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BA (Hons) in Early Childhood Education and Care



Student Handbook 2024-2025

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Welcome to NCI!

We are delighted to welcome all our new students to the National College of Ireland and to the BA (Hons) in Early Childhood Education & Care programme. We hope that you enjoy your time with us over the coming years.

This handbook has been compiled to provide you with a readily accessible source of vital information relevant to all aspects of your experience at NCI. It contains the key information and contacts that you may need during your studies in the college. In addition to this guide, details of the college policies are available on the college website and the student portal.

On behalf of all the staff at the college we wish you every success in your studies and look forward to meeting with you and getting to know you over the coming weeks and months. For our returning students we would also like welcome you back to the college and wish you well in your continuing studies.

Practical Information

College Staff

Title	Role	Contact details
Academic Director	The Academic Director is responsible for academic concerns such as overall delivery, assessments and decisions relating to the course.	Dr. Meera Oke Meera.oke@ncirl.ie (appointment by request)
Programme Director	The Programme Director is responsible for academic concerns such as assessments and decisions relating to the course. She will liaise with the student group and deal with individual queries as needed.	Day Delivery (Interim) Carrie Archer – Years 1-4 Carrie.Archer@ncirl.ie Evening Delivery Meera Oke – Years 2,3&4 Meera.oke@ncirl.ie
Academic Operations Team / Programme Coordinator	The Academic Operations Team are a dedicated team of Programme Coordinators who support the running of all programmes offered within NCI. Each programme has its own Programme Coordinator where your query will be assigned to. The Programme Co-ordinator will be your main contact throughout the programme for administrative matters.	Priscila Flora Reis Submit a request to Academic Operations at NCI Support Hub
Placement Coordinator	The Placement Coordinator has overall administrative responsibility for the placements. They will assign Placement Supervisors to each student and monitor progress throughout placement.	Deirdre Tinnelly Deirdre.tinnelly@ncirl.ie
Director, Centre for Education & Lifelong Learning	The Director of the Centre for Education & Lifelong Learning oversees academic policy, develops policies and procedures and has overall responsibility for academic and managerial issues within the Centre.	Professor Breda McTaggart Breda.McTaggart@ncirl.ie (appointment on request)

Registrar	The Registrar deals with requests for exam deferrals, academic plagiarism issues, and individual student cases.	Karen Jones registraroffice@ncirl.ie
Student Services	This office covers the administrative function of the College: registration, assessment processing, and exam timetables. https://www.ncirl.ie/Campus/Student-Services	studentservices@ncirl.ie
Fees Office	The Fees Office deals with all fees issues.	fees@ncirl.ie 01 4498569
Exams	Should you have any queries regarding results on your transcript contact the exams office.	exams@ncirl.ie
Careers Office	The NCI Careers and Opportunities Service is committed to providing a confidential student-centred career counselling, guidance and information service of the highest quality to all full-time, part-time, off-campus and postgraduate students of the college. https://www.ncirl.ie/Careers	Laura Walshe Careers Advisor Laura.Walshe@ncirl.ie
Library	The Library is located in the Spencer Dock building, floors 4&5 Find out about library services, opening hours and search the library catalogue at https://www.ncirl.ie/Library/NCI-Library Library Opening Hours available at: https://ncirl.libcal.com/hours/ Click here to access the Library Essentials Guide: https://libguides.ncirl.ie/libraryessentials	library@ncirl.ie

IT Student Support	<p>IT Services will be your main point of contact for any issues related to your NCIRL systems account and login details.</p> <p>https://www.ncirl.ie/Campus/Student-Services/IT-Services</p>	<p>IT Help Centre</p> <p>Log a ticket with the IT help Centre</p>
Support Services eg. Academic Support, Disability, Counselling & Wellness	<p>Students who are experiencing difficulty in their studies are encouraged to seek support from the college.</p> <p>https://www.ncirl.ie/Students/Student-Services/Support-Services</p>	<p>studentsupport@ncirl.ie</p>
Student Representatives	<p>All classes are expected to appoint a 'Class Rep' who can liaise with the college on behalf of students.</p> <p>A class rep is a student who represents the views of their class on academic matters to the lecturer, programme administrator or programme director.</p> <p>Most programmes will have 2 class reps, recruited with advice and guidance from the Students' Union.</p> <p>Meetings are arranged between Class Representatives and Programme Directors each semester to raise any issues the class would like to address.</p> <p>https://www.ncirl.ie/Students/Student-Services/Students-Union/TabPath/277</p>	<p>president@ncisu.ie</p>

Programme Overview

The BA (Hons) in Early Childhood Education and Care spans four stages of academic study over 8 semesters (4 years) for the full-time programme. The programme is designed to provide a solid foundation in early childhood education and care so as to encourage learners to practice as professional Early Childhood Educators. The BAHECEC programme adheres to the Professional Award Criteria and Guidelines and is accredited by the Qualifications Advisory Board (QAB) for the Early Learning and Care (ELC) Sector. The supervised placement component accounts for at least 35% of the overall Honours Degree.

