906 BECE Elective Creative Technologies | MIEOnline

Module Name:	**Effective Communication and Partnerships**			
Module Code:	EC8908	**ECTS:5**	**Module Type**	**Elective**
Module Description				
This module equips students to become professionally effective in the way they communicate with those they work with: babies, children, parents, colleagues and others (Petrie, 2011). Effective communication skills including written and oral presentations, as well as an ability to work with others, are essential to collaborate and professional team work as well as to effective partnerships with parents. For those working in an early years educational setting the ability to communicate effectively is an essential prerequisite for high quality early childhood education. Communication involves conveying your messages to other people clearly and unambiguously. It is also about receiving information that others are sending to you, with as little distortion as possible. Communication skills, both verbal and non-verbal, such as listening and responding, intercultural communication, presenting and facilitation in group settings, and understanding and responding to messages from babies, toddlers and young children will be evaluated, analysed and applied in this module. This course aims to equip students with an understanding of the process of communication and to help them develop and practice their own communication skills so that they themselves can become successful communicators in a variety of educational settings, and in particular in establishing meaningful and effective partnerships with parents, including especially those from disadvantaged or marginalised communities.				
Link to Moodle page:	Course: EC8908 BECE Elective Effective Communication & Partnerships | MIEOnline			

Module Name:	**Early Childhood Education through the Medium of Irish**			
Module Code:	EC8904	**ECTS:5**	**Module Type**	**Elective**
Module Description				
Due to the significant number of parents who wish to give their children an education through the medium of Irish, there is a significant number of Irish Language preschools in Irish speaking and in non-Irish speaking areas, as the first stage on the continuum of education through Irish. Many people are interested in working in Irish language preschools. Irish language preschools bestow an advantage on children who go on to attend all Irish primary schools and primary schools in Irish speaking areas. Irish Language Preschools immerse children in Irish and as a consequence of that they enhance their understanding of the language and they give the children a start in speaking Irish. Irish Language Preschools complement the efforts of families who rear their children through Irish. Students should note that a good standard of communicative competence in Irish is necessary to be able to engage effectively with this module and required assignments will need to be completed in Irish. **This module** helps students develop an understanding of immersion education in general in various countries when minority languages are in question. Through tracing the history of immersion education in Ireland from 1900 students will study the current state of the immersion education system in Ireland at preschool level in Irish speaking and non-Irish speaking areas, and the specific aims of Irish Language Preschools. They will investigate the importance of the link between Irish Language Preschools and Irish Language Primary Schools, study State Policy with regard to Irish Language Preschools and the roles of organisations which support the sector and analyse the particular traits of the curriculum for Irish Language Preschools and the methodologies which are used. Finally, this module enhances the ability of the students in the Irish language.				
Link to Moodle page:	Course: EC8904 BECE Elective Early Childhood Education through Irish | MIEOnline			

B.Sc. Early Childhood Education 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 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 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-assesment 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.Sc. ECE 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. Students cannot rise with their year until they have completed all the requirements of the previous year, including the field placement requirement
3. 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

Compensation

4. Students must receive at least 40% in every module in order to complete the requirements of the year. However, a single failing result (between 35% and 39%) in one 5 ECTS credit module, except the field placement modules, may be compensated, provided no other module has been failed.
5. In the case of a 5 ECTS credit module that has more than one assessment point, internal compensation for a single failed assessment component within the module is permitted, unless specified otherwise. The failed component must be at the F1 level (30% or higher). Where a failed component is at F2, or where more than one component is failed, internal compensation is not permitted.
6. No compensation is permitted in the following
    - In the Field Placement module across all years.
    - In the Research Proposal module in Junior Sophister year.
    - In 10 ECTS credit modules. (EC8107 Psychology and the Developing Child, EC8102 Dispositions and Play, EC8204 Models of Curriculum and Assessment, EC8203 Understanding Childhood in Context, EC8301 Constructions of Childhood, EC8302 Interactions and Relationships
    - Across modules in the Senior Sophister year.
    - Where another module is failed.

