



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Bachelor in Social Studies

Year 1 Junior Fresh

Handbook 2023-2024



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Alternative formats of this handbook can be made available on request

Introduction

A warm welcome to Trinity College, to the School of Social Work and Social Policy, and to the start of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of Qualifications (NFQ). We hope this year will mark the start of a very enjoyable and rewarding time for you in Trinity, both academically and socially.

Life in college can be confusing for the first few weeks, whether you have just left school or are returning to education. The good news is that much of this confusion soon dissipates as Trinity terminology starts to make more sense and you acquire some routine and normality. The first year of the programme 2023-24 is also distinctive in that it will involve much more distance and online learning than has occurred in previous years. As such, teaching will be a mixture of online and face-to-face sessions.

Whilst there will be a lot to get used to in the coming weeks, it is very important that you keep to deadlines, attend all classes and explain any necessary absences as your attendance will be carefully monitored both online and in-person. Don't forget also to actively engage in your classes, as without the participation of students, the learning experience will be limited.

Staff members in the School of Social Work and Social Policy are happy to help you by offering information or advice; and there are many other people in college who can help you, including your College Tutor. Read the handbook, check your TCD email account regularly, and look out for study skills courses and other options designed to ease your way into college life.

The Junior Freshman (first year) programme is a foundation for the rest of the BSS programme. It provides an introduction to the social sciences and to social work. Full module outlines will be available at the start of each module, but the School of Social Work and Social Policy is your home base, and so we provide this Junior Freshman Year Handbook, with short module outlines, as a compilation of this year's programme. The Handbook¹ gives you the basic information you need to find your way about the programme and its arrangements, including:

- General information about the School
- Aims and objectives of the BSS degree
- Course expectations
- Module outlines
- Written requirements and assessment for the year
- Details about volunteer work and placements
- Format for your first placement, practice project, and assessment

Further information will be available in class and you should also check your student portal regularly for changes to the timetable.

The School website can be found at: <https://www.tcd.ie/swsp/>

Your timetable can be found at: <https://www.tcd.ie/swsp/timetables/>

Please don't hesitate to contact us if you have any queries! Good luck and enjoy the year!

Dr Joe Whelan
BSS Course Director

¹ This Handbook aims to be as accurate as possible, but College Regulations always have primacy over the information contained here.

International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 81st in the world (QS World University Rankings 2024) and 16th most International University in the World (Times Higher Education World University Ranking, 2023), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community.

Trinity Global provide a [Welcome Guide](#) for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's [Facebook](#) and [Instagram pages](#).

Within the School, [Dr Catherine Conlon](#) is the Director for Global Engagement and [Erin Paullin](#) is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

- [The Global Room](#), a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of [Global Ambassadors](#), students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity. Check out the [Global Ambassador Blog](#)

Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: <https://www.youtube.com/watch?v=bfyDTM-OadY>

Bilibili (China): www.bilibili.com/video/BV1wg4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.



Catherine Conlon



Erin Paullin

General Information

Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency)

Data Protection for Student Data

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared a guidance note to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. The guidance note is available to view via https://www.tcd.ie/info_compliance/data_protection/student-data/ and is intended to supplement the University's Data Protection Policy.

Student Feedback and Evaluation

The feedback students provide about BSS course content and teaching methods are valuable in helping to continuously improve both the course and student experience. The School will request student feedback via in-class feedback forms and online surveys. We would strongly encourage students to participate in the evaluation surveys.

College Maps

The College Maps website is a great resource for finding your way around the Trinity campus. The website also includes information about gate access times, lecture theatres and computer rooms

Web: <https://www.tcd.ie/Maps/>

Student Supports

College Tutor

All registered undergraduate students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, support an application for 'time off books', assist with re-admission and course transfer applications, and any other matter which may require an official response from College. Your College Tutor can also advise you if personal matters impinge on your academic work and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially in relation to examinations. Details of your tutor can be found on your TCD Portal.

Supports within School of Social Work and Social Policy

If a JF student has an issue they should, in the first instance, bring this to the attention of their Year Head, Leigh-Ann Sweeney sweeneyl@tcd.ie. The Year Head will then attempt to resolve the issue or if deemed necessary will bring this to the attention of the BSS course committee and all actions will be reviewed by Course Director(s).

There are many sources of support and advice available to BSS students. Course-related matters can be discussed, as appropriate, with the BSS Year Head & Coordinator, BSS Course Director, individual Lecturers, Practice Education Coordinators, Director of Undergraduate Teaching and Learning or the Head of School, all of whom will arrange to meet with students. Another key support is your College Tutor.

Practice Education Team

The practice education team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They provide practice teacher training and support courses; they also offer guidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach, they prepare students for placements and help them develop their learning objectives through scheduled class seminars prior to placement.

Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

Web: <https://www.tcdsu.org/>

Student Counselling Services

The SCS offer free, confidential and non-judgmental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns.

Phone: (01) 8961407

Web: https://www.tcd.ie/Student_Counselling/

Email: student-counselling@tcd.ie

Support Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Any student seeking reasonable accommodations whilst studying in Trinity must apply for reasonable accommodations with the Disability Service via their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer will prepare an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS will be communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year.

Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Professional Learning Education Needs Summary - PLENS

Students with disabilities on the BSS programme, who are registered with the Disability Service and are in receipt of reasonable accommodations in College, should discuss implications for placement based learning with their Disability Officer. If required, they will be issued with a Professional Learning Needs Summary (PLENS) with recommended reasonable accommodations for placement. This should be discussed with the Practice Education team as part of the placement planning process.

Further information on placement supports offered by Trinity College Disability Service is available here: <https://www.tcd.ie/disability/services/placement-planning.php>

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

Student Learning Development

In addition to the guidance offered to students in lectures and tutorials, the college also provides additional student supports to any student who is in need of assistance with their written work, examinations and other course assessments. The webpages of SLD (Student Learning Development) list a variety of workshops and events on a range of academic skills to help you achieve your academic potential. Web: <http://student-learning.tcd.ie/>

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. If your efforts to locate reading material fail, consult the Social Work Librarian Caroline Montgomery.

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 896 2985

Email: cmontgom@tcd.ie

Financial Assistance

All undergraduate students can apply for financial assistance once they are a registered student. The only exception is a student who enters through HEAR/TAP, as they will receive financial assistance from the Trinity Access Programme. There are a number of different financial assistance schemes which you may qualify for. Further information on these is available via <https://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/>

General Programme Information

The Staff of the School of Social Work and Social Policy are available to meet with students online via MS Teams, by phone or by email. To view a complete list of staff members in the School of Social Work and Social Policy please go to: <https://www.tcd.ie/swsp/people/>

Course Directors

Title	Name	Email
Course Director of Bachelor in Social Studies	Dr. Joe Whelan (Years 1, 2,3 & 4)	jwhelan9@tcd.ie Tel (01) 896 2065

Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e., Junior and Senior Freshman	Karen Edmonds	karen.edmonds@tcd.ie
Senior Executive Officer BSS Years 3 & 4 i.e., Junior and Senior Sophister	Mairead Pascoe	pascoem@tcd.ie

Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Dr. Stephanie Holt Professor of Social Work	sholt@tcd.ie Tel (01) 896 3908

Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Dr. Phillip Curry	pcurry@tcd.ie

Junior Freshman Year Head & Co-ordinator

Title	Name	Email
Junior Freshman Year Head & Co-ordinator	Dr. Leigh-Ann Sweeney	sweenele@tcd.ie

Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co- ordination	Dr. Erna O'Connor Dr. Sinead Whiting	erna.oconnor@tcd.ie sinead.whiting@tcd.ie
Executive Officer Practice Education	Ms Jen Kelly	swpractice.ed@tcd.ie

School Office Location and Opening Hours

Address: School of Social Work & Social Policy Room 3063, Arts Building, Trinity College Dublin. Dublin 2	Opening Hours: Monday – Friday 9am – 4pm Closed 1pm – 2pm
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Course Committee

The BSS Programme is overseen by a course committee composed as follows:

- BSS Co Course Director Dr Joe Whelan (Chairperson)
- Head of School, Dr Stephanie Holt
- Director of Teaching & Learning (Undergraduate), Dr Philip Curry
- Dr Ruth Elliffe
- Dr Michael Feely
- Assistant Professor in Social Work & Practice Learning Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Learning Coordinator, Dr Sinead Whiting
- Social Work lecturing staff
- Social Policy lecturing representative
- Social Work tutor representative
- External lecturer representative
- Student representatives (BSS Years 1-4)

Staff – Student Liaison

In addition to student representation on course committees, there will be regular staff- student liaison through our open-door policy for all students, the class representative system and additional scheduled meetings as required to discuss matters of mutual interest or concern.

BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	TBC
BSS Senior Freshman (Year 2)	TBC
BSS Junior Sophister (Year 3)	Ellen Thornton thorntel@tcd.ie
BSS Senior Sophister (Year 4)	Tara Wright wrightta@tcd.ie Joshua Kineen kineenj@tcd.ie
Undergraduate School Convenor	Aisling Dillon adillon1@tcd.ie

Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to practice teaching. The panel members review learning agreements, practice teacher reports and projects submitted by students with a view to providing advice to the course team both on the maintenance of standards in relation to placement performance with reference to the CORU Domains of Proficiency and on the quality of practice teaching and practice teachers' reports.

The Practice Panel present their report to the Course Director(s), the Practice Education Coordinators and course team. Decisions regarding suggested changes are discussed and approved at the next BSS Course Committee meeting. Programme changes are discussed at tutor meetings, Practice Teacher training and outlined to students in the Preparation for Placement modules. The Practice Panel's annual report is made available to the External Examiner.

The Practice Panel 2023/24 members are:

- Lavina Temple – TUSLA, Child and Family Agency
- Michelle Richardson, The Probation Service
- Kevin Ryan, Social Work Dept, St James's Hospital
- Shauna Heron – TUSLA, Child and Family Agency

External Examiner

Professor Michelle Lefevre, Department of Social Work & Social Care,
University of Sussex. Bio available <https://profiles.sussex.ac.uk/p28733-michelle-lefevre>

Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU)

In accordance with Irish statutory regulations this Bachelor in Social Studies Programme is reviewed and approved by the national regulatory body for health and social care professionals (CORU). The academic and practice curricula are designed and delivered in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes as specified in relation to the following domains:

- Domain 1: Professional autonomy and accountability
- Domain 2: Communication, Collaborative Practice and Teamworking
- Domain 3: Safety and Quality
- Domain 4: Professional Development Domain
- Domain 5: Professional Knowledge and Skills

(www.coru.ie)

Aims and Objectives of BSS

The BSS programme aims to provide students with the necessary knowledge, skills and value base to enter social work as competent beginning practitioners, to work professionally and accountably with service users and colleagues in diverse settings, and to use the guidance and support of senior colleagues effectively.

BSS graduates are not finished social workers but rather - in the language of Trinity's conferring ceremony - at the commencement of their professional careers. New graduates begin a process of continuing education, and their professional development will depend on commitment to continuing practice, training, up-to-date reading, post-qualifying study and research.

Knowledge Base

Social workers need a knowledge base from which to formulate, practise and critically review a variety of social interventions into the lives of service users. Students need to understand multiple factors which may impact on service users, influencing their health, circumstances, behaviour, perceptions and resilience. Such understanding derives from social work and the social sciences.

In social work theory courses, skills workshops, placement experience and tutorials, students enhance their self-knowledge, gain understanding of the principles, theories and methods of social work intervention, and develop their practice competence.

In psychology, sociology and applied social work courses, students become familiar with theories of human growth and development, behaviour, cognition, responses to stress and to social support, social interaction and group processes.

Social policy, sociology, law, economics and politics courses provide frameworks for understanding social-structural forces acting on individuals, families, communities and welfare organisations and a grasp of their local and global impact and context. Students are also introduced to social research and supported to apply small-scale research methods in project work.

Social work practice requires this wide range of knowledge to be grounded in research evidence, well theorised and integrated, applied critically and sensitively, and to be informed by professional ethics and values.

Value Base

Social work practice is inextricably bound up with ethical questions. Each intervention introduces a variety of possible tensions between personal and professional values, service users' values and the implicit and explicit agenda of the agency. Working ethically with such tensions requires the worker to demonstrate sensitivity, clarity, ability to question received wisdom, commitment to social justice and commitment to practise in an inclusive, anti-discriminatory and respectful manner. Students will have ongoing opportunities to address ethical questions in college and on placements.

Skills Base

Professional training builds on students' communication, social and analytical skills to develop a firm base in counselling, groupwork and community work skills. These skills are developed through exercises, role-play, seminars and workshops in college, and through supervised practice on placement.

Challenges

Social work practice challenges practitioners in many ways.

The knowledge, values and skills used in social work practice are not unique to social workers. Other practitioners subscribe to and use many of them. It is the combination of these elements - the ethical base, the social context, and the empowerment purposes for which they are used - which characterise the field of social work. The BSS programme aims to offer students a critical understanding of the scope of social work, a positive social work identity, and opportunities to practise creatively in a climate of social and professional change.

Social workers frequently work in multi-disciplinary agencies and must meet the challenge of

maintaining their professional identity whilst actively helping to develop shared understandings and common purpose with colleagues from other disciplines.

Social workers face other challenges too, if they are to develop the highest standards of practice. These include the need to innovate and avoid stock responses to situations, to challenge institutionalised and internalised discrimination and inequality, to be reflective, open and explicit about their practice, to maintain professional integrity and confidence in the face of conflict and controversy, and to strive to work in genuine partnership with service users.

Programme Learning Outcomes of BSS

In the context of the aims and objectives as well as the challenges outlined above, the BSS programme is designed around a set of Learning Outcomes which are key learning objectives that the BSS programme aims to offer students who undertake this degree.

On successful completion of this programme, students will have acquired and demonstrated the necessary knowledge, skills and ethical base for professional social work, and will have satisfied the requirements for an Honours social science degree, and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

1. apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.
2. integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.
3. adopt a comparative, research-informed approach to academic project work.
4. practice at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.
5. employ effective interpersonal skills and communication skills in both academic and practice contexts.
6. demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.
7. use professional and peer supervision constructively and engage in critical reflection on their social work practice.
8. maintain personal accountability and professional behaviour in academic and practice contexts.
9. uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.

10. engage in social work practice that promotes inclusivity, equality and social justice, and challenges practice that does not.
11. engage in continuing professional development including further study.

Teaching and Learning Methods

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished. When term starts on 11th September students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.

Timetable

Your timetable can be found on the School website at:

<https://www.tcd.ie/swsp/timetables/>

There are two timetables for Junior Fresh, a Semester 1 timetable which runs from 11th September – 17th December 2023 and a Semester 2 timetable which runs from 22nd January – 21st April 2024.

The week numbers on the School timetable refer to academic calendar weeks which are shown on the copy of the Academic Year Structure in the handbook.

There may be occasions where lecturers will need to cancel or rearrange their lectures, students will be given as much notice as possible and will be notified via an email alert to their TCD email.

Bachelor in Social Studies Course Regulations and Conventions

The BSS Examination Regulations and Conventions Booklet 2023 - 2024 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>

The BSS Progression and Award Regulations Booklet 2023 - 2024 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

This Booklet is available to download from the School of Social Work and Social Policy Website via

<https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>

School of Social Work and Social Policy Marking Scale

First class Honours

I

70-100

First class Honours in the School of Social Work & Social Policy is divided into grade bands which represent excellent, outstanding and extraordinary performances.

A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76

EXCELLENT

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84

OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

----- O -----

Second Class Honours, First Division

II.1

60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second class answer is that it must have completely dealt with the question asked by the examiner. In questions:

- i) all the major issues and most of the minor issues must have been identified;
- ii) the application of basic principles must be accurate and comprehensive; and
- iii) there should be a conclusion that weighs up the pros and cons of the arguments.

----- O -----

Second Class Honours, Second Division**II.2****50-59**

A substantially correct answer which shows an understanding of the basic principles.

Lower second class answers display an acceptable level of competence, as indicated by the following

qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

----- O -----

Third Class Honours**III****40-49**

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

----- O -----

Fail - 1st Division**F1****30-39**

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

----- O -----

Fail – 2nd Division**F2****0-29**

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

Course Expectations

The Programme is a professional training course. Part of that training entails adopting standards of behaviour and practice that denote sound professional practice. *Reliability, punctuality, participation, peer support and respect for colleagues* are not only expectations of employers and colleagues in work settings but are also our expectations of students on this programme. Time management and organisational skills are also important survival skills in the field of social work that students are expected to develop and demonstrate on the course.

The following are therefore course requirements:

Attendance

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

In cases where a student has a genuine, mitigating and documented unavoidable reason or reasons for missing a lecture, tutorial or other teaching input, the Course Director(s), in conjunction with the relevant lecturer or instructor, may require the student to meet the learning outcomes via an additional piece of written work in lieu of the missed session or sessions. In cases such as this, the Course Director(s) will adjudicate, and the decision of the School will be final.