Programme Aims

The aim of the BA (Hons) in Early Childhood Education and Care is to provide learners with a firm foundation in Early Childhood Education and Care so as to practice as Professional Early Childhood Educators in a range of early childhood education and care environments. As such, the programme aims to present learners with a comprehensive foundation in the principles and pillars of practice of early childhood education and care in Ireland and internationally, underpinned by a solid theoretical framework.

The programme aims to ensure that all essential guidelines and frameworks recommended in Early Childhood Education and Care practice environments, such as [TUSLA](#), [Children First](#), Garda vetting, [Aistear Siolta Practice Guide](#) and [Code of Professional Responsibilities](#) and Code of Ethics are met. This is so graduates will be equipped to professionally practice in a range of early childhood settings with an age range of birth to six in a variety of contexts. For example, the emphasis on supervised professional practice skills throughout the programme, where in students will have opportunities to observe, apply, design, implement a variety of pedagogical strategies, through placement in a range of settings. Through the programme it is intended to develop learners' knowledge, practices and values for working with children, their families, communities and other professionals, and to develop their personal professional identities as Early Childhood Educators in alignment with the [Qualifications Advisory Board \(QAB\) for the Early Learning and Care \(ELC\) Sector](#) and the [First 5, The Whole of Government Strategy](#).

Programme Learning Outcomes

The programme learning outcomes at Level 8 are as follows:

MIPLO1	Demonstrate a professional understanding of the core theories, concepts and methods, which underpin Early Childhood Education and Care (ECEC).
MIPLO2	Communicate a comprehensive knowledge of diverse theories and scholarship across a range of related subject areas to Early Childhood Education and Care.
MIPLO3	Demonstrate mastery in Early Childhood Education and Care practice research skills, including practice-based research design and ethics.
MIPLO4	Evaluate theoretical and experiential work in order to formulate judgements and draw conclusions in various contexts of ECEC practice environments.
MIPLO5	Apply relevant professional, ethical and regulatory standards in the designing of curricula, pedagogical and assessment practice in a range of ECEC environments.
MIPLO6	Demonstrate an ability to manage, lead and work effectively in a team environment and take accountability for decisions in ECEC environments.
MIPLO7	Exercise personal and professional responsibility and leadership in adapting knowledge and skills acquired to address complex ECEC environments.
MIPLO8	Articulate the role that early childhood educators play in a range of ECEC environments and multidisciplinary contexts.

Programme Delivery

The evening programme will be delivered online on Monday and Wednesday evenings from 6-9:30pm. There will also be some Saturday classes delivered face to face on campus.

The day programme will be delivered on campus between Monday - Thursday.

Field Visit

During Year 1, students will have 4 field placement visit days. These 4 days will be spent in different settings, enabling students to experience some of the many approaches to Early Childhood Education and Care. The field placement visit days are arranged by the Programme Team.

Supervised-practice Placement and Capstone Project

For Placement in years 2 and 3, students are required to source a suitable ECEC placement setting themselves. The supervised-practice placement is an important and mandatory requirement of the programme. For more information on how to source a suitable ECEC setting, please read the Placement Booklet linked below.

[Year 2 draft Placement Booklet 2024/25](#)

In year 2, the placement module aims to introduce students to the integration of theoretical principles, concepts and professional knowledge acquired through the taught modules while observing staff and children in supervised practice in an early childhood education and care placement setting.

In year 3, the placement module builds on year two modules and incorporates learning on modules in year 3. Students will develop a personal philosophy and identify high quality early childhood practice and experience the use of pedagogical and leadership skills to engage all stakeholders - babies, toddlers, young children, parents and the wider community in learning. The professional placement practice module provides experience in developing high quality practice underpinned by the principles and themes of National regulatory and Legal Frameworks in ECEC.

In year 4, the Capstone project requires students to complete practice-based research project and will be required to be to be in practice.

Garda Vetting

Garda Vetting is required as part of the admissions process to the BA (Hons) in Early Childhood Education and Care programme. 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 or by not completing the online part of the process, may impact a student's ability to undertake placement.

Students may not attend field placement days or commence their placement until this process has been completed.

Programme Structure

The tables below show the modules of the programme for each year. Please note that you will be provided with a detailed module handbook for each module at the start of each semester. These will be available on Moodle and will provide you with details of the curriculum, reading and other learning resources, as well as assessment information. For more information on the modules, you can view the module descriptors by clicking on the link below.

<http://courses.ncirl.ie/index.cfm/page/course/courseId/8068>

Year 1

Module	Semester	Credits
Foundations of Early Childhood Education and Care	1	10
Music, Movement, Art and Drama	1	10
Holistic Child Learning and Development	1	10
Academic Foundations and Scholarship	2	10
Child Nutrition, Health and Well-Being	2	10
Essential Legislation and Regulation in ECEC	2	10
Field Visits to ECEC settings	1 & 2	

*Students can exit after year 1 with a QQI Level 6 Certificate in Early Childhood Education and Care Award.

