



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

Postgraduate Diploma in Child Protection & Welfare

Course Handbook 2026-2027



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Alternative formats of the Handbook can be made available on request.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

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

1. Contact Details

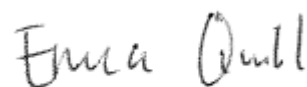
Course Director	Sinéad Tobin Assistant Professor Email: TOBINS7@tcd.ie
Director of Teaching and Learning Postgraduate	Dr Eavan Brady Email: bradye3@tcd.ie Telephone: +353 1 896 2009
Course Administrator	Emma Quill Email: emma.quill@tcd.ie Telephone: +353 1 896 4579
Office Location	School of Social Work and Social Policy Room 3063, Arts Building Trinity College Dublin Dublin 2 Ireland
Web	https://www.tcd.ie/swsp/postgraduate/child-protection/

2. Welcome and Introduction

On behalf of the course contributors, tutors and our School as a whole, we wish to extend a warm welcome to Trinity College and specifically to the Postgraduate Diploma in Child Protection and Welfare. This handbook is intended as a guide to various aspects of the course, it sets out the organisational framework of the course as well as an overview of its core content.

The reading lists included are intended to provide references to research and literature on the different subjects. They are designed to be a long-term as well as short-term resource. We would also recommend that you make use of the wide range of materials available online through the TCD library, and that you regularly consult the contents of key online journals. In addition to the content delivered directly as part of this programme, students will also have the benefit of accessing other key School events and seminars throughout the academic year. Additionally, the University is also a full member of the North South Child Protection Hub which means that registered students have full access to the site- please take advantage of this during your time on the course.

We look forward to accompanying you on your learning journey during academic year 26/27. We hope that your time with us will be intellectually stimulating and professionally rewarding, and moreover that it will support and enrich your ongoing contribution to child protection and welfare practice.

A handwritten signature in blue ink, reading "Sinead Tobin".A handwritten signature in black ink, reading "Emma Quill".

Sinead Tobin, Course Director and Emma Quill, Administrative Officer

3. Student Support Services

Students can see a full range of the services available to them at [Student Supports & Services](#). This includes library services, careers advisory services and more found in the [Student Services Handbook](#).

Academic Support

Student Learning Development	http://student-learning.tcd.ie/
The Library	http://www.tcd.ie/library/
English for Academic Purposes	https://www.tcd.ie/slscs/english/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

Health and Wellbeing Support

Student Counselling	http://www.tcd.ie/Student_Counselling/
Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Student2Student	http://student2student.tcd.ie/
Chaplaincy	http://www.tcd.ie/Chaplaincy/

Getting Involved

Students' Union	http://www.tcdsu.org/
Clubs	http://www.tcd.ie/Sport/student-sport/
Societies	http://trinitysocieties.ie/
Entrepreneurship/Tangent	http://www.tcd.ie/tangent/
Global Room	http://www.tcd.ie/study/international/trinity-life/global-room/

Financial Support

Senior Tutor's Office	http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/
Students' Union Welfare Loans	http://www.tcdsu.org/welfare/
Bursaries/Prizes (Postgraduate)	https://www.tcd.ie/calendar/graduate-studies-higher-degrees/ (Section XI: Postgraduate Awards and Travel Funds)

Administrative Support

Postgraduate Advisory Service	http://www.tcd.ie/seniortutor/students/postgraduate
Academic Registry	http://www.tcd.ie/academicregistry/

The Postgraduate Advisory Service

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory

Student Learning and Development

Student Learning and Development (SLD) are here to help you achieve your academic potential while studying in Trinity. They have a range of online resources and workshops for postgraduate students. For more information on SLD please see their [website](#).

Support Provision for Students with Disabilities

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

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the DisAbility Service for reasonable accommodation. [Supports for Postgraduate Students](#) include:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My DisAbility Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity (or prospective student) is welcome to contact the DisAbility Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the DisAbility Service [Contact page](#).

