

*BA (Hons) in Early Childhood Education and Care
Day Programme Handbook
2026-27*

School of Business and Social Sciences



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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 key information relevant to all aspects of your experience at NCI. It contains key information about the structure of the programme, the faculty that will be teaching your modules, and key contacts that you may need during your studies in the college. It also contains important information about attendance and assessment. The handbook will also direct you to additional documents or sections of the college website where relevant. Additional information about the programme will be made available on Moodle and the student portal. Please check your NCI student email regularly for important updates.

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 to welcome you back to the college and wish you well in your continuing studies.

Important Dates: College Calendar

The 2026-27 Academic Calendar can be found on the NCI website:

<https://www.ncirl.ie/Students/Current-Students-Hub/Academic-Calendar#la-114631967-students-starting-september-2026>

Key Dates for Semester 1 2026-27

Classes commence	14/09/2026
Reading Week	26/10/2026 – 31/10/2026
Classes re-commence	02/11/2026
Teaching term concludes	12/12/2026
Semester 1 Exams	05/01/2027– 16/01/2027

Key Dates for Semester 2 2026-27

Classes commence	18/01/2027
Reading Week	15/03/2027-20/03/2027
Classes re-commence	22/03/2027
Easter Holidays	26/03/27-01/04/27
Classes re-commence	05/04/2027
Teaching term concludes	24/04/2027
Semester 2 Exams	04/05/2027-26/05/2027

NCI Key Contacts

Who's who in the college

The following is a list of key contacts related to the day-time delivery of the BA (Hons) in Early Childhood Education and Care programme at NCI:

Title	Role	Contact
Programme Director	The Programme Director (PD) is responsible for academic issues and decisions relating to the course. They will liaise with the student group and individual queries as needed. If you cannot resolve an issue with the module coordinator or Programme Tutor you can reach out to the Programme Director.	Dr Anna Barr Anna.Barr@ncirl.ie
Programme Coordinator (Academic Operations)	The Programme Coordinator will be the main contact for students throughout the year for administrative matters. Your programme coordinator can help with queries related to the day-to-day running of the programme, extension requests, deferrals, etc.	Enara Rodroquez Contact Academic Operations through the NCI Support Hub: Submit a request – National College of Ireland (ncirl.ie)
Academic Placement Lead	The Academic Placement Lead ensures the quality and suitability of your placement by approving settings, supporting mentors, and making decisions on placement issues. They manage placement resources, preparation, supervision, and assessment, and support you in developing the skills needed for professional practice	Leah Russell Leah.Russell@ncirl.ie
Placement Coordinator		TBC

Dean of School of Business	The BA (Hons) in Psychology is a programme within the School of Business in NCI. The Dean has oversight of the management of the School of Business and the implementation of college policies and procedures within the school.	Prof Breda McTaggart
Vice Dean for Social Sciences	The Vice Dean has oversight of the day-to-day management of all undergraduate programmes.	Dr Conor Nolan
Registrar	The Registrar has oversight of requests for deferrals, academic integrity, plagiarism and disciplinary issues, and individual student cases.	The Registrar's office can be contacted via the NCI Support Hub: Submit a request – National College of Ireland (ncirl.ie)
Class Representative	All classes are expected to appoint a 'Class Rep' who can liaise with the college on behalf of students. Meetings are arranged between class reps and programme directors/year tutors each semester to discuss any issues that students would like to address. The Students Union will coordinate the election of the class rep for each group. Students are advised to elect someone who has a good attendance record, to ensure they are available to the class when needed.	

Who to reach out to for help?

Who to reach out to for help?



There are a range of supports available and people who can help. Please see below for some common issues and who to contact.



I need an extension or deferral for an assessment



Apply directly through NCI360



Lecturers are not responsible for these requests.



I have a question/ query/ issue about a module



Speak directly with module lecturer**



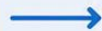
If not resolved, speak to Programme Director**



The class (or majority) have a question/ query/ issue



Class representative should represent the class*



Class rep should follow the above order (lecturer > tutor > Prog Director**)



If not resolved, speak to Programme Director**



*Class reps should not deal with individual student issues.



**Please note that while staff will respect the privacy of a student, in certain circumstances they may need to share information with other NCI staff members.

