



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Postgraduate Diploma in

Social Policy and Practice

Course Handbook

2017–2018

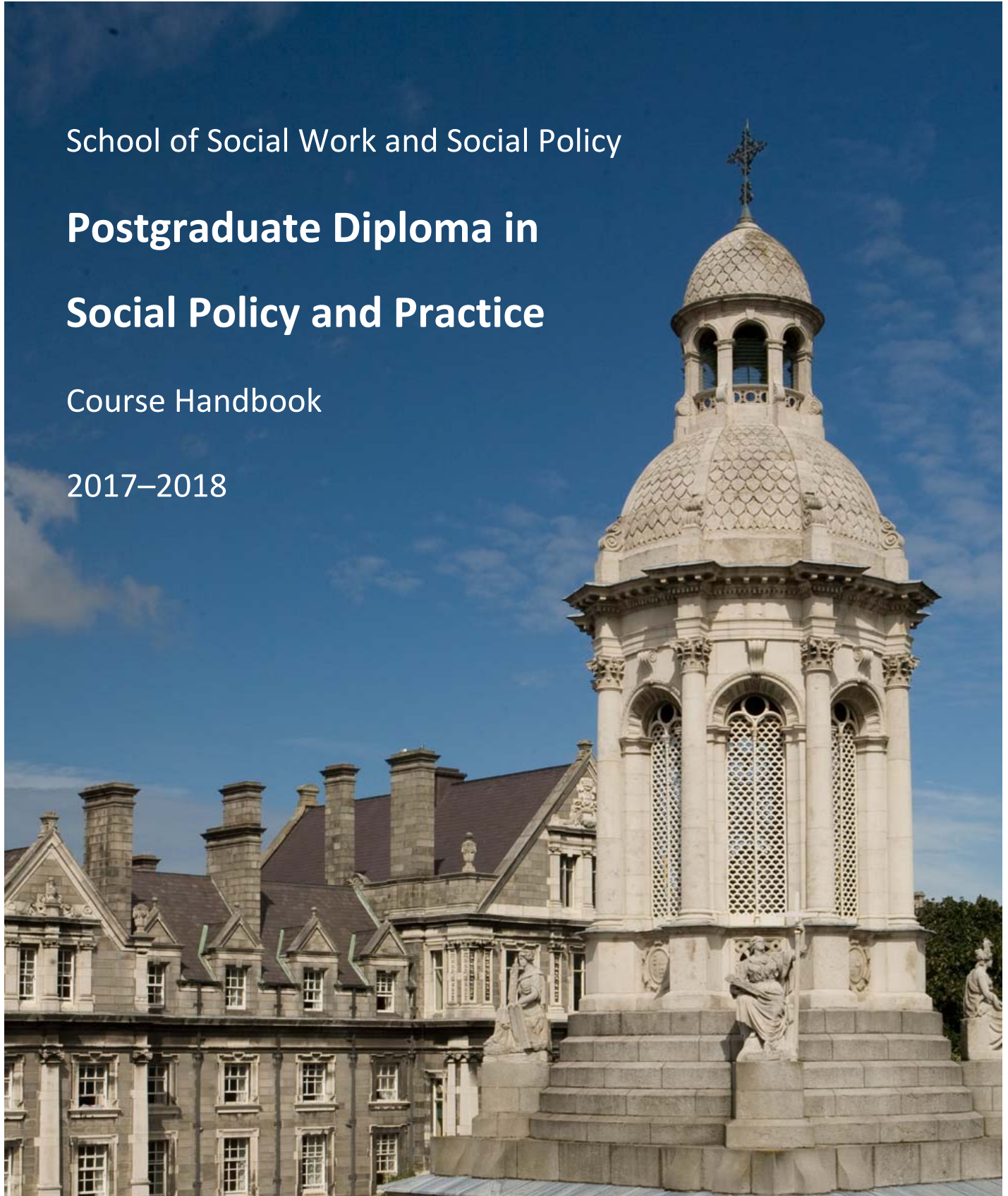


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WELCOME MESSAGE

I would like to warmly welcome you to Trinity College Dublin and to the School of Social Work and Social Policy. We are delighted that you have chosen the Postgraduate Diploma in Social Policy and Practice, now in its fourth year. Online learning may be new to many of you. Whilst it may feel strange at first I would encourage you to throw yourself into the experience - click on the links, post your thoughts on the forum, turn on your microphone and reach out! When you combine a high level of engagement with the flexibility, structure and support offered on the course you can expect to get the best from this new way of learning.

Postgraduate studies are both challenging and rewarding providing an opportunity to develop new insights about the world and about yourself. Over the coming year I hope your interactions with staff and fellow students will enhance your academic learning, lead you to further career opportunities and help you contribute to change in society. If we in the School can be of assistance along the way, please just let us know.

Good wishes for an enjoyable and fruitful year,



Julie Byrne

Dr Julie Byrne,
Course Director

1. CONTACT DETAILS

Course Director	Dr Julie Byrne Email: byrnej18@tcd.ie Telephone: +353-1-896 4648
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
Blackboard	mymodule.tcd.ie
Trinity Online Services	helponed@tcd.ie

2. COURSE COMMUNICATION

On all course related matters we will communicate with you primarily using the Blackboard learning environment and your TCD email account. In Blackboard we use the Announcements and Discussion Forum in the module *SS760 Course Information* to interact with you about course issues.

Lecturers will also use email and the Announcements and Discussion Forum in their modules to communicate with you about their individual modules.

From time to time other services in college may use your telephone number or postal address.