Annual Examinations

7. If a student fails a module, (i.e. gets 39% or lower in a non-compensatable module or gets 34% or lower in a compensatable module), in the annual exams, a re-assessment exam or assignment must be taken at the next available sitting.
8. Where 10 ECTS module comprises of more than one assessment component, each component must be passed separately. However, students repeat only the failed component unless otherwise specified.
9. If a module assessment component(s) is not completed or submitted, the result for the component(s) is a NS (non-submission). The student fails the module even if the student's overall average on completed/submitted work exceeds 40%. In such cases, NS is recorded against the passing grade.
10. In the Senior Sophister year, students who fail both the portfolio and the presentation of the field placement have failed the placement module overall. In such an instance, the overall internship module must be repeated on books the subsequent academic year. The result is not capped.

Re-Assessment Examinations

11. 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.
12. Students are required/permitted to only take re-assessment exam(s)/assignments in the assessment components(s) that are failed or not submitted, unless specified otherwise.
13. 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 sitting, the mark for work not previously completed counts as the second attempt and it is capped at 40%, even where a higher mark was warranted.
14. 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 s re-assessment" e.g. 52% 'Pass at re-assessment'.
15. 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 the module mark 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%

16. If a student fails the field placement component (in any year) at the annual examinations, the re-assessment mark is not capped. If a student takes field placement at re-assessment due to a non-submission in the annual examinations, the mark for the re-assessment field placement is capped at 40%
17. 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.
18. If a student fails a module in the re-assessment exams, **all** assessment components of the module must be taken at the next available sitting.
19. If a student fails a module in the re-assessment exams, with the exception of the Field Placement and SS Dissertation modules, the student may be permitted by the Court to repeat the year and take the module at the next available opportunity (i.e. the next annual exams). Should the student be unsuccessful in the second annual exams (i.e. third attempt overall), the student may take the exam one final time the following autumn. Should the student be unsuccessful at this time, no further repeat is possible.
20. 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 but who pass the field placement module (both parts) will be recommended by the Court to repeat the failed modules off books. Students who fail one or two modules and who fail field placement and students who fail three or more modules will repeat all modules on books.
21. 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 repeat 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 grade is not capped at the overall annual grade from the previous year.

Senior Sophister Dissertation

22. 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 results for the module is recorded as INC (incomplete) and the overall grade for the year is recorded as a FAIL.

End of Year Grades

23. Decisions about raising borderline marks are made at the Court of Examiners.
24. Should a Freshman student's overall mark be borderline (i.e. 49%, 59% and 69%) the Court may recommend that their grade be rounded up to the next grade level if the student has:
    i. Passed all modules in the annual exams.
    ii. A preponderance (more than 50%) of the module grades in the next higher grade level.
    iii. The next higher grade level in one of the 10 ECTS modules.
25. 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.
26. Borderline marks are not considered for rounding up in Junior Sophister.
27. In the case of a Senior Sophister student whose overall degree mark is borderline, all module marks across Junior Sophister are considered.
28. In order for a borderline mark to be raised at the end of Senior Sophister year, a student must have:

i. The next higher grade level in the dissertation.
ii. Senior Sophister placement grades in the next higher grade level.
iii. A preponderance (more than 50%) of module grades in Senior Sophister year in the next higher grade level.
iv. Passed all Senior Sophister modules and have at most one failed module in Junior Sophister year.

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 Option

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 progress onto some Level 9 courses, such as the Professional Masters of Education (Primary).

External Examiner

Prof Deirdre Horgan, School of Education, University College Cork

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 course work 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 a re-assessment assignment. 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

- 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.
- Nano Nagle award is presented to the student who achieves the highest overall mark in B.Sc. Early Childhood (based on results in the Junior Sophister and Senior Sophister years). If more than one student falls into this category, the mark awarded for the dissertation will also be considered.
- Bonn Ealaíon Award. This Award 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 supportsteaching, 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 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 on the student profile page 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.Sc.ECE, C456 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 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
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 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.

Our 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.SC.ECE 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 academic integrity, attendance, appeals, placement and so much more.