Graphic created using Copilot

The following are a list of departments that you may need to contact with queries related to your learning experience at NCI:

Department	Role	Contact
Academic Operations	The Academic Operations office includes all Programme Coordinators and can help with any administrative queries related to your programme.	All of these departments can be contacted through the NCI Support Hub: https://ncisupporthub.ncirl.ie/ On this page you will find FAQs for each department
IT Support	Provides support for access to college systems such as student email, Moodle, and remote access to the virtual desktop.	You can also log a ticket with your query: Submit a request – National College of Ireland (ncirl.ie)
Student Support Services	The key 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. This includes: • Disability Support • Academic Support • Computing Support • Mathematic Support • Student Health • Student Counselling & Wellness Service • Laptop Loan Scheme • Financial Support • Personal Development • Religious Facilities	You can also call to their offices on campus (IFSC main campus). A new Support Hub on the Ground Floor of the Mayor Square building will provide a single, in person help desk for the following teams: • Academic Operations • Admissions/Student Records • Assessment/Examinations • Careers • CTO • International (Student-facing team) • IT Helpdesk (Student/staff facing lab assistants) • Student Fees Team • Student Welfare and Engagement
Student Services	Student services are involved in applications, admissions, registration, and student records. Includes student registration and fees office.	

Exams Office	Responsible for the management and running of all college exams and assessment practices, and can assist with queries related to exam results, repeat arrangements etc.	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 campus, and a wide range of books, journals and periodicals are also available online through the library website. The library help centre also provide extensive support and guidance related to academic writing, referencing etc.	Libraryacademicsupportcentre@ncirl.ie

Where to get help and information

Module Lecturers

If you have a query about a specific module, your first step should be to raise this with your module lecturer. They can assist you with any specific queries you have about their module. You can contact your module lecturer by email or ask to arrange a meeting. Individual module lecturers will share details of their availability for meetings within their class. Please note that students should allow up to 3 working days for email responses from module lecturers.

Academic Placement Lead

The Academic Placement Lead is available to discuss any placement challenges you may be having that you have not been able to resolve after reaching out to your placement module lecturer. The Academic Placement Lead will liaise with the Programme Director to help resolve any issues. Meetings with the academic placement lead are by appointment. If you wish to make an appointment, please make contact by email, leaving your contact details and suggested times when you are free to meet. Please note that students should allow up to 3 working days for email responses from the Academic Placement Lead.

Programme Director

The Programme Director is available to meet with you to discuss any academic queries or challenges you may be having if you cannot resolve these issues after reaching out to your module lecturer and/or Academic Placement Lead. Meetings with your programme director are by appointment. If you wish to make an appointment, please make contact by email, leaving your contact details and suggested times when you are free to meet.

Programme Coordinators Office

The programme coordinator can advise you on matters related to the running of the programme (e.g., timetabling, assessment extensions, deferrals etc.). You can contact your programme coordinator by email at any time using the NCI Support Hub: [Submit a request – National College of Ireland \(ncirl.ie\)](https://www.ncirl.ie/support-hub)

Programme Coordinators are based in the Support Hub, ground floor of Mayor Square building, which is open from 9am – 1pm and 2pm – 4pm from Monday – Friday (term time) and 10am – 1pm and 2pm – 4pm (outside of term time). Academic Operations are located in the new Support Hub on the Ground Floor of the Mayor Square building.

You can get more information about the Academic Operations Office here: [Academic Operations | National College of Ireland \(ncirl.ie\)](https://www.ncirl.ie/academic-operations)

NCI Support Hub

The NCI Support Hub is the college's shared knowledge base and support page. This is a central location where you can access support and information from over 15 departments within the college. The Support Hub should be your starting point if you have a query related to your programme, the college, and our services. You can access this through the Current Students Hub section of the NCI website (<https://ncisupporthub.ncirl.ie/hc/en-ie>).

College Communications

The college will send all official communications to your **NCI student email account**, which you can access through the Current Student Hub on the NCI website. It is very important that you check your college email account regularly.

You can access your personal details, exam results and other general student notices and information through the **MyDetails student portal**.

Moodle is the online learning platform where you can access all information and materials related to each of your **modules**. There is also a specific **programme information page on Moodle** for the BA (Hons) Psychology full-time programme. This page acts as a notice board and contains important information such as assessment schedules and programme announcements.

