



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 4 Senior Sophister

Course Handbook 2023-2024

V2.0

Table of Contents

Welcome and Introduction	6
International Students	7
General Information	8
Emergency Procedure	8
Data Protection for Student Data	8
Student Feedback and Evaluation	8
College Maps.....	8
Student Supports	9
Supports within School of Social Work and Social Policy	9
College Tutor.....	9
Social Work Tutor.....	9
Practice Education Team	10
Trinity College Dublin Students Union (TCDSU).....	10
Student Counselling Services	10
Support Provision for Students with Disabilities	11
Student Learning Development	12
Library Facilities	12
Financial Assistance	13
Carol McIlwaine Fund	13
General Programme Information	14
Staff Members in the School of Social Work and Social Policy.....	14
Course Director	14
Director of Curriculum and Development for the BSS Programme.....	14
Course Year Head.....	14
Professional Staff	14
Head of School	14
Director of Undergraduate and Learning (Undergraduate)	15
School Practice Education Team.....	15
School Office Location and Opening Hours	15
Course Committee	16
Staff – Student Liaison	16
BSS Student Representatives.....	16
Bachelor in Social Studies Practice Panel.....	17

External Examiner	17
Overview of the Bachelor in Social Studies Degree (BSS)	18
Regulatory Body - Health and Social Care Professionals Council/ Social Workers Registration Board (CORU).....	18
Aims and Objectives.....	18
Programme Learning Outcomes	20
Timetable	21
Bachelor in Social Studies Course Regulations and Conventions	21
School of Social Work and Social Policy Marking Scale	22
Course Expectations.....	25
Attendance.....	25
Punctuality	25
Reliability.....	25
Participation.....	26
Peer Support and Respect	26
Deadlines for Assignments.....	26
Non-submission of coursework and absence from examinations.....	26
Student's expectations of staff	27
Online Student Code of Conduct	27
BSS Senior Sophister Academic Year Structure 2023/24	31
BSS Senior Sophister Course Structure 2023/24	33
Module Outlines	33
Module Leads and Role Description for Module Lead on the BSS	33
European Credit Transfer System (ECTS)	34
Workload related to ECTS.....	34
BSS Senior Sophister Course Assessment	35
Non Compensatable Modules	36
Moderation	36
SSU44111: Senior Sophister Placement (20 ECTS)	38
Placement Overview	38
Aims and Objectives of Professional Placements include:	39
Approval of Placement Sites	40
Allocation of Placements	40
Allocation of International Placements	41

Role of the Social Work Tutor during Placement.....	41
Placement Structure	41
Academic Requirements	42
Practice based Teaching and Learning Curriculum	42
Placement Hours	42
Compensating for time missed on placement	43
Hybrid Placement Model	44
Study Time	44
Needing more time	44
Covid 19 Protocols	44
Placement Reviews	45
Objectives of Placement Reviews	45
Guidelines for Placement Reviews.....	46
Initial Meeting	46
Mid-Placement Meeting	46
Final Meeting	46
Ongoing Contact with Social Work Tutor	47
Additional supports while students are on placement.....	47
Evaluation and Assessment of Practice	47
Assessment of Social Work Practice: Guidelines for Placement Evaluation.....	48
Assessment of Students	48
SSU44200 Social Work Practice (Capstone) Section D. Senior Sophister Practice Project.....	52
Practice Teacher Input: Student Practice Project	56
Supplementary placements	57
Health and safety	58
Covid 19 Coronavirus:	58
Vaccination Policy:	58
Critical incidents.....	58
Impact of Personal or Health Issues while on Placement.....	59
Garda Vetting.....	59
Access to Agency Held Information	59
Guidelines for the Presentation of all Written Work.....	61
Academic Integrity - Guidelines on Plagiarism	65
Detection of Plagiarism	65

College Regulations on Plagiarism	65
BSS Course Code of Conduct.....	70
Fitness to Practice	74
Fitness to Study.....	74
BSS Prizes	75
Appendix 1: Learning Agreement For Placement	76
Appendix 2: Direct Observation Report Template.....	92
Appendix 3 : Workload Table Template.....	95
Appendix 4 : Practice Placement Log	96
Appendix 5 : BSS Attendance Policy.....	99
Appendix 6 : Student Consent Protocol when Acting as a Service User in Learning Activities	102
Appendix 7 : Practice Teacher Evaluation Report.....	103
Appendix 8 : Placement Allocation Process Flow Chart.....	111
Appendix 9 : Monitoring Placement Hours.....	112
Appendix 10 : Engaging and Approving Placement Sites.....	113
Appendix 11 : Placement with an onsite supervisor and an external social work practice teacher .	114
Appendix 12 : Approval of International Placement Sites	116
Appendix 13 : International Placement Application Form.....	117
Appendix 14 : Feedback Flow Chart.....	122
Appendix 15 : Feedback Response Record Form	123

Alternative formats of this handbook can be made available on request to pascoem@tcd.ie

Welcome and Introduction

Welcome to the final year of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of qualifications (NFQ). We hope you will find this a very enjoyable and rewarding year and that it will equip you to feel ready and confident to begin your social work career.

Final year is distinctive in several ways. It is divided into two semesters, with almost all the first semester spent on placement, and most of the second semester devoted to teaching. All your courses this year are focused on social work theory, practice and policy and will be closely related to your practice experience. You will be encouraged to draw on academic and practice learning from all four years, but your current placement will be linked to most of your course-work projects.

The year is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes and to explain all necessary absences. Core themes will run across courses, but substantive issues may be addressed only once - hence the importance of attendance. We also hope you will participate actively and share your ideas in class, as, by final year, your combined experience is considerable and forms the testing ground for much of the teaching.

This Handbook^[1] aims to provide the basic information you need to find your way about the Senior Sophister programme:

- written requirements for the year
- recommended format for coursework assignments
- placement guidelines

Further information will be available on Blackboard and in handouts, notices and emails throughout the year. Visit the School Web Page at <https://www.tcd.ie/swsp/> for information about the School and for Internet links to sites of interest.

Also be sure to check your college TCD email account very regularly for information about timetable changes, assignments, meetings, jobs, post-graduate courses, scholarships, conferences and so on. Your feedback on any aspect of the course is, as always, very welcome.

Wishing you a rewarding and enjoyable 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/BV1wq4y187U1

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

Student feedback will be gathered through module surveys. Student feedback can also be reported to class representatives or to the appropriate year head. A flowchart detailing the feedback form system used is contained in Appendix 14. A copy of the form used to track the review and implementation of our feedback at a course level is contained in Appendix 15.

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

Supports within School of Social Work and Social Policy

There are many sources of support and advice available to BSS students. Module related matters should in the first instance be discussed with the lecturer or module coordinator. BSS Course-related matters can be discussed with the BSS Course Director. Placement related matters can be discussed with the Practice Education Coordinators. Other supports include Director of Undergraduate Teaching and Learning or Head of School, all of whom will arrange to meet with students. Another key support is your Class Representative.

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, in applications for 'time off books', readmission, 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.

Social Work Tutor

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and who will maintain an ongoing, individual tutorial relationship with you throughout your placements. Your Social Work Tutor will work with you to clarify your learning needs, visit and monitor each placement, work with you and your practice teacher to facilitate completion of your Learning Agreement, guide you in relation to your practice projects, review your practice teacher reports and can act as a referee for you in job applications.

Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Your Social Work Tutor has a pivotal support role during placement. For example, if concerns are expressed for/about you by a Practice Teacher, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship

with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Director, individual lecturers, and the Practice Education Team, all of whom will readily arrange to meet with you.

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 deliver practice teacher initial training and CPD 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 and during placement 'call-in' sessions and post placement teaching. Together with your Social Work Tutor, the Practice Education Team are the primary college-based support to students while on 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

Email: student-counselling@tcd.ie

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

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. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied

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 who are in receipt of reasonable accommodations in College should discuss the implications for placement-based learning with their Disability Officer. If required, they will be issued a Professional Learning Needs Education 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.**

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity [Reasonable Accommodation Policy](#)

More detailed text on placement planning and supports can be found at the following link: <https://www.tcd.ie/media/tcd/disability/docs/guide-for--students-with-disabilities-on-placement.pdf>

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: Fourth Floor, Ussher Library

Telephone: +353 1 8962985

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/>

Carol McIlwaine Fund

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister years. Details of how to apply will be circulated to students during Semester 1.

General Programme Information

Staff Members in the School of Social Work and Social Policy

The Staff of the School of Social Work and Social Policy are available to meet with students in person, face to face, 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 Director

Title	Name	Email
Director of Bachelor in Social Studies	Dr. Joe Whelan	jwhelan9@tcd.ie Tel (01) 8964101

Director of Curriculum and Development for the BSS Programme

Title	Name	Email
Director of Curriculum and Development for the BSS Programme	Dr. Simone McCaughren	smccaugh@tcd.ie

Course Year Head

Title	Name	Email
BSS Year 1 Coordinator	Dr. Leigh-Ann Sweeney	sweenele@tcd.ie

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	sholt@tcd.ie Tel (01) 8963908

Director of Undergraduate and Learning (Undergraduate)

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

School Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co-ordinators	Dr. Erna O'Connor	Erna.OConnor@tcd.ie
	Dr. Sinead Whiting	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
---	---

Course Committee

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

- BSS Course Director, Dr Joe Whelan (Chairperson)
- BSS Director of Curriculum and Development, Dr Simone McCaughren
- Head of School, Dr Stephanie Holt
- Director of Teaching & Learning (Undergraduate), Dr Philip Curry
- BSS Year 1 Coordinator, Dr Leigh-Ann Sweeney
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Education 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)	Ciara Gallagher gallac37@tcd.ie James Carey careyj5@tcd.ie
BSS Junior Sophister (Year 3)	Ellen Thornton thorntel@tcd.ie
BSS Senior Sophister (Year 4)	Tara Wright Wrightta@tcd.ie
Undergraduate School Convenor	Aisling Dillon adillon1@tcd.ie

Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners and service users, 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
- Shauna Heron, TUSLA, Child and Family Agency
- Michelle Richardson, The Probation Service
- Kevin Ryan, Social Work Department, St James's Hospital

External Examiner

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

Overview of the Bachelor in Social Studies Degree (BSS)

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 standards of proficiency:

- 1: Professional Autonomy and Accountability
- 2: Communication, Collaborative Practice and Teamworking
- 3: Safety and Quality
- 4: Professional development
- 5: Professional Knowledge and Skills

(www.coru.ie)

Aims and Objectives

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.