You can communicate with the course staff and lecturers using the 'Discussion Forum' channels, email and telephone. We will endeavour to reply to your communication promptly. Unless otherwise advised you can expect staff to respond to queries in normal business hours i.e. 9.00am – 5.00pm, Monday to Friday.

3. STUDYING ONLINE

Online learning is a flexible and effective way to study. It is different to traditional classroom based learning and as such it requires some different skills. Successful online learners are organised, connected, engaged and motivated. Developing these skills and building good habits early on will allow you to get the most out of your studies.

Developing your Online Skills and Habits

#1 Get organised

Online learning requires more self-organisation than traditional classroom-based learning. Developing good organisational habits early will help your learning journey.

- Learn how to organise your study time
 - Have a regular time for studying and stick to it
 - Become familiar with the syllabus and plan for the work
 - Review when assignments are due and plan for them
- Create a specific study place
 - Preferably a quiet location
 - Avoid games or web surfing
 - Have good lighting and a comfortable environment
- Be prepared
 - Work your way through each week's learning materials ensuring that you open each folder
 - You will get the best value from the live tutorials when you are prepared

#2 Stay Connected

Online students can sometimes feel a bit isolated. To overcome this you should stay connected with your fellow students and academics. A healthy online class community will benefit every student on the course.

- Login in to the online environment at least three times a week
 - Allows you to stay up to date with announcements
 - Participate in ongoing discussions
- Recognise that you are in a class with fellow students
 - They are a great resource for both learning support and camaraderie
- Communicate with your peers regularly
 - Successful online learners are those that communicate with their fellow students online – become a respected contributor to the online discussions
- Use the communication facilities in the online learning environment
 - Be polite and respectful online

#3 Be Engaged

Successful online learning is an active process so be engaged and be heard. If you have questions or problems arise, talk about them.

- Ask questions
 - Use the tutorial at the end of the week to ask your lecturer questions. This will hopefully address gaps in your knowledge and any concerns that you might have.
 - Post your responses to the tasks set each week so that lecturers can see how you're getting on and give group feedback during the tutorial.
- Use the course and College supports outlined in your induction and Course Handbook if needed.

#4 Balance Personal Obligations

Many online learners take online courses as the flexibility allows them to meet their personal commitments such as family or work. Recognise the obligations and commitments you have and plan for them.

- Tell family and friends about your course and how you are going to manage expectations
- If necessary negotiate your working schedule to free up time for study.
- Being available to attend the live tutorials, as outlined in your timetable and submit assessments, is particularly important and may require some rearrangement of your work, family or social commitments.

Developing a Schedule

The flexibility afforded by online learning does not mean that you can or should let things drift. As you may be working or caring for family alongside your studies, it is crucial that you develop both a weekly and term schedule that takes into account both regular and periodic learning requirements of the course as well as the other commitments in your life.

- Your weekly schedule should cover all weekly learning requirements e.g. watching the slides and video, finding and reading reference materials, posting to the blog or discussion forum. To develop a weekly schedule you should take into account the release of materials and the live tutorial by which all weekly learning tasks should be completed. Between these two days, alongside your other commitments in life, you need to find the time to engage with course materials and complete the tasks set out.
- Your term schedule should take into account the periodic learning requirements e.g. the time to research, consider, write and edit assignments. Pay careful attention to the submission date for assessments as you will be penalised if you are late. For many students the time around assessment submission is associated with a high intensity of work so if you can, reducing other commitments at these times may be of benefit.

Actually putting your schedule down on paper or in a Word or Excel document rather than keeping it in your head is very helpful. This can allow you to reschedule tasks you didn't manage to achieve when planned. It can also be helpful to make note of the reasons your schedule slipped e.g. *watching TV, too tired, had to help child with homework*. Some of these reasons may be re-occurring in which case it would make sense to adjust the schedule.

Without the physical stimulus of sitting in class a few times a week, online students need to be particularly aware of the sources of distraction when studying. Aligning your schedule with your motivation will help to reduce these distractions. Actively contributing to the online community on your course is also advisable as colleagues can help you to benchmark your progress, help you over any learning bumps and share their successful strategies for managing their time and learning.

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.

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 as they help 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 to never 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 you allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Include a picture in your Blackboard profile so that your fellow students and lecturers can put a face to your voice and contributions.
- 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 an anonymity policy for posts, assessments etc. It is good 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. Four key student services for online postgraduate students are the Postgraduate Advisory Service, Student Learning and Development, Trinity Online Services and the Library.

Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information in college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website - https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

Student Learning and Development

Student Learning Development are here to help you achieve your academic potential while studying in Trinity. They have a range of online resources for postgraduate students – see http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/resources/

Trinity Online Services

Trinity Online Services 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 discussion forum dedicated for this purpose in *SS760 Course Information* module on Blackboard. They can also be contacted at helponed@tcd.ie. These channels are monitored regularly during College business hours.

Library

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The most famous of its manuscripts, the [Book of Kells](#) and the Book of Durrow, were presented by Henry Jones, Bishop of Meath and former vice-chancellor of the University, in the 1660s. The Library was endowed with Legal Deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland.

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions.

Off Campus Access

Access is available to licensed electronic resources (books, databases and journals) to registered students and staff, irrespective of where they are located. Off campus access is not available for UK electronic legal deposit, [eLD \(UK\)](#), material.