Students should be aware that as part of the Moodle functionality, lecturers can view student activity on the Moodle pages. This includes information such as: when and how often students log on to the Moodle pages and the viewing and downloading of files.

It is extremely important that students check their Moodle information pages, student portal, and college email account regularly, to make sure you are informed of important information such as timetable changes, assessment results, exam timetables and information, etc.

ECEC Team

A list of staff members on the ECEC team, along with their research interests, is available below:

Name	Email	Research Interests
Dr Anna Barr Assistant Professor	Anna.Barr@ncirl.ie	
Leah Russell Assistant Professor	Leah.Russell@ncirl.ie	
Rachel Redmond Assistant Professor	Rachel.Redmond@ncirl.ie	
Max Smyth Associate Faculty Lecturer	Max.Smyth@ncirl.ie	

Aims and Objectives of the NCI ECEC Programme

The core aim of the BA (Hons) in Early Childhood Education and Care at NCI is to support you to become a confident, reflective and professionally recognised early childhood educator, capable of working ethically and effectively with babies, toddlers and young children from birth to six years, their families, and wider communities.

The programme is designed to prepare you for professional practice and leadership in Early Childhood Education and Care, while also supporting progression to postgraduate study and ongoing professional learning. It balances theory, practice and research and places children's rights, wellbeing, inclusion, and quality practice at the centre of your learning.

The programme is validated by QQI and meets the Professional Award Criteria and Guidelines (PACG) of the Qualifications Advisory Board (QAB), meaning that graduates are eligible to work as professionally recognised early childhood educators in Ireland.

Programme Objectives – what this programme will help you do

By completing this programme, you will be supported to:

Programme Objectives		
 1 Develop a strong professional identity as an early childhood educator, grounded in ethical, reflective and inclusive practice.	 2 Understand how young children learn and develop, drawing on contemporary theory, research and national frameworks such as Aistear and Síolta.	 3 Design, implement and evaluate high-quality early learning experiences that support children's holistic development, wellbeing and participation.
 4 Build the professional skills employers value, including communication, teamwork, leadership, problem-solving, critical thinking and self-management.	 5 Apply legislation, regulation and professional standards confidently, including child protection, quality assurance and governance requirements in ECEC settings.	 6 Learn through practice, by completing a substantial supervised professional placement, which makes up at least 35% of the programme, as required by QAB professional award criteria.
 7 Engage in inquiry and research-informed practice, enabling you to reflect on, improve and lead quality within early childhood settings.	 8 Work effectively with children, families and multi-professional teams, recognising the wider social, cultural and policy contexts that shape early childhood education and care.	 9 Progress flexibly, with embedded exit awards at Levels 6 and 7, allowing you to step off or return to the programme as your personal or professional circumstances change.

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Programme Learning Outcomes

The **minimum intended programme learning outcomes** (MIPLOs) in terms of knowledge, Skills and Competence at Level 8 are as follows:

Minimum Intended Programme Learning Outcomes (MIPLOs) - Level 8	
 MIPLO 1	Demonstrate a professional understanding of the core theories, concepts and methods, which underpin Early Childhood Education and Care (ECEC).
 MIPLO 2	Communicate a comprehensive knowledge of diverse theories and scholarship across a range of related subject areas to Early Childhood Education and Care.
 MIPLO 3	Demonstrate mastery in Early Childhood Education and Care practice research skills, including practice-based research design and ethics.
 MIPLO 4	Evaluate theoretical and experiential work in order to formulate judgements and draw conclusions in various contexts of ECEC practice environments.
 MIPLO 5	Apply relevant professional, ethical and regulatory standards in the designing of curricula, pedagogical and assessment practice in a range of ECEC environments.
 MIPLO 6	Demonstrate an ability to manage, lead and work effectively in a team environment and take accountability for decisions in ECEC environments.
 MIPLO 7	Exercise personal and professional responsibility and leadership in adapting knowledge and skills acquired to address complex ECEC environments.
 MIPLO 8	Articulate the role that early childhood educators play in a range of ECEC environments and multidisciplinary contexts.