Prior to completing the degree at the end of the SS Year, we aim to facilitate an integration of learning on the programme from the diverse, yet interconnected, strands that have contributed to the curriculum over the four years of study. Building on this important process, we will facilitate a reflection on 'endings, transitions and the management of change' as students prepare to leave the programme, say goodbye to staff and each other and prepare for their professional careers.

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

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 all four years 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 bachelor's degree in Social Studies placed at level 8 on the NFQ 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 challenge practice that does not.
11. engage in continuing professional development including further study.

Timetable

Your Semester 2 timetable will be published on your my.tcd.ie portal and on the School website at: <https://www.tcd.ie/swsp/timetables/>

The week numbers on the School timetable refer to academic calendar weeks which are shown on the copy of the Academic Year Structure within this 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>

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, 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 -----

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 fail to meet the 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 fulfill these commitments. Similarly on placement, commitments should be honoured.

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 complete and submit all assessment components for each module by the deadline set by the lecturer. Completion includes the submission of continuous assessment and attendance at examinations and other tests.

No hard copies will be accepted by the School Office. 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 and that the correct version is submitted.

Where a maximum and minimum word count is provided students may receive a penalty of 5 marks on the overall assignment mark if their word count is not within this range.

Non-submission of coursework and absence from examinations

Students must complete and submit the assessment components specified for the modules that constitute their programme of study. This includes the submission of continuous assessment and attendance at examinations and other tests.

Students who are experiencing difficulties that are affecting their ability to complete their assessment components should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available in Trinity. Depending on the specific details of a case, options can range from a request for a short extension from a module coordinator to a formal request for a deferral made to the Senior Lecturer. Where the difficulties are serious, a student may need to make a Student Case, through their Tutor, to the

Senior Lecturer. During teaching terms, requests for permission to defer to the reassessment period should be made through the Student Cases process. A valid medical certificate should be forwarded to the School within 3 days of the missed exam or assignment deadline.

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-academic 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.
- Provisional results and feedback on semester 1 assessed work for module SSU44200 and SSU44111 Senior Sophister Placement will be made available to students in January 2024.
- For logistical reasons, provisional results and feedback will not be returned for semester 2 assessed work in advance of the end of year Court of Examiners.

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 and during placement. 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 or on placement 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 Senior Sophister Academic Year Structure 2023/24

Cal. Wk.	Dates 2022/23	2022/23 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	28-Aug-23	JS & SS Pre Placement Teaching Week	← Michaelmas Term begins / Semester 1 begins
2	04-Sep-23	BSS JS & SS Professional Placement	
3	11-Sep-23		
4	18-Sep-23		
5	25-Sep-23		
6	02-Oct-23		
7	09-Oct-23		
8	16-Oct-23		
9	23-Oct-23		
10	30-Oct-23		
11	06-Nov-23		
12	13-Nov-23		
13	20-Nov-23		
14	27-Nov-23		
15	04-Dec-23		
16	11-Dec-23	Submission of JS / SS Practice Project (Wednesday 13 th December)	← 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	Study Period	
21	15-Jan-24		← Hilary term begins / Semester 2 begins
22	22-Jan-24	Teaching and Learning	← Hilary / Semester 2 teaching term begins
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)
31	25-Mar-24	Teaching and Learning	(Friday, Public Holiday)
32	01-Apr-24	Teaching and Learning	(Monday, Public Holiday)
33	08-Apr-24	Teaching and Learning	
34	15-Apr-24	Revision	← Hilary term ends Sunday 21 April

35	22-Apr-24	Revision	Trinity Week
36	29-Apr-24	Examination Week	
37	06-May-24	Marking / Results	(Monday, Public Holiday)
38	13-May-24	Marking / Results	
39	20-May-24	Marking / Results	
40	27-May-24	Summer Period^	
41	03-Jun-24		
42	10-Jun-24		
43	17-Jun-24		
44	24-Jun-24		
45	01-Jul-24		
46	08-Jul-24		
47	15-Jul-24		
48	22-Jul-24		
49	29-Jul-24		
50	05-Aug-24		
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 Senior Sophister Course Structure 2023/24

BSS senior Sophister students must take the following modules totaling 75 ects

Module	Course	ECTS
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	5
SSU44132	The Professional in Context	5
SSU44062	Social Work and Childcare	10
SSU44072	Social Work and Equality Issues	5
SSU44082	Social Work and Mental Health	5
SSU44092	Groupwork	5
SSU44200	Social Work Practice (Capstone)	20
SSU44111	Senior Sophister Placement	20
Total ECTS =		75

Module Outlines

An outline of each BSS module is available via the Schools Website <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>

Module Leads and Role Description for Module Lead on the BSS

The primary responsibility of the module lead is to ensure that the module is coherent and integrated, and that its design and delivery provides high quality learning opportunities for students.

Module Leads are identified within the module outline booklet, available via the Schools Website <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>.

The module outline booklet also provides a full description of the role of Module Lead on the BSS.

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.

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. The programme is divided into distinct modules in each year, which each module carrying a credit value.

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.

BSS Senior Sophister Course Assessment

Module	Course	Assessment Type
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Essay (100% of grade) Due: tbc
SSU44132	The Professional in Context	Part A: reflective analysis (Self in context) 1000 words (40% of grade) Due: tbc Part B: case studies (60% of grade) 1500 words total Part B1: The organisational context (500 words) (20% of grade) Due: tbc Part B2: The regulatory context (500 words) (20% of grade) Due: tbc Part B3: The systems context (500 words) (20% of grade) Due: tbc
SSU44062	Social Work and Childcare	Group presentation [50% of grade] Due: tbc 1,500 word written discussion paper based on a case study [50% of grade] Due: tbc
SSU44072	Social Work and Equality Issues	Essay (100% of grade) Due: tbc
SSU44082	Social Work and Mental Health	tbc
SSU44092	Groupwork	A group presentation (60% of grade) Due: tbc Journal (40% of grade) Due: tbc
SSU44200	Social Work Practice (Capstone)	Practice Project Capstone (80% of grade) Due: tbc 1500-word Research Proposal (20% of grade) Due: tbc
SSU44111	Senior Sophister Placement	Placement Performance & Practice Teacher Report PASS / FAIL Due: Wednesday 13th December 2023

Students must attempt and pass all components of assessment.

Non Compensatable Modules

All modules taken by Junior Sophister and Senior Sophister students are central to the achievement of the programme learning outcomes and are non compensatable. Students must attempt and pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules.

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

Moderation

Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree.

Moderation is a process separate from the marking of assessed coursework that ensures that an assessment outcome (eg mark or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. Moderation occurs before the External Examiner reviews the operation of the marking and internal moderation processes. Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree, and the Social Work components on year 3 of the degree, irrespective of the level of the work or the credit weighting of the assessments.

Method of Moderation

A minimum sample size of 20% of the total number of assignments will be moderated. The sample will include all fails and examples of work falling into each of the pass bands.

The moderator will review the first marker's marks and comments for the sample, and check that marking for the sample is consistent with the School's marking guidance and criteria including the university's conceptual grade indicators. If the moderator is not satisfied that the recommended mark or comments are fair, his/her view should be discussed with the first marker attempting to reach a consensual view, and then adjust the mark and feedback. If the first marker and moderator cannot reach a consensus on the mark and comments, the matter will be referred to the Course Director, who will

review the disputed assessment and reach a final determination. External examiners will not normally be asked to intervene to resolve individual cases of disagreement between the first marker and the moderator.

On the BSS programme, following the receipt of monitoring feedback, a number of processes are in place through which recommendations are evaluated, actions identified, responsibility assigned, along with evidence of the outcomes of these actions, with respect to monitoring of assessments (including moderation). In the case of practice projects for both JS and SS, markers are provided with a proforma template for marking. There is a record of the provision of a final feedback and grade provided to student. A sample of practice projects may be moderated. Marking moderation does not include review of the actual assessment design, but rather review of the feedback and grade provided to students, and this is conducted in line with the present moderation policy. Assessment design is at the discretion of the lecturer, and is overseen by module convener where relevant, at curriculum review meetings whereby any actions are minuted, as well as subject to oversight of the director of undergraduate teaching and learning and the BSS course committee members.

In the case of external examiner recommendations regarding moderation of coursework and assessment strategies, these are evaluated and minuted at the next BSS Course Committee where any actions identified are allocated to the course director with respect to assigning and taking responsibility for their actioning, in line with the course co-director role document, version August 2022. The course director then reports to the course committee again following the completion of actions and this is minuted as evidence of action completion

SSU44111: Senior Sophister Placement (20 ECTS)

Placement Overview

Practice-based education is an integral part of Bachelor in Social Studies programme. The Practice Education Team acts as the interface between the School of Social Work and Social Policy and social work professionals in generating and supporting social work placements. Placements are offered in partnership with agencies providing social work services in Ireland and abroad. We have strong and active links with social work practitioners, managers and employers within every social work sector to facilitate the required range of placement opportunities for our students annually. Most placements are provided within state agencies for example Tusla Child and Family Agency, Probation Service, HSE Mental Health Services, Health-related Social Work, (Hospital and Primary Care), Adult Safeguarding, Disability Services and Local Authorities. We also work in partnership with social workers in the Not for Profit and the emerging private sector. In general, all social work sectors are represented in the cohorts of placements, secured each year.

Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience, are in their current post for at least one year and have successfully completed Practice Teacher training.

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete **1000 professional social work placement hours** over the Sophister years of the programme. This builds on **foundation level practice learning placement hours undertaken across the first and second years of the BSS programme.**

The Senior Sophister placement (500 hours) is generally undertaken from September - December of the Senior Sophister year.

Co-ordination of student placements is the responsibility of the School's Practice Education Team. The Practice Education Team and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding the allocation of placements are taken on the basis of the student's learning needs, prior experience and areas of interest and with reference to CORU guidelines. Placement planning is carried out in consultation with students, tutors and the Course Team and in the context of available placement opportunities. As a result of demands on social work services nationally, a student's preferred placement sector or/and location will not always be possible, and the priority will be ensuring that each student has a placement that meets their identified learning needs.

Students must demonstrate readiness for placement. Relevant issues such as health and wellbeing, attendance in college and completion of coursework will be taken into account before a decision is made to permit a student to proceed to placement.