Year 2

Module	Semester	Credits
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Disposition and Dynamics of Behaviour in Children	1	10
Core Pedagogies in ECEC	1	10
Diversity & Pluralism in Learning, Languages, and Literacies	2	10
Play and Creativity in ECEC	2	10
Managing Your Learning and Academic Practice	1 & 2	10
Placements – Observations and Reflections in ECEC Practice	1 & 2	10

*Students can exit after year 2 with a QQI Level 6 Higher Certificate in Early Childhood Education and Care Award

Year 3

Module	Semester	Credits
Quality Assurance in ECEC Environments	1	10
Early Learning in a Digital World	1	5
The Child, Family, and Society – Stakeholders in ECEC	1	10
Inquiry Learning: Design and Evaluation of Curriculum in ECEC	2	15
Leadership and Governance in ECEC Environments	2	10
Placement: Application of Strategies in Learning Environments in ECEC Practice	1 & 2	10

*Students can exit after year 3 with a QQI Level 7 BA (Ordinary) Degree in Early Childhood Education and Care Award

Year 4

Module	Semester	Credits
Social, Cultural, and Political Contexts of ECEC	1	10
Personal and Professional Identity	2	5
Working in Multi-professional Contexts	1	10
ECEC Inquiry and Research Methods	1&2	10
Capstone ECEC Practice Based Project	1&2	25

*Students will be awarded a QQI Level 8 BA (Honours Degree in Early Childhood Education and Care Award after year 4.

Lecturing staff members on the BA (Hons) in Early Childhood Education and Care

Name	Email Address
Dr. Meera Oke	Meera.oke@ncirl.ie
Anna Barr	Anna.Barr@ncirl.ie
Arlenne Mathews Heeney	Arlenne.MatthewsHeeney@ncirl.ie
Dr. Bronagh Flynn	Bronagh.Flynn@ncirl.ie
Dr. Criona Blackburne	Criona.Blackburne@ncirl.ie
Deirdre Tinnelly	Deirdre.Tinnelly@ncirl.ie
Elaine Fagan	Elaine.Fagan@ncirl.ie
Elaine Morrissey	Elaine.Morrissey@ncirl.ie
Dr. Geraldine Nolan	Geraldine.Nolan@ncirl.ie
Leah Russell	Leah.Russell@ncirl.ie
Rachel Redmond	Rachel.Redmond@ncirl.ie
Sara Ponce	Sara.Ponce@ncirl.ie
Siobhan Canavan	Siobhan.Canavan@ncirl.ie
Dr. Stella Choy	Stella.Choy@ncirl.ie
Timea Zolei	Timea.Zolei@ncirl.ie

Academic Operations

Programme Coordinator's Office Hours

Academic Operations Office Hours during term are Monday to Thursday 9.00am-6:30pm, & Friday 9:00 - 5:00pm. Lunch hour is 1:00pm - 2:00pm. At Reading Week and outside of term time opening hours are 9:00am to 5:00pm. NCI supports a hybrid working model which means that your Coordinator will be available Monday – Friday but may not be on campus every day.

All queries relating to the programme administration should be sent to Academic Operations via the [NCI Support Hub](#). Should you wish to speak to your Coordinator in person, please submit a request through the hub and a meeting or teams call can be set up as appropriate

Programme Director/ Module Lecturer's Appointment System

The Programme Director/lecturer is available to meet with you to discuss any academic queries or challenges you may be having. Meetings with the Programme Director/ lecturer are by appointment. Meetings will take place via MS Teams, on campus or over email. To request a meeting, please email your Director or lecturer to begin the process, give an indicator of what you would like to discuss, and suggest a couple of times that might work for you. The Director/lecturer will revert in due course.

College Communication

Each student holds the responsibility of being up to date with current and relevant information. The College will send official notices/updates to your NCI student e-mail account which you can access through [MyApps Home](#) or [Student hub](#). Students are strongly urged to ensure that you link student email to mobile devices or alternatively set up a forwarding request to ensure that various key information updates are not missed. Information will also be released to you through [Moodle](#). Moodle is the College's Virtual Learning Environment. Each student will have access to a Programme Information Page and a module page for each module.

The Programme Information will provide general programme updates to all years, treat this page as a 'soft copy' notice board. you will find Programme Team information here, tutorial listings if appropriate, assessment schedules, useful how to guides including extension

requests, I.T. useful tips and updates relating to your assessment schedule for the relevant semester.

The module Moodle page will be populated by your module lecturer, announcements will be posted which will generate emails as well as being displayed within the Announcements section of the page, relevant to that particular module.

It is your responsibility to ensure that NCI student email and Moodle Information Pages are checked regularly. The student section of the college website provides you with information on your course, college resources such as the Library, IT facilities, the Careers Office, Exams and Student Support. You will also find information on the College's academic regulations and you can access your personal details through [MyDetails](#).

Appropriate Communications to Lecturers / College staff

Communication etiquette is expected at all times. Programme Directors, Lecturers, Programme Coordinators and other members of college staff are working on your behalf to support you as best as possible. Please remember this as you conduct yourself in conversation and email communication. Be courteous, be patient and allow staff the time to assist with your query. Confrontational, aggressive or disrespectful communications will not be tolerated. Where appropriate, students may be required to attend meetings with lecturers or the Director to discuss such conduct. Repeated poor conduct will be escalated.