College members linking to an electronic resource from outside Trinity College Dublin campus locations will select a resource from Stella Search. When they click on the link to the resource, they will be directed to a secure login page to authenticate with their College username and network login password. Please see the website for more information <http://www.tcd.ie/Library/using-library/off-campus.php>

4. COURSE LEARNING OUTCOMES

The overall objective of this course is to provide graduates from all disciplines with the opportunity to develop their understanding of the social policy options open to governments and how the implementation of social policy can impact on practice in areas such as personal social services, health, education and housing. By the end of this programme students will have demonstrated an ability to:

- ❖ Bring to bear an evidence based perspective on social policy formulation;
- ❖ Apply social science theories and social research evidence to the critical analysis and evaluation of contemporary social policies and their implementation;
- ❖ Implement documentary research techniques and methods in the analysis of social policies;
- ❖ Monitor and evaluate interventions by the state and civil society to address social problems;
- ❖ Identify improvements to the delivery and practice of social and public services and voluntary sector social service activities.

5. COURSE MODULES

	Module Code	Module Title	ECTS	Module Leader
	SS760	Course Information	0	Louise O'Brien
Term 1	SS765	Contemporary Social Policy Debates and Analysis	10	Dr Louise Caffrey
	SS764	The Family and Society	10	Dr Stephanie Holt
Term 2	SS761	Principles of Social Policy	10	Dr Catherine Conlon
	SS762	Leading Human Service Organisation	10	Dr Julie Byrne
Term 3	SS763	Crime and Punishment in Irish Society	10	Gillian Smith
	SS767	Disability and Human Rights	5	Dr Edurne Garcia Iriarte
	SS766	Introduction to Social Work	5	Maeve Foreman

6. COURSE STAFF

Dr Julie Byrne

Julie is Assistant Professor in Online Education and Development in the School of Social Work and Social Policy and Course Director for the Postgraduate Diploma in Social Policy and Practice. She studied business, specialising in training and development and human resource management, at Dublin City University and University College Dublin. Her doctoral thesis at the University of Limerick focused on the objective and subjective dimensions of professional careers. The career as a concept spans many occupations and professions and this has facilitated Julie's work with a variety of professions including health and social care professionals, engineers and managers. Julie came to Trinity in 2009 and has been responsible for the development and promotion of postgraduate programmes in the School and programme development at the National Institute for Intellectual Disability where she was also Acting Director. Julie was previously Director of Academic Programmes and Lecturer in Human Resource Management at National College of Ireland. In addition to her academic role Julie also provides consulting services to professional bodies and regulators on education, training and continuing professional development matters.

Dr Louise Caffrey

Louise is an Assistant Professor in Social Policy in the School of Social Work and Social Policy. She holds a PhD in Social Policy from the London School of Economics and Political Science (LSE) where her research was funded by an LSE PhD Scholarship. While teaching at the LSE Louise also achieved a Post-Graduate Certificate in Higher Education Teaching (PGCHE) and became a Fellow of the UK Higher Education Authority. Before joining Trinity College Dublin Louise worked as a Postdoctoral Research Fellow in the Division of Health and Social Care, King's College London, and prior to entering academia she worked as a research consultant, delivering numerous reports for government and NGO clients. Louise's research interests include organisational 'complexity', particularly as it relates to organisational safety and policy implementation; theorising service-user engagement in publically funded organisations; and investigating the intended and unintended consequences of New Public Management approaches. Louise's published research has focused on exploring these issues in relation to both children's services and health services.

Dr Catherine Conlon

Catherine is Asst Prof in Social Policy at the School of Social Work and Social Policy, Trinity College Dublin. Her research interests are: gender, sexuality and reproductive health; intergenerational family relations; sexual socialization and; critical qualitative methodologies. Her teaching areas currently include Families and Social Policy, Introduction to Social Policy and Research Methods for Practitioners. She has a strong track record of applied policy research including for the HSE Crisis Pregnancy Programme/Crisis Pregnancy Agency, the Equality Authority and the Combat Poverty Agency. She co-authored, with Evelyn Mahon and Lucy Dillon *Women and Crisis Pregnancy* published by Government Publications in 1998. Recent academic publications include lead authored articles in *Gender & Society* (Women (Re)Negotiating Care across Family Generations: Intersections of Gender and Socioeconomic Status. 28, (5) 729-751, 2014.) and *Qualitative Research (Emergent Reconstruction'* in *Grounded Theory: Learning from Team Based Interview Research*. 15, (1) 39-56, 2015). She recently co-edited (with Aideen Quilty and Sinead Kennedy) *The Abortion Papers Ireland Volume Two* published by Cork University Press in 2015. An interest in innovative translation of applied policy research led to a translation of her PhD research with women concealing pregnancy into an Opera performance in collaboration with colleagues in Music and English entitled '*The Pregnant Box*'.

Dr Edurne García Iriarte

Edurne is Assistant Professor in the School of Social Work and Social Policy since 2011, and from 2009 to 2011, she was a Marie Curie Research fellow at the National Institute for Intellectual Disability, Trinity College Dublin (TCD). Prior to joining TCD, Edurne graduated with a Ph.D. in Disability Studies from the University of Illinois at Chicago (USA) where she also worked as a researcher at the Centre for Capacity Building on Minorities with Disabilities Research. Currently, she is the lead researcher for the project IDEM (2017-2019), which explores the intersection between disability, ethnicity and migration in Ireland. She is also the TCD coordinator for [Inclute](#) (2016-2019), an Erasmus + project aiming at developing inclusive education in China. Since 2009, Edurne has been an academic supporter of the [Inclusive Research Network](#), a group of people with intellectual disabilities and their supporters who conduct research relevant to people with intellectual disabilities in Ireland. She coordinated the development of DARAT, the Trinity Disability Accessible Research Archive, which seeks to increase the accessibility of research outputs at TCD. Edurne is a member of the research group [Social Inclusion and Disability](#) at the University Aut3noma of Barcelona and a member of the experts committee for the project [ARCHES](#), a Horizon 2020 project seeking to increase the accessibility of cultural heritage sites. She has published articles and book chapters about intellectual disability and human rights and she is the lead co-editor of a Disability Studies textbook "Disability and Human Rights: Global Perspectives" (Palgrave Macmillan, 2016). A full list of publications and research projects is available from <http://people.tcd.ie/iriartee>.