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Professional Recognition

This programme is designed in line with the [Qualifications Advisory Board \(QAB\)](#) Professional Award Criteria and Guidelines for Early Childhood Education and Care. On successful completion of the Level 8 award, you will hold a professionally recognised qualification, enabling you to:

- Work as a graduate educator or leader in ECEC settings
- Meet national qualification requirements for professional practice
- Progress to postgraduate study in education and related fields

Placement

Placement at NCI is embedded in each year of the programme. Student Early Childhood Educators are to meet a total of 880 hours of placement in an ECEC setting directly engaged with babies, toddlers and young children. Placement takes place across Semester 1 and Semester 2 in alignment with the academic calendar.

Students are expected to recognise that placement is more than completing the minimum required hours. While attendance is important, successful completion also depends on active engagement within the setting, professional conduct, participation in learning opportunities, thoughtful reflection on feedback, and clear progress toward the placement learning outcomes—demonstrating how theory is applied in practice.

Placements are an important and mandatory requirement of the programme.

Placement Years 1-4 880 placement hours across four years		
Year 1 Foundations of Practice	First professional placement developing foundational ECEC practice areas: - Professional Orientation - Observation and Reflection - Child Health, Wellbeing & Play - Professional relationships with children and educators	Block Placement  Semester 2 160 hours
Year 2 Building Professional Relationships	Develop and refine key professional knowledge, skills, values through practice: - Professional Practice & Orientation - Support Care, Wellbeing & Inclusion - Engage in Observation, Documentation & Reflection - Contribute to Learning, Play & Pedagogy	Supervised Placement  Semesters 1 & 2  Minimum 2 days, 12 hours per week 230 hours
Year 3 Developing Professional Identity	Create meaningful learning experiences and contribute to quality practice: - Plan, Lead & Document Learning Experiences and Curriculum - Curate Learning Environments - Apply Pedagogical strategies - Collaborate with stakeholders	Supervised Practice  Semesters 1 & 2  Minimum 2 days, 14 hours per week 240 hours

Year 4 Leadership & Professional Autonomy	Lead high-quality, inclusive early childhood practice: • Shadow managers and leaders • Demonstrate leadership, autonomy and inclusive practice while supporting children, educators and families • Promote pedagogical strategies and children's agency through sustained-shared thinking and co-constructing knowledge	Advanced Practice  Semesters 1 & 2  Minimum 2 days, 14 hours per week 250 hours
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Further information and guidance on placement are available in the Placement Booklet.

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, will impact a student's ability to undertake placement. Students may not commence their placement until this process has been completed.

Programme Structure

The BA (Hons) in ECEC programme spans four stages (one stage per year). The tables below show the structure and content of the programme. Please note that you will be provided with a detailed course outline for all modules you will be studying. These will give details of the syllabus, timetable, reading and other learning resources, as well as assessment information. This will be made available to you on the module page on Moodle.

You will complete 60 credits (ECTS) per stage, summing to a total of 240 credits. **Your final award grade is based on the weighted average of your grades for modules in Stage 4 of the programme.** All modules are mandatory.

The day-time programme is delivered on-campus Monday to Friday (days vary by year) with Placements taking place as a block in Year 1 and 2 days a week in semesters 1 and 2 for the subsequent years.

Each **module lecturer will provide information on the specific delivery of their modules through Module handbooks** which will be available on the LMS – Moodle.

Programme schedule for students in Years 1, 2, 3 and 4:

Year 1

Module	Semester	Contact Hours	Work-based Hours	Continuous Assessment	Exam	Credits
Holistic Child Learning and Development	1	48		50%	50%	10
Foundations of ECEC	1	48		100%	-	10
Music Movement Art and Drama	1 & 2	48		100%		10
Academic Foundations and Scholarship	1 & 2	48		100%	-	10
Essential Legislation and Regulation in ECEC	2	48	80	50%	50%	10
Child Health Nutrition and Wellbeing	2	48	80	50%	50%	10