Formal communication should be followed when contacting a member of college staff. Please do not send one-line emails without an introduction and a sign off, texting language is not appropriate, emails should look similar to the below example noted here:

Dear or Hi (insert relevant name)

Can you tell me when the assessment schedule will be released?

Thank you,

Mary

When communicating with staff, especially at peak times, please allow them time to respond to your queries. Multiple resubmissions of the same query will not increase response time, but will instead only delay your response and responses to your classmates, and therefore should be avoided.

Preferred communication method of Programme Coordinators will be via student hub- Academic Operations however each lecturer will advise you of which communication method they prefer between email/teams/ Q&A at the end of class.

Students should always, where possible, email from student email accounts.

Notice Board

Important notices will be posted on Moodle (both programme specific notices and general programme updates). Please ensure you check your Moodle notice board regularly for any class/room changes, results, information etc. It is extremely important that all students check the Moodle regularly for updates.

Library

On completion of the Registration Process, each student will be issued with a Student ID Card. Our admissions department are currently posting ID cards to students. This card can be used to gain access to the library, borrow books etc.

A comprehensive student support service is available to all students registered with NCI. In addition, a huge number of academic journals are available through the library in on-line format. Details are given in induction or enquire at the library desk.

Important Dates 2024/25

Students can view the academic calendar on the website via the below link.

<https://www.ncirl.ie/Students/Current-Students-Hub/Academic-Calendar>

Teaching and Learning in NCI

Teaching and Learning is a collaborative process involving learners, lecturers, and academic support staff. YOU are at the centre of this

process, and your success depends on your active engagement with it. Below we list some of the things you can expect from us, and some of the things that we expect from you.

A fuller statement of these mutual commitments can be found in our Learners Charter.

You can expect the school to:

1. Treat all learners with dignity and respect
2. Provide academic support and guidance
3. Provide appropriate teaching and learning materials
4. Provide a module handbook/outline for each module studied
5. Assess your learning in ways that are fair, consistent and valid
6. Assure fair and consistent enforcement of all college rules and procedures

In turn, we expect YOU to:

1. Treat all college staff and students with dignity and respect
2. Take responsibility for your own learning
3. Attend all classes, tutorials and other learning sessions
4. Make proper use of all learning resources provided
5. Attempt honestly all assessments set on your programme
6. Abide by all college rules and procedures

The next section will tell you how these general principles will apply to your programme.

How You Will Be Taught

The school uses a variety of teaching methods, in accordance with the rules, policies and procedures of the college. All students should read these notes which explain what is required in lectures, tutorials and other teaching sessions.

Students should be aware that there is a clear link between attendance at and engagement in learning sessions, and performance in modules.

Lectures/Workshops/Seminars

You should attend lectures as these provide the framework for your studies. All lecturers will provide learning materials on Moodle, but these are intended to supplement, not supplant, the lecture itself, which will be wider-ranging and provide support for your own study. You should not expect to be able to note down everything that is said in lectures, and copying things down verbatim will distract you from the more important task of listening. The lectures are there to stimulate interest and further study. They are not primarily sessions in which lecturers dictate information.

Assessment

How Work Is Assessed and Marked

Assessment is how your achievements are evaluated, and they determine the marks you are given, and, ultimately, the award you receive. The pass mark for all modules is 40%. Students must attempt all elements and must pass all modules in each stage before they can progress to the next. Where modules are failed, opportunities will be given for assessments to be repeated at an appropriate time throughout the year. In the Award Stage (Year Four), any modules that are repeated will be capped at a pass.

Assessments may be **summative** (a mark will be awarded that will contribute to the module mark), or **formative** (feedback is provided, but no mark given that contributes to the module mark).

Each module is assessed differently, and the appropriate details will be provided by the module lecturer and will be available under the relevant module Moodle page.

Assessments are generally made up of essays, practice reports, projects, reflective journals, blogs, presentations and exams. Students

will find that all modules require a mandatory pass mark in each component of assessment. Module lecturers will identify if this is the case at the start of each term for students. Students **must** attempt all elements of the module assessment given by the lecturer over the semester.

Correction & Return of Assessments/Examinations

Lecturers will advise when to expect a return of assessment marks, please allow lecturers the time to work through the marking process on your behalf. Exam marks will be released via the Exams office at set times each year. The date of release of results will be available via the Exams section of the website as the year progresses.

Grades

First Class Honours (70- 100%)

- Demonstrates an outstanding range and depth of knowledge.
- Demonstrates a high degree of original and independent thinking based on wide range of sources
- Demonstrates an outstanding ability to integrate theoretical and practice material
- Answers are extremely well formulated and directly related to the problem presented

Second Class Honours Grade 1 (60-69%)

- Demonstrates a very good range and depth of knowledge.
- Demonstrates a substantial degree of original and independent thinking based on a good range of sources
- Demonstrates a very good ability to integrate theoretical and practice material
- Answers are well formulated and relate to the problem presented

Second Class Honours Grade 2 (50-59%)

- Demonstrates a good range and depth of knowledge.
- Demonstrates a degree of original and independent thinking based on a range of sources
- Demonstrates a good ability to integrate theoretical and practice material
- Answers are reasonably well formulated and relate to the problem presented