Punctuality

Students are expected to attend lectures, tutorials and placement days on time. While on placement, students should also be on time for appointments with clients and colleagues.

Reliability

Students will be required to make class presentations or prepare material for specific classes and should ensure that they fulfil these commitments. Similarly on placement, commitments should be honoured whether working remotely or in the office.

Participation

It is well established in educational research that members of a group learn a great deal from their peers. Participation in group discussions, sharing experiences, being proactive and taking responsibility for your own learning will enhance both your own and your class-group's learning.

Peer Support and Respect

Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect.

Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. It is not acceptable to submit course work beyond the deadline without the permission of the examiner and course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The examiner in consultation with Head of Junior Freshman will make the final decision on such sanctions. All assignments for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

Non-submission of Coursework

Students are required to complete all assessment components for each module. The unexplained absence of an assessment for a module will result in exclusion from the course. To avoid this, students who are unable to complete or submit an assessment for a module or modules by the due date due to certified illness or other grave cause beyond their control must, through their College Tutor, inform the module lecturer of the absence and seek permission from the lecturer to submit at a later date within the relevant assessment semester(s) or if more appropriate, permission from the Senior Lecturer to defer the submission(s) to the reassessment session.

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.

Any modules which do not belong to this School (i.e. Modules ECU11031, ECU11032, POU11021, POU11022, SOU11013 and SOU11014,) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

Word Count: Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a re-submission and capped at a mark of 40%.

There are penalties for late submission of written coursework without an agreed extension.

- Up to one week's lateness incurs a penalty of 5 marks;
- One to two week's lateness incurs a penalty of 10 marks.
- After 2 weeks a mark of 0 will be awarded.

Student's expectations of staff

Likewise, the staff of the School have a role to play in maintaining a rewarding and ethical learning and working environment.

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice – education links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance, and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

Online Student Code of Conduct

As a student on a professional course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses via a blended model. That is, through online and face to face methods. As social workers, and social workers in training, online is just one more social context where we are all trying to learn to be social in respectful and sensitive ways.

While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please see <https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf>.

Two key elements to keep in mind when studying online are netiquette and privacy

Netiquette

Netiquette is a term coined to describe the commonly accepted norms and behaviours used when communicating in online environments.

At one level, the same rules of regular communication apply when communicating online. By adopting the same respectful manner that you would expect in all communications, you are unlikely to encounter many issues.

That said, it should be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues.

Keeping the few simple rules of netiquette in mind will help ensure that what you say will be better understood by those listening and reading.

1. Typing in 'all caps' (all upper case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).

2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:

'I got a great result in my first assignment. Yay! 😊'

'I am unable to attend this evening due to work commitments, sorry. :-('

These can be more useful than it first seems to ensure messages are received in the spirit in which they were sent.

3. Be careful when using irony and sarcasm online. This can be easily misinterpreted by those receiving your message.

4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it's better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy

disagreement can be very informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

Other tips for effective online communication

Some tips for engaging with other students online to have a healthy and engaging online classroom experience include:

- Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.
- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e., It is my opinion) rather than being dogmatic ('it is a fact that').
- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments or pictures.
- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

Privacy considerations

Considerations of privacy are critical when completing your course online. Remember the permanence of online communications. It is for that reason and your own protection that we employ a strict line on privacy and anonymity. It is best practice to anonymise all those who you mention in any tasks or assignments that you complete. Please do not mention any real company names or disclose the names of any real individuals in your course. Be mindful that you do not know the personal histories of all your classmates, and all your academics who may be in view of your communications.

Note that information presented or shared throughout the course, from the academics and fellow students, should not be used for any purpose other than the course itself. Do not present others' opinions as your own and also make sure not to present content shared on the course for any other purpose outside of the course. Those deemed to have transgressed these privacy measures are liable to be disciplined by the School.

BSS Junior Freshman Academic Year Structure 2023/24

Cal. Wk.	Dates 2023/24	2023/24 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	28 Aug-23		←Michaelmas Term begins / Semester 1 begins
2	04-Sep-23	Orientation (UG new First Years)	
3	11-Sep-23	Teaching and Learning	
4	18-Sep-23	Teaching and learning	
5	25-Sep-23	Teaching and Learning	
6	02-Oct-23	Teaching and Learning	
7	09-Oct-23	Teaching and Learning	
8	16-Oct-23	Teaching and Learning	
9	23-Oct-23	Study Week /JF Volunteering starts.	
10	30-Oct-23	Teaching and Learning	(Monday, Public Holiday)
11	06-Nov-23	Teaching and Learning	
12	13-Nov-23	Teaching and Learning	
13	20-Nov-23	Teaching and Learning	
14	27-Nov-23	Teaching and Learning	
15	04-Dec-23	Teaching and Learning	
16	11-Dec-23	Assessment*	←Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
17	18-Dec-23	Christmas Period - College Closed 22 Dec 2023 to 1 Jan 2024 inclusive	
18	25-Dec-23		
19	01-Jan-24		
20	08-Jan-24	Assessment*	
21	15-Jan-24	Marking/Results	←Hilary Term begins / Semester 2 begins
22	22-Jan-24	Teaching and Learning	
23	29-Jan-24	Teaching and Learning	
24	05-Feb-24	Teaching and Learning	(Monday, Public Holiday)
25	12-Feb-24	Teaching and Learning	
26	19-Feb-24	Teaching and Learning	
27	26-Feb-24	Teaching and Learning	
28	04-Mar-24	Study Week	
29	11-Mar-24	Teaching and Learning	
30	18-Mar-24	Teaching and Learning	(Monday, Public Holiday/St Patricks w/e)
31	25-Mar-24	Teaching and Learning	(Friday 29 th March, Good Friday)
32	01-Apr-24	Teaching and Learning	(BH Monday, Easter Monday)
33	08-Apr-24	Teaching and Learning	
34	15-Apr-24	Revision	←Hilary Term ends Sunday 21 April 2024

35	22-Apr-24	Trinity Week	← Trinity Term begins
36	29-Apr-24	Assessment*	
37	06-May-24	Marking / Results	BH Monday 6 th May.
38	13-May-24	Marking / Results	
39	20-May-24		
40	27-May-24 29 May-24	JF Volunteering & related assignment submission deadline - 29th May at noon.	← Trinity Term ends Sunday 2 June 2024 / Semester 2 ends.
41	03-Jun-24		BH Monday 3 rd June.
42	10-Jun-24		
43	17-Jun-24		
44	24-Jun-24		
45	01-Jul-24	Summer Period^	
46	08-Jul-24		
47	15-Jul-24		
48	22-Jul-24		
49	29-Jul-24		
50	05-Aug-24		BH Monday 5 th August.
51	12-Aug-24		
52	19-Aug-24		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

BSS Junior Freshman Course Structure 2023/24

BSS Junior Freshman students must take the following modules totalling 70 ECTS

Module	Course	Semester	ECTS
ECU11031	Introduction to Economic Policy A	1	5
ECU11032	Introduction to Economic Policy B	2	5
POU11021	Politics and Irish Society A	1	5
POU11022	Politics and Irish Society B	2	5
SOU11013	Introduction to Sociology 1	1	5
SOU11014	Introduction to Sociology 2	2	5
SSU11030	Introduction to Social Work	1&2	10
SSU11010	Introduction to Psychology	1&2	10
SSU11051	Introduction to Social Policy Concepts	1	10
SSU11072	Introduction to Practice - based Learning	Summer	10
Total ECTS =			70

European Credit Transfer System (ECTS)

The BSS programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS), an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable recognition for periods of study, to facilitate student mobility and credit transfer accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The programme is divided into distinct modules in each year, which each module carrying a credit value. BSS Students are required to achieve 70 credits in the first year of the programme, 80 credits in the second year, 75 in the third year, and 75 in the fourth year leading to a total of 300 credits.

Workload related to ECTS

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional

training placements, and so on. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

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

Building, Bonding and Bridging Groups (BBBGs)

The course will also offer JF students the experience of attending a building, bonding and bridging group: There will be five meetings of the BBBGs during term, three in semester 1 and two in semester 2. It is hoped that the meetings will be held face to face on campus. Essentially, the aim of the BBBGs is to enable JF students to purposefully engage with the course and its curriculum, each other and the staff seeking to maximise their personal and professional development.