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

Year 2

Module	Semester	Contact Hours	Work-based hours	Continuous Assessment	Exam	Credits
Core Pedagogies and Curriculum in ECEC	1	48		100%	-	10
Dispositions and Dynamics of Behaviour in Children	1	48		50%	50%	10
Managing Your Learning and Academic Practice	1 & 2	48		100%	-	10
Placement: Observation and Reflection in ECEC Practice	1 & 2	24	190	100%	-	10
Equity and Sustainability in Early Childhood	2	36		100%	-	5
Language, Literacy and the Plurilingual Child	2	36		100%	-	5
Play and Creativity for learning in ECEC	2	48	40	100%	-	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	Contact Hours	Work-based hours	Continuous Assessment	Exam	Credits
Quality Assurance in ECEC	1	36		100%	-	10
Early Learning in a Digital World	1	24		100%	-	5
Inquiry Learning – Design and Evaluation of Curriculum in ECEC	1 & 2	48	100	100%	-	15
Placement – Applications of Strategies in Learning Environments in ECEC Practice	1 & 2	24	140	100%	-	10
The Child Family and Society – Stakeholders in ECEC	2	36		100%	-	10
Leadership and Governance in ECEC Environments	2	36		100%	-	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	Contact Hours	Work-based Hours	Continuous Assessment	Exam	Credits
Social Political and Cultural Contexts of ECEC	1	36		100%	-	10
Working in Multiprofessional Contexts	1	36	125	100%	-	10
Personal and Professional Identity and Wellbeing	1	36		100%		10
Capstone ECEC Practice-based Project	1 & 2	48	125	100%	-	20
ECEC Inquiry and Research Methods	1 & 2	48		100%	-	10

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

Teaching, Learning, and Attendance

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 provide a list of some of the things you can expect from us, and some of the things we expect from you.

You can expect the School to:

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

In turn, we expect YOU to:

- Treat all college staff and students with dignity and respect
- Take responsibility for your own learning
- Attend all classes, tutorials, and other learning sessions
- Make proper use of all learning resources provided
- Attempt honestly all assessments set on your programme, and complete your work in accordance with the academic integrity policy: , see: [Academic Integrity | National College of Ireland \(ncirl.ie\)](https://ncirl.ie/academic-integrity) and [NCI code of practice for Academic Honesty and Integrity](#)
- Abide by all college rules and procedures

More details can be found in the [NCI Student Charter](#), a shared understanding between students and National College of Ireland.

Programme Delivery

The programme will be delivered on campus between Monday – Thursday, 10-5pm.

Timetables will be available to students on the My Timetable app and the NCI Timetabling Website. For more information on timetables, see: [Class Timetable Information | National College of Ireland \(ncirl.ie\)](#) . For students on the BA Hons ECEC daytime programme, all classes will take place on campus.

It is extremely important that you attend, and engage with, your classes. Students should be aware that there is a clear relationship between attendance and engagement at learning sessions, and performance in modules.

Please note that from January 2026 NCI will introduce a new attendance monitoring system for all full-time on campus learning events.. Students will be required to download the [SEAtS](#) application and log their attendance at each class.



The following requirement applies:

Requirement	Minimum Standard	Impact on Placement
Attendance to all timetabled lectures	80% of the semester	Required for placement eligibility

Key Points

- Attendance is recorded and monitored throughout the programme.
- Student Early Childhood Educators who do not meet the 80% attendance requirement will not be permitted to attend placement unless there are approved extenuating circumstances.
- This requirement is in addition to existing placement protocols and professional conduct expectations.
- If Student Early Childhood Educators are struggling to meet attendance requirements, they should contact the Programme Team.

How you will be taught

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

Lectures

Lectures will provide the framework for your studies. All lecturers will provide learning materials on Moodle, but these are intended to supplement, not replace, the lecture itself. Lectures will be wider-ranging and provide support for your own study. Many students find it helpful to take notes during lectures, and you should develop a style of note-taking that helps to support your learning. However, you should not expect to be able to write down everything that is said in lectures and copying down content verbatim from lecture slides (which are available on Moodle) will distract you from the more important task of listening. The lectures are intended to stimulate interest and further study. They are not primarily sessions in which lecturers dictate information.

Seminars, Workshops and Practical Sessions

In addition to your lectures, you may have seminars or practical classes. These classes involve more practical, hands-on activities including group discussions, computer-based exercises, exploring with ECEC materials and resources, or other research activities, sample assessment activities etc. Attendance at these sessions is of vital importance. Where appropriate, students are expected to prepare for these sessions in advance and be ready to contribute. If you have to be unavoidably absent from any lecture or seminar or practical session, you should inform either the lecturer or the programme coordinator in advance.