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. The subject librarian for the School of Social Work and Social Policy [Caroline Montgomery](#).

The majority of journals listed in the various course outlines are now available online to registered students and there will be a training session during Week 1 which will show you how to access the online databases and make the best use of the technical resources available. Students will be expected to make extensive use of online resources available, including online journals.

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.

Graduate Studies

The Graduate Studies Office offers centralised information on admissions, assessment, progression and funding. For more information about their services please see their website <https://www.tcd.ie/graduatestudies/>

Co-Curricular Activities

Central Societies Committee

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies, the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at [here](#).

TCD Graduate Student Union

The Graduate Students' Union (GSU) is an independent body which represent all postgraduate students in Trinity. Every postgraduate student is automatically a full member of the GSU upon entering their course. The GSU is available to assist you with academic and welfare issues and provides you with facilities including the 1937 Postgraduate Reading Room and the Postgraduate Common Room. They also schedule social events for postgraduate students. More information about the GSU can be found [here](#).

IT Services

IT Services is responsible for the planning, delivery and support of the University's main computing

facilities. This includes the University's network systems, web infrastructure, email and calendaring, management services, research IT and student computing facilities. Students are provided with full IT support via the IT Service Desk and a wide range of IT training is also available either online or face to face. More information about the supports and services provided by IT Services can be found on their [website](#).

4. Emergency Procedures

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 869 1999) in case of emergency.

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

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

For information on College Health and Safety please see the Estates and Facilities [website](#).

5. Course Communication

On all course related matters, we will communicate with you primarily using your TCD email account. From time-to-time other services in college may use your telephone number or postal address. You can communicate with us using email or 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 – 4.00pm, Monday to Friday.

6. Key Locations

Programme Office

The School Office is located in Room 3063, The Arts Building, Trinity College Dublin. The opening hours are Monday to Friday 09:00-13:00 and 14:00-16:00.

Online Learning Environment

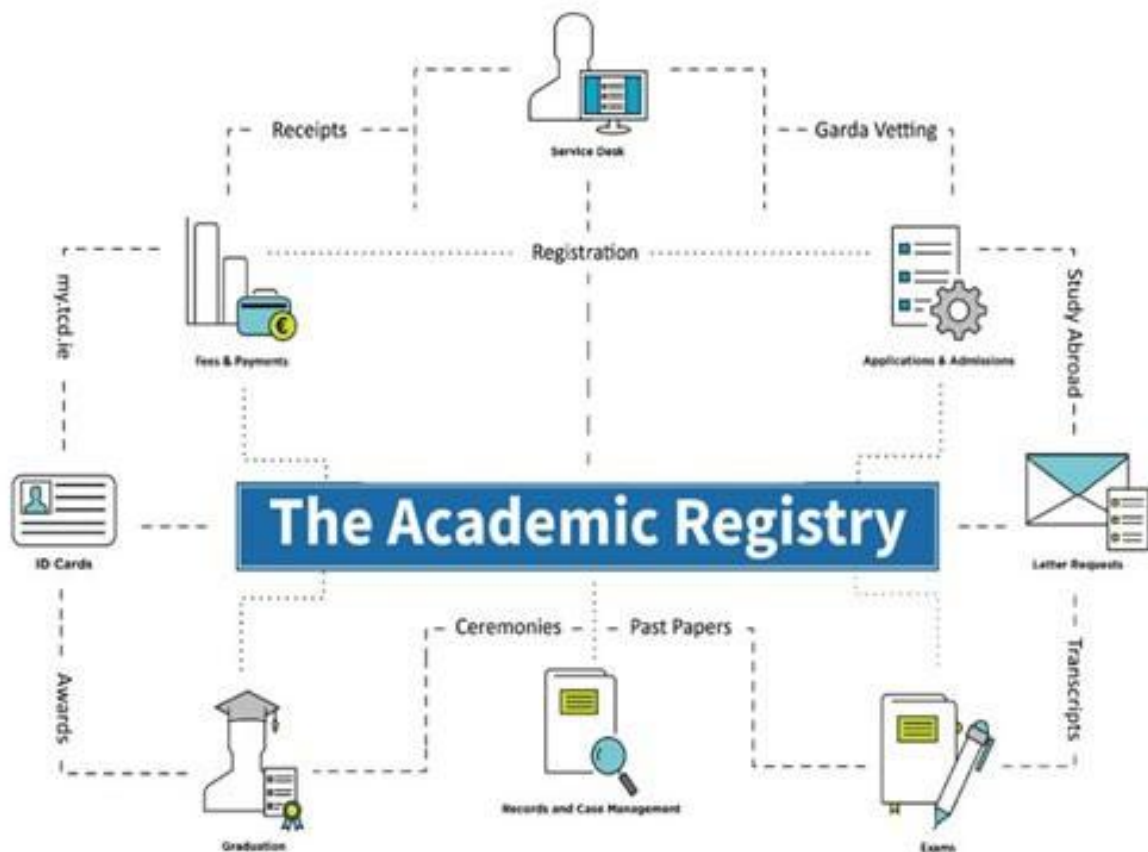
Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. The 'Assist' feature located on the left side of your Blackboard homepage provides information and tutorials on how to navigate the system. More information about Blackboard is available at <https://www.tcd.ie/CAPSL/resources/blackboard/>.