Students must ensure that they notify the Practice Education Team and the Course Director of any health and safety issues which may compromise their ability to undertake their placement. It is expected that students will have received any necessary vaccinations in earlier years of their course, for placements in health and social care settings. As of the academic year 2023/24 it is recommended that students attending clinical placement receive the Flu vaccine. It is recommended that all students will make arrangements to have this vaccine once it becomes available. It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require proof of vaccination in order for students to progress to placement. If you do not intend to have a Covid-19 vaccine you should contact the course director and placement coordinators to discuss the implications of this. Students must complete a Health and Safety declaration at the commencement of placement. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

Garda vetting is carried out by the college when students enter the BSS programme. Some placements sites also request that students complete a further Garda vetting with their agency.

The college will request a student to renew their Garda vetting if they have taken time off from their studies.

Aims and Objectives of Professional Placements include:

- To develop and refine social work practice skills, knowledge and capacity aligned with CORU/SWRB Domains of Proficiency
- To understand the role, mandate and policies of the agency and the role of the social worker in this context.
- To work collaboratively, creatively and effectively with service users.
- To work effectively as part of a social work team and in the context of inter-professional practice.
- To apply relevant research, theories & approaches in practice and in turn to learn from practice experiences.
- To work in partnership with community-based agencies to access and develop resources for service users.
- To become sensitised to ethical and professional issues and to apply ethical principles in practice.
- To develop self-awareness and utilise reflective practice and supervision to ensure best practice.

Approval of Placement Sites

The process for the engagement and approval of placement sites is outlined in Appendix 10.

Allocation of Placements

The process for allocation of placements is discussed as part of Preparation for Placement modules in all years of the BSS programme. The process is as follows:

- Students attend preparation for placement modules in their Senior Freshman Year.
- Students complete the **Placement Planning Form** which includes details of previous placements, volunteering and other relevant practice experience; learning needs, identification of relevant issues (health, disability, personal), areas of interest for placement, preferred location, mode of transport
- Students submit an up-to-date CV
- Practice education coordinators analyse students' learning needs, previous placement experience and areas of interest, review SF readiness for placement forms and discuss with tutors and course team as required.
- Practice Education Coordinators work with all social work service providers to secure an appropriate set of placements to meet students' learning needs
- Preliminary matching of students with available placements is undertaken
- Targeted placement opportunities are sought
- A draft placement list is developed and approved by the Course Team.
- Prospective practice teachers are contacted and provided with a student's CV and details and asked to confirm if placement is suitable for the prospective student
- Students are consulted when a placement becomes available. Information is provided on learning opportunities at the placement site, geographical location and the fit with the student's learning needs is discussed
- The placement is confirmed with student, practice teacher and tutor agreement
- Detailed placement information is forwarded to Practice Teachers
- A tutor is allocated. The student meets with the tutor and separately with the Practice Teacher (in-person or online) in advance of placement

See Allocation of Placement Flow Chart in Appendix 8

In a small number of placements where there is no CORU registered practice teacher available, the Practice Education coordinators arrange for an onsite supervisor and external CORU registered practice teacher to work together to provide a placement aligned with the CORU Domains of Proficiency (see Appendix 11)

Allocation of International Placements

International placement options are limited, and international placement sites need to be approved by the course team (see Appendix 12). Students considering an international placement should contact the Practice Education Coordinators in the first instance and complete an International Placement Application Form (Appendix 13). This application must be approved by the BSS Course Team. Students undertaking an international placement must have passed all previous placements, have successfully completed all course work and have excellent attendance in college.

There is no automatic right to a practice education placement for registered students, as the college has a responsibility to placement providers and service users to ensure a student's fitness to practice/learn before sanctioning the placement.

Role of the Social Work Tutor during Placement

All students are allocated a tutor who works with them throughout their Junior and Sophister professional placement. Social work tutors acting as liaison between the BSS programme and the practice placement have an important role in helping students understand and actively engage with the process of learning from practice experience.

This is achieved through;

- Meeting student in in-person or online in advance of placement and discussing learning needs
- Facilitating three placement reviews (2 meetings and a final online review)
- Maintaining regular contact with student through the placement to review learning and linking with the practice teacher and college.

Key elements of the role include:

- Monitoring and evaluation of practice learning experiences and quality of placements
- Ensuring achievement of learning aims and objectives, as per the Learning Agreement
- Supporting the student to make links between classroom learning and practice
- Provision of ongoing support to students and practice teachers, promotion of open communication
- Attendance at Tutor Meetings and ongoing liaison with the college Practice Education team.

Placement Structure

The Senior Sophister placement is the final placement of the four years of the BSS degree programme. It comprises of a full-time block placement of 14 weeks (70 days / 500 hours). Before students set out on placement, they are provided with a week-long Pre-Placement Programme in college. **Full attendance is mandatory.**

Placement begins on Monday 4th September 2023 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 8th December 2023).

Academic Requirements

Placement related lectures and workshops take place in college during the Preparation for Placement Week (28th August to 31st August 2023)

Successful completion of Social Work Practice modules SSU44200 and SSU44111, and therefore the final year as a whole, depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Wednesday 13th December 2023.**

Practice based Teaching and Learning Curriculum

The curriculum for teaching and learning on placement is informed by the CORU/Social Workers Registration Board's Domains and Standards of Proficiency for social work graduates. These domains are reflected in the college Learning Agreement to be completed at the beginning of placement by the student, practice teacher and tutor.

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the end of placement in conjunction with the student's placement project and the practice teacher's report.

Teaching and learning are ongoing processes throughout each placement. Supervision of 90 minutes per week is a required part of placement and should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement and should be discussed at all placement meetings.

Placement Hours

Students must complete 1000 hours of social work supervised, professional practice. These are completed across two placements, each of 500 hours duration. To meet this requirement students usually undertake 35 - 37.5 practice learning hours per week – but precise hours in the agency are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu. Participation in pre-placement week classes, documented with reference to

reflective learning, in the student Pre-placement Week Log, contributes to overall placement hours and are submitted as an appendix to the Practice Project.

Further to this, students, practice teachers and tutors are issued with a Student Placement Log (see Appendix 4) which documents hours and practice learning activities completed each day and week of placement.

- The student completes the log each day
- It is reviewed and signed by the practice teacher each week
- The log is submitted fortnightly to the tutor for discussion and review
- These logs form part of the tutor feedback to the practice education coordinators and any issues regarding completion of hours are highlighted and addressed
- Completed, signed logs, clearly demonstrating completion of the required 500 hours are submitted at the end of the placement as part of the student placement project and reviewed by the examiner
- Hours completed on placement by each student are recorded formally as part of the student's record

Compensating for time missed on placement

Students are required to alert their practice teacher, tutor and practice education team of any absences from placement. Time missed must be compensated for to ensure a minimum of 500 hours practice based learning. Please adhere to the following protocol:

- On the first day of absence, the student must inform their practice teacher, tutor and practice education team that they are unable to attend placement
- The student, tutor and practice teacher then agree a mechanism to compensate for time missed to ensure a minimum of 500 hours placement hours are completed. This is approved by the Practice Education team and Course Director.

Mechanisms include:

- Use of dedicated study time as practice time with a commitment that the student will use personal time for study
- Additional time added to end of placement with agreement of the practice teacher and agency
- Periods of absence that cannot be compensated for within the timeframe of the placement and in advance of the next academic term, will require withdrawal from placement. Permission is then sought from the course team and the Trinity College Senior Lecturer for the student to undertake a further 14-week placement in the following summer.
- If a summer placement is not feasible the student has the option to apply to the Senior Lecturer and the course team to take a year out and complete a 500 hour placement in this period

Absences of three days or more must be medically certified

See flow chart in Appendix 9

Hybrid Placement Model

Due to ongoing implications of Covid-19, it may not be possible for all students to be on site each day of placement. To ensure that student learning on placement is not compromised the School has produced a Hybrid Placement Model to support practice learning which will be made available to all students. This is aimed at ensuring that learning opportunities through on-site practice, off-site practice, on-line practice and reflective practice are maximized. This model will not be a part of all placements, but it will be relevant in some cases.

Many students will engage in some off-site practice including working from home and off-site meetings and visits. All students must maintain a daily log, as discussed above, outlining the work undertaken each day, including reading time.

Study Time

Students should reserve regular time for placement-related reading, reflective writing and completion of the Practice Project. The time recommended is a half-day per week throughout the placement.

The allocated study time contributes to overall placement hours and is not time off. Study time should support specific placement learning, and may be taken on or off-site. Study time allocation is a guideline - how it is scheduled should be negotiated with the Practice Teacher and must accommodate student workload and agency requirements. Study time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, study time may be used as described above. Students must then use their own time for placement reading and work on their placement project.

Needing more time

Placements are due to be completed by Friday 8th December 2023. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified for approval to the Practice Education Team and the Course Director.

Covid 19 Protocols

Students must follow all Covid-19 protocols while on placement. Failure to adhere to either TCD or placement agency Covid-19 protocols constitutes a serious breach of placement contract and will result in a disciplinary process.

Placement Reviews

Placement meetings/reviews are facilitated by the student's social work tutor, or other person nominated by the Course Director and attended by the student and their practice teacher(s). It is preferable that these meetings are held in person but where this is not possible, some meetings may be held online. The aims of these meetings are:

Objectives of Placement Reviews

For Students

- To complete, and subsequently review, the Learning Agreement
- To review their learning aligned to the CORU Domains of Proficiency
- To discuss experiences on placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways to address them.
- To discuss future learning goals or, where relevant, additional placement needs.

For Practice Teachers

- To complete, and subsequently review, the Learning Agreement
- To discuss the student's performance aligned to the CORU Domains of Proficiency: to acknowledge progress and strengths, and to discuss any difficulties in time to identify any action to be taken.
- To discuss ongoing evaluation of the student's progress, the final assessment and future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and avail of the college's support for practice teaching offered on placement.

For Social Work Tutor

- To ensure completion and subsequent review of the Learning Agreement
- To support and monitor the practice experience offered to the student and ensure it is a fit with their learning needs and stage in training.
- To ensure that the student has sufficient opportunities to gain necessary experience and to establish their competence aligned to the CORU Domains of Proficiency.
- To assess the student's learning needs for any future placements.
- To obtain feedback from the practice teacher on the fit between the academic course and the requirements of practice teaching.

For all parties

- To allow material previously discussed by two of the parties to be raised and discussed by all three in a safe and constructive manner.
- To establish the outcome (Pass / Fail) of the placement.