Ruth Elliffe

Ruth is a doctoral researcher in the School of Social Work and Social Policy. Her research is investigating the experiences of children and young people who come in contact with the police in the context of domestic violence. She holds a bachelor's degree in Social Studies from Trinity College Dublin and is a registered social worker. Ruth has a particular interest in homelessness and continues to work in homeless services on a part-time basis. In addition to her contributions to the Postgraduate Diploma/MSc in Social Policy & Practice, Ruth has also taught on and examined for the Bachelors in Sociology and Social Policy and Bachelors in Social Studies courses at Trinity College Dublin.

Dr Stephanie Holt

Stephanie is Associate Professor in Social Work at the School of Social Work and Social Policy and Course Director for the Postgraduate Diploma/MSc. in Child Protection and Welfare and MSc. in Social Policy and Practice. Following her graduation from the University of Ulster in 1991, Stephanie spent the next decade working as a social worker in a number of areas including Adolescent Residential Child Care, Children and Families and Family Support. Stephanie developed a Family Support Service and directed that for six years before taking up her lecturing post. Stephanie also spent one year in the Children's Research Centre conducting research on family support and educational disadvantage. Stephanie was successful in securing a prestigious Health Research Board scholarship in 2006, enabling her to take a three-year leave of absence from her lecturing post in order to undertake research leading to the award of a PhD. She has previously been the Director of the Master in Social Work programme and the School's Director of Postgraduate Teaching and Learning. She has conducted research and published on a wide range of issues related to gender based violence, child contact, intimate partner homicide and related areas including the experiences of children in State care. Stephanie is a member of the recently established Irish branch of BASPCAN.

Dr Gloria Kirwan

Gloria is Assistant Professor of Social Work in Trinity College Dublin. She qualified as a professional social worker in 1985. Before taking up a full-time academic role in 2001, she worked in mental health services, child and family services, and community organisations. Gloria has conducted research related to a range of topics including professional education, mental health, and professional fitness to practise. She has published and presented many papers related to her research here in Ireland and abroad. Recent publications include a co-edited collection of papers titled *International Reflections on Approaches to Mental Health Social Work* (2017, Routledge).

Ms. Karen Mahony

Karen is a final year doctoral researcher with the School of Social Work and Social Policy and the Children's Research Centre in Trinity College Dublin. In addition, she is a lecturer in social and educational policy in Marino Institute of Education and a Postgraduate Scholar with the Ombudsman for Children's Office, Karen is passionate about children's rights to participate in decisions relating to their lives. Her teaching and research interests primarily relate to childhood and adolescence, which is an area that she has been heavily involved in since completing her Master's Degree in 2000 at NUI, Maynooth. Earlier in her career she worked in a number of capacities with the Irish Society for the Prevention of Cruelty to Children (ISPCC), related to facilitating and advocating for children's rights to participation. She later progressed on to work with the Centre for Social and Educational Research (CSER, Dublin Institute of Technology), followed by an Independent Child Researcher capacity where she worked on numerous child and adolescent research projects. More recently she worked as a Development Officer with the Centre for Early Childhood Development and Education (CECDE, St. Patrick's College, Drumcondra) before taking on the role of Co-ordinator with the Targeting Educational Disadvantage project in Mary Immaculate College, Limerick.

Ms. Gillian Smith

Gillian is a PhD candidate in the School of Social Work and Social Policy. Her research examines rates of imprisonment in Ireland during and after the recent Great Recession, and other research interests include older prisoners, fines and white-collar crime. Gillian has taught Crime and Social Policy in the School since 2014. She is a graduate of the Masters in Applied Social Research and the Sociology and Social Policy degree programme in the School, and is also a Trinity Scholar. Gillian is Editorial Assistant for the European Journal of Homelessness. She is a member of the Irish Penal Reform Trust (IPRT), the Association for Criminal Justice Research and Development (ACJRD) and the Irish Social Policy Association (ISPA).

Dr Virpi Timonen

Virpi is Professor in Social Policy and Ageing at Trinity College Dublin, Ireland. Her research focuses on intergenerational relationships and policy pertaining to older adults, but she also has an interest in broader life course approaches (incorporating people across the lifespan) and welfare state developments. Virpi has authored or co-authored several books including a major introductory textbook titled *Ageing Societies: A Comparative Introduction*; and co-edited (with Prof. Sara Arber) the first book on grandparenting in global contexts (*Contemporary Grandparenting*) – she is currently editing a sequel to this popular book. The journals she has published in include *Social Science & Medicine*, *Ageing & Society*, *Family Relations*, *Qualitative Health Research*, *Journal of Aging Studies*, *Social Politics*, *Research on Aging*, *Health and Social Care in the Community*, *the Journal of Family Issues*, *the Journal of Social Policy*, *Qualitative Research* and *the European Journal of Ageing*, among other leading journals. In 2014-2018, she serves as the President of the Research Committee on the Sociology of Ageing (RC11) of the International Sociological Association. She is also a member of the Board of St. James's hospital and chairs the sub-committee on Quality and Safety in the hospital.