The Library of Trinity College Dublin

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. The subject librarian for the School of Social Work and Social Policy is [Caroline Montgomery](#). The opening hours is available at <https://www.tcd.ie/library/opening-hours/>

Academic Registry

The mission of the Academic Registry is to provide key centralised administrative services to students and staff supporting the best possible Trinity experience. AR provides administrative support during a student's time in the University. Their vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle.



More information about the Academic Registry can be found on their [website](#).

Sources:

[Interactive College Map](#)

[Blackboard](#)

7. Course Aims and Learning Outcomes

The principal aim of the Postgraduate Diploma in Child Protection and Welfare is to enable practitioners and their employing organisations to meet the requirements of the Child Care Act 1991, the Children Act 2001, the Children and Families Relationship Act 2015 and the Children First Act 2015, by offering an enhanced knowledge base. It does this in a multi-disciplinary and inter-agency context and has a long-term aim to enhance co-operation and co-ordination by giving students a strong sense of the roles, responsibilities, skills and contributions of the entire child protection and welfare network. In line with the principles underpinning current childcare legislation and policy, the course broadly reflects a number of practice principles such as; the paramountcy of child welfare, the benefits of early and sustained intervention, family support, the use of evidence to inform practice, the rights of children and the fullest participation possible of children and families in the child protection and welfare process. More specifically, the course is underpinned by three primary driving principles and philosophies of practice, as follows:

- **Relationship Based Practice:** Relation Based Practice (RBP) is based on the idea that positive change is best achieved in the context of relationship, wherein the professional seeks to achieve an element of reciprocity and friendship with clients, even in situations where conflict over shared understandings may be evident. While the roots of RBP lie in a questioning of the limitations of reason in producing good results in encounters between professionals and clients, there is, in fact, no absolute opposition between technical/rational and emotive/relational approaches to professional practices with families and children. Rather the evidence suggests that effective outcomes for clients represent a combination of research informed programmes delivered by professionals who are perceived by clients to be warm, engaged, concerned and empathetic in their approach. RBP challenges professionals to acknowledge the humanity of others, leading to an emotional as well as to an intellectual understanding of the challenges faced by clients in the context of their life histories. In Ireland an example of this type of approach may be found in the Signs of Safety programme which seeks to engage clients in developing a shared understanding of and response to, concerns regarding the welfare of children.