Guidelines for Placement Reviews

It is helpful to agree a broad agenda at the beginning of each visit, although this does not preclude discussion of other issues arising. **In advance of the review meeting, the student should submit a summary of work in progress to their tutor.** The Learning Agreement should be referred to throughout the meeting and Placement Logs should be reviewed.

Initial Meeting

- Link previous experience and/or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 5 CORU domains.
- Draft the Learning Agreement to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; supervision arrangements, criteria for assessment and evaluation of student learning; methods of assessment to be used and if relevant how the student's placement will be structured in relation to the Hybrid Placement Model.

Mid-Placement Meeting

- Review the learning goals aligned to the CORU Domains of Proficiency, as documented in the Learning Agreement and progress achieved in relation to each goal
- Review workload and agree any adjustment needed
- Review how the Hybrid Placement Model if relevant is impacting placement and agree any adjustments that are required.
- Discuss at least one direct observation experience, review direct observation report, including service user feedback
- Review supervision process
- Identify what has been achieved so far and areas to be worked on
- Establish whether the student is on track to pass the placement

Final Meeting

- Establish whether the student has passed the placement
- Check that Placement Report and Practice Project are in preparation

- Identify the student's strengths, progress and learning needs yet to be met
- Discuss second direct observation report, including service user feedback
- Review what will best meet learning needs in subsequent placement /academic learning/ professional practice.
- Share feedback on the experience of the placement between all parties

Ongoing Contact with Social Work Tutor

In addition to the three-way placement reviews:

- Students should contact their Social Work Tutor fortnightly - by email or phone - to let them know how the placement is going and submit their Student Placement Logs.
- Students should review their placement experience with their Social Work Tutor before the Mid-Way Placement Review.
- Social Work Tutors should review placements with Practice Teachers before the Mid-Way Review.

These contacts are intended to ensure that any concerns are raised early and can be discussed in a considered way at the Placement Review.

Additional Placement Review Meetings may be arranged as needed.

Additional supports while students are on placement

In addition to the support provided by the Social Work Tutor, as discussed above, the Practice Education Coordinators are available to the student to address any issues emerging on placement. Students can also contact their College Tutor for guidance and support.

A student call-in day is held mid-way through the placement to assist students in integrating their placement learning and to provide for peer support and learning. The Practice Education and Course Team are available to students throughout the day.

Evaluation and Assessment of Practice

Evaluation of student progress is ongoing over the duration of the placement and should be discussed in weekly supervision, at placement meetings with the tutor and evidenced in the Practice Teacher's Evaluation Report. Sources of evidence may include; self-reports by the student, process recordings, reflective writing, engagement in supervision, direct observation of student work by the practice teacher or colleagues, audio or video recordings, service-user feedback, feedback from team/agency colleagues, and written or other materials produced by the student in the course of their practice. Practice Teachers

are asked to complete a minimum of two direct observations, one before the mid placement meeting and one before the final placement meeting, and to complete the Direct Observation Report (Appendix 2), including service user feedback. Students will submit these two Direct Observation Reports as an appendix to their Practice Projects.

Satisfactory completion of placement is contingent on two criteria being met:

- (i) a recommendation by the designated practice teacher that the student has reached required standards in relation to the CORU/SWRB Domains of Proficiency to achieve a pass grade on their placement; and
- (ii) the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

The practice teacher's evidence-based evaluation of the student's performance on placement, together with the grade achieved in the student's Practice Project are the presented to the BSS Court of Examiners.

Assessment of Social Work Practice: Guidelines for Placement Evaluation

Placement evaluation comprises 4 elements:

- Learning Agreement
- 2 Direct Observation Reports (the first to be submitted to the tutor before the midway review and the second to be submitted to the tutor before the final placement meeting)
- Practice Teacher's Evaluation Report.
- Student's Practice Project (including the two Direct Observation Reports as appendices)

Students should be evaluated in relation to the learning objectives agreed at the beginning of the placement and set out in the Learning Agreement, both in relation to the individual student's learning needs and the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

Assessment of Students

Students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional

development needs. At the end of a final year placement students must be deemed to be ready for professional practice.

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. It should therefore be drafted *before* the Practice Teacher's Report, to enable the practice teacher to cite specific examples of practice that illustrate student progress.

The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.

The Practice Teachers Report by Wednesday 13th December 2023
Practice Project by Noon on Wednesday 13th December 2023

1. Learning Agreement (see Appendix 1)

As already discussed, the Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. It should be attached to the placement project.

2. Practice Teacher's Evaluation Report

The structure of the Practice Teacher's Evaluation Report is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. A template is provided please see Appendix 7

The report opens with a Pass or Fail recommendation.

The standard of work displayed towards the end of a final placement should be that expected of a newly qualified social worker.

The report should then read as evidence for this recommendation.

The Practice Teacher is asked to discuss the student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the five domains of proficiency:

Domain 1 Professional Autonomy and Accountability

Domain 2 Communication, Collaborative Practice and Teamworking

Domain 3 Safety and Quality

Domain 4 Professional Development

Domain 5 Professional Knowledge and Skills

[A document listing the domains and proficiencies can be found here](#)

Evidence of the student's performance, in relation to each domain, with examples from more than one source is required. Reference should be made to specific proficiencies identified under each domain in the student's Learning Agreement.

The report concludes with a summary to include:

- Review of Learning Agreement and any issues arising from previous placement.
- Outcomes of the formal Direct Observations undertaken during the placement (the reports completed following the Direct Observations will be submitted by the student as an appendix to their Practice Project).
- Areas where progress has been made and skills acquired or consolidated.
- Any special strengths, gaps or weaknesses in student's performance.
- Priority learning goals for the student's next placement/continuing professional development as appropriate

Observations about student performance should be evidenced by examples of work taken from any appropriate source (direct observation, observation by others, service user feedback, case-records, supervision notes, student's reflective writing including process recordings and self-reports).

Grading Placement Performance: Pass / Fail

Practice teachers should state whether a Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by practice teacher and student in their reports but may also draw on evidence from the tutor and other relevant sources.

Reports and Projects may be read by a Practice Panel, and are also available to the External Examiner, who may interview any student about whose performance there is doubt and who may also meet with Practice Teacher and Social Work Tutor. The final responsibility for confirming the overall result for the student belongs to the Court of Examiners after consultation with the External Examiner.

Pass Grade

A Pass grade applies where there is **sufficient evidence** that a student has accomplished agreed placement objectives aligned to the CORU Domains of Proficiency, to a satisfactory standard for the relevant stage of training. **On the Final Placement, Pass indicates fitness to practice as a professional social worker.**

Fail Grade

Practice teachers may recommend a Fail grade where there is **insufficient evidence** that a student has accomplished agreed placement objectives aligned to the CORU Domains of Proficiency, to a satisfactory standard for the relevant stage of training. The grade must be ratified by the Court of Examiners.

Regulations when a Fail grade is obtained

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see sections on Supplementary Placements and Fitness to Practice)
- If a student wishes to contest a placement grade they should notify their Social Work Tutor, the Practice Education Team and the Course Director before commencement of the next academic term. The Course Director refers the placement documents i.e the student practice project, the practice teacher's report and the tutor's report to the External Examiner for review. The External Examiner may also meet with the Student, Practice Teacher and Social Work Tutor. The recommendation of the External Examiner in relation to the placement grade is presented at the the BSS Court of Examiners for ratification.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies.
- Should a repeat placement be required, the repeat placement and project must be completed successfully in order to progress on the BSS programme. Only one attempt to repeat a failed placement is permitted.

3. Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, before the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress. Both the Learning Agreement and Direct Observation Reports should be included as appendices to the Student Practice Project and both should be co signed by the student and the practice teacher.

The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.

The Practice Teachers Report by Wednesday 13th December 2023
Practice Project by Noon on Wednesday 13th December 2023

SSU44200 Social Work Practice (Capstone) Section D. Senior Sophister Practice Project

The practice project, which counts as 80% of assessment for module SSU44200, must be passed in order to pass your placement. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work.

It should aim to:

- Provide evidence of competent and reflective practice, knowledge gained, skills developed, and key learning from your practice experience.
- Integrate relevant theory with practice in a detailed analysis of one piece of work
- Evidence development in two core social work skills within the detailed analysis of one piece of work

Project Format:

Introduction (word count guide 400 words)

Provide a brief introduction summarizing previous experience and learning goals for this placement. Include name of the placement, what you brought to the placement and who you had hoped to learn across the 14 weeks on placement.

Section A Placement Context and Learning (word count guide 4000 words)

Agency and Community Context

In this section you should:

- Provide a brief profile of community in which the agency is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.
- Provide a brief profile of agency e.g. status, structure, funding, aims, personnel; impact of resourcing and practices on service users and service delivery.
- Discuss the role of social work in the agency: eg: status, legal base, roles & relationships; main pressures on social workers.
- Outline your role and how typical it was of social work in the agency.

Placement Learning

- Workload Table (Please see an example in Appendix 3): Provide a brief table of all work undertaken. Tabulate briefly, all cases using the following headings Client name/age/gender; Reason for Referral and Key Issues; Work Undertaken/Intervention; Relevant Evidence Base/Social Work Theory/Frameworks used; Frequency/duration of involvement and Outcome; Reflection/Main Learning. ***Please state at the start of this section that all names have been changed and all information has been anonymized in order to protect the confidentiality of service users.***
- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Domains of Proficiency. Please specify a *minimum* of two proficiencies under each domain, but feel free to incorporate all proficiencies developed across the placement. Refer to the learning goals documented in the Learning Agreement. Drawing on selected practice examples please provide evidence of your learning. The Domains of Proficiency are:
 - Domain 1 Professional Autonomy and Accountability
 - Domain 2 Communication, Collaborative Practice and Teamworking
 - Domain 3 Safety and Quality
 - Domain 4 Professional Development
 - Domain 5 Professional Knowledge and Skills
- Discuss your experience of supervision. Outline the supervision model used and if/how this supported you as you progressed your learning, your understanding of the work and your capacity to reflect and be reflexive.
- Discuss your experience of Direct Observations and your learning from practice teacher and service user feedback.