The BBBGs will aim to:

1. *Build* confidence, a desire (and passion) for learning, and stimulate intellectual inquiry;
2. *Enhance* intellectual skills such as the application (of knowledge), critical analysis, capacity for synthesis, reasoning, problem-solving, reflection and concept formation;
3. Enable students to assimilate and *build* professional social work values and a commitment to intellectual standards including the purposeful engagement with the course's requirements and strictures (such as attendance);
4. Help students make meaningful connections or *bonds* with each other, and the staff seeking to support their intellectual and professional development, to effect group cohesion;
5. Empower students to identify with and comprehend a wider professional social work community outside of the College, as part of a *bridging* process from College to employment sectors;
6. Support the process of induction to college life, its demands, rhythms, assessment demands and procedures;

7. Assist students to draw or *build* connections between the diverse modules on year one and, as a result, advantageously enter year two of the course having made an optimal start to their personal and professional development;
8. Identify, nurture, and support student 'culture carriers' who can model and mould scholarly qualities and norms; and
9. *Build* the students' awareness of the **Trinity Graduate Attributes** and seek to apply them within academic and practice contexts. These attributes encourage students to:
 - *Think independently;*
 - *Act responsibly;*
 - *Communicate effectively; and*
 - *Develop continuously.*
10. Identify vulnerable students early on and take appropriate, pre-emptive action drawing, where necessary, on College services and resources.

Approach

The intention is to hold a total of 4 meetings with Junior Freshman students in the Michaelmas and Hilary terms in year one. Students will be divided into 6 sub-groups each with an allocated BBBG tutor. The meetings can address a number of topics such as:

- 1) How to build connections with peers on and outside of the course;
- 2) The impact of the transition to College including any repercussions of the Covid-19 pandemic: what is working well, what has been challenging;
- 3) The nature of social work as a profession and how the curriculum in year one aims to cover essential knowledge, skills and values;
- 4) The core tenets of adult learning, different learning styles and how to integrate learning across the different modules;
- 5) The College's aims for student learning and development including the importance of assimilating the Trinity Graduate Attributes;
- 6) Students' rights and responsibilities including the importance of attendance at designated classes;

- 7) The nature of social work outside the College as practiced and delivered in different contexts (including the possibility of field trips);
- 8) The challenge of independent study, and managing course assessment deadlines;
- 9) Introduce core, conceptual competencies including reflection, synthesis and critical thinking;
- 10) The resources offered by the College to help support and develop learning;
- 11) Taking care of oneself during the first year;
- 12) How student (and professional) conduct must fit into a normative framework of respect for others;
- 13) Exploring aspects of the taught curriculum that have been interesting or challenging; and
- 14) The challenges of written assessment and how to improve grammatical construction and written argument;
- 15) What has motivated the student to study social work and how can they sustain and enhance this orientation;
- 16) The nature of the CORU domains and their importance in shaping the curriculum and practice learning opportunities; and
- 17) Students' learning needs.

The above areas are illustrative. Other topics can be covered depending on the group and its needs.

BSS Junior Freshman Course Assessment

Module	Course	Assessment Type
ECU11011	Introduction to Economic Policy A	See Module Outline
ECU11012	Introduction to Economic Policy B	See Module Outline
POU11021	Politics and Irish Society A	See Module Outline
POU11022	Politics and Irish Society B	See Module Outline
SOU11013	Introduction to Sociology 1	See Module Outline
SOU11014	Introduction to Sociology 2	See Module Outline
SSU11030	Introduction to Social Work	Michaelmas Term: Essay (30%) Hilary Term: Exam (70%)
SSU11010	Introduction to Psychology	Michaelmas Term: 2 quizzes (5%) and 1 video essay (45%) Hilary Term: 2 quizzes (5%) and 1 video essay (45%)
SSU11051	Introduction to Social Policy Concepts	2000 word Essay: 90% Presentation:10%
SSU11072	Introduction to Practice - based Learning.	Volunteer Work : Completion of 40 hours of volunteering. Project: Completion of a written project In order to pass this module students must both complete the 40 hours of volunteering and pass the associated project.

See individual module outlines for further detail on assessments.

Language Options

It may be possible for students to take a French or German language module in addition to the above compulsory modules, however, the overall year mark will be calculated only on the results of the above list of mandatory modules and not the language elective. If you are interested in taking a language module, please contact the School Office during week commencing Monday 25th September 2023. Enrolment will be subject to spaces being available on the module and there being no timetable clashes.

SSU11072 JF Introduction to Practice - based Learning (10 ECTS)

Introduction

Practice-based education is an integral part of the Bachelor in Social Studies (Social Work) programme. The coordination of the practice education curriculum, and of student placements, is the responsibility of the school's Practice Education team. Decisions regarding allocation of placements is taken on the basis of the student's learning needs, prior experience and areas of interest. By the end of the four-year degree programme students should have gained experience working in a range of settings and with a range of clients. Preparation for practice learning commences in the Junior Fresh year when students must undertake 40 hours of volunteering and attend classes focusing on skill development through classroom-based role plays. In the Senior Fresh year students undertake a 10-week pre-professional placement in a community based service. These aspects of the practice learning curriculum combine to ensure that all students have gained a foundation in the development of key social work skills, prior to undertaking professional social work placements in the Junior and Senior Sophister years of the programme.

Aims of Placements in general

- To develop social work practice skills.
- To integrate social work theory and practice.
- To acquire a working knowledge of services and community resources.
- To understand the tasks of social work and allied disciplines.
- To develop professional and ethical standards of practice.

Aims of the Junior Fresh *Introduction to Practice Based Learning* module

This module serves as an introduction to practice-based learning and aims to equip student with key skills to support their learning and development in their practice placements in the later years of the programme. The module consists of two primary components:

- The completion of 40 hours of volunteering across semesters 1& 2 in a service that includes direct work with service users
- Participation at in person classes that will include classroom-based discussions and role plays

At the end of the module students will have:

- Engaged with the voluntary sector and participated effectively in a volunteering role
- Completed a minimum of 40 hours of volunteering in a role that involves direct work with service users
- Developed skills in communicating effectively with service users and service providers

- Begun to reflect on their own practice and to identify the limits to their practice including when to seek advice and supervision
- Begun to think critically about practicing in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups
- Developed skills in maintaining professional boundaries with service users when working in a volunteering capacity and be able to identify associated challenges
- Begun to evaluate and reflect critically on their own practice

Volunteering

In order to pass this module all students must complete a minimum of 40 hours of volunteering in an appropriate social services agency. Students are expected to find their own volunteering, **but the suitability of a volunteering opportunity must be approved by the Practice Education team.**

The volunteering role must involve working directly with people and you will be expected to draw on your volunteering experiences in your Introduction to Practice Based Learning classes in Semester 2. You will also have to complete a practice project based on your volunteering role.

Passing this module require students to both complete 40 hours of volunteering and to pass the associated project.

Finding volunteering opportunities: Students must find their own volunteering opportunities. However, the suitability of the role must be approved by the Practice Education team . Once you have identified suitable volunteering you should complete the **Volunteering Role Form** in Appendix II.

This will be reviewed by the Practice Education team who will notify students once their plans have been approved. A sample list of possibilities and contact people in Dublin will be supplied and a range of agencies will come into class to talk to students about volunteering opportunities. Students can also use their own contacts and should pick an area of work that they will enjoy.

It would be best if class members choose different settings and do not all congregate in the same service, so that everyone can gain from the varied experiences of their classmates.

Examples **of volunteer work include:**

- helping in a youth club or after-school / homework group
- working with homeless services
- visiting older people who live alone;
- befriending people with special needs or circumstances;

- helping in a drop-in-centre or information-giving service;
- working on a telephone help-line.

Volunteering must involve direct work with people. Volunteering roles such as working in a shop or packing food in a food bank will not count as suitable volunteering and this type of work will not be sufficient to pass this module.

The aims of Volunteering are:

- to provide all students with some 'hands on' experience of working with people in a befriending or support capacity
- provide all students with an experience of themselves in a helping role so they can begin to reflect on areas of practice skills they need to develop
- enable students to learn first- hand about the provision of a personal social services
- Help students to identify the basic ingredients of good practice.
- Ensure that all students have experience to draw on in social work class discussions.

Duration - 40 hours volunteering is a minimum guideline, and you can of course do more. You must keep a record of your hours in your **Volunteering Log** including a brief outline of the work you were involved in each week (Appendix III).

In order to gain the most from this volunteer experience, it should be ongoing - for example, a regular weekly commitment of 2-3 hours - so that you have a chance to build relationships and to develop knowledge and skills over time. You cannot undertake the 40 hours in a block. If you have the opportunity to work in holidays or at weekends, that will be a bonus, but you should maintain your involvement over a number of months.

You should aim to start your volunteering by reading week in semester 1.

NOTE: Most agencies will require volunteers to apply for garda vetting and some agencies may require volunteers to undertake some training.