- **Evidence Informed Practice:** It is perfectly possible for good-hearted, well-trained, well-meaning staff, employing the most promising approaches and theories available to them, to make no difference at all to, or even worsen, the condition of those they are seeking to help. Essentially, using evidence competently in child protection and child welfare is a form of accurate tuning into the needs of service users and begs the questions: ‘how can I know that what I am going to do will make a difference and how can I know that I have made a difference?’ Evidence informed practice is therefore the conscientious, explicit and judicious use of known best practice in assessment, planning, intervention, review and evaluation in pursuit of achievable outcomes. More than that, evidence informed practice should be understood as leaving ample room for the constructive and imaginative judgement and knowledge by practitioners and service users who must be in constant interaction and dialogue with one another for most interventions to succeed. By stressing the importance of evidence in assessment, we are countering any propensity to human bias and error when constructing formulations on risk, need and required resources in child protection and child welfare.
- **Child Centred Practice:** Each child is a unique individual, each is a person in their own right, and each is entitled to full human rights. Nothing too startling or controversial in those statements, yet acting in child centred ways in support of these principles may not be so easy in practice for front-line professionals. Children may share certain characteristics, but each has their own lived experience. Each child has a distinctive life journey, their own unique story. Children who are siblings may have more in common, but even they retain their individuality and differences. The challenge for those working with children face to face is fundamentally to respect and uncover that individuality, and their set of experiences. Achieving this respect and insight is essential to reaching the right conclusions, making the right decisions for and with *this* child – decisions that fit with the real-life circumstances and concerns of *this* child. It is also important to know about children in general and to respect their collective status, but in working with a given child, a key issue is knowing how *this* child is, and how they are different. Central to understanding each child is respecting the significance of their history and circumstances. These frame the context - the web of relationships and influences (positive and negative) that plays out in their lives.

Being child centred means taking children seriously, not just children in general, but also *this* child.

It means having a meaningful rapport with a child and a grasp of their lived experience and reality. It also means having a connection with, and awareness of, key adults and peers in their lives. It means having a life course perspective for each child, recognising the importance not only of what is happening *now*, but also how the past impinges, and how the child's future potential remains waiting to be realised. Being child centred means being *hopeful* about, and working for, the possibility of a better future for this and every child. Being child centred at a policy level means recognising the importance of evidence about children's experience and outcomes, and especially the importance of *intersectionality* – how gender, ethnicity, disability and such cross cutting factors impact on children individually and shape their specific needs individually and collectively. It means formulating and monitoring policy with the child in mind.

In delivering on the principles outlined above, the course offers critical perspectives on current policies and practices in relation to childcare issues and adopts a clear policy of non-discrimination on grounds of class, culture, status or gender.

Since its inception, the course has been modified to take cognisance of wider changes in the child care field. In addition, it has addressed the implications and recommendations of Irish child abuse inquiries as well as those from other jurisdictions. In line with the aspiration of the Government to promote community-based family support and early intervention, The course aims to promote an ecological perspective on the assessment and support of children and their families and emphasises the critical importance of community-based family support, early intervention services and ultimately the power and potential of macro social work and preventative social policy.

Course Structure & Teaching Methods

The Postgraduate Diploma in Child Protection and Welfare spans one academic year, during which students spend nine weeks part-time in the University. *Full attendance at all classes is expected and attendance lists will be kept.* ***Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course.**

Teaching primarily takes place on campus in 'face to face' mode, however occasionally live streaming of lecturers occurs into the classroom. It is important to note that for online classes, 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.

Course Content

The course consists of six interlinked modules: Child Protection Perspectives and Practices, Interventions with Children and Families, Law, Contemporary Issues, Child Development and Research Methods. Each of the modules is comprised of courses on relevant topics; teaching and learning is delivered through the media of face-to-face lectures, seminars, workshops, online learning, demonstrations, class presentations and study time consisting of reading, researching, data collection and preparing assignments. In addition to the content outlined, there may be space to make timetable additions specific to learner needs that emerge during the programme. The Postgraduate Diploma carries 60 ECTS (See Appendix C for a breakdown of ECTS).