7. COURSE CALENDAR

TERM 1 MODULES	
Thursday September 21, 2017 first tutorial Thursday November 30, 2017 last tutorial	Term 1 modules delivered <ul style="list-style-type: none"> - Contemporary Social Policy Debates and Analysis - Family and Society
October 20 – 26, 2017	Reading Break
December 1 -5, 2017	Reading Break
October 24, 2017	Assessment 1: Family and Society #1
December 4, 2017	Assessment 2: Contemporary Social Policy
January 16, 2018	Assessment 3: Family and Society #2

TERM 2 MODULES	
Tuesday December 12 2017 first tutorial Tuesday March 6, 2018 last tutorial	Term 2 modules delivered <ul style="list-style-type: none"> - Principles of Social Policy - Leading Human Service Organisations
December 13, 2017 – January 2, 2018	Reading Break
February 07-13, 2018	Reading Break
March 07-13, 2018	Reading Break
March 9, 2018	Assessment 4: Leading Human Services Organisation
March 13, 2018	Assessment 5: Principles of Social Policy

TERM 3 MODULES	
Tuesday March 20, 2018 first tutorial Tuesday May 22, 2018 last tutorial	Term 3 modules delivered <ul style="list-style-type: none"> - Crime and Punishment in Irish Society - Disability and Human Rights - Introduction to Social Work
April 18-24, 2018	Reading Break
April 24, 2018	Assessment 6: Disability and Human Rights
May 29, 2018	Assessment 7: Introduction to Social Work Assessment 8: Crime and Punishment in Irish Society

A detailed weekly schedule is published at the start of each term in the module *SS760 Course Information* in Blackboard.

Live tutorials normally take place from 6.30-7.20pm and 7.30-8.20pm on Tuesday or Thursday during each week of term apart from reading breaks.

The material for each week is released on the Wednesday or Friday before the tutorial. Tutorials may occasionally be rescheduled or additional sessions organized. Where this happens an announcement will be made in Blackboard.

Times for this course are given in *Irish Standard Time up to 29 October 2017 and from 25 March 2018 and in Greenwich Mean Time otherwise*

8. MODULE DETAILS

SS761 Principles of Social Policy

Module Details	
Module Code	SS761
Module Title and Credits	Principles of Social Policy (10 ECTS)
Module Coordinator	Dr Catherine Conlon
Module Overview and Objectives	
<p>The Principles of Social Policy module will introduce you to the field of social policy and provide you with a critical knowledge and understanding of the principles underpinning social policy. You will develop an appreciation of the influences that have shaped the development of social policy to allow you contemplate future directions. The module will critically examine definitions of social policy to facilitate appreciation of the breadth and hybrid nature of the subject, while introducing parameters and frameworks guiding social policy analysis, research and investigation.</p> <p>You will be equipped to recognise the extent to which ideology, politics and values influence and shape social policy and encouraged to question patterns, assumptions and normative concepts and constructs generated by social policy. An understanding of the multiple contexts shaping social policy across international, supra-national, national and local levels will be developed. Students will be given an appreciation of the key skills of rigorous analysis and critical reflection informed by continuously evolving political, ethical, theoretical, and material contexts that shape social policy making. The module will equip students for deeper exploration of specific policy issues and debates as they progress in their study of social policy.</p>	
Learning Outcomes	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Conceptualise social policy and identify the parameters and frameworks guiding social policy research, analysis and investigation; 2. Identify the relationship and interface between historical, social and political developments and the evolution of social policy; 3. Articulate the contested nature of rights, entitlements, equality, poverty and social justice, while identifying emerging issues and challenges as normative concepts in social policy; 4. Recognise the extent to which social policies are influenced by social and political values and ideologies that operate on a continuum from left to right, and identify new political movements, bilateral and multilateral influences that cross-cut the conventional ideological spectrum; 5. Recognise relative and absolute approaches to poverty definition and measurement as well as approaches to measuring well-being at the level of society 6. Recognise key ideological, social, cultural and political factors which shaped social policy in Ireland; 7. Understand the extent to which history, ideology and politics come together to form normative concepts shaping social practices and policy measures.

Indicative Content

- The Field of Social Policy
- The Remit of Social Policy: Need, welfare, well-being, flourishing...
- The Evolution of Social Policy.
- Founding Ideologies in Social Policy
- Exploring A Social Policy Construct I: Poverty
- Welfare States Explained and Conceptualised
- Current Ideologies in Social Policy.
- Exploring A Social Policy Construct II: The Family
- The Process of Policy Formulation.
- Development of Evidence-based Policy.

Module Details	
Module Code	SS762
Module Title and Credits	Leading Human Service Organisations (10 ECTS)
Module Coordinator	Dr Julie Byrne
Module Overview and Objectives	
<p>Social policy is often implemented in human service organisations such as schools and hospitals, and through the staff who work in them. We are all stakeholders in human service organisations as service users, tax payers and perhaps, as staff. Human service organisations operate in a dynamic and demanding environment and how they are led and managed is critical to the successful implementation of social policy and its responsiveness to a changing society.</p> <p>The objective of the module is to ensure that students as stakeholders have a clear understanding of the nature, context and impact of human service leadership and management and have a theoretical framework to analyse their experience of leadership and management in the human service setting.</p> <p>The module explores the nature and context of human service organisations in Ireland and uses organisational and management theory to consider how these organisations can be successfully led and managed. Modern leadership and management practices are often rooted in business ideologies that can sit uneasily with traditional public service values and ethos. Throughout the module students will be asked to consider the 'fit' between theory and human service objectives. Students will be asked to relate content to organisational contexts in which they are or have been a stakeholder.</p>	
Learning Outcomes	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature of human service organisations and how they differ from other organisation types 2. Analyse the context within which human service organisations operate 3. Assess the impact of leadership and management on stakeholders such as service users and staff 4. Apply key organisation and management theories, models and concepts to the human service setting 5. Analyse their own experiences as a stakeholder of human service organisations with reference to their understanding of organisation and management theory 6. Identify, select and analyse relevant evidence to enhance their understanding of leadership and management in human service organisations