Section B Practice Study (word count guide 4000 words)

Describe and analyse one piece of work (e.g. work with an individual / group work), in the following terms, though not necessarily in this order:

- Social history and profile of service user/s; personal, interpersonal, social networks;
- Background to intervention; agency perspective; initial aims;

- The account of your work should:
 - Discuss relevant social work practice theories and demonstrate how they guided your interventions.
 - Outline your use of a specific reflective framework/ supervision model to demonstrate how you progressed your learning and understanding in this case.
 - Apply a social policy perspective/framework (e.g. accountability, equality or rights) to this case. (Guidance on Social Policy Analysis set out below)
 - Identify the key practice issue (e.g domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
 - Describe two key social work skills used (please use an extract from a process recording to demonstrate each skill)
 - Illustrate how you negotiated key ethical or professional issues.
 - Consider issues of anti-oppressive practice and how these are relevant to this case.
 - Evaluate and reflect on the outcome of your involvement – lessons learnt for future practice whether the outcome is judged successful or not.

Section C Summary of Key Learning (word count guide 600 words)

- Critically reflect on your placement learning;
- Identify the special features of the placement which contributed to or limited your learning;
- Critically assess overall learning and progress from start of placement and identify areas for future learning.

Guidelines for completion of practice project

- Observe overall word-length, though length of individual sections may be varied. Overall word-length excludes cover & contents page, tables, diagrams, bibliography & appendices.
- Your workload table is not included in your wordcount, but it should not be excessively long. Points made should be succinct and the use of bullet points is permissible within the workload table.
- Electronic copies of the project and Learning Agreement must be submitted to Blackboard, instructions on how to do so will be provided.

- Include a Contents page and a comprehensive Bibliography.
- A copy of the Placement Learning Agreement must be submitted with the Practice Project. Please ensure progress in relation to the learning goals identified in your Learning Agreement is addressed within your Practice Project.
- A copy of your Student Log must be submitted as an appendix to the Practice Project.
- Ensure the project reads as an integrated whole (eg: introduction and conclusion).
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanises the narrative. Please state at the start of Section B that all names have been changed in order to protect the confidentiality of service users.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotations. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications. BE CAREFUL NOT TO PLAGIARISE. Also, ensure that you only submit original work that you have produced yourself. Unacknowledged reproduction of your own work is unacceptable. This means that you are not permitted to submit text that you previously submitted in other essays or projects.
- Appendices should be brief, self-explanatory, relevant, but not essential to the main text. (eg: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain any tables, diagrams, genograms, or eco-maps and, preferably, insert them at the relevant point in the text rather than in appendices.
- Give your Practice Teacher a copy of the Project to sign as a fair account of your work.

Guidance on Social Policy Analysis

Students are asked to apply a social policy perspective/framework to the case discussed in their practice study. You should begin by outlining the perspective/framework you have chosen and why you have chosen it. You should then discuss how this

perspective/framework could be applied to the piece of work in question. References drawn on can include social policy theory and agency or government policy documents. Ultimately the aim of this small section is to indicate your ability to integrate social policy theory and analysis covered in earlier years in the BSS degree programme with placement experience and knowledge. This is in keeping with CORU's Domain 5: Professional Knowledge and Skills which states that on completion of the BSS students will:

5.2: Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context

5.9: Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which affects social work practice

Maximum project word count = 9000 words

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall maximum word length. Projects over this word length will be penalised in the final mark given (-1% per 200 words over)

The Practice Project and Practice Teacher's Report should be signed by both parties and submitted, as separate documents.

The Practice Teachers Report by Wednesday 13th December 2023
Practice Project by Noon on Wednesday 13th December 2023.

Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can guide students' work on their project through, discussion, suggested references and signposting to other resources. They are asked to read and sign the project to confirm it is a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is graded by college staff. Practice Teachers are not responsible for directing or editing students' projects.

Supplementary placements

Situations may arise in which students are required to undertake a supplementary placement: for example, where:-

- For health reasons or due to other extenuating circumstances, students take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal or has not clearly reached a passing standard by the end of placement.

In the case where a student is unable to complete the full number of placement days, for health or other extenuating reasons, they will be required to apply to the Senior Lecturer, with assistance from the Practice Education Team and College Tutor, for permission to defer completion of their first attempt until after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

Students who fail a placement engage in a reflective practice process with their tutor and the Practice Education Team in order to provide evidence of readiness for practice. They may then be permitted to undertake a repeat placement and related practice project after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September

Only one attempt to repeat a failed placement is permitted. The repeat placement and the related practice project must be passed in order for students to progress within their BSS programme.

Health and safety

Covid 19 Coronavirus: Students must follow all Covid-19 protocols while on placement. Students also complete a college Health and Safety declaration on commencement of placement. Failure to adhere to either TCD or placement agency Covid-19 protocols constitutes a serious breach of placement contract and will result in a disciplinary process.

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 mandatory professional placements at this time. If you do not intend to have a Covid-19 vaccine you should contact the course director and placement coordinators to discuss the implications of this.
- The School will **require** Hepatitis B vaccination, after College Registration. BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.
- The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).
- It is a recommendation for the academic year 20023/24 that all students receive the Flu vaccine.
- A record of vaccinations must be submitted to the Practice Education Administrator, prior to commencing placements.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, the Student and Practice Teacher should notify the Social Work Tutor, Practice Education Team and the Director 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 supports.

Impact of Personal or Health Issues while on Placement

If personal issues or physical/ mental health difficulties which impact negatively on a student's practice or professional behaviour occur, this should be discussed with the practice teacher, tutor and Practice Education Team to ensure the student has access to required support. If relevant the student may be required to submit a medical / psychological report certifying their fitness to practice at this time.

Garda Vetting

Agencies require students to undergo Garda vetting prior to commencing placement. Garda vetting is obtained by Trinity College on the student's behalf in the first year of the BSS programme. Students sign consent forms and provide background information to enable the Garda vetting process.

Information arising from the Garda vetting process is treated with the utmost confidentiality. Only details relevant to placement are forwarded to Practice Teachers.

Students will not be allowed to commence placement until they have submitted the signed consent form to College and Garda vetting has been completed.

The college will request a student to renew their Garda vetting if they have taken time off from their studies.

Access to Agency Held Information

On placement, students have access to and write highly confidential information about service users and others.

Students must not take confidential material in electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

Instead they must set time aside to write up reports in the agency. If preparing process-recordings or project work outside the agency, students must omit or disguise names and identifying data. Effective time-management and data-protection are crucial aspects of professional accountability.

Under no circumstances should the identities of service users or any of their details be shared with anyone who has no reason to have access to such information. Information about service users that students work with should only be shared with others on a need-to-know basis. If a student is in any doubt about sharing information with other professionals, services or extended family of the service user, they are advised to check with their Practice Teacher. Where practice

experience is discussed in the classroom for learning purposes names and any identifying information should be omitted.

The sharing of placement information outside of the placement site, either in casual conversations or through social media constitutes a serious breach of confidentiality and will result in a Trinity College disciplinary process.

Guidelines for the Presentation of all Written Work

General Points

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows". Refer to specific authors or sources to support your statements.
- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) *The Nature of Social Work in Ireland: a Historical Perspective*. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.
- Observe published deadline dates, which have the status of examination dates.

- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

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. Butler (2002) 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) 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. Tutorials on the use of Endnote are available to post graduate students.

Academic Integrity - Guidelines on Plagiarism

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <https://libguides.tcd.ie/academic-integrity>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <https://libguides.tcd.ie/academic-integrity/what-is-plagiarism> You should also familiarize yourself with the 2023-24 Calendar entry on plagiarism and the sanctions which are applied which is located at <https://libguides.tcd.ie/academic-integrity/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <https://libguides.tcd.ie/academic-integrity/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Detection of Plagiarism

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 some assignments electronically, such as through Blackboard. For further information see <https://libguides.tcd.ie/academic-integrity/detecting-plagiarism>

College Regulations on Plagiarism

The college regulations on plagiarism are clearly set out in the official College Calendar. The School of Social Work and Social Policy follows the college policies on dealing with plagiarism as set out in the College Calendar.

All students are required to familiarise themselves with these regulations. Any query regarding the regulations or any query regarding how to avoid plagiarism in one's work may be directed to the BSS Course Director by written email.

The following is a direct extract from the General Regulations section of the College Calendar regarding the issue of plagiarism and the college response to an act of plagiarism. (Please note that the College Calendar regulations will always take precedence over any information contained in this handbook).

You are asked to read and familiarise yourself with the college regulations on plagiarism and to take all necessary steps to avoid any act of plagiarism in your academic work.

University of Dublin Calendar Part II, 96 - 105

“Calendar Statement on Plagiarism for Undergraduates - Part II, 96-105

96 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

97 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) Copying another student's work;*
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;*
- (c) Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) Paraphrasing, without acknowledgement, the writings of other authors.*

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others;*
- (ii) Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;*
- (iii) Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;*

(iv) *Come across a distinctive methodology or idea and fail to record its source.*

All the above serve only as examples and are not exhaustive.

98 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

99 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

100 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on <http://tcd-ie.libguides.com/plagiarism>.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

101 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning

(Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

102 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

103 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes."

When using the work of others you must either

- i) quote their words directly in quotation marks and provide page numbers, or
- ii) paraphrase them.

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository

is being hosted by the Library and is located at <https://libguides.tcd.ie/academic-integrity>.

Proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not to be the result of collaboration with others unless your lecturer gives clear indication that, for that assignment, joint work or collaborative work is required or acceptable. In this latter situation, you should specify the nature and extent of the collaboration and the identity of your co-workers.

It is important to understand that stating that your intention was not to cheat and that you did not understand what constituted plagiarism will not be accepted as a defense. It is the action and not the intention that constitutes plagiarism.

The University has established regulations in relation to suspected cases of plagiarism and other forms of cheating. The University's full statement on Plagiarism is set out in The University of Dublin Calendar, Part 1 and Part 2. Students are strongly advised to read these documents carefully and follow all conventions described.

The Academic Writing Centre in Trinity College Dublin is run by Student Learning Development. Student Learning Development offers a variety of writing services for all students to help them develop their academic writing skills. Students of all levels and abilities, even the very high achievers, often need support and/or advice to achieve their best; SLD can give that support. Services include 1 – to 1 appointments or class workshops.

Information on services can be found via <https://student-learning.tcd.ie/services/awc/>

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 5.

- 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. 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.

- Willful 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 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

University Regulations as outlined in the Trinity College Calendar, Part II (Undergraduate Studies) make reference to students' behaviour and discipline in Part B 'Conduct and College Regulations'. . In cases where students are alleged to be in breach of these regulations the College can institute disciplinary procedures through the offices of the Junior Dean.

The Bachelor in Social Studies Course Committee reserves the right to report a student to the Junior Dean and to invoke such regulations, if it is deemed necessary to do so.