Students are encouraged to develop research skills and are required to make formal presentations of their project work, to promote the dissemination of their course work amongst colleagues in their own agencies. In class learning by discussion and through collaboration are core elements of this multi-disciplinary course, and hence the strong importance of attendance throughout the programme. As teaching and learning occurs through applying interdisciplinary knowledge to real world practice, the programme is a rare example of the pedagogically coveted transdisciplinary teaching.

Learning Outcomes

Upon completion of the Postgraduate Diploma in Child Protection and Welfare, successful candidates should be able to:

1. Demonstrate how they intend to apply their knowledge, comprehension, critical awareness and problem-solving abilities, within the context of research or in the development of professional skills, in real world practice.
2. Articulate a sound and enhanced knowledge of childcare legislation to assist them in meeting the requirements of the Child Care Act 1991, the Children Act 2001, the Children First Act 2015, the Children and Family Relationships Act and related legislation
3. Articulate an increased, and critical base of theoretical and applied knowledge about child abuse and neglect
4. To critically analyse current child protection and welfare policies and practices.
5. To understand the roles, responsibilities, skills and contributions of the entire child

protection and welfare network.

6. To understand the impact of negative social factors on parental capacity and child development.
7. To complete a clearly written innovative practice project (DPP) that demonstrates an integration of new learning to the student's work within his or her organization.

Course Committee

The PG Diploma in CPW programme is overseen by a Course Committee composed as follows:

- Sinead Tobin, Assistant Professor, Social Work & PGDip Course Director (Chair)
- Emma Quill, Executive Officer PgDip in CPW
- Dr Eavan Brady, Assistant Professor, Social Work & Director of Post-Graduate Teaching and Learning
- Dr Lynne Cahill, External Contributor representative
- Tutor representative
- Student representative

The Course Committee is responsible for the ongoing administration of the PGDiploma in CPW programme and is a key forum for receiving and actioning feedback from all programme stakeholders (student representatives, External Contributors and tutors).

8. Key Course Contributors

Sinéad Tobin

Sinéad is an Assistant Professor in Social Work in the School of Social Work and Social Policy in Trinity College Dublin, and Director of the Post Graduate Diploma in Child Protection and Welfare. Sinéad holds an innovative joint appointment working both in academia in Trinity College and in practice with Tusla, the Child and Family Agency. In her appointment to the School of Social Work and Social Policy, Sinéad brings twenty years' experience working in child protection in Ireland including her current role as Principal Social Worker in the Office of the Chief Social Worker.

Sinéad's research interests reflect her holistic practice experience, centring on key transitions for children involved in child protection systems, including admission to care, re-unification and placement breakdown. Sinéad's research and practice are both inspired by a children's rights philosophy, with her research portfolio focusing on platforming the voices and lived experiences of children involved in child protection systems.

Dr Eavan Brady

Eavan Brady is an Assistant Professor in the School of Social Work & Social Policy, Trinity College Dublin. Eavan's PhD explored the educational pathways of care-experienced adults and used life course theory to examine the ways in which participants' life experiences shaped and influenced their education over time. Eavan's research expertise lies in the field of child welfare with a particular focus on the long-term well-being and outcomes of children in care and care leavers; she has published widely in international and national journals on these topics. Eavan is a registered social worker holding a Master's in Social Work and a Higher Diploma in Psychology. 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.

Dr Ruth Elliffe

Ruth is a qualified social worker, educator, and researcher with experience in both practice and academia. She is the former Programme Director of the Postgraduate Diploma in Child Protection and Welfare and continues to contribute as a course tutor. Ruth's professional background includes frontline work in the homeless and voluntary sectors. She is a practice tutor for social work students on professional placements and an experienced long-arm practice teacher. Currently, she teaches social work theory and skills development at postgraduate level. Her

research interests focus on intersectionality and domestic abuse, with a particular passion for ensuring that children's voices remain central in debates on domestic violence and abuse. Alongside her academic work, Ruth is pursuing further studies in therapeutic interventions while working part-time within the School.