Pass (40-49%)

- Demonstrates a barely adequate range and depth of knowledge.
- Demonstrates a very limited capacity for independent thinking based on very narrow range of sources
- Some attempt to integrate theoretical and practice material
- Answers use material indiscriminately and sometimes inaccurately with minimal relationship to the problem presented
- The minimal standard for an award at this level

Fail (0-39%)

- Does not meet any of the thresholds of the learning outcomes
- Insufficient range and depth of knowledge or comprehension
- Little or no engagement with sources of learning
- No capacity to use knowledge to address issues or problem

Assessment Schedule Dates– Semester One

Assessment dates will be outlined to you via the Moodle Information Page. There is a dedicated section to assessments. Each module will be listed per year with a note of week and date the assessment is to be submitted by. Some modules may note the week of submission only but will denote a message to see Moodle for submission date. In these cases the assessment grid will indicate the week of submission but further information can be found on your Moodle module page. In the instance where a class wide extension is given this will be update on your module page but may not be reflected in your assessment grid. These assignments have been spread out to avoid over-burdening you with work, however you are expected to continually engage in independent learning and study regardless of deadlines. In addition, many modules will have continual assessment which will take place in class on a regular basis. All assessments will be explained in more detail by your lecturers during the course of each module.

How Assessments Are Managed

Assessment provides you with your record of progress and achievement. All assessments will be set by your module lecture and will be marked by your module lecturer.

Examinations and other forms of assessment are set by the lecturers delivering individual modules. Exam questions and model solutions are reviewed internally and by the External Examiner for the Programme prior to the release to students. This is to ensure that assessments are fair, consistent, appropriate to the level of study, and broadly

comparable to similar assessments at other third level institutions.

Exam scripts and other forms of assessment are marked by the lecturer(s) delivering individual modules. **A sample of all assessments are second marked internally by other academic staff and by the External Examiner for the Programme. This is to ensure that marking is fair and consistent across the module.**

Examinations

There are two examination/ assessment sittings per academic year (Semester1: January, and Semester Two: May). Repeat assessment will be held in July, and exams will be held in August.

Students who defer/fail or miss an exam from either semester must repeat the relevant module over the August exam sitting. Pass-by-compensation may be permitted only where all elements have been attempted, there is no 'pass all elements' stipulation for the module, and where the failed mark is a marginal fail and the overall performance of the student is good. You will be informed on receipt of your results if this has been applied to your grades.

Students who are not in a position to sit assessments/ exams for any reason over the July/August repeat period will be required to wait until the next assessment/exam sitting to retake the relevant module (this can often see students take a year out to complete outstanding work before returning to the college to complete the remaining year).

There will be occasions when students cannot sit an assessment/exam. Should this be the case for you, you should be sure to follow procedures to protect yourself. In addition to the issue of deferral you should be sure to read the section on managing personal circumstances below.

Examination/assessment deferrals are granted in exceptional circumstances only (for example, because of certified illness) and **must be requested prior to the commencement of each examination session**. A request to defer must be made to via [NCI360](#).

Assessment/Exam results will be available to students online via the MyDetails section of the website. Hardcopy transcripts will be sent to final students **only**. Your MyDetails will display overall grade along with individual module breakdown. Where a student identifies what they believe to be an error this should be raised immediately after the

publication of the results to Exams Office (located in Student Services Department) or the relevant Programme Coordinator.

The exams section of the website will provide you with details of college procedures and regulations.

Other forms of assessment

Specific regulations will apply to different forms of assessment, and these will be given to the student along with the assessment task itself. These generally will specify submission dates and such matters as length and presentation. There are, however, some common regulations.

- Where a word count is specified assignments will be accepted up to a maximum of 10% under or over.
- Unless otherwise specified, all assignments must be submitted via 'Turnitin', the College's online system for checking the originality of student work.
- Where a group assignment is set provision must be made for the identification and marking of individual student input.

Submission of assignments

There are specific regulations governing the submission of assignments. You should note that **it is the student's responsibility to keep a copy of all assignments submitted.**

- Before submitting assignments to Moodle/ Turnitin, the [NCI project cover sheet](#) should be completed and added to the beginning page of your assignment work.
- In addition to 'Turnitin' submissions, individual lecturers may request a 'print' copy of assignments. If a lecturer requests a print copy the following will apply: These must have the NCI project cover sheet attached. The cover sheet is available on the Moodle Information Page. Where a hardcopy is requested by your lecturer, this must be placed in the 'submission post box' inside the Programme Coordinators Office between the hours of 9am-6.30pm on the submission date or alternatively if submitting your assignment outside of hours (after 6.30pm) the submission can be submitted to the out of hours box

which can be found outside of the Programme Coordinators Office.

- **All assignments MUST be submitted on time.**

Applying for a coursework extension

There will be occasions when students may encounter unexpected medical or extenuating personal circumstances that prevent them from completing assessments or continuing with their academic studies.

Examination/assessment extensions and deferrals are granted in exceptional circumstances only (for example, because of certified illness) and must be requested prior to the commencement of each examination session. A request to defer must be made via [NCI360](#).