In addition, the Course Committee may feel it is necessary to invoke internal disciplinary procedures if a student's behaviour is considered to be unethical or to be damaging or dangerous to service-users, colleagues, students or lecturers, or to create an unacceptable risk to themselves or others.

In such situations, the following procedures will be followed:

The student's behaviour is brought to the attention of the Course Director, normally by the practice teacher, social work tutor or lecturer.

The Course Director, in consultation with the Head of School, will instigate a formal review process by appointing a Review Team to investigate the allegation. The Review Team shall number at least three and consist of at least two members of staff from the School of Social Work and Social Policy, and at least one experienced practice teacher or Practice Education Unit representative.

The Course Director shall advise the student in writing of the allegations relating to their behaviour.

A formal review meeting will be convened and the student's attendance will be requested in writing. The notice to the student shall give a brief statement of the alleged offence. The student will be entitled to bring a representative to the meeting.

The review team will consider all relevant evidence and will interview the student. The student will be able to respond to any allegation both in writing and in person at the meeting.

Following the investigation, the review team will consider the following options:

If serious threat or indication of professional misconduct is established, immediate suspension from the programme will follow, leading to termination of the student's place on the course. A formal report of this will be entered on the student's file and will be included in any reference requested from the School.

If the student's behaviour is considered to be of concern but not deemed to be such that termination of the student's place is necessary, possible consequences to be considered

may include: the student being required to undertake additional studies (for example, repeat a year), to withdraw from the programme for a specified period of time, or a formal warning is issued. Students whose behaviour has led to disciplinary proceedings may be prevented from or delayed from going on their practice placement. A formal report of the complaint will be entered on the student's records and will be included in any reference requested from the School.

If it is decided that there is no case to answer, the matter will be dismissed, no further action will be taken and no formal record will be entered on the student's file.

The student shall be informed in writing of the outcome of the review meeting.

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 study 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%202018.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 Director of the BSS programme, 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 1: Learning Agreement For Placement



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work
and Social Policy

BSS Learning Agreement

Placement Coordinators:

Dr Erna O'Connor: erna.oconnor@tcd.ie

Dr Sinéad Whiting: sinead.whiting@tcd.ie

Placement Start Date:	Placement End Date:
Agency Name and Postal Address:	

Contact Details	Telephone	Email
Student		
Practice Teacher		
Tutor		

Working days/ hours	
TOIL Arrangements	
Sick Leave Protocol	
Study Time:	
Dress Code:	

Placement Arrangements	
On-Site Working	
Off-Site Working	
Online Working	

Health and Safety Procedures

SUMMARY OF STUDENT’S RELEVANT SKILLS AND EXPERIENCE TO DATE

(as identified through previous work / life / placement experience)

Learning Recommended from Previous Placement/Past Practice Experience

Practice Learning Plan

Student, practice teacher and tutor should agree learning goals that are appropriate to meet the student's learning needs and that can be met within the agency context. The learning goals are based upon the Criteria and Standards of Proficiency for Social Work Education and Training Programmes as outlined by the CORU Social Work Registration Board.

(for a more in-depth discussion of the 5 Domains of proficiency follow this link:

<https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf>)

Students should identify at least two appropriate learning goals under each domain and link each learning goals to specific proficiencies within that domain. Learning goals may relate to more than one proficiency. . Additional learning goals can be added as the placement progresses.

The learning goals selected should target a range of learning needs, including learning identified in previous placements. Duplication of learning goals should be avoided. As each learning goal is identified a plan for how learning will be achieved should be outlined below and indicators of competence in relation to the goal should be clarified.

Domain 1 Professional Autonomy and Accountability

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two or more goals in relation to this domain and identify the relevant proficiencies that will be developed through achievement of each learning goal.	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of the placement, the student will be able to.....

Domain 2 Communication, Collaborative Practice and Teamworking

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two or more goals in relation to this domain and identify the relevant proficiencies that will be developed through achievement of each learning goal.	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 3. Safety and Quality

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two or more goals in relation to this domain and identify the relevant proficiencies that will be developed through achievement of each learning goal.	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 4. Professional Development

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two or more goals in relation to this domain and identify the relevant proficiencies that will be developed through achievement of each learning goal.	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Domain 5. Professional Knowledge and Skills

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
Identify two or more goals in relation to this domain and identify the relevant proficiencies that will be developed through achievement of each learning goal.	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of placement the student will be able to.....

Additional Key Personal Learning Goals

Identified in relation to previous experience, feedback, and current areas of interest

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY

Workload

--

Key Theories and Practice Approaches, Policies & Legislation relevant to the work including policies on whistleblowing.

This should be discussed at the first placement meeting and the student should familiarise themselves with key theories, approaches, and frameworks in the initial weeks of placement.

--

Student Supervision

It is a course requirement that formal supervision of 90 minutes duration takes place weekly.

Components of supervision include reflective learning and practice, support, case management and organizational and policy issues.

Note learning styles of student and practice teacher:		
Supervision Arrangements:	Day:	
	Time:	
Other Student Supports		

Student Assessment/Sources of Evidence

Discuss and note the methods of assessment used by Practice Teacher and evidence of learning, skill development and practice required.

Sources of evidence may include direct observation, self-reports by student (verbal, written, process recording); feedback from colleagues, feedback from service users, preparation for supervision by student, recorded samples of work (audio/video), written reports/records by student on behalf of agency.

--

Personal Issues

Are there any personal issues that may have an impact on the placement? This includes discussion of special accommodations that are outlined on a PLENS. Discuss and note if appropriate:

--

College Related Issues

Are there any college related issues that may have an impact on the placement? Discuss and note if appropriate:

Agency-Related Issues

Are there any agency-related issues that may have an impact on the placement? Discuss and note if appropriate:

Safety Statement

By accepting a student on placement, the placement provider is committed to providing a healthy and safe workplace for employees, contractors, students on placement, and visitors to their sites and premises while also meeting the duties and obligations of clients. It is the obligation of the placement provider to protect employees from accident or ill health at work. The placement provider will ensure that all their systems do not constitute a risk to the Health & Safety of employees and will comply with all relevant legislation, codes of practice and regulations.

The responsibility for the provision of a safe place of work rests with the Placement Provider. Specifically, these responsibilities are:

- To maintain a safe and healthy work environment for students, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable students perform their work safely and efficiently.
- To maintain a vigilant and continuing interest in all Health & Safety matters relevant to both the company and staff including students on placement.
- Students undertaking placements must:
- Strictly adhere to School Social Work and Social Policy, placement agency and Public Health Protocols in relation to COVID-19.
- Co-operate with the placement provider in maintaining a safe workplace.
- Report any potential risks to management and not work in any conditions they deem to be a risk to themselves, the company or the client.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.

Signatures

We agree that this placement will be undertaken in compliance with the above safety requirements and in accordance with the Code of Professional Conduct and Ethics for Social Workers (Social Workers Registration Board, CORU.) and Code of Conduct of the Bachelor Social Studies (Social Work) programme.

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Mid Placement Meeting Arrangements

Please Note the student should provide their tutor with a summary of work in advance of the mid placement meeting including a Direct Observation Report.

Date of Mid Placement Meeting:

Time:

MSW Placement Learning Agreement Part 2
Mid Placement Meeting

Review Learning and Capacity in Relation to the CORU SWRB Standards of Proficiency:

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills
Additional Personal Learning Goals
Review of Direct Observation Report including Service User Feedback

<p>Supervision:</p> <p>Confirm that weekly supervision of 90 minutes is taking place: <i>If weekly supervision is not taking place, please provide brief explanation and plan for remainder of placement.</i></p> <p>Outline Supervision plan for the remainder of the placement:</p> <p>Discuss issues and themes arising in Supervision regarding the following key supervision objectives:</p> <ul style="list-style-type: none"> • Support with the emotional & practical demands of the work • Teaching and learning • Case management • Supporting student engagement in the service 	<p>Yes [] No []</p>
<p>Establish whether the evidence indicates that the student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.</p>	

Objectives / Plan for remainder of placement
Student Issues/Concerns
Practice Teacher Issues/Concerns

Signatures

Student: _____
Practice Teacher: _____
Tutor: _____
Date: _____

Placement Learning Agreement Part 3: Final Placement Meeting

Please Note the student should provide their tutor with a summary of work in advance of the final placement meeting including a second Direct Observation Report.

Date of Meeting:

Review Learning and Capacity in Relation to the Social Work Registration Board Standards of Proficiency:

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills
Additional Personal Learning Goals
Review of Direct Observation Report including Service User Feedback

Review of Supervision
Other Issues Discussed
Areas of Strength identified:
Recommendations for learning in next placement/ongoing professional development:

Student: _____ Practice Teacher: _____

Tutor: _____
Date: _____

Appendix 2: Direct Observation Report Template

Name of Student:	
Name of Observer:	
Date of Observation:	
Point in Placement (e.g. week 5):	
Confirm that agreement of Service User has been obtained:	Yes []

Event observed:

--

Comment on how student prepared for the session:

--

Comment on student's communication skills:

--

How did the student demonstrate values in their practice?

--

Did the student meet their objectives? Please provide evidence.

How did they respond to unanticipated events?

Comment on student's overall performance.

Please seek and document service user feedback.

Student's reflection on the session.

--

Student response to service user feedback.

--

Signed:

Student	
Practice Teacher	
Tutor	
Dated:	

Discussed at Placement Review Meeting Dated:

Key Learning:

--

Appendix 3 : Workload Table Template

Service User Details	Aims and Purpose of Referral	Work Undertaken	Length of Involvement	Theories	Reflections
Name Age Gender	Why was referral made and what was the primary issue you were asked to address when the case was allocated to you.	What were the primary individual pieces of work undertaken? Include direct work, planning, inter agency/professional work	Number of meetings Duration of involvement	Name the theory and how it helped you understand the situation or How it helped you plan your intervention.	What are your reflections about the work and how you managed the work and any issues or challenges that arose.

Appendix 4 : Practice Placement Log

All students must complete this log each day of placement, including reading/study days.

You should **specify hours on placement each day and the total number of placement hours completed that week**. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

Students should share this log with their practice teacher at each supervision session and practice teachers should sign to confirm hours logged. Signed logs should be forwarded to the tutor every fortnight for review. The completed 14-week Placement Log should include the total hours completed on placement, be signed by the practice teacher and should be attached as an appendix to your Practice Project.

