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

School of Social Work and Social Policy

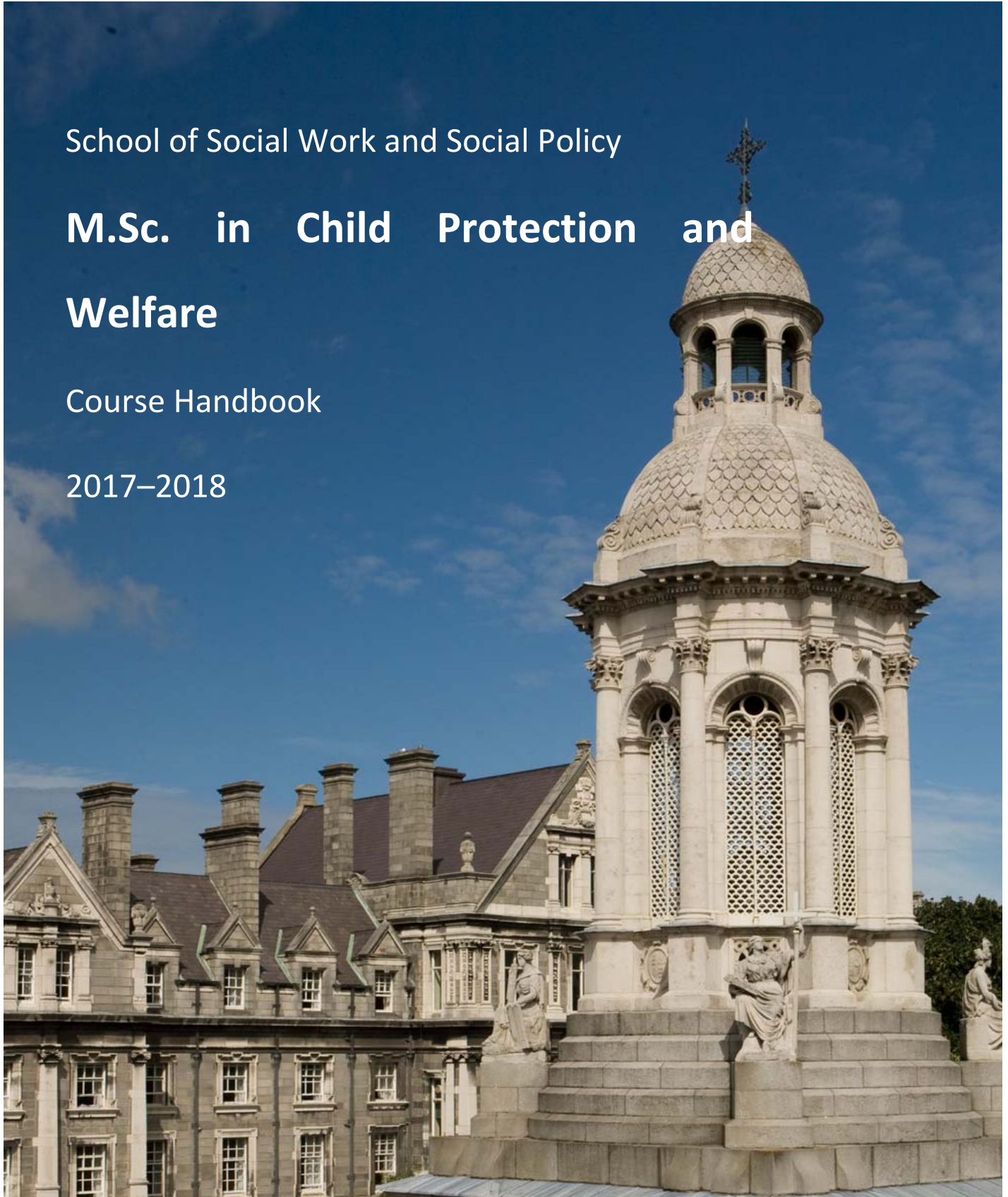# M.Sc. in Child Protection and Welfare

Course Handbook

2017–2018

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INTRODUCTION

Welcome to the M.Sc. year in the Postgraduate Diploma/M.Sc. Programme in Child Protection and Welfare. As you are all aware, a sound knowledge of up to date research is essential for good child protection and welfare practice whatever professional context you are involved in. However, practitioners also need to be aware of how research is undertaken in order to apply it critically to their practice.