Independent study

Students are expected to engage in independent study for all modules. This includes reading required and supplementary articles, book chapters and materials, preparing for continuous assessments and exams, and engaging in additional exercises and worksheets as required for your module. Further information about expected independent learning activities will be provided within each module by your lecturer.

Required equipment and books

Students are required to have access to suitable **laptop computer** and broadband that will allow them to engage with any online learning activities, or computer-based activities during classes and/or assessments. A student laptop loan scheme is available for eligible students. More information is available here: [Laptop Loan Scheme | NCI Students Only](#)

For each of your modules, you will be provided with a list of core readings and additional recommended reading. This will be provided in your module handbook (on Moodle). Your module lecturer will advise further on specific materials that are required for their module at the beginning of the semester.

Assessment

How work is assessed and marked

Please refer to the policies and procedures on Assessment on the Support Hub here: [Teaching | QAES | National College of Ireland](#)

Understanding Assessment, Progression & Awards	
Continuous Assessment	Summative assessments are completed throughout the semester and contribute to module grades. Formative assessments are completed to support learning (usually in-class) and do not receive a grade.
End-of-Semester Examinations	Formal Assessments held in-person at the end of the semester
Progression	Students must pass all modules before progressing to the next stage. The pass mark is 40% Every module component (Summative Assessment) must be passed or the module is failed.
Repeat Assessment	Repeat opportunities are available. Repeat assessments may incur financial cost. Repeat Stage 4 modules are capped at a pass grade when repeated.
Final Award	Final classification of the degree is based on the weighted average of the Stage/ Year 4 modules.

Each module is assessed differently, and the relevant details will be available on the module Moodle page and/or in the module handbook. Assessments are generally made up of projects, portfolios, continuous assessments, and/or presentations and a small number of examinations. Where more than one piece of summative assessment is included in a module, your overall grade will be the weighted average of the assessment grades. All modules require a mandatory pass mark for each component of the assessment.

How assessments are managed

Assessment provides you with a record of your achievement. Assessment must be seen as objective, meaningful, and fair by all stakeholders, including students and staff, regulatory and professional bodies, potential employers, and many others. It follows that the management of assessments, and their strict regulation, is of great importance.

Examinations and other forms of assessment are set by the lecturers delivering individual modules. Questions and model solutions are reviewed by other members of faculty and the External Examiner for the programme. 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 by other academic staff and by the External Examiner for the programme. This is to ensure that marking is fair, consistent, appropriate to the level of study, and broadly comparable to similar assessments at other third level institutions.

Examinations

There are two examination sittings per academic year: Semester 1 (January) and Semester 2 (May). Repeat exams are held in August.

Students who defer, fail, or miss an exam from either semester must repeat the relevant module during the August exam sitting.

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

There will be occasions where students have extenuating circumstances which prevent them from sitting an exam. Should this be the case for you, you should make sure to follow the relevant procedures for managing extenuating circumstances (see below).

Full details of regulation concerning exams can be found on the student portal.

Continuous Assessments

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

- Where a word count is specified, assignments will be accepted 10% under or over.
- Unless otherwise specified, all assignments must be submitted via 'Turnitin', the college's online system for assessing originality of student work.
- Before submitting assignments to Moodle/ Turnitin, the NCI project cover sheet should be completed and added to the beginning page of your assignment work.
- Where a group assignment is set, provision must be made for identification and marking of individual student input.

Note that it is the student's responsibility to keep a copy of all assignments submitted.

A CA grid will be made available to all students (on the programme information Moodle page) at the beginning of the semester, which will note when each piece of assessment is due for submission across the semester. You should ensure that you use this information to help you plan your work and manage your time.

Unless otherwise specified by the module lecturer, the deadline for submission of continuous assessments is **11:59pm on the Monday of the week the assignment is due.**

Deadlines are strictly applied. All assignments **MUST** be submitted on time. In the event of **late submission** without approved extenuating circumstances, set penalties apply, as follows:

- **A penalty of 5% of the awarded mark per calendar day** (24 hours) will be applied up to a maximum 100% deduction.
- Penalties apply only to the specific piece of coursework that is late, not to the overall module grade.
- No coursework is accepted after the date of the relevant Examination Board.
- Any coursework submitted after the relevant Examination Board will be treated as a non-submission and receive a grade of zero.
- For students who have secured an extension in accordance with the Extension of Coursework Policy, late penalties will be applied from when the extended submission date expired.