Indicative Content
<ul style="list-style-type: none">• The nature and context of human service organisations• Strategy• Structure• Culture, power, involvement and participation• Measurement and performance management• Managing change• Managing front-line staff

Module Details	
Module Code	SS763
Module Title and Credits	Crime and Punishment in Irish Society (10 ECTS)
Module Coordinator	Gillian Smith
Module Overview and Objectives	
<p>This module critically examines crime and punishment in Ireland under the lens of social policy. It gives a historical overview of the approaches of the state to criminal justice, and explores trends and policies in crime and punishment in Ireland. The module critically analyses how crime is defined, measured, punished and conceptualised, and students are encouraged to reflect and examine their own assumptions in relation to crime and punishment.</p>	
Learning Outcomes	<p>On completion of the module you will be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise the policy and theoretical implications of using official crime statistics to represent the 'crime problem'. 2. Describe the major trends in official crime in Ireland since 1922 and analyse explanations for these trends. 3. Discuss ways in which the effectiveness of punishment can be measured, and compare custodial versus non-custodial sanctions in Ireland. 4. Examine and discuss whether or not Ireland has become more punitive over time. 5. Critique Irish policy approaches to illicit drugs, youth justice and penal policy broadly.
Indicative Content	
<ul style="list-style-type: none"> • Defining crime • Measuring crime • Crime trends • Punishing crime • Punishing with prison • Punishing without prison • Coercive Confinement • Youth Justice • Drugs & Criminal Justice • Is Ireland punitive? Historic and comparative perspective. 	

Module Details	
Module Code	SS764
Module Title and Credits	The Family and Society (10 ECTS)
Module Coordinator	Dr Stephanie Holt
Module Overview and Objectives	
<p>This module explores and challenges assumptions about the nature of family and its relation to society, allowing students to critique ideas and beliefs about families and to gain a deeper understanding of the contraindications and complexities of family life.</p> <p>The module will look at the sociological approaches to the family over time, highlighting the diversity of modern family life and consider the implications of different family arrangements. It will also explore the implications for family life and familial relationships when domestic violence is present.</p>	
Learning Outcomes	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand and describe the complexity of modern families; 2. Map a family using tools such as genograms and timelines; 3. Outline the issues in each of the substantive topics and develop a critical awareness of the sociological knowledge base for understanding the contemporary family and the experiences and perspectives of children. 4. Understanding the implications of the presence of domestic violence for family life and familial relationships
Indicative Content	
<ul style="list-style-type: none"> • Understanding Families • The Irish Policy Context on the Family and Society • Social Support and Social Networks • Conceptualising Childhood • Children's Rights • Parenting - A Sociological Analysis I • Parenting - A Sociological Analysis II • Child Abuse and the Family • Domestic Violence and the Family I • Domestic Violence and the Family II 	

Module Details	
Module Code	SS765
Module Title and Credits	Contemporary Social Policy Debates and Analysis (10 ECTS)
Module Coordinator	Dr Louise Caffrey
Module Overview and Objectives	
<p>The overarching objective of this module is to develop students' core social policy skills: critical analysis and argument development. It does so by introducing students to key social policy issues, focusing on the topics of work, social security, aging, sexual and reproductive health, gender-based violence and gender income inequality. These topics are used to facilitate students' critical engagement in contemporary social policy debates using a critical analytic, evidence-based approach. Students are supported to critically appraise how, explanations of, and solutions to social issues may be influenced by conceptual interpretations, competing perspectives and a complex web of inter-related factors.</p>	
Learning Outcomes	<p>Having completed this module, you should be able to:</p> <ol style="list-style-type: none"> 1. Recall knowledge on key debates in the areas of work, social security, aging, sexual and reproductive health, gender-based violence and gender income inequality. 2. Identify competing perspectives on social policy issues 3. Critically evaluate competing explanations using evidence 4. Develop balanced, evidence-informed arguments on social policy debates.
Indicative Content	
<ul style="list-style-type: none"> • Engaging Debate: Critical analysis & argument development • Using Evidence • The Changing Context of work • Labour Market Activation Policies • Universal Basic Income • The Gender Pay Gap • Reproductive & Sexual Health • Gender Based Violence • Aging • Contemporary Debates & Analysis: key themes 	

Module Details	
Module Code	SS766
Module Title and Credits	Introduction to Social Work (5 ECTS)
Module Coordinator	Maeve Foreman
Module Overview and Objectives	
<p>This module aims to provide a general introduction to social work. It will include an overview of the multiple dimensions of the social work profession, an account of the history of social work and an introduction to the ethics and values of the profession. It will also introduce students to some key concepts in contemporary social work practice.</p>	
Learning Outcomes	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of current definitions of social work, the nature of social work and different accounts of social work 2. Articulate the value base of the social work profession 3. Articulate the ethical standards and principles of the social work profession 4. Demonstrate an understanding of the history and development of social work and the impact that this has on present day social work 5. Provide an outline of some theoretical and practice approaches in contemporary social work practice
Indicative Content	
<ul style="list-style-type: none"> • The Nature of Social Work • Values Underpinning Social Work • Principle-based and Relationship-based Ethics in Social Work • Ethical Dilemmas and Ethical Codes of Practice in Social Work • History of Social Work and the Social Policy Connection 	