It is recommended that during supervision you plan your on-site and off-site work for the week ahead.

Student Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor

	Date	Hours on Placement	Location Morning	Location Afternoon	Tasks & Outcomes
Monday					<ul style="list-style-type: none"> • .. • .. • .. • ..
Tuesday					<ul style="list-style-type: none"> • .. • .. • .. • ..
Wednesday					<ul style="list-style-type: none"> • .. • .. • .. • ..
Thursday					<ul style="list-style-type: none"> • .. • .. • .. • ..
Friday					<ul style="list-style-type: none"> • .. • .. • ..
Total Placement Hours					

Signed

Student:

Practice Teacher:

Date:

Weekly Placement Log Summary Sheet

Week Ending	Total Hours Completed on Placement
Final Total Hours Completed	

Signed

Student:

Practice Teacher:

Date:

Appendix 5 : BSS Attendance Policy

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	Intro to Social Work
SSU11010	Introduction to Psychology
SSU11072	Introduction to Practice Based Learning
SSU22041	Inclusive Disability
SSU22101	Introduction to Child Protection
SSU22091	Introduction to Family Law
SSU22092	Psychology for Social Workers
SSU22151	Group Work

SSU22070	Social Work Theory and Practice
SSU22112	Senior Freshman Placement
SSU33012	Law for Social Workers
SSU33072	Family & Child Care Studies
SSU33202	Criminology
SSU33402	Biography, Identity and Professional Practice
SSU33502	Child Protection & Disability: Perspectives and Practice
SSU33090	Social Work Practice
SSU33101	Junior Sophister Placement
SSU44111	Senior Sophister Placement
SSU44200	Social Work Practice (capstone)
SSU44042	Perspectives on Social Work
SSU44132	The Professional in Context
SSU44062	Social Work & Child Care
SSU44072	Social Work & Equality Issues
SSU44082	Social Work & Mental Health
SSU44092	Groupwork

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 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 6 : Student Consent Protocol when Acting as a Service User in Learning Activities

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 7 : Practice Teacher Evaluation Report

Trinity College Dublin

School of Social Work and Social Policy Bachelor of Social Studies

Practice Teacher Report

Name of Practice Teacher:

Name of Placement Site:

Name of Student:

Year of Study:

Dates of Placement:

Date of the Report:

Practice Education Coordinators:

Dr Erna O'Connor: erna.oconnor@tcd.ie

Dr Sinéad Whiting: sinead.whiting@tcd.ie

Recommendation of pass/fail:

I recommend that [student name] pass/fail their [year and course e.g. MSW 2/BSS Senior Sophister] placement.

Introduction:

Please include

a short introduction to the work of the placement agency

a brief overview of the student's prior experience and state

the key learning objectives for this placement (as documented in the Learning Agreement)

the learning plan (please specify range of work allocated, supervision arrangements & other learning opportunities)

Evidence of Student Learning and Progress

Please comment on the student's approach to learning and their engagement in supervision and discuss the student's learning and development in relation to the following 5 CORU Domains of Proficiency. Please refer to the learning goals set out in the Learning Agreement and provide practice-based evidence of the student's development in relation to two or more proficiencies within each of the 5 Domains

Overview of student's approach to learning and their engagement in supervision.

Professional Autonomy and Accountability

Communication Collaborative Practice and Teamworking

Safety and Quality

Professional Development

Professional Knowledge and Skills

--

Summary

Please summarise key learning on placement and comment on the student's strengths and areas for continuing development.

--

Confirmation of Recommendation:

I confirm that [student name] has passed/failed this placement.

--

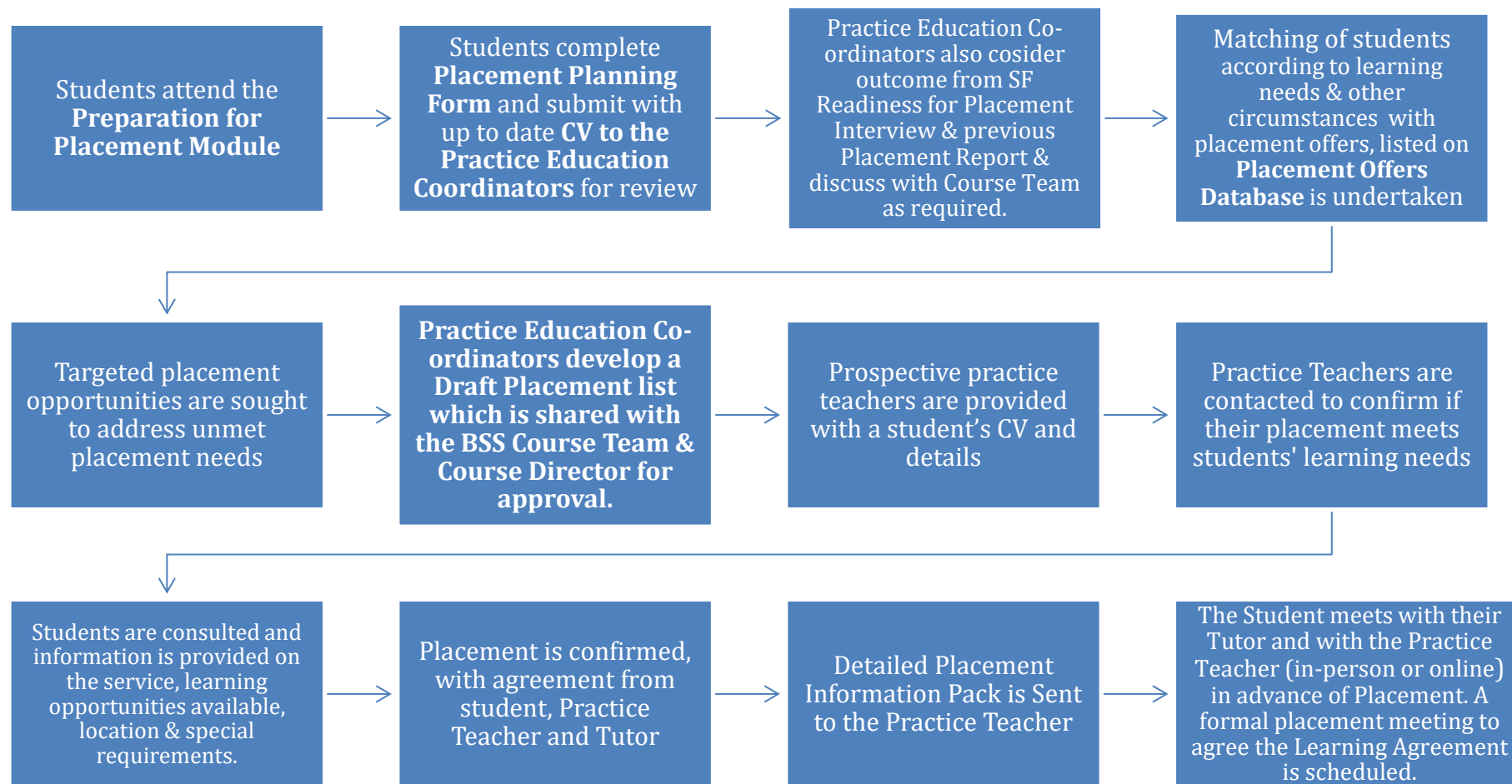
Signatures

Practice Teacher

Student

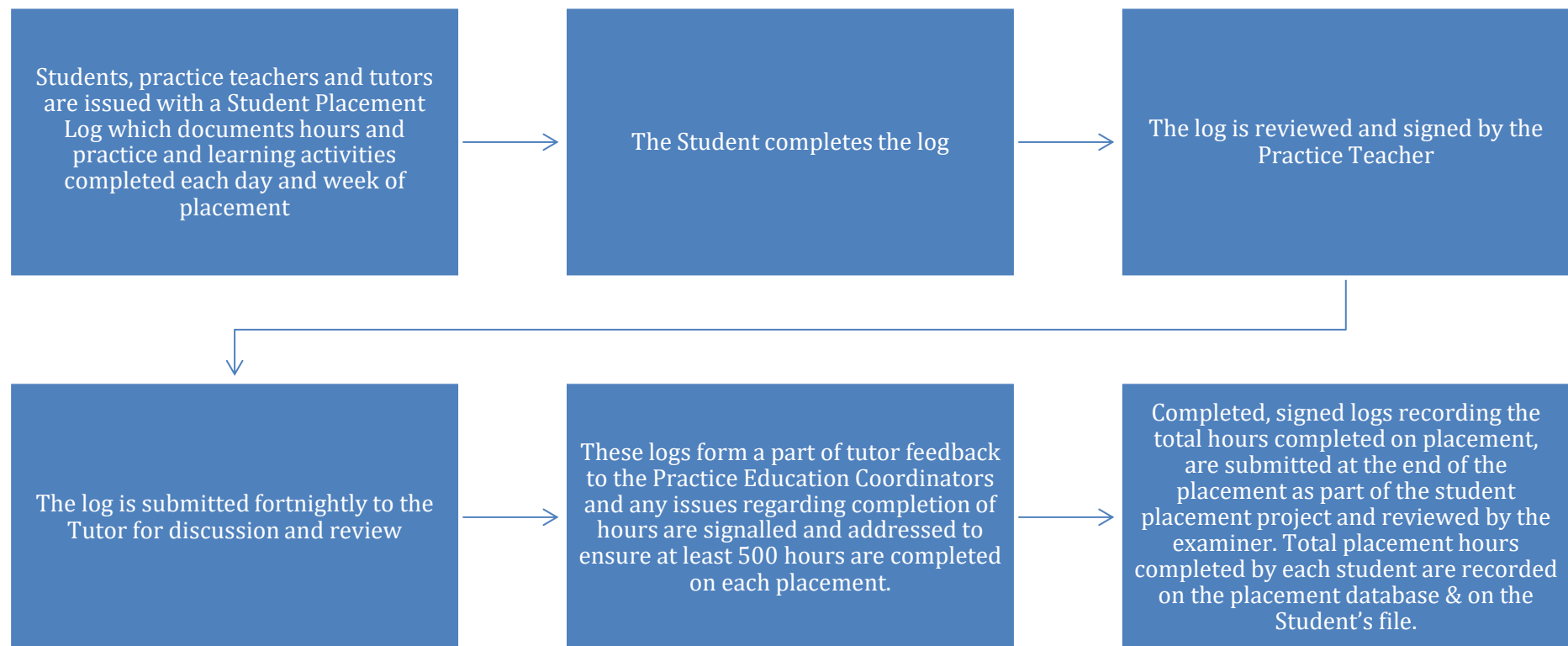
Date

Appendix 8 : Placement Allocation Process Flow Chart



Appendix 9 : Monitoring Placement Hours

Students must complete 1000 hours of social work supervised, professional practice. These are completed across two placements



Appendix 10 : Engaging and Approving Placement Sites



Appendix 11 : Placement with an onsite supervisor and an external social work practice teacher

In circumstances where a student undertakes a professional Social Work placement in a service that does not employ a CORU registered social workers, an onsite supervisor **and** an external CORU registered social worker work together to support the student achieve their learning goals, aligned to the CORU Domains for Proficiency, on placement.