Please note: applications can only be considered if they:

- Applied for within the timeframe. You can apply for CA extension no less than two days before the submission deadline.
- Include supporting documentation
- Meet the qualifying criteria for a CA Extension

The procedures need to be followed and are handled by Academic Operations, not the lecturer.

How You Should Manage Difficult Personal Circumstances

You will see from the regulations surrounding assessment that personal circumstances affecting attendance, your capacity to study, or any form of assessment need to be clearly communicated to the College. Your Programme Coordinator is a great resource for you to contact in such cases where you feel you need to discuss options with someone. They will be able to advise of options available to you at which point you can then make a decision that will work best for you. You may also choose to speak with your class rep, the students union or our [Student Counselling and Wellness Service](#) all of whom will also be very happy to support you at a time of hardship however it is crucial that you keep your coordinator informed as ultimately it will be the lecturer and the School who are able to offer you extension supports.

How to request an extension/re-run on NCI360

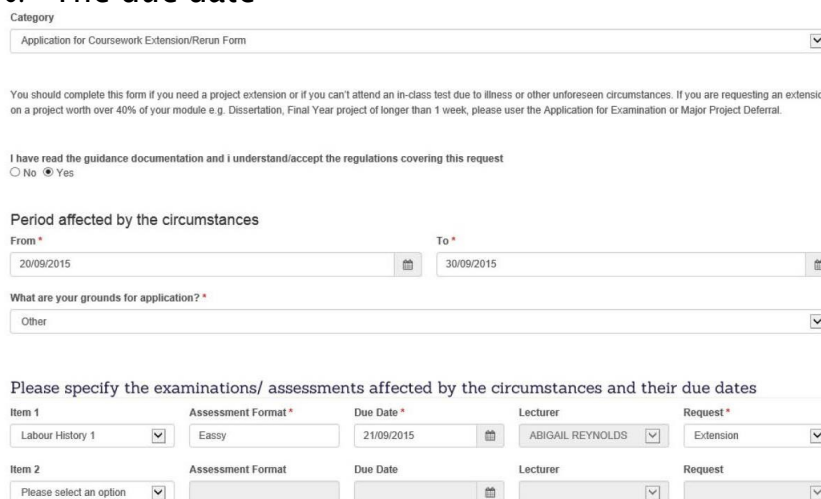
This procedure should be followed if you need to request an extension, or are unable to sit a continuous assessment, due to **extenuating circumstances**.

1. Log on to [NCI 360](#)
2. Select **Key Application Forms and Requests** and click **Create Request**



The image shows a light blue rectangular area containing a dropdown menu and a button. The dropdown menu is labeled 'Category:' and has 'Key Application Forms & Requests' selected. To the right of the dropdown is a blue button with the text 'Create Request' in white.

3. Select the category of **Application for Coursework Extension/Rerun**
4. You will be required to acknowledge that you have read and understood the guidance documentation regarding regulations covering the request.
5. Indicate the period of time affected and outlined the grounds for the application. You will be required to input the following information:
 - a. The module affected by the circumstances
 - b. The assessment format
 - c. The due date



The image shows a screenshot of the NCI360 application form. It includes a dropdown menu for 'Category' with 'Application for Coursework Extension/Rerun Form' selected. Below this is a paragraph of instructions: 'You should complete this form if you need a project extension or if you can't attend an in-class test due to illness or other unforeseen circumstances. If you are requesting an extension on a project worth over 40% of your module e.g. Dissertation, Final Year project of longer than 1 week, please use the Application for Examination or Major Project Deferral.' There is a section for 'I have read the guidance documentation and i understand/accept the regulations covering this request' with radio buttons for 'No' and 'Yes' (selected). Below that is a 'Period affected by the circumstances' section with 'From' and 'To' date pickers set to '20/09/2015' and '30/09/2015' respectively. There is a 'What are your grounds for application?' dropdown menu with 'Other' selected. At the bottom, there is a section 'Please specify the examinations/ assessments affected by the circumstances and their due dates' with two rows of input fields for 'Item 1' and 'Item 2'. Each row has fields for 'Assessment Format', 'Due Date', 'Lecturer', and 'Request'.

6. Ensure that you attached the relevant supporting documentation to your application (i.e. medical certificate etc.), otherwise your request cannot be processed.

7. You will receive a confirmation of receipt by email.

Sources of Help for Students

Your principal supports on your programme are the academic and administrative support staff. But since teaching and learning is a collaborative process, and since students may face a number of challenges in their time in the School, it is important that you know about and use the full range of services offered by the College.

Library Services

The Library is the principal learning resource for students. It is your responsibility to attend a guided tour during your first semester, Year 1. Reliance on textbooks declines as the course progresses and you will need to be familiar with the organization and facilities of the Library to access and use a wide range of scholarly publications.

Much information (useful and otherwise) is now available online and you will need to be familiar with its use and abuse. The Library provides an extensive source of online resources, all of which are of the quality that you will need for successful study.

The Library catalogue is accessed online and is searchable in a number of ways: author, title, author and title (the most useful for a specific reference), keywords (very good for a search).