Module Details	
Module Code	SS767
Module Title and Credits	Disability and Human Rights (5 ECTS)
Module Coordinator	Dr Edurne Garcia Iriarte
Module Overview and Objectives	
<p>This module will introduce students to the study of disability from both a global and a human rights perspective. Students will get familiar with current models and understandings of disability and with the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006). In this module, students will be exposed to international debates on inclusion in the community and legal capacity.</p>	
Learning Outcomes	<p>At the end of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand disability as a multidimensional concept. 2. Discuss disability from a global and a human rights perspective. 3. Develop knowledge of the United Nations Convention on the Rights of Persons with Disabilities and understand the implications of its signature and ratification. 4. Explain current international debates in relation to inclusion in the community and legal capacity.
Indicative Content	
<ul style="list-style-type: none"> • Understanding Disability: A Global Perspective • Disability Models • The Concept of Normalcy • Decision-making and the Right to Legal Capacity • Independent Living and Right to Live in the Community 	

9. COURSE REGULATIONS

College Calendar

As well as containing key dates, part 3 of the College Calendar contains all information concerning graduate studies in Trinity College, Dublin including all general regulations. See <http://www.tcd.ie/calendar>.

College Policies

Students are expected to familiarise themselves with and adhere to the College's policies. Details available at <http://www.tcd.ie/about/policies/>.

Participation

It is well established in educational research, especially involving adult learners, that members of a group learn a great deal from their peers. Without physical interaction it can require extra effort for members of an online class to feel like members of a group. To build an effective group and enhance everyone's learning it's important that each individual makes an effort to participate in group discussions whether on the discussion forum or during tutorials. This will involve sharing your experiences and opinions. Students are encouraged to be prepared for group interactions by studying the relevant materials and thinking about their contributions and those of others. Fulfilling these commitments will enhance the learning experience.

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. For effective group learning, class members need to know that interactions will be conducted in a safe and confidential environment. Please be respectful of others' contribution and don't discuss individual details outside of the class. Refer to section 3 of the handbook for information on netiquette and privacy.

Non – Satisfactory Report

Students are expected to attend scheduled tutorials each week and to complete all course work assignments on time. All students must fulfil the course requirements as communicated in this handbook and on Blackboard with regards to course work and attendance. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit more than a third of the required course work in any term.

At the end of the teaching term, students who have not satisfied the School requirements may be reported as non-satisfactory for that term. This may mean that the student is required to repeat some or all of the term. If illness or severe domestic upheaval are affecting your participation on the course you should inform the Course Director.

Problems, Complaints and Grievances

If you have an academic-related problem you should discuss it first with the lecturer concerned and the module leader in the case of guest lecturers. If you have a course administration problem, e.g. submitting assessments you should contact the Course Administrator who may refer it to the relevant service. If you have a problem with a Trinity service, you should contact the relevant service. General issues affecting the class should be channelled through your student representative to the Course Director.

If you have a complaint which discussion with the relevant Lecturer, Course Administrator or Trinity Service cannot resolve, you should contact the Course Director. If the problem remains, you should consult the Head of School or the Dean of Graduate Studies.

Assessments

Assessment of your learning will take numerous forms. Assessment has two purposes: (i) to optimise learning and (ii) generate evidence that you warrant the award of Postgraduate Diploma in Social Policy and Practice.

Assessment Deadlines

In order to optimise your learning and well being and to ensure fairness and comparability between students, considerable importance is attached to the submission of assessments according to the deadlines set. These deadlines are set carefully to allow you time to engage with the weekly materials, consolidate your learning and receive timely feedback. Late submission of even one piece of work will affect this learning cycle and can place you under pressure for the remainder of the course.

To allow you to plan for the on-time submission of assessments, we ensure that you receive information about assessment deadlines by:

- Including assessment deadlines on the course schedule you receive at the beginning of each term
- Posting assessment deadlines on each Module Home Page

Late Submission of Assessments

Given the importance of assessment deadlines for learning, wellbeing, fairness and comparability, extensions to a published assessment deadline are extremely unusual. An extension request from an individual student will normally only be considered by the Course Director if it is:

- i. submitted on the relevant form (see appendix 2 of this handbook)
- ii. emailed to the Course Administrator
- iii. made on the grounds of illness or severe domestic upheaval
- iv. received well in advance (preferably two weeks) of the deadline
- v. supported by documentation in the case of illness

Students should not contact lecturers requesting an extension. If an extension is granted by the Course Director, the relevant lecturer will be informed of the new submission deadline.

A response to an extension request may take up to 5 days. Students should be aware that until he/she receives a response, the original assessment deadline applies. If the request is refused, the original submission date applies.

The late submission of an assessment without an approved extension will be penalised in the interest of fairness to all students. Work handed in late will be penalised with reference to the Blackboard date stamp. A penalty of **10% points will be applied for each day, or part thereof**, exceeding the stated deadline including extensions.

For example:

- if course work due on Monday at 3.00pm is submitted on Monday at 3.01pm and earns a mark of 55%, 10% points will be deducted, bringing the mark down to 45%
- if course work due on Monday at 3.00pm is submitted on Tuesday at 3.01pm, 20% points will be deducted, bringing the mark down to 35%

Students are fully responsible for submission of their assessments via Blackboard and are advised to give adequate time to complete the online assessment submission procedure correctly. Please see the information on submitting using Blackboard in the SS760 Course Information materials.