Advice: Advice will be available in social work tutorials and from the Practice Education team. At the end of your involvement, you should ask a worker in the agency to complete the **Confirmation of Volunteering** Form Appendix II) confirming your volunteer activity. You should submit both this and a copy of your Volunteering Log (Appendix III, P67), as an appendix with your JF Volunteering Project via Blackboard under JF Volunteer Placement Module (SSU11072) in Semester 2.

Assessment of SSU11072 JF Introduction to Practice based Learning Module

- In order to pass this module students must complete their 40 hours of volunteering **and** pass a written assignment based on their volunteering experiences.

Volunteering Project Format

Recommended total word-length 2,500-3000 words, maximum.

A. Introduction (guide word count 200 words)

- Briefly introduce the agency/service where you are volunteering
- State why you were interested in volunteering with this agency
- Briefly outline the structure of this project

B. Details about Service/Agency (guide word count 500-600 words).

This section should include:

- The name and aims of the agency where you were volunteering.
- Discuss the range of services provided by the agency.
- The people/communities the agency support, including details about how people access the service.
- You should also provide additional context by explaining (with reference to the literature) why there is a need for the service/s provided. For example, if you are working with a homeless service, you could discuss the issues in the context of literature relating to people who experience homelessness and current issues with homelessness in Ireland.
- Describe the range of roles and work volunteers, and where applicable staff, engage in within the agency

- Are there paid staff in the agency/service? What are their roles and their training?
- How are volunteers recruited

What training and support is provided to volunteers within this agency.

C. Assessment of your work and learning

Part A : (guide word count 800 words)

Discuss your role as a volunteer, including reflections about the development of your skills and your understanding of the work across the duration of the time you were volunteering.

Include details of :

- the training you received
- days and hours you volunteered
- provide details about why you wanted to volunteer in this agency
- outline a typical day for you as a volunteer in the agency
- discuss the assumptions you had when you started your volunteering role, about the work and the people you would be working with
- How did your ideas about the people/community you were working with change and develop across the duration of your volunteering experience

Part B: (guide word count 800 words)

At the start of this section clearly state that you have changed the names and identifying details of the service user.

In this section you should provide an example of a piece of work you were involved in as a volunteer with a focus on a specific interaction. The aim of the section is to provide you with an opportunity to describe a key skill that you developed through your volunteering work.

This section should include:

- Anonymised information about one person that you worked with while volunteering including brief anonymised background information and why they were involved with the service.
- Details about an example of an interaction you had with this service user.
- Describe a key skill that you demonstrated in this interaction. Include reference to social work

literature to provide context as to why this skill is important in the context of social work practice.

- Briefly outline one theory that helps you to understand the circumstances of the person or helps you to plan how services should intervene with this service user.

D. Summary Assessment of your Experience and Learning (guide word count 500 words)

- Reflect on your experience working as a volunteer.
- Outline the key skills you developed across the duration of your time as a volunteer.
- Discuss what you now understand about the people you were working with that you did not understand when you started.
- Having reflected on your experience identify the key skills you know you need to continue to develop and work on across the next three years of the BSS(Social Work) degree programme.

E. Bibliography

Guidelines for volunteer work

Commitment: When you become a volunteer, you make a commitment to turn up regularly, to act responsibly and to make a willing and active contribution. It is not enough simply to turn up, you need to be 'engaged' in the work. So, it is very important to talk first with someone in the agency about the nature of the work and the time commitment involved, and to be sure you are willing to make and keep that commitment.

If you feel the work might not suit you, choose a different area of work that interests you more, that you will enjoy and maintain.

Preparation and Support : Many agencies provide information, training, and support meetings for volunteers. This is very valuable, as it will help you to learn and give more. In all cases, check out who in the agency you can consult when you need advice. It is very important to have someone to report to about what you are doing, so that you get the necessary feedback, advice, and support.

Ethical Practice :Volunteers, like professional workers, must act ethically and responsibly:

- Reliability*: Turn up when you have promised to do so, and if illness prevents you, make sure to let those involved know. Letting people down not only upsets their arrangements, but also implies a lack of interest in, or concern for, them and it is unprofessional.
- Confidentiality*: You are likely to learn personal information about people you are befriending. You should not disclose this information to others without permission, and even then, only with great discretion and for good reason. However, if you learn something that causes you concern for the welfare or safety of any individual, or for yourself, get advice from the person in the agency to whom you report, as soon as possible.
- Maintaining appropriate boundaries*: A befriending relationship is friendly and informal and involves doing things together as equals and getting to know one another. However, you should be mindful that your involvement is time-limited and you are not likely to become a friend for life. You should be cautious about giving your private address or phone number, or making open-ended commitments that you will not be able to keep.

Garda Vetting - Volunteer services may require you to have Garda Vetting. If this is required, the agency will advise you.

Next Steps:

- Consider the areas where you would like to volunteer and begin to make enquiries with relevant organizations. We have some suggestions we will share in class but you can also find volunteering opportunities using your own contacts and connections.
- Complete the Volunteering Role Form (Appendix II) and upload via Blackboard by Monday 30th October 2023.
- Begin volunteering with your chosen organization as soon as possible and once you have completed your 40 hours submit the Volunteering Confirmation Form (Appendix) via Backboard.

- Read the guidance on the Junior Fresh Volunteering based Practice Learning Assignment

You must complete the 40 hours of volunteering and pass your volunteering related assignment in order to pass this module. However, we also do believe that you will find your volunteer experience enjoyable, interesting and confidence-building. It will be beneficial to you as you progress in your social work degree programme. It will be an opportunity for you to begin to learn some key skills in relationship building and team working and to identify what you are good at and areas where you will need to gain more experience and learning.

The deadline for the completion of your Volunteering and the submission to Blackboard of your volunteering related assignment is 29th May 2024, at noon.

If you have any queries, please do not hesitate to contact Sinead (swhiting@tcd.ie) Erna (connorer@tcd.ie) or Jen (swpractice.ed@tcd.ie) in the Practice Education Unit.

Health and safety

Students should adhere to the health and safety guidance of the agency where they are on placement or engaged in volunteering. All students MUST adhere to all TCD and local agency Covid-19 protocols. Failure to do so will be taken very seriously and will result in disciplinary procedure.

Health Screening:

Health screening requirements must be completed by all new students in the Bachelor in Social Studies.

Students must make an appointment with either the College Health Centre or registered GP to conduct the necessary screenings. As the process will take some time, it is important that you make this appointment immediately after accepting a place on the course. The Health Screening Booklet can be downloaded via the following link:

<https://www.tcd.ie/students/orientation/assets/pdf/Health%20Screening%20Form%202022%202023%20.pdf>

Vaccination Policy:

The School of Social Work and Social Policy is obliged to exercise responsibility to the

health of individual students and our duty of care to the public, with whom students are in close contact on placement.

Immunisation: The policy and practice of some agencies may require staff and students to be tested for, or immunised against, specific infectious diseases (e.g.: Hepatitis B or TB). In advance of placement, students are advised to seek medical advice, from their GP or the Student Health Service in college, on immunisation requirements. The Student Health Service offers both an information and immunisation service to students.

Vaccination Policy: The School of Social Work and Social Policy is obliged to exercise responsibility to the health of individual students and our duty of care to the public, with whom students are in close contact on placement.

With this in mind:

- It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require students to be vaccinated against Covid-19 and failure to have a Covid-19 vaccination may impact upon your ability to undertake placements, including mandatory professional placements at this time. If you do not intend to have a Covid-19 vaccine you should contact the course directors and placement coordinators to discuss the implications of this
- The School will require Hepatitis B vaccination, after College Registration.
- The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).
- Hepatitis B vaccination will be arranged *en bloc* with College Health Service for Junior Freshman students. Students of other BSS years may arrange vaccination through their own GP or with College Health Service. Costs must be met by the students.

This year the Hepatitis B vaccination will take place on the following dates arranged by the Practice Education Team and the College Health Service:

1st Vaccine, Tuesday 2nd November 2023 9.30-16.30pm - Occupational health Review. (Attendance is mandatory).

2nd Vaccine, 30th November 2023 9.30-12.30pm (all appointment based)

3rd Vaccine, 25th April 2024 14.00-16.30pm (all appointment based)

Those students, who have previously had Hep vaccine or have arrangements made for

that vaccination elsewhere, must attend and bring written evidence of same. Cost is approximately €120 for all three vaccinations, and free to those with medical cards.

A record must be submitted to the Practice Education team (swpractice.ed@tcd.ie) , prior to commencing placements.

The School reserves the right to refuse permission for a student to proceed to placement if there are concerns about immunization or any other relevant health-related issue.