This course provides an opportunity for you to look, in depth, at a topic or issue relevant to child welfare and protection, in which you have a special interest. Furthermore you will experience undertaking research first hand!

Previous students who have undertaken this course have described gaining a range of knowledge, skills and values which they have gone on to use in their workplace. For example:

- A number of students have developed innovative data gathering tools which they have gone on to use in practice settings.
- Students have developed a key knowledge base on a particular issue providing invaluable descriptive, exploratory and/or evaluative data as a resource for use in practice settings.
- They have gained deeper, more specialised, knowledge of a particular area of practice, client group or 'social problem'.
- They have presented their research findings, in both written and oral form, to organisations, health boards, families and individuals.
- Students have described an increased level of confidence in critically appraising policy, legal and theoretical initiatives.
- Some students have developed useful professional networks with individuals, groups and organisations.
- Some students have progressed on to Doctoral studies in this School and in others.

This handbook is designed as a guide to the year ahead. In it you will find the aims and learning outcomes of the course, the teaching/subject timetable, information concerning the process of undertaking your own research project and important milestones along the way. We have also included information about the form and content of your final dissertations. This seems a long way off but you will find the year ahead will fly by.

We very much hope that you enjoy the course and look forward to working with you.

Steph Holt

Dr Steph Holt
Course Co-Ordinator

1.   CONTACT DETAILS

Course Coordinator	Dr Stephanie Holt Email: sholt@tcd.ie Telephone: +353 1 896 3908
Course Administrator	Louise O'Brien Email: obriel10@tcd.ie Telephone: +353 1 896 3593
Office Location	School of Social Work and Social Policy Room 3063, Arts Building Trinity College Dublin Dublin 2 Ireland
Web	http://www.tcd.ie/swsp/postgraduate/child-protection/index.php

2. COURSE TEACHING TEAM

Dr Stephanie Holt

Stephanie is an Associate Professor in Social Work at the School of Social Work and Social Policy and Course Director for the MSc. in Social Policy and Practice, and the Postgraduate Diploma/MSc in Child Protection and Welfare. Stephanie led in the introduction of online education to TCD, as Course Director for the University's first fully online programme – the Postgraduate Diploma in Social Policy and Practice which commenced in 2014. Her academic and research interests primarily focus on a range of issues pertinent to domestic violence, including: child contact, mothering and fathering capacity, intimate partner homicide and risk assessment. She has a particular interest in ascertaining and representing the voice of the child in research. Prior to coming to TCD in 2000, Stephanie practiced as a social worker with responsibility for a Family Support Service in West Dublin. She is currently Chair of the Irish branch of BASPCAN (British Association for the Study and Prevention of Child Abuse and Neglect).

Assistant Professor Eavan Brady

Eavan Brady is an Assistant Professor in Social Work in the School of Social Work and Social Policy. She holds a Masters in Social Work from Trinity College Dublin, a Higher Diploma in Psychology from Trinity College Dublin, and a Bachelor of Arts from Trinity College Dublin. Eavan is currently pursuing her PhD exploring the educational pathways of adults who were in out-of-home care as children. Prior to joining the School of Social Work & Social Policy, Eavan worked in the homelessness, housing, and mental health sectors in both Dublin and Toronto, Canada. Eavan also spent two years working with Practice and Research Together (PART) in Toronto – a knowledge mobilisation organisation – where she was heavily involved in supporting child welfare staff across Canada in using evidence-informed practices in their work. Eavan's research interests are located in the field of child welfare with a particular focus on the long-term well-being and outcomes of children in care, care leavers, and children experiencing disadvantage. In addition, Eavan is also interested in researching the role of research utilisation in social work practice.

3. STUDYING ONLINE

Online Student Code of Conduct

As a student in a post-graduate course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses online. While the standards set out below will not be onerous for the vast majority of students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. Should you need to read more on your school's policy, please refer to elsewhere in your school's handbook for further details.

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 has to 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:

- 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 of 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.

Student Services

Students can see a full range of the services available to them at http://www.tcd.ie/students. This includes library services, careers advisory, etc.