Important notes: Late submissions are NOT permitted for the Final Year Project. Late submissions are also NOT permitted for any repeat/deferred CAs without an approved extension. The repeat/deferred CA deadline (typically 31st July) is a HARD DEADLINE. Submissions after the deadline, with no extension, will *not* be accepted or graded.

There will be occasions where students have extenuating circumstances which prevent them from meeting an assessment deadline or attending an in-class continuous assessment. Should this be the case for you, you should make sure to follow the relevant procedures for managing extenuating circumstances (see below).

Students who defer, fail, or miss a CA from either semester must submit a repeat CA by a specified deadline in advance of the August exam sitting. Students who are not in a position to complete a repeat CA for any reason in the repeat assessment period will be required to wait until the next assessment sitting to retake the relevant module. This can often see students take a year out to complete outstanding work before returning to college to complete the remaining coursework.

Managing extenuating circumstances: Applying for a coursework extension or deferral

There will be occasions when students cannot submit an assignment on time, cannot attend an in-class continuous assessment, or cannot sit an exam. Should this be the case for you, you should be sure to follow procedures to protect yourself. Students can avail of a number of options to manage extenuating circumstances:

1. **CA extension/re-run:** This provides students with a short-term extension (typically a maximum of 7 calendar days) to a CA submission deadline, or with an opportunity to sit a re-run of an in-class assessment. Extenuating circumstances including certified illness can be accepted as a reason for granting extensions. Where an extension is granted, you will receive an email to confirm your new submission date. Where a re-run of an in-class test is granted, your programme coordinator will confirm the requirements to make up for this missed assessment. Typically, this will involve sitting a re-run of the test at the end of the semester.
2. **Assessment deferral:** This provides students with an opportunity to defer the submission of a piece of coursework, an in-class test, or an exam, to the next assessment sitting.
3. **Module deferral:** A module deferral provides students with an opportunity to defer all assessments associated with a module, to the next academic year.
4. **Programme deferral:** A programme deferral provides students with an opportunity to defer their engagement with the programme to the next academic year.

Extensions, re-run assessments, and deferrals must be applied for using the **NCI 360 system**. For instructions on how to submit these requests, please see the links below:

[How do I apply for an Extension or Rerun? – National College of Ireland \(ncirl.ie\)](#)

[How do I apply for a deferral? – National College of Ireland \(ncirl.ie\)](#)

NCI 360 is available at the following link: <https://nci360.ncirl.ie>

Coursework extensions/re-runs and examination deferrals are granted in exceptional circumstances only (for example, because of illness) and **must be requested prior to the assessment deadline or the date of the exam. Students normally must submit their extension/re-run request at least 5 days in advance of the original deadline. No retrospective extensions (after the deadline has passed) will be granted. Full policy available here:** [Extension of Coursework Policy and Procedures – National College of Ireland](#)

It is important that any personal circumstances affecting attendance, your capacity to study, or any form of assessment are clearly communicated to the College. In the case of an acute illness or accident, the process of applying for an extension is often very

straightforward for students. Where circumstances are more complex, or indeed personal, students often delay communicating these to the college. This is not in your best interest. It is always in your interest to keep the College informed of any personal circumstances so that we can direct you to relevant supports and make sure that these are appropriately accounted for in the case of missed assessments etc. We are here to support and help you with any challenges that arise.

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

NCI is committed to ensuring every student feels as supported as possible -practically, emotionally and academically. Information on the full range of student support service available within the college can be found on the college website: [Student Support Services | National College of Ireland \(ncirl.ie\)](https://www.ncirl.ie/Student-Support-Services)

The Library Help Centre provides a range of services that can support students in engaging with and completing their assessments. Further information can be found on the college website:

[Students - Library Help Centre - LibGuides at National College of Ireland \(ncirl.ie\)](https://www.ncirl.ie/Students-Library-Help-Centre-LibGuides)

Assessment Results

Results for each examination period will be made available to students online on 'Check My Details' section of the Exams website. Students will be prompted to log in to access the system. College staff are not permitted to inform students of their exam results over email.