When negotiating the placement both the on-site supervisor and the external CORU registered Practice Teacher are sent information on placement requirements and core placement documentation. Both parties complete a Pre-placement Agreement and Practice Teacher Registration Form.

Throughout the placement both the on-site supervisor and the practice teacher work together to support the student and ensure that suitable practice learning opportunities are provided to meet the student's learning needs, aligned to the CORU Domains for Proficiency. However, each party also has distinct roles and responsibilities.

On-Site Supervisor:

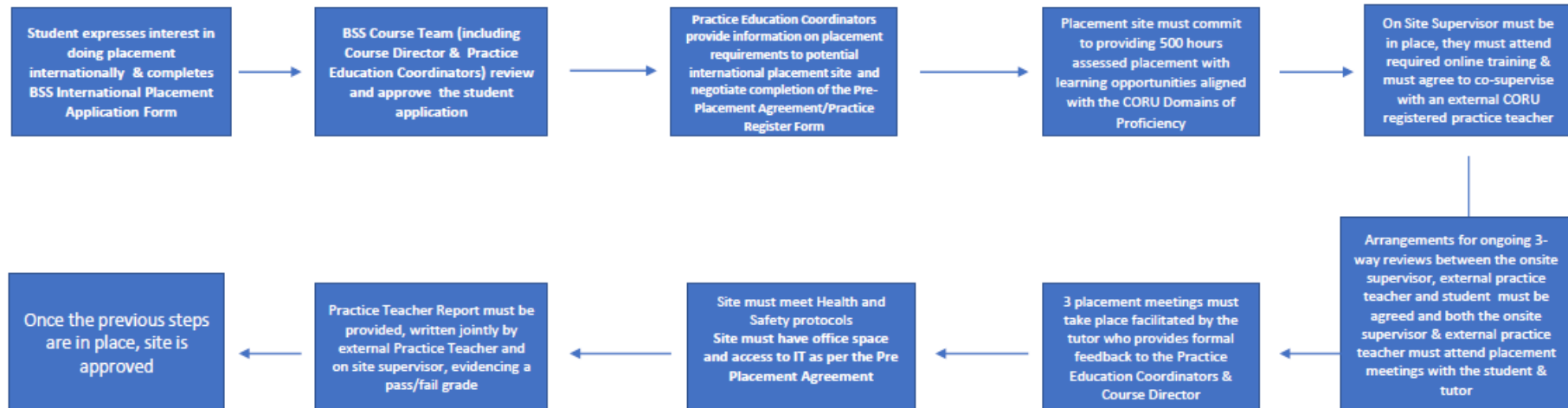
- Attends On-Site Supervisor training with Practice Education Coordinators
- Coordinates the allocation of day-to-day workload to the student
- Provides input into the student's Learning Agreement, including working with the student to identify learning goals and ensuring suitable work can be allocated to support the student in meeting these learning goals
- Provides supervision as it pertains to case load management and provides regular feedback to the student relating to their performance on placement
- Attends three-way supervision sessions at intervals throughout the placement as arranged by the external social work practice teacher
- Attends all placement meetings and provides input to the Learning Agreement
- Provides regular feedback to the CORU registered Practice Teacher and the tutor regarding the student's progress, identifying areas where improvement and further learning is necessary and identifying areas of good practice and progress
- Attends Practice Teacher Peer Support sessions during the placement
- Contributes to the Practice Teacher Report and has input into the decision regarding the student's final pass/fail grade based on available evidence.

External CORU Registered Practice Teacher

- Completes Practice Teacher Training Workshop
- Provides 90 mins of social work supervision each week throughout the placement
- Arranges three-way supervision sessions with the onsite supervisor
- Has input into the student's Learning Agreement identifying appropriate learning needs and practice opportunities as aligned to the CORU Domains of Proficiency

- Attends all placement meetings with the student, tutor and the on-site supervisor to review the Learning Agreement and the student's progress
- Remains in regular contact with the on-site supervisor and the student's tutor regarding the student's progress on placement and addresses learning needs as they emerge
- Provides regular feedback to the students regarding their progress in relation to their learning as aligned to the CORU Domains of Proficiency
- Takes responsibility with input from the onsite supervisor for the completion of the Practice Teacher Report including the final decision regarding the student's pass/fail grade based on available evidence.

Appendix 12 : Approval of International Placement Sites



Appendix 13 : International Placement Application Form

BSS International Placement Application

International placements give rise to opportunities and challenges some of which are different to those arising from placement opportunities in Ireland.

Please complete this application form to help you and the course team assess the suitability of an international placement for you at this time. Each section should be a **maximum length** of 150 words.

Student Details:

Student Name:	
Student Number	
Year of Study	
Email	
Contact Phone Number	

Student Motivation and Placement Plans

Please Complete each section:

1. Discuss your motivation and aims in seeking an international placement

2. Give details of the location and nature of the service where you hope to undertake your placement
3. What do you know about the approach and roles of the host service and the issues for service users? What contribution do you think you could make to this area of work?
4. What are some of the current issues in the host country and how might they impact on the placement?
5. Discuss some of the challenges you envisage in undertaking a placement abroad and identify personal and other resources you would draw on in managing these challenges

6. What, from the knowledge base you have developed since coming on this course, would help you approach this placement?
7. Give an example of a new and challenging situation you have managed in the past and explain how your experience of that situation might be of benefit in undertaking an international placement
8. What are your strengths and what helps you to develop in areas that you find more difficult?

9. Comment on the financial costs associated with undertaking this international placement and whether incurring these costs is viable for you at this time.

Health and Safety Related Questions:

1. Have you completed the health screening process with student health in Trinity College Dublin? If not please explain the delays and how you are planning to progress this.
2. Have you received your Covid-19 vaccination and boosters?
3. What are the health implications/vaccination requirements (if any) of travelling to the host country and working with the client population?

4. What are the visa entry requirement (if any)?

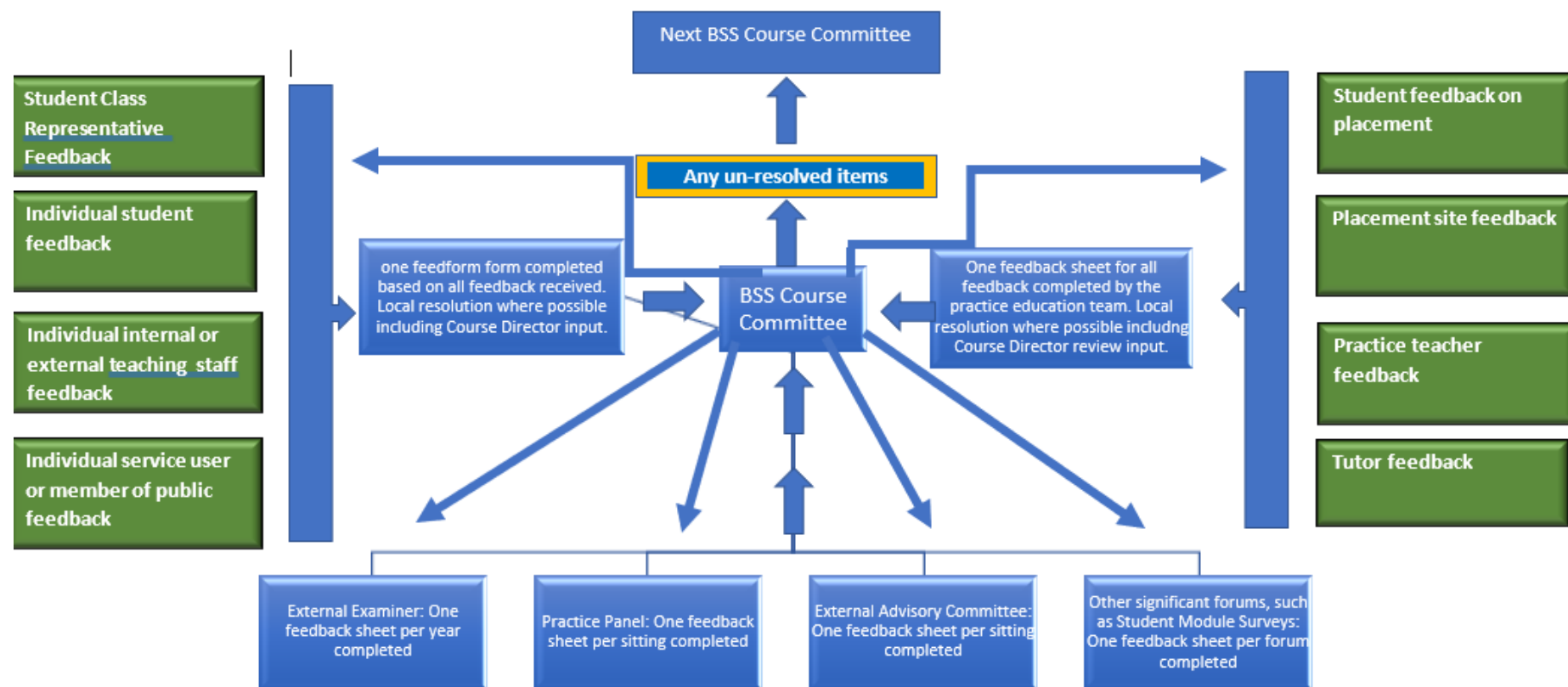
Living and working in a different cultural environment may pose additional challenges in relation to personal safety and health.

Do you agree to adhere to all college and host agency policies, including Covid related and other health and safety protocols for the duration of your placement?

Signed:

Date:

Appendix 14 : Feedback Flow Chart



Appendix 15 : Feedback Response Record 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:*	
Feedback evaluation 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 was adopted by the BSS course committee on 19th January 2023. Standing item at BSS Course Committee meeting.