Trinity Online

Trinity Online are responsible for the quality and the delivery of the content to the online students. They will also be the point of contact for resolving any issues relating to the online environment that arise throughout the running of the course. Issues that can arise include access to material, submission of assignments etc. The preferred way of contacting Trinity Online for issues regarding the use of the online learning environment is through the following channels within the course itself:

- the discussion forum dedicated for this purpose in module *SS8130 Introduction to Social Research* on Blackboard

- the Course Administrator

These channels are monitored on an ongoing basis during College business hours. Trinity Online also can be contacted by emailing helponed@tcd.ie.

4. COURSE AIMS AND LEARNING OUTCOMES

This course will guide and support you as you plan, design and implement your own research project. The taught elements of this course, which are delivered fully online, will present the stages of the research process as well as explore how these stages are operationalised in your projects. By the end of the course, you will produce a reasoned, well-argued dissertation based on your own research project.

This course provides an introduction to the planning, design and implementation of research projects. In so doing it aims to equip you with knowledge of what each stage of research consists of and will support you in developing skills to undertake research. In addition to conducting your own research project, you will also develop further knowledge and an ability to critique existing research.

As an integral part of the research process, you will also be required to pay considered attention to the ethical issues related to research work and the similarities and differences between the ethical procedures in both research and practice. A part of this process involves at a minimum, the submission of an ethics application to the School of Social Work and Social Policy. In addition, you may also be required to seek ethical approval from Tusla, the Child and Family Agency, from the HSE and/ or from medical settings.

You will produce a final report of your research project, in the form of a Masters dissertation, which will document each stage of your research project and interweave your own findings with the established evidence base.

By the end of this course you should be able to:

1. Demonstrate advanced understanding of the significance of research to child welfare and protection policy and practice;
2. Have the capacity to source and critique the empirical research and literature on any topic relevant to your area of expertise;
3. Understand and have the ability to critique research both methodologically as well as conceptually;
4. Have a knowledge of a variety of research methods including interviewing, focus groups, surveys and appraise the suitability of employing different methodologies and data collection methods dependent on research needs;
5. Set out a strong rationale for research with a proposal documenting operational research questions, generate robust measures and design an appropriate and feasible research project to deliver evidence for the study;
6. Understand the process of access and consent and how this applies to research practice;
7. Have developed a number of core skills relating to critical appraisal, data collection and analysis, negotiation with gatekeepers and individual participants, managing own workload, liaison with supervisor, written presentation skills;
8. Appreciate and commit to the ethical principles and guidelines of research in child protection and welfare;
9. Communicate findings in a clear and coherent manner by means of a final report.

5.   COURSE SCHEDULE

Activity	Detail	Material Release Date	Collaborate Session	Led by
MICHAELMAS TERM				
Activity	**Detail**	**Material Release Date**	**Collaborate Session**	**Led by**
Online Learning Induction	Blackboard & Collaborate	20 September 2017	28 September 2017 7.15pm – 8.15pm	Trinity Online
Course Induction	Regulations and Schedule	20 September 2017	28 September 2017 8.15pm – 8.45pm	Dr. Steph Holt
Research Methods	1. What is social research	06 October 2017	12 October 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	2. Key concepts in social research	20 October 2017	26 October 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Contact with supervisor	First meeting	by 31 October 2017		
Research Methods	3. Choosing your research topic and developing research questions	03 November 2017	09 November 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Reading week		06-10 November 2017		
Research Methods	4. Ethical research	17 November 2017	23 November 2017 6.30pm – 7.30pm	Ms. Eavan Brady
END OF MICHAELMAS TERM				
HILARY TERM				
Activity	**Detail**	**Material Release Date**	**Collaborate Session**	**Led by**
Research Methods	5. Reviewing the literature	05 January 2018	11 January 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	6. Qualitative data collection	19 January 2018	25 January 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	7.Quantitative data collection	02 February 2018	08 February 2018 6.30pm – 7.30pm	Ms. Eavan Brady

			22 February 2018	
Research Methods	8. Documents as data	16 February 2018	6.30pm – 7.30pm	Ms. Eavan Brady
Reading Week		26 February – 02 March 2018		
Research Methods	9. Data analysis	23 March 2018	29 March 2018

6.30pm – 7.30pm | Ms. Eavan Brady |
| Research Methods | 10. Writing up and dissemination | 0064 April 2018 | 12 April 2018