Critical incidents

If any incident occurs while volunteering , which affects a student's health or well-being, the Student should notify the Practice Education team and the Junior Fresher Year Head of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary services.

Health Concerns

If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat placement.

Garda Vetting

Agencies serving children and vulnerable people require staff and students to have Garda clearance. College will request the Garda Vetting Bureau to vet all students for criminal convictions and your Clearance should be available in time for your summer placement, though possibly not for your Volunteer Work.

If clearance is required for your Volunteer work, the agency may need to apply for Garda Clearance on your behalf. Be aware that this process takes time and may delay the start of your volunteering.

If you have lived in a different jurisdiction at any time, remember to request, well in advance, police clearance from the relevant police authority to cover that period as the Garda Vetting Bureau does not cover other jurisdictions. Police clearance certificates from other jurisdictions should be submitted to the Admissions Office. Please remember to keep a copy for your records.

The School reserves the right to refuse permission for any student to proceed to placement where the Garda Vetting process is incomplete or where the Garda Vetting report raises concerns about the student's suitability for placement. In such circumstances, permission for the student to proceed to placement will be considered

in the first instance by the Head of Junior Freshman and Course Directors in consultation with the Course Advisory Committee.

Access to Agency Held Information

When on placements or when volunteering , you may have access to confidential information about service users.

Do not take notes containing confidential or identifying information away from the volunteering or placement site, as the risk of losing this material can have serious implications for service users , for their families, and for staff and volunteers. Your project should preserve **absolute confidentiality and anonymity** by disguising all identifying information about staff, volunteers or the people you are working with and will be treated as a confidential document by the School.

If you write about someone you worked with in your project, use a pseudonym for them and do not reveal information such as their address.

Guidelines for the Presentation of Written Work

General Points

The following advice refers to *essay-type assignments*:

- Presentation of academic work is very important and affects grades. Good presentation includes clarity in meaning, argument and structure, and accuracy in terms used, numbers, spelling, grammar and referencing. Use feedback on your written work to help you improve presentation. Look out for study skills courses that are provided to all students free of charge in college and, if you need it, approach the College Learning Support Service for assessment and tuition.
- Blackboard module ACADEMIC SKILLS FOR SUCCESSFUL LEARNING is an online resource designed by Student Learning Development available to all students from <http://mymodule.tcd.ie> It is highly recommended that you visit this website and use the resources that are available there when you are preparing written work and assignments.
- Plan: Answer the question and address a specific topic. Don't put down everything you know unless it is clearly relevant. A good outline plan is vital. If you want to take a specific approach, say so, but show you are aware of other angles too.
- Structure: Structure your answer clearly, so that an argument emerges. Introductions and conclusions are important to outline and pull your argument together. New points or topics should be marked by a new paragraph. Avoid long paragraphs. Use sub-headings to signpost your argument.
- **Plagiarism** of any kind is unacceptable in academic work and is penalised (see next section for more details). Acknowledge every author or source that you quote or paraphrase, including text that is unpublished or from the internet. Signal quotations with quotation marks, page references, and indentation. Don't quote long passages. When paraphrasing, give the precise source and page reference.
- Each piece of work that you submit for marking must be original. You are not permitted to repeatedly submit the same piece of work for different assignments. **Unacknowledged reproduction of your own personal work is unacceptable so please avoid it.**
- Enjoy and benefit from working together in study groups, but do not produce 'clone like' essays. **All work must be your own.**
- In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required

to submit all assignments through **Blackboard** which has software that detects plagiarism by comparing the work that is being submitted to previously submitted work and to internet-published material. Failure to submit through Blackboard will result in your assignment not being corrected or marked.

- Evidence: Be specific. Avoid vague generalisations such as "research shows". Refer to a named author or source to back up your statements.
- Reference carefully. Give each author's name, publication date, and page numbers which refer to the specific point or quotation, either in brackets after the reference e.g: (Davies, 2002: 3) or in a numbered footnote.
- Bibliography: List all authors you have cited in a comprehensive bibliography. Do not include books you have read but not mentioned in your main text. The bibliography should be in alphabetical order by first author's name and in a consistent format which includes: author's name, year of publication, title of book, or title of article and journal, place of publication, and publisher - for example:
 - Davies, M. (ed) (2002). *The Blackwell Companion to Social Work*. Oxford: Blackwell.
 - Carroll, J. (2002). Play Therapy: the children's views. *Child and Family Social Work*, 7(3): 177-187.
- Presentation: Keep to recommended word lengths and state your word count on the front page of your assignment submission.
- Word-process all written work, print on one side of the page, and use margins that allow for the lecturer to insert short comments if they need to do so when marking.
- Proof-Read: Always check your work before handing it in, so you can correct mistakes in spelling, grammar and referencing. Run a spell-check and grammar-check. Careless presentation can spoil the impact of what you have written and lose you marks.
- Put your name on all pages, unless specifically told to do otherwise.
- Number the pages.
- State word count on front page of submission.

- Deadlines: Hand work in on time. If you are ill, tell the lecturer or your college tutor, and arrange an agreed extension. Mark penalties will be applied if work is submitted late without an agreed extension.
- Keep copies of all course work.

Referencing Guidelines

In general, all assignment at third level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web Seminar on referencing is available to students on the Trinity Website:

http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml

Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Whelan (202) states that “

Citations contain the name of the author and the year the information was published after the quote or paraphrase i.e. (Lucena & Fuks, 2000) or (Torode *et al.*, 2001).

If a point has been made by several authors, then they should be listed either alphabetically or chronologically i.e. (Clarke, 2000; Holt, 2002; Torode *et al.*, 2001; Whelan, 2021; Dukelow and Considine, 2017) or (Holt, 2002; Torode *et al.*, 2001; Clarke, 2000).

Quotes in the Text

Direct quotes of less than three lines can be included as part of the text as above but if direct quotes are three lines or longer, they must be indented

e.g., One such text (Torode *et al* 2001) notes that:

‘It is one thing to promote ethical principles of equality and inclusiveness but quite another to test and implement these principles in complex practice situations, where there are conflicts of interest, and where the information and resources needed for good practice may be lacking’ (p.5).

Where there are more than two authors, the reference within the text should be cited as (Torode et al 2001), but include all the authors in the reference list:

Torode, R., Walsh, T. & Woods, M. (2001) *Working with Refugees and Asylum-seekers: Social Work Resource Book*. Dublin: Department of Social Studies Trinity College.

Reference Lists

A reference list should appear at the end of the piece of work and should include **only** those references cited in the text. References should be double-spaced, arranged alphabetically by author, and chronologically for each other. Publications for the same author appearing in a single year should use a, b, etc. To create a reference list you will need, for each item you include, the following information:

Book: author or editor; year of publication; title; edition; place of publication and publisher

Journal article:

Author; year of publication; title of article; journal title; volume/issue number; page numbers of the article

Electronic information:

Author/editor; year of publication; article title; journal title; web URL,/name of database;date accessed.

Book with multiple authors

Buckley, H., Skehill, C. & O'Sullivan, E. (1997) *Child Protection Practices in Ireland: A Case Study*. Dublin: Oak Tree Press.

Book with an editor and a revised edition:

Fook, J. (ed) (1996) *The Reflective Researcher 2nd ed*. Sydney: Allen & Unwin.

Chapter in an edited book

Gilligan, R. (2000) 'The importance of listening to the child in foster care', chapter ? in G.Kelly and R. Gilligan (eds) *Issues in Foster Care*. London: Jessica Kingsley. Give page numbers.

Journal article - print

Carter-Anand, J. & Clarke, K. (2009) 'Crossing borders through cyberspace: A discussion of a social work education electronic exchange pilot project across the Atlantic' *Social Work Education*, 28(6): 584-597

Conference Proceedings

Donnelly, S. (2009) 'Participation of older people in family meetings in a hospital' Proceedings of the sixth International Conference on Social Work in Health and Mental Health Conference, Dublin, Ireland, pp. 152-168.

Report/Government Reports

A Vision for Change: Report of the Expert Group on Mental Health Policy (2006) Dublin: Stationary Office.

Thesis/Dissertation

May, S. (2008) 'Cocaine use and homelessness' Unpublished MSW Dissertation, University of Dublin.

Lecture

Foreman, M. (2009) Lecture presented on (state date) to Equality Studies, Master in Social Work Course, Trinity College, Dublin, Ireland.

Electronic article

Foreman, M. (2009) 'HIV and Direct Provision – Learning from the Experiences of Asylum Seekers in Ireland' *Translocations, Migration and Social Change* (online), 4(1) pp.67-85 Available : http://www.translocations.ie/volume_4_issue_1/index.html (Accessed 14 Sept 2009)

Newspaper article

O'Brien, C. (2009) 'Social workers unsure of children rights' *Irish Times*, 5th May, p.16.