Where a student submits an incorrect version of their work via Blackboard, they will be permitted a second upload. Please contact the Course Administrator directly if you submit an incorrect version of your work to Blackboard. However, a penalty for late submission will apply to the second upload if the student did not inform the Course Administrator of the error before the deadline.

Assessment Expectations

Lecturers will inform you of the specific assessment requirements for their modules on the Module Home Page and during live tutorials. We expect you to address the assessment brief set by the lecturer. If you have any questions about the assessment brief you should ask the lecturer during tutorials.

In preparing your academic assignments it is likely that you will use and build on the work of other thinkers and writers. Doing so in an open and explicit manner, and with due acknowledgement, is a key expectation we have of all students, please see section 11 in this handbook for further details. Failure to acknowledge the work of others is deemed to be plagiarism. We require you to submit some assessments to Turnitin which is a plagiarism detection package and reserve the right to put any of your assessments through Turnitin. Please see the information on submitting using Turnitin in the SS760 Course Information materials.

Plagiarism can also arise from actions such as enlisting the help of another individual to complete an assignment on your behalf. We expect you to submit your own work for assessment and to have prepared and written each assessment yourself.

Each assessment will have a maximum word count. Writing to this limit is part of the assessment task and we expect you to adhere to it. **You should provide a word count on the cover page of each assessment.** The word count should include all sections of the assessment include headings, tables but exclude the cover page, reference list and appendices. **If the word count is in excess of the maximum set, the lecturer may apply a penalty.**

Pass/Fail

- The pass mark for each assessment is 50%
- In cases where a student fails to achieve a pass grade, a second attempt may be permitted.
- The maximum mark awarded for the second attempt of an assignment is capped at 50%.
- Failure on the second attempt of an assessment will result in a 'Fail' grade for the module
- A 'Fail' grade in any module will result in the student failing the course overall

Second attempts may not be considered by the Summer Court of Examiners and affected students may have to wait for their marks to be considered by the Supplementary Court of Examiners in Autumn.

Marking Conventions

The Court of Examiners is composed of the Course Director, Head of the School of Social Work and Social Policy, the Director of Teaching and Learning (Post-Graduate), the teaching staff on the Postgraduate Diploma in Social Policy and Practice and the External Examiner. Marks given throughout the course are provisional marks only until such time as the external examiner has approved them at the corresponding Exam Board. Under the regulations of the University, the external examiner can raise or lower the marks of students.

For the purpose of assessment feedback, lecturers may use the following grading scheme:

- Distinction: 70-100%
- Pass: 50-69%
- Fail: 0-49%

Students will receive an average of their marks on a transcript given when the Court of Examiners has met.

10. SUBMITTING ASSESSMENTS

Blackboard Submission

All written assignments should be submitted electronically via Blackboard. Please refer to the instructions in SS760 Course Information 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 assessment, you may request permission to upload a second version by emailing the Course Administrator. However, please be aware of the penalty policy for late submission of assessments (section 9). If you request permission to upload a second version after the deadline has passed, the appropriate penalty will be applied to your mark.

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

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

Turnitin Submission

It is a requirement that most of the written assignments on your course are submitted through Turnitin (plagiarism detecting software) **as well as** to the Blackboard system. Please refer to the instructions in SS760 Course Information for detailed information on the Turnitin submission procedure and ensure that you are familiar with the procedure.

Your term schedule will indicate which assessments should also be submitted to Turnitin

You are strongly advised to give yourself a margin of time when you are submitting via Turnitin. This is particularly true when you are submitting for the first time.

The School reserves the right to submit any of your assessments to Turnitin.

11. ACADEMIC WRITING

The Skill of Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce well structured and organised written responses to assignment topics based on evidence which is critically analysed. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work. There are many resources available to help and guide you on writing at a postgraduate level. Please explore this resource:

http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php.

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 appendix 1 of the handbook to Louise via [email](#) by 31st October 2017.
- v. Contact your Course Director or 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.

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. If the facts of the case are in dispute, or if 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 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.

12. COMMENCEMENTS

All diplomas and certificates are publicly awarded, on those who have successfully completed a diploma. These College awards are bestowed in the student's registered name within class, by the Registrar of the College and University.

Those eligible are automatically scheduled for the award following publication of results confirming the satisfactory completion of the final examination. Students are assigned to an award ceremony on the basis of the schedule of ceremonies drawn up annually. The Academic Registry subsequently issues a letter of invitation to the student to attend the award ceremony assigned.

These award ceremonies are conducted in English, and take place in the Public Theatre, in the Front Square of Trinity College.

More information is available from academic.registry@tcd.ie

APPENDIX 1

Please mark with an X

I hereby declare that this submission is entirely my own work and that it 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>

Please ensure that this declaration forwarded to Louise O'Brien at obriel10@tcd.ie by 31st October 2017.

APPENDIX 2

Assessment Submission Date – Extension Request Form

A student seeking an extension to an assessment submission date on the ground of illness or severe domestic upheaval must complete this form. The form must be submitted via email to Louise O'Brien at obriel10@tcd.ie in advance of the assessment submission deadline. The original submission date applies until the student receives a response to this request. It may take upto five working days to receive a response.

Student Number:	Student Name:
Module Code:	Module Title:
Due date:	Lecturer:
Assignment Title:	

Reasons for request:

Please state the reasons for seeking the assignment extension listed above. These can either be medical or *ad misericordiam*. In the case of medical grounds a medical certificate must be provided.

Student signature: _____ Date: _____

FOR THE COURSE DIRECTOR USE ONLY		
Approved:	Yes	No
New Deadline if Approved:		
Course Director Signature:	_____	