6.30pm – 7.30pm | Ms. Eavan Brady |

Activity	Detail	Date
Submission Deadline	Research Proposal submitted	24 November 2017
Contact with supervisor	Draft ethics form to supervisor	31 October or 15 December 2017
Submission Deadline	Ethics form submitted	30 November 2017 or 11 January 2018
Contact with supervisor	As required	February - May 2018
Contact with supervisor	Last date for supervisor feedback	25 May 2018
Submission Deadline	Dissertation submitted	1 June 2018

6.   MODULE DETAILS

MODULE TITLE	INTRODUCTION TO SOCIAL RESEARCH
Module Coordinator	**Dr Stephanie Holt**
Academic Lead	Ms. Eavan Brady
Module Code	SS8130
Module Description	This module provides an introduction to the theory, knowledge, and skills of social research. During this module students will be introduced to the planning, design, and implementation of research projects. In so doing, the module aims to equip students with knowledge of what each stage of research consists of and will support students in developing skills to undertake their own research projects. There will be an emphasis on qualitative research methods however, quantitative approaches will also be addressed. Students will produce a final report of their research project, in the form of a Masters dissertation, which will document each stage of the research project and interweave findings with the established evidence base.
Module Learning Outcomes	After completing this module, you should be able to: • Undertake a critical appraisal of social research and evidence • Explain the key concepts of the research process • Demonstrate knowledge of a variety of data collection methods including interviewing and surveys • Appraise the suitability of employing different methodologies and data collection methods dependent on research needs • Develop a viable research proposal based on existing research literature • Apply fieldwork skills so as to undertake a small-scale research project • Undertake a literature review • Carry out an analysis of data gathered for a small-scale research project • Write-up the process, findings, and conclusions of this research project in the form of a Masters dissertation
Start Date	Michaelmas Term
Length	10 sessions delivered over Michaelmas (x4) and Hilary term (x6)
Assessment	The module will be assessed by the dissertation (100%).

Indicative Bibliography	Bryman, A. (2012). Social Research Methods (4th Edition). Oxford: Oxford University Press.
	Carey, M. (2013). The Social Work Dissertation: Using Small-scale Qualitative Methodology. Berkshire: Open University Press.
	Gray, D. E. (2014). Doing Research in the Real World. London: Sage Publications.
	Whittaker, A. (2012). Research Skills for Social Work. London: Sage Publications.

7. DISSERTATION TEACHING AND SUPERVISION

The formal teaching for this module is conducted online. This enables students to balance work commitments while engaging in postgraduate study. Due to the aims and nature of this course there is an expectation that you take an active role in the teaching sessions. Each class will have a theme on which direct teaching will be given. This aims to generate discussion and debate on the application of the theme to your own project. Classes provide an opportunity for you to raise issues, questions, dilemmas or success with regard to your own work.

The research methods teaching will be undertaken predominately by Assistant Professor Eavan Brady. However, each student will be allocated an individual dissertation supervisor. Your supervisor will offer supervision complementary to the classes but you should not expect your supervisor to fulfil the teaching function. Your supervisor will expect you to have attended class online in order to receive the teaching input. It is your responsibility to contact your supervisor as soon as possible in order to commence the supervisory process. Your supervisor will have received a copy of your original proposal and will want to talk with you about it.

The supervisor appointed to your project is the staff member available to offer guidance and support during your course. Please note that supervisors will have other teaching and research commitments at various points throughout the year. Therefore, you need to plan when you will meet together, what issues will be covered and ensure that any work that you would want the supervisor to read and comment on is provided for in advance. It is the responsibility of the student to negotiate these dates and processes with their supervisors. You should expect to meet with your supervisor on a regular basis, in person, via Skype or through the Collaborate function on Blackboard. You are encouraged to keep in regular contact via email. Additional guidance on what to expect from supervision can be found at the graduate students web pages of the college website.

PLEASE NOTE

Supervisors will be involved in a minor capacity, in the marking of your final dissertation and therefore can only read and comment on one draft of each chapter. It is therefore important that you ensure that work submitted to supervisors is of a good standard. It is also recommended that you discuss chapter plans with supervisors in advance.