Copies of principal books and articles specified in the reading list are available in the Library. Given the number of students you will need to plan your work in advance so as to obtain the relevant material in good time. Hiding and damaging (including defacing) items of library stock is a disciplinary offence. Please inform Library staff and the module lecturer if items are missing, damaged or otherwise in poor condition.

For further information on the Library supports click on the [Library Moodle area](#).

Student Services

NCI's Student Services Department is responsible for a high-quality student administrative service from the time you apply for a course run by NCI, up to the time you graduate and beyond. Our services are designed to optimise the student experience during your time at National College of Ireland.

Student Services covers an array of support services which include:

- Admissions and Registration
- Student Records
- Fees
- Student Support
- Careers and Opportunities
- Exams

Student Services staff are happy to discuss any suggestions students may have for the improvement of the NCI student experience, and the development of new services and facilities. If you have any general queries, concerns or suggestions you are free to contact the Student Services Department or use channels available to you such as your Programme Director, Coordinator, Class Rep, Students Union President, Student Experience Officer.

Student Support/ Learning and Teaching

The principal role of Student Support is to coordinate, enhance and introduce support services to ensure that students have a rewarding and fulfilling experience, both personally and academically, while at college. The Student Learning and Teaching Office is guided by the Wellness Concept which values a student's social, physical, psychological and spiritual well-being. For further information on Student Support click on the [Student Support Services Moodle area](#).

The Learning and Teaching Office at National College of Ireland is located on the ground floor behind the Information Desk.

The following services are coordinated by the Learning and Teaching Team:

- The Learning and Disability Support Service
- Student Counselling and Wellness Service
- Academic Support
- Class Reps
- Student Assistance Fund
- Medical Service
- Sport and Recreation
- Sports Scholarships
- Personal Development

Academic Integrity, Plagiarism and Academic Misconduct

Academic Integrity

The National College of Ireland, as an educational organization, espouses the highest standards of professionalism among its students both at undergraduate and postgraduate level; the showing of respect for the work of others and acting with honesty and personal responsibility in the preparation and submission of coursework and completing examinations is an essential component of academic professionalism and underpins all academic activities. The College has developed a [Code of Practice for Academic Honesty and Integrity](#)

Academic Integrity is the commitment to and the demonstration of honest and ethical behaviour in academic standards including six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. **It is the responsibility to students to demonstrate they have engaged with the learning process honestly and have completed their own work**

Plagiarism

Plagiarism is the act of taking another person's words, ideas, data or images and using them as your own without giving credit to the original source of the information. Plagiarism is a serious academic misconduct and the penalties can be severe if a student is found to have deliberately plagiarised the work of another, including copying the work of other students in any format, the use of [AI text generation](#), participating in [contract cheating](#), or using [essay mills](#). Plagiarism is not an acceptable practice and will cause a piece of work to be penalised or regarded as null and may be reported to the Plagiarism Committee.

The following are a few examples of plagiarism:

- Copying words or ideas from someone else without giving them credit
- Copying illustrations or graphs
- Paraphrasing another's work too closely, with only minor changes, but with the essential meaning, format and/or progression of ideas maintained
- Failing to put a quotation in quotation marks – this is considered plagiarism even if you reference the source because you have presented the work as a paraphrase
- Relying on a specific idea or interpretation which is not one's own,

and which has not been properly cited

- Piecing together the work of others from multiple sources, including the use of AI text generation, and representing them as original work
- Presenting as independent work done in collaboration with others (i.e., collusion)
- Preparing an original and correctly referenced assignment and submitting part or all of the assignment twice for separate subjects/courses

Academic Misconduct

In the National College of Ireland any behaviour or action which contravenes academic integrity and breaches its fundamental values of honesty, trust, fairness, respect, responsibility, and courage is considered to constitute Academic Misconduct.

When a suspected incidence of academic misconduct occurs during an examination setting, it will be addressed in accordance with the College's Examinations and Assessment Regulations

Where a suspected incidence of academic misconduct by any learner other than in an examination occurs, it will be investigated in accordance with the provisions of the Academic Integrity Policy.

Where a suspected incidence of academic misconduct comes to the attention of any member of the College's staff, they are required to notify the relevant authority such as the Programme/ Course Director, Lecturer or equivalent in the School in which the learner is enrolled. Following an assessment of the suspected breach by the appropriate subject matter expert(s), the relevant Lecturer, School or Unit will refer the case via the Academic Integrity Form, which will calculate and classify the response/sanction (Level 1, Level 2, Level 3, or Level 4) for the suspected breach in accordance with the criteria provided.

Examples of Academic misconduct include:

- Basic violations
- Limited Plagiarism
- Extensive Plagiarism
- Collusion
- Falsification/ fabrication

- Exam cheating
- Fraud/ impersonation
- Contract cheating

A note on AI/Plagiarism

Please note that the use of AI is not in and of itself academic misconduct. Depending on how/why AI is used in a student assignment, it may be classified under any of the 'Types of Concern' below. For instance if a student uses AI to write an essay without their own significant input into the work, this would be deemed as plagiarism, not a separate 'AI use' categorisation. Similarly, if a student were to falsify research results/data, this would be classed under the 'Falsification / Fabrication' category below.