For mid-semester continuous assessments, assessment grades and feedback will be made available to students via Moodle. All mid-semester CA results are provisional until the completion of external examination and examination board processes at the end of the examination period.

Hardcopy transcripts will be sent to final year students only. Exam results (available on the 'Check my Details' section of the Exams website) will provide an overall grade, along with individual module breakdown. Any failed or incomplete modules will require completion of a repeat assessment. Students are responsible for correctly interpreting their results and ensuring that they register for any required repeat assessment. Where a student identifies what they believe to be an error this should be raised immediately after the publication of results by contacting the Exams Office or Programme Coordinator via the NCI Support Hub.

Avoiding problems with Plagiarism, Poor Scholarship, and Collusion

Plagiarism is copying another's published or unpublished work, including material found on the Internet, and representing it as your own, and is a disciplinary offence under College Regulations. Students found guilty of this offence will be penalised and may be reported to the Plagiarism Committee. It is very important that all quotations are acknowledged and referenced to avoid charges of plagiarism.

Collusion, where two or more students work together, without the prior authorisation of the course tutor or supervisor, to produce the same piece of work, and then attempt to present this work as entirely their own work, is also a disciplinary offence.

The School takes both offences extremely seriously, and you should expect to be caught and punished if you plagiarise or collude.

Poor scholarship may consist of poor referencing, but where there is clearly no intention to deceive. This may be penalised in the mark you receive. Poor scholarship may also consist of very close paraphrasing of published work, or the over-use of long quotation (such that your own contribution is unclear) and will receive a low mark.

Please note that the use of AI may represent an instance of academic misconduct depending on how/why it was used. For instance, if a student uses AI to write an essay or assignment without their own significant input into the work, this would be deemed as plagiarism. Similarly, if a student were to falsify research results/data, this would be classed under the 'Falsification / Fabrication' category. Students must disclose when they use AI via Cover sheets which contain a section for referencing AI usage.

Students should refer to their assessment briefs for further details on whether certain uses of AI may be permitted and where they are unsure they should speak to their module lecturer before submitting their work.

Students are required to familiarise themselves with the college policies and procedures related to academic honesty and integrity, which can be found on this web page: [Code of Practice for Academic Honesty and Integrity - Student Guide – National College of Ireland](#)

Mandatory Academic Integrity Training

All students are required to complete a mandatory Academic Integrity training course (Epigeum Academic Integrity International Course, 2nd Edition) via the [Academic Integrity Hub on Moodle](#). **All students are required to complete this training by 19th January 2026.** You will receive a certificate with a verification code after successful completion of this programme. ***This code must be entered on all project submission sheets from 19 January 2026 onwards.*** Failure to provide evidence of completion of this mandatory training (on project submission sheet) ***may result in the grade for your assessment being withheld.***

Grading Criteria

For each assessment that you are required to complete, your module lecturer will provide an assessment brief and instructions, along with information about specific marking criteria. These will be shared in the module handbook and/or on the module Moodle page. In the interests of fairness and consistency, the College has developed general criteria and standards that apply to all summative assessments. The grades that you receive will reflect these criteria:

Indicative Grading Criteria	
First Class Honours (1:1) 70% - 100%	• Demonstrates an outstanding range of depth and knowledge • Demonstrates a high degree of original and independent thinking based on a wide range of sources • Demonstrates an outstanding ability to integrate theoretical and practical materials • Answers are extremely well formulated and directly related to the problem presented
Second Class Honours, Grade 1 (2:1) 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 very good ability to integrate theoretical and practical material • Answers are well formulated and relate to the problem presented
Second Class Honours, Grade 2 (2:2) 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 practical 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 a very narrow range of sources • Some attempt to integrate theoretical and practical material • Answers use material indiscriminately and sometimes inaccurately with minimal relation 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 problems

Pass-by-compensation applies to first attempts if a student achieves a module grade between 35% - 39% and has received grades above 35% for all modules in the relevant stage. Pass by compensation can only be applied if the modules to be compensated account for no more than one third of the credits for the stage i.e., 20 credits for a 60credit stage. If pass by compensation has been applied to your grades, you will be informed on receipt of your results.