Website

'Research Ethics' (2009) School of Social Work and Social Policy, Trinity College(online).
Available at URL: <http://www.socialwork-socialpolicy.tcd.ie/rsarch/ethics.php> (Accessed 8 Feb 2010).

Use of EndNote

EndNote is a widely used bibliographic reference software tool for publishing and managing bibliographies. EndNote allows users to: create a personalised database of references; type the references or import them from a database; and create a bibliography for a thesis, assignment or journal article in the reference style required, and easily change the reference style. Trinity College Dublin has a site license for EndNote and current staff and students are permitted to install a copy of the software on College-owned machines. EndNote is also installed on PCs in College Computer Rooms. Staff and students who wish to use EndNote on non-College-owned PCs may register to use the free EndNote Web version or purchase the full version at a substantial discount. Tutorialson the use of Endnote are available to post graduate students.

Resources for Students

<http://www.cite.auckland.ac.nz>

<http://www.conventry.ac.uk/caw>

http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing

Websites that help with English and grammar include

<http://owl.english.purdue.edu>

<http://unilearning.uow.edu.au/main.html>

<http://www.hull.ac.uk/awe>

Resources for Academic Staff

<http://www.learnhigher.ac.uk/learningareas/referencing/resourcesforstaff.htm>

Angelil-Carter, S. (2000). *Stolen Language? Plagiarism in Writing*. Harlow: Person education

Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*

'Ready, Steady, Write'

All students **must** complete the online tutorial on avoiding plagiarism, located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

In the event of any conflict or inconsistency between the general regulations (of the College) and school handbooks (such as this one), the provisions of the general regulations shall prevail.

Introduction

It is rarely the case that codes of conduct on professional courses need to be invoked on a formal basis. The code and related disciplinary procedures are outlined here as a measure of extreme last resort. In virtually all instances where there is a concern about a student's behaviour, informal approaches, premised on a desire to help a student through difficulties are seen as the most appropriate to the situation. The priority of the course team and the teaching staff is to enable any student experiencing difficulty or coming into conflict with this code of conduct to be helped in a manner which overcomes the difficulty successfully while remaining on the course. It is only as a last resort that formal procedures would be invoked.

Expectations of Students

In order to protect the interests of service users and carers and to assume sound professional relationships with colleagues, students are required to conduct themselves in accordance with established professional standards.

Students are assessed in relation to professional values (as outlined by the Health and Social Care Professionals Council - CORU) as part of their practice. However, students need to demonstrate their value base consistently not just in face-to-face contact with service users/carers.

This document therefore sets out the course's expectations of students' conduct in college and on placement in relation to colleagues, academic staff, managers and fellow students. The

Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix IV.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;

- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
 - Respecting the privacy and dignity of others;
 - Being open and honest in learning and working with others;
 - Demonstrating personal qualities of warmth, genuineness and trustworthiness
 - Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

A student whose behaviour does not meet the standards outlined above will be advised by the Course Director in the first instance of these concerns and given support and guidance in addressing them to a satisfactory standard. The Course Coordinator may also assist in handling the matter. Should these concerns persist, the Course Committee will be consulted with a view to invoking internal disciplinary procedures.

Termination of a Student's place on the Bachelor of Social Studies Course

Social Studies students are expected to uphold the value base of social work throughout the course. The diversity of experiences and beliefs which students bring with them to the course is to be welcomed, but recognition also needs to be given to the fact that students are likely to face tensions and dilemmas between personal values, social work values and organisational values. This is part of becoming a professional social worker.

However, there are certain kinds of behaviours or activities which are not acceptable within the social work profession. In circumstances where students are found to have engaged in such behaviour or activities, the course committee reserves the right to terminate the students' study for the Bachelor in Social Studies or to introduce penalties, e.g., require the student to repeat a complete year.

In order to safeguard both the student and the social work profession, the Bachelor in Social Studies course has defined a list of behaviours/activities, which could warrant investigation if initial informal action does not successfully deal with the situation. Outlined below are the procedures to be followed if such behaviours/activities are formally alleged.

Unacceptable Behaviours or Activities

The list below is not exhaustive and may apply to behaviour/activities within both the University/College and Agency.

- Wilful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs
- Harassment, assault or bullying on the placement or in college
- Defiance of reasonable instructions/orders
- Dishonesty (including the belated disclosure of criminal offences)
- Deceit e.g., failure to disclose personal relevant or material facts
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money
- Unprofessional conduct or action which would bring the profession into disrepute
- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature)
- Serious breach of confidentiality
- Conviction of a sexual offence or an offence of violence whilst undertaking the programme
- Public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University/College or Agency staff

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments, or remarks about anyone connected with their placement work onto social media such as Facebook, Twitter (X), or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

Disciplinary Procedures / Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part II, will apply. Students should seek support from their College Tutor.

Termination of a Student's Place on the Bachelor in Social Studies course

It may be possible for a student excluded from the Bachelor in Social Studies programme to apply for admission to another academic course within the College. It is the student's responsibility to investigate such possibilities and make any necessary applications.

Fitness to Practice

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here

<https://www.tcd.ie/about/policies/fitness-to-practice-policy.php>

All students are expected to read the College policy as it applies to matters relating to students' fitness to practice trades or professions during their courses of student and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

Fitness to Study

The full text of the Fitness to Study Policy can be found on the College website and can be accessed here

[https://www.tcd.ie/about/policies/assets/pdf/Fitness to Study Policy 2018.pdf](https://www.tcd.ie/about/policies/assets/pdf/Fitness%20to%20Study%20Policy%2018.pdf)

All students are expected to read the College policy as it applies to matters relating to students' fitness to perform activities associated with attending and participating in College; this includes students' ability to function in College, to perform activities associated with attending College, to proceed with their courses of study (including placements), and to participate in their courses (including placements) to the standards required by the College.

BSS Prizes

Pauline McGinley Prize

This prize was instituted in 2013 to honour the memory of Pauline McGinley, Bachelor in Social Studies graduate of 1996 who died in 2012. The prize is to be awarded, on the recommendation of the Sophister Year Heads, to the BSS Student in the Sophister years who achieves the highest mark in Mental Health Social Work.

Value: c €100

Marian Lynch Medal

This plaque was commissioned in 2006 by classmates of Marian Lynch, a Junior Sophister BSS student who died in May of that year. Marian greatly enjoyed her course, in particular the Community Work module which reflected her deep affection for and commitment to her own community, the Liberties. This plaque will be presented annually at the start of Junior Sophister year to the group who achieved the highest mark in the Senior Freshman Community Work project.

Anne Williams Memorial Prize

This prize was instituted in 1988, to honour the memory of Anne Williams, a BSS student who graduated in 1987 and died in the same year. It is awarded to the Junior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year. **Value: c €172**

Mary Lynch Prize

This prize was instituted in 1983, by friends and colleagues of the late Mary Lynch to commemorate her outstanding work in the development of this Department and its courses and of social work generally in Ireland. It is awarded to the Senior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year. **Value: c €381**

Vivienne Darling Prize

This prize was instituted in 1992-3, by friends, colleagues and students of Vivienne Darling to mark her retirement after 41 years in College. During that time, Vivienne steered and supported dynamic developments in Social Studies, and made a major contribution to Irish childcare policy and practice in the field of adoption. The prize is awarded to the Senior Sophister BSS student who achieves the highest mark, over 65%, for the final placement Practice Study. **Value: c €127**

Appendix I : BSS Attendance Policy 2023/24

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

In cases where a student has a genuine, mitigating and documented unavoidable reason or reasons for missing a lecture, tutorial or other teaching input, the Course Director(s), in conjunction with the relevant lecturer or instructor, may require the student to meet the learning outcomes via an additional piece of written work in lieu of the missed session or sessions. In cases such as this, the Course Director(s) will adjudicate, and the decision of the School will be final.

The BSS Attendance Policy applies to the following modules in 2023/24:

Module Code	Module Name
SSU11030	Introduction to Social Work
SSU11010	Introduction to Psychology
SSU11072	Introduction to Practice Based Learning

How Attendance is Monitored

Attendance is monitored using the SEAtS software application (see below). Any student unable to log their attendance at a lecture or tutorial using SEAtS software must instead log their attendance via a sign in sheet available from the lecture at the start or end of the class. It is important that students actively take responsibility for logging attendance and reporting absences.