Students must disclose when they use AI, and must be given the opportunity to do so via the Project Cover Sheet which contains a section for referencing AI usage.

Student guidance for the use of AI in assignments can be [found here](#).

The college reserves the right for lecturers to ask students to attend a viva to explain their work at any point.

It is your responsibility to be aware of and adhere to referencing and citation guidelines throughout your programme. The NCI Library provides a [Student Guide to the use of AI in Teaching and Learning](#) and [Academic Integrity](#) and guidance on [Referencing and Avoiding Plagiarism: APA](#).

Additional Information – Guide to Academic Writing

Assessment during your degree course, whether through essays, written reports or examinations, is intended to help you develop your knowledge, skills and critical faculties and is one way in which we can gauge your progress and what kind of additional help you might need. This guide lets you know exactly what is expected of you in relation to the work you submit. It should help with essay technique and answer some of the questions you may have on this.

Guidelines on Essay Writing

The following guidelines are intended to help you prepare and write your essays and should be used in addition to guidance given in your module outline. Essays are intended to develop students' analytical powers, their ability to construct a coherent and logical argument, and their understanding of the varied literature on a particular subject. The feedback we can give you on essays should enable you to constantly develop and refine your critical faculties throughout the degree course.

These guidelines address the two main technical components of a good essay: structure and style.

Essay Structure

We recommend that all students follow these guidelines (which are precisely that) on essay structure, before they start writing the essay itself. The structure should have three main components: An Introduction, a Main Section, and a Conclusion. Note that it is not a requirement to use sub-headings, although you may find these helpful in structuring your essay. The question is 'addressed' rather than 'answered', in an organised analytical argument. Observe the word limit (plus or minus 10%).

1. Introduction

This should cover the following:

- Discussion of title - your understanding of what the question is asking, and the definition of any relevant terms.
- Summary of your argument.
- Indication of your conclusion.

Be careful not to allow the introduction to become over-long.

This wastes space in a relatively short essay.

2. Main Section

The Main Section should concentrate on a number of major themes - for example, three or four. Once you go over this sort of number, it becomes more difficult for the reader to assimilate, and the essay starts to take on the shape of a shopping list.

- Do not merely summarize the readings and/or your notes from lectures. Use the readings to support and develop an argument of your own, not as a substitute for analysis. Assess alternative theories and evidence if the essay title requires this.
- If you draw on your own experience, it must be to illustrate an argument in your essay, not as a substitute for argument.

3. Conclusion

This pulls together and summarizes the major findings of the Main Part. It may also indicate any implications of your argument. Do not introduce new material.

When you are clear about the conclusion that you have reached, it you may integrate this into the Introduction, so that the main thrust of your argument is spelled out at the beginning of your essay. This will clarify the discussion in the Main Part.

It is helpful to construct an **Essay Plan** before writing the essay. This should indicate the main points of the Introduction, the key points from each theme in the Main Part, and your conclusions and any consequences flowing from them. This will ensure that you have a clear overview of your essay before writing it. You are encouraged to discuss essay plans with the module lecturer or tutor.

Style

The following guidelines are not exhaustive, but should help you with

general and stylistic points. All essays must be referenced, with a reference section included at the end.

- All concepts, figures and other evidence should be referenced using the **APA system**. The library provides detailed instruction on APA referencing which can be found here: [APA - Referencing and Avoiding Plagiarism - LibGuides at National College of Ireland \(ncirl.ie\)](https://www.ncirl.ie/libguides/apa-referencing) Further instruction in APA referencing will be provided throughout the programme, but some key points are as follows:
- Quotes - do not over-quote. Stringing quotes together, however good they are, is no substitute for developing your argument in your own words, with your own emphasis. A judicious use of quotes, where it enhances the point you wish to make, is all that is needed. Where you do quote, do not quote paragraphs; often single sentences, or even phrases, contain the essential point you want. You should never insert bits of the literature into your essay without using this proper system of quotation or acknowledgement as this is considered as plagiarism. Where you refer to an author's work, you should still give the full reference: author, date, page.
- An essay should not consist of a series of paragraphs beginning, 'Jones/Smith argues '. Focus upon concepts, issues, cases, with reference to authors. Avoid assertions, vagueness, and value-judgements.

For example:

'it is well known that' (assertion - statement without evidence) 'some business leaders have said' (vague - imprecise statement) "unfortunately, Labour is still in government" (value-judgement)

- Historical material - too much of this is often reproduced in essays. As with other evidence, it should be used selectively to illustrate arguments, not to avoid making them. In social science essays, historical exposition does not usually constitute an argument in its own right, so it should not be used as one of the major themes, but in support of each of the themes. Finally, historical material can easily impose its own structure on the writer - i.e. chronological - and, when reproduced, makes the essay far too descriptive, rather than analytical.
- Check your grammar and spelling. Do not use paragraphs either too short or too long; each should be a coherent unit.
- Finally, we would appreciate your comments on whether these guidelines have been useful and any further information that you

feel would help you.

For further information on academic writing and referencing click on the [Student Support Services Moodle area](#).