Your supervisor is available to offer guidance; nevertheless each student is responsible for proposing their own substantive topic within the general field of child welfare and protection. **Remember your own special skills, practice interests and contacts.**

In choosing your topic, please note the following:

- Choose a topic that interests you. Remember that you will be studying it for an academic year.
- All projects must be ethically sound and will be subject to ethical approval by the Research Ethics Committee in Trinity. Furthermore, you may need to seek formal ethical approval through the organisation/fieldwork setting in which you intend to

collect your data. Parental consent will be required for research participants under the age of 18 years.

- Be sure to consider the issue of Library resources and, in planning your work, note that if materials are not available in the Trinity Library, you will need to allow time for them to arrive through the Document Delivery Service.
- If choosing a sensitive topic, consider all the implications for yourself, your supervisor and the subjects of your research.
- Ensure your topic is feasible in terms of the time allocation for the completion of the thesis; the substantive issue itself and how it relates to the orientation of this course; the practicalities of carrying out the study and its relative specificity i.e. make sure you have narrowed your focus and that your research topic can be usefully operationalised.
- Given that supervision is arranged with current teaching staff within the School of Social Work and Social Policy, topics for child protection and welfare studies should generally fall into the broad range of research interests and expertise in the School.

8. ETHICAL CONSIDERATIONS

The School of Social Work and Social Policy has a Research Ethics Committee (REC) which meets at regular points to consider all relevant research being undertaken at Trinity whether by staff or students. You will, as part of the course, be asked to submit a formal application to REC prior to any formal contact being made or data gathered for your projects. In conducting the research for your dissertation, you should follow the British Sociological Association's Statement of Ethical Practice. You should also refer to the School of Social Work and Social Policy ethical procedure. Ethical approval forms can be downloaded from this site.

Teaching will be given on the subject of research ethics and some time will be available in class to consider how such issues apply to your projects. However, you must take the lead in ensuring that the School's ethical procedures are adhered to.

You must download and complete an Ethical Approval form. This should be done in consultation with your supervisor and must be signed by him/her no later than 30th November or 11th January if necessary (but students are advised to do their best to make the November deadline). It must be approved before your research gets underway.

To apply for ethical approval from the REC, completed application forms, together with supporting documentation, should be submitted by 4pm in **hardcopy** for the attention of Ms Noreen O'Sullivan, to the School's submission drop box facility which is located between Arts Room 3077 and Arts 3080. The box is labelled Ethics and will be emptied at 4.30pm on the day of the deadline. An **electronic copy** must also be e-mailed to Noreen at swsprec@tcd.ie.

9. ASSESSMENT

This course is assessed by a 15,000-20,000 word dissertation. It is expected that this is based on a research project undertaken by the candidate. The dissertations are assessed by two examiners, the secondary of which will be your supervisor, while the main and primary examiner is identified from the staff team within the School. All dissertations are also read by the External Examiner. The External Examiner for the 2017-2020 academic period is Dr Caroline Bradbury Jones from the University of Birmingham. (?)

One, soft bound copy of your dissertation should be submitted by 5pm on 1st June 2018 in hardcopy for the attention of Louise O'Brien, to the School's submission drop box facility which is located between Arts Room 3077 and Arts 3080. The box is labelled M.Sc. CPW and will be emptied at 5:30pm on the day of the deadline. Two electronic copies should also be submitted, one to Blackboard and one to Turnitin (further information below).

Extensions are not normally granted. If you are seeking an extension you must do so, in writing, to Dr Stephanie Holt. In addition, appropriate documentation, e.g. a medical certificate, must be submitted. You must also discuss your extension request with your supervisor who will be asked for their view. Students will be notified of their progress following this.

M.Sc. dissertations are graded as fail, pass or pass with distinction.

Blackboard Submission

All written assignments should be submitted electronically via Blackboard. Please refer to your induction material for detailed information on the Blackboard submission procedure and ensure that you are familiar with the procedure.

It is your responsibility to learn how to accurately submit your course work via Blackboard. We will not accept submissions via email, post or hand delivery.

You are strongly advised to give yourself an adequate margin of time when you are submitting via Blackboard. This is particularly necessary when you are submitting for the first time.

If you submit the incorrect version of your project, you may request a second attempt by emailing the Course Administrator. However, please be aware of the penalty policy for late submission of course work (section 9). If you request a second attempt after the deadline has passed, the appropriate penalty will be applied to your mark.

Course work can be read by the lecturer, any moderators, staff on the course and the External Examiner.