Roll calls will also form part of attendance monitoring. Any attempt to falsify an attendance record (for example, checking in via SEAtS for a class you did not attend or signing in for a fellow student who was not present) is unacceptable behaviour and will constitute a breach of the BSS Course Code of Conduct for students and the ethical code of the social work profession. In circumstances where students are found to have engaged in such behaviour, the course committee reserves the right to terminate the students' study for the Bachelor in Social Studies or to introduce penalties, e.g., require the student to repeat a complete year.

SEAtS software

As noted above, the school utilises SEAtS software to monitor student attendance at social work lectures. A blue tooth signal device called an iBeacon has been installed in all teaching venues. Students are required to download the latest version of the SEAtS app on their phone and check in on arrival at social work lecture and tutorial. A separate SEAtS user guide is available to all BSS students.

Reporting Absences

If a student is absent from social work lecture or tutorial, they are obliged to record the reason for this absence via the SEAtS application no later than 24 hours from the missed event. If absent for 3 or more consecutive days, students must provide a medical certificate. In the event students foresee a difficulty with further attendance, they should contact their College Tutor and/or their Year Head to discuss options and supports.

Absences on placement

Absences can also occur when students are on practice placement. If the need for an absence from placement arises, the student's first obligation is to their Practice Teacher who must be notified as early as possible on the first day of absence to explain the reason for his/her absence, and, if absences are likely to continue beyond the initial absence, to give an estimate of probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor.

Absences of 2 or more days must be made up in a purposeful manner and will be negotiated with the Practice Teacher and the Social Work Tutor. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged the student, their practice teacher and their social work tutor should discuss the implications for the continuation of the placement at the earliest possible time.



Appendix II BSS JF Volunteering Role Form

Name	
Email	
Contact Number	

Details of Planned Volunteering

Name of Agency	
Date you first made contact with agency	
Main role/tasks you will undertake	
Details of any training or induction you must undertake prior to beginning your volunteering role	
Date you will commence your role	
Days and time you will attend	

Name of primary contact person	
Any additional information you need before taking up this role	
<p>I commit to undertaking a minimum of 40 hours volunteering with the above-named agency.</p> <p>I will adhere to the agency's Code of Conduct and adhere to best practice principles including but not confined to</p> <ul style="list-style-type: none"> • meeting time commitments and providing sufficient notice when not available • acting in a way that is in line with the purpose and values of the agency • maintaining confidentiality • acting with honesty, integrity and responsibly • treating the people I work with, with fairness, equality, dignity, and respect • reporting any health and safety concerns • declaring any interests that may conflict with my role or work of the agency <p>Intended date to commence volunteering role:</p> <p>Signature of Student: Date:</p>	

PLEASE UPLOAD THIS FORM TO BLACKBOARD UNDER MODULE SSU11072.

Appendix III Volunteering Log

Student Name	Volunteer Supervisor	Agency

Date	Hours Volunteering	Tasks & Outcomes
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Date Volunteering Finished		Total Number House Completed		Student Signature

All volunteering must be completed and the volunteering related assignment submitted to Blackboard under the module SSU11072 by 29th May 2024, at noon.

Appendix IV Student Consent Protocol when Acting as a Service User in Learning Activities

Purpose

This document sets out the protocol for obtaining student consent to participate in learning activities where students act as service users on the professional education programme, Bachelor in Social Studies (BSS).

Scope

The document applies to all students and academic staff on the programme

Background

Participation in learning activities, such as role plays, are proven to be an effective learning method for social work students as a means of preparing for social work practice. Academic staff are encouraged to use appropriate learning activities which support the achievement of learning outcomes and students are encouraged to participate in such activities. Consent to participate in such activities is sought from students at the beginning of each academic year and will apply to all learning activities, both in class and practice based, in a given academic year. Students will be supported to fully partake in all learning and assessment activities.

Procedure

Each student's consent to participate in such activities is sought in writing at the beginning of each academic year.

The student consent form should be submitted to the Course Administrator ([link to Consent Form](#)). A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Year Head and relevant academic staff.

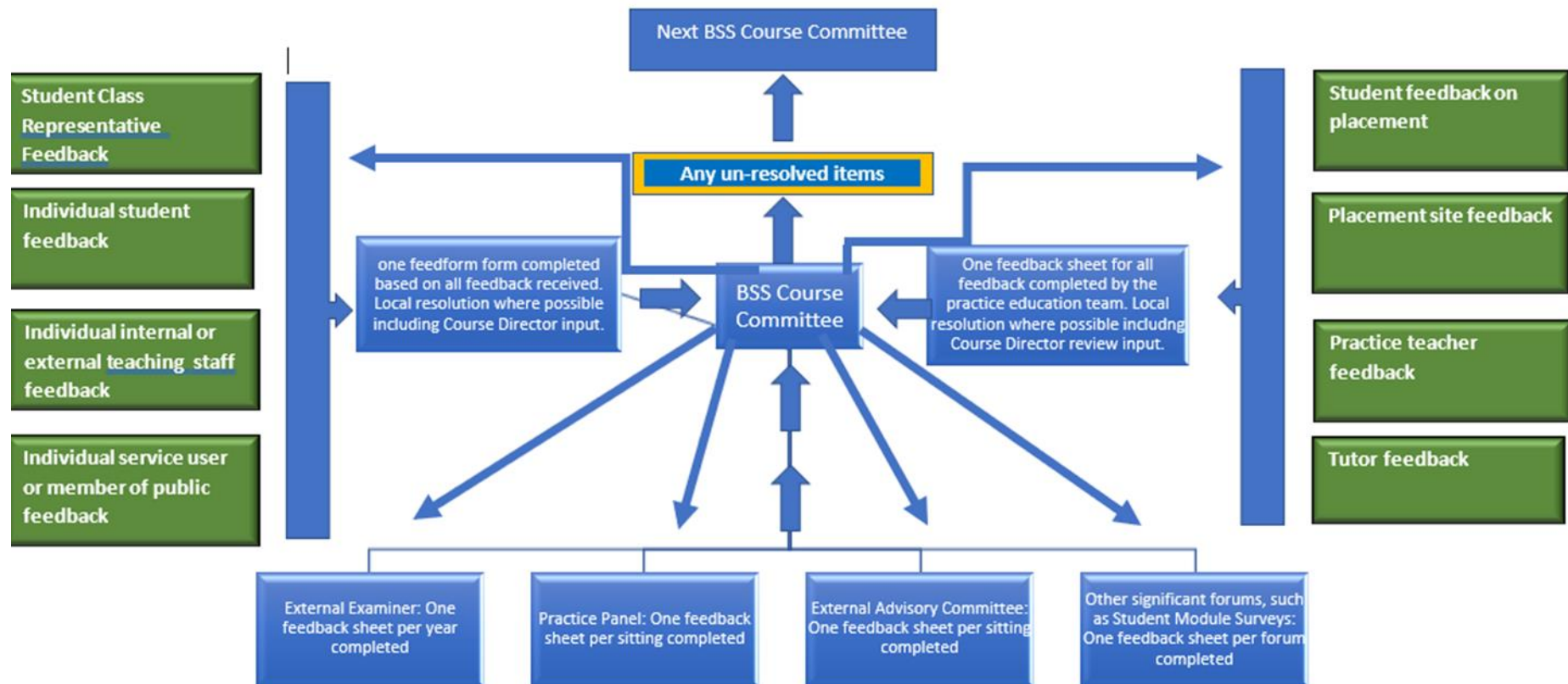
The Year Head will ensure that students are aware of this protocol and explain the reasons for using such learning activities and seeking their consent. The Year Head will encourage students to contact them if they wish to discuss any aspect of consent and may connect the student with support services where relevant.

If students choose to either not give consent or withdraw consent, this may have implications for their learning progression.

Lecturers and course staff will explore the issues impacting on a student's reluctance to engage with the particular learning activity.

Lecturers and course staff may consider referrals to student supports such as Disability Services, Counselling and or Teaching and Learning supports.

Appendix IV Feedback Flow Chart



Appendix V Feedback Record Response Form

Bachelor in Social Studies Feedback Response Record Form

Version 1.1.

Form number:	
Date feedback received:	
Origin of feedback:	
Summary of recommendations from feedback:*	
<u>Feedback evaluation</u> Outcomes (i)Actions agreed as a result of feedback Evidence of outcomes (ii)Any recommendations not deemed possible or beneficial to implement and rationale	
Name of academic/staff member responsible for managing/conducting implementation and evaluation:	
Course Committee review of feedback date:	
Any further actions identified out of Course Committee review:	See feedback evaluation section
Review date:	

This form and procedure were adopted by the BSS course committee on 19th January 2023. Standing item at BSS Course Committee meeting.