Dr Lynne Cahill

Dr Lynne Cahill is an Adjunct Assistant Professor at the School of Social Work and Social Policy, Trinity College Dublin. Her research focuses on LGBTQ experiences of intimate partner abuse, complex systems change and reform in homelessness, as well as database searching, literature reviews, and qualitative research techniques. Her current research examines implementation of a national programme response to homelessness, Housing First commissioned by the Service Reform Fund (SRF). The Service Reform Fund was established by the Department of Health, the Department of Housing, Local Government & Heritage, the Health Service Executive (HSE), the Atlantic Philanthropies, and Genio. The over arching aims of the SRF are to assist homelessness, disability, and mental health services transition to person- centred, recovery orientated support models.

Sonya Bruen

Sonya Bruen is a Partner with Mason Hayes & Curran LLP where she practices in the area of Child Protection Law. Mason Hayes & Curran LLP is one of a number of firms acting for Tusla Child and Family Agency in Public Care Proceedings. Sonya qualified as a Social Worker from the undergraduate NQSW programme in Trinity College Dublin in 2000 and practiced as a social work practitioner for 6 years in the area of Child Protection and Welfare. Sonya re-trained as a solicitor in 2009 and has been working with Mason Hayes & Curran LLP since 2011 where she is part of a team who advise and represent social work practitioners in District Court applications under the Child Care Act 1991. Sonya has a particular interest in the practical application of the law to case examples and has developed a number of training models for social workers and child protection professionals.

Professor Nicola Carr

Nicola Carr is Professor and Chair of Social Work and Social Policy and Head of School. She has previously worked in Queen's University Belfast and the University of Nottingham, where she has taught on social work and criminology programmes. Nicola is professionally qualified as a probation officer and has previously worked both with adults and young people in the criminal justice system. She researches different aspects of the criminal justice system. Nicola is currently leading [a five-nation comparative study](#) exploring practices and experiences of community supervision.

Nicola has written widely on different aspects of crime and justice. She has published a book on [Time and Punishment](#) which explores how time is an integral aspect of punishment, and a book on [Youth Justice](#) (with Roger Smith), which looks at youth justice in the global context. Nicola has acted as a Scientific Advisor to the Council of Europe and is a Board member of the [Confederation of European Probation](#). She is the Chair of [Tosú](#), an organisation supporting people with criminal convictions.

Tara Keogh

Tara is a professionally qualified social worker with experience working with children across a range of child welfare and protection settings as a social worker, senior social worker and Guardian ad Litem. Tara qualified as a social worker in 2015 and has previous qualifications in Early Childhood Studies and Play Therapy. Tara also holds a Masters Degree in Attachment Studies from the University of Roehampton and additional training in Theraplay (level 1 and 2) and Dyadic Developmental Psychotherapy (level 1 and 2).

Tara has adopted skills and experience through the course of her work in a variety of settings including Tusla, domestic violence services, homeless and residential care services, an assessment and therapeutic service for children and their families, a parent and infant unit and parenting capacity assessment service, CAMHS and early intervention settings.

Elaine Donnelly

Elaine Donnelly is a social worker with over 17 years' experience, having worked in social work since 2009, predominantly within adult mental health services. She has also worked internationally with the Red Cross, bringing a broad perspective to her practice. Elaine is the current Head of Social Work at St Patrick's Mental Health Services. Her professional and research interests focus particularly on improving responses to domestic violence within mental health services, and she has published work in this area. Since 2022, Elaine has contributed to teaching at Trinity College Dublin's School of Social Work and Social Policy and has a keen interest in women's mental health issues, domestic violence and family focused mental health care. She is also co-founder of the Women's Mental Health Network, supporting collaboration and advocacy to advance women's mental health.

Dr Susan Flynn

Susan is an Asst. Professor in the School of Social Work & Social Policy, Trinity College Dublin. She holds particular research interests in the areas of disability and child protection, critical disability studies, and disability in the context of austerity and poverty. She has also developed research interests in the area of social work practice. She has publications in a range of high ranking journals such as *Disability & Society* and the *British Journal of Social Work*. Her

practice experience spans a range of cognate roles predominately centring around child protection and welfare social work and residential social care practice.

Dr Louise Caffrey

Louise is an Assistant Professor of Social Policy and Director of the MSc Applied Social Research. Louise's research interests include hearing and representing children's voices, child contact, inspection of child and family services and policy and practice implementation and evaluation, including of Signs of Safety. Louise is also a recognised expert in systems approaches and realist evaluation. She uses these frameworks to investigate important questions around policy and practice implementation, including why reforms introduced are not having the intended results or why results are patchy.

Dr Nicola O'Sullivan

Nicola has worked in the child protection and welfare context for 20 years. Nicola has a Degree in Youth & Community Work from UCC, a Masters in Child Protection and Welfare from TCD, a Post Graduate Diploma in Clinical Supervision from DCU and a Professional Doctorate in Social Care and Emotional Wellbeing from the Tavistock and Portman NHS Foundation Trust. Nicola has completed training at the Anna Freud Centre on attachment, infancy and parenting. Nicola is a clinical supervisor to teams and individuals across social care and social work services in Ireland and in the UK. She is an independent consultant to teams and organisations and Lecturer at the Tavistock and Portman NHS Foundation Trust. Nicola is also a tutor on the Postgraduate Diploma in Child Protection and Welfare.

8.1 Course Tutors

Eimear Berry

Eimear is a teacher with a background in working with socially excluded children. She has taught at primary, post-primary and third level. From 1992 to 2002 she worked with the Dept of Education and Science's (DES) Traveller Education Advisory Service. She completed a M.Sc. in Child Protection and Welfare at TCD in 2003. Over the past 10 years she has worked with the DES Professional Development Service where, as part of her work, she designed and delivered training programmes in child protection and welfare to school principals, teachers, ancillary staff and student teachers. Eimear has tutored on the Postgraduate Diploma in Child Protection and Welfare since 2007 and is a member of the National Review Panel.

Dr James Forbes

Director of Social Care in ChildVision, the National Education Centre for Blind Children, James is a qualified social care worker whose professional and research interests include the human rights of persons with disabilities, the social construction of disability and child protection and children with disabilities. He holds undergraduate degrees in Social Care, in Law (LLB) and in Education (BA Ed), a Masters in Education, a level 9 Diploma in Professional Regulation and a Masters in Law (LLM). He completed TCD's Postgraduate Diploma in Child Protection and Welfare in 2011 and the MSc in Child Protection and Welfare in 2012. A former lecturer in the Technological University, Dublin and an extern lecturer with the University of Worcester, James completed eight years as a professional member on both the Social Care Workers Registration Board and CORU's governing body, the Council, sitting on numerous fitness to practice hearings, chairing appeal hearings and chairing CORU's Nominations Committee. James' PhD is in human rights law, having been awarded a scholarship by Dublin City University's School of Government and Law. recovery orientated support models.

Dr Paul Sargent

Paul has over thirty years' experience working with young people in the criminal justice system in Ireland. He completed his PhD in the School of Social Work and Social Policy at Trinity College Dublin in 2010. His research interests include the history and development of the Irish Juvenile Justice and Welfare systems. He is author of 'Wild Arabs and Savages', the first history of the Irish juvenile justice system, published by Manchester University Press. Paul is a member of the National Review Panel.

Leanne Stapleton