The course work of all students is held by the Course Administrator to be read by the External Examiner.

Please include a cover sheet on each assignment with your name, student number and assignment details (you may choose your own format).

Guidelines for the Presentation of Dissertation

You are required to consult your tutor about the precise format for your dissertation, as this will vary according to the nature of the project. Typical section headings, however, might be: Objectives; Literature Review; Methodology; Analysis; Findings/Outcomes; Evaluation; Recommendations; References; Appendices.

Length - There is a limit of between 15,000 and 20,000 words, and students are strongly urged to keep to this.

Presentation - The thesis should be word processed/typed on A4 pages, in 1.5 spacing, leaving a 1 inch margin on all sides. Pages should be numbered consecutively at the centre of the bottom page, with page 1 commencing after the table of contents. The report should be divided into sections which are numbered 1, 2, etc., with a section heading.

Layout - The thesis should start with a title page, followed by an abstract, preface/acknowledgments and table of contents in that order. The title page format is shown in Appendix A and Appendix B. The table of contents should list the chapters with page numbers.

Abstract - The abstract should contain no more than 200 words and should provide a succinct summary of the aims and results of the study.

References - References should include the author (by surname) followed by the year of publication in brackets, in the text. All references should be listed at the end of the report in alphabetical order to the following format:

Sample References

R. Flin (1990), 'Child Witnesses in Criminal Courts', <u>Children and Society</u>, Vol. 4, No. 3, Autumn, pp. 261-283.

A. Miller (l991), <u>Banished Knowledge: Facing Childhood Injuries</u>, (Virago Press, London.

S. Ross (1990), 'Interviewing Allegedly Abused Children', <u>Practice</u>, Vol. 4, No. 2, pp 69-79.

G. Wyatt & G. Powell (eds), (1988), <u>Lasting Effects of Child Sexual Abuse</u>, (Sage, London.)

Only items referred to in the text of the dissertation should be included as references.

Appendices - Background material, which would not be appropriate in the text of the report such as sample questionnaires used, should be placed in appendices, labeled A.... to Z. The appendices should follow the list of references, at the end of the Report.

General Guidelines for the Presentation of Written Work

Care should be taken with referencing: cite author's name, publication date and page numbers in brackets in the text: e.g. (Parton, 1991: 27) or in a footnote. Your bibliography should be consistent in format. Loose generalisations such as "research shows that" should be avoided. Refer specifically to an author or source to back up your statements.

Recommended work lengths should be observed. Very short work or work that exceeds the recommended length by more than 20% may be returned for revision. All written work

should be proof-read before submission to avoid mistakes in spelling, grammar and referencing. Careless presentation reduces the impact of the content and loses marks.

As all written work is retained by the School for the External Examiner, students are advised to keep their own copy to follow markers' comments.

Plagiarism ('cogging') is the unacknowledged use of other people's ideas and is unacceptable in academic work and is heavily penalised. Always acknowledge any author or source, even if unpublished, whose ideas you cite or paraphrase. Unless essential, avoid quoting long or multiple passages from a text and always use quotation marks and specific page references.

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 http://tcd-ie.libguides.com/plagiarism

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 http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism and the sanctions which are applied which is located at http://tcd-ie.libguides.com/plagiarism/calendar (also set out below).

 ii.   Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.

 iii. Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration

 iv.   Submit the declaration in section 13 of the handbook to Louise via email by 31st October 2017.

 v.   Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 at http://tcd-ie.libguides.com/plagiarism.

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. 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 (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

7. If the Director of Teaching and Learning (Postgraduate) 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 noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or it the Director of Teaching and Learning (Postgraduate) 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 set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) 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.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) 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 Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Dean on Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under 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.
See here for more information on avoiding plagiarism.

PGT & PGR DECLARATION

☐   I hereby declare that all submissions made for the duration of the programme I am undertaking is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university

☐   I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

☐   I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

_____
Student Name

_____
Student Number

_____
Course

_____
Date

Note to Students
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 http://tcd-ie.libguides.com/plagiarism
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 http://tcd-ie.libguides.com/plagiarism . You should also familiarize yourself with the 2016-17 Calendar entry on plagiarism located on this website and the sanctions which are applied;
(ii)   Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.
(iii)   Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration;
(iv)   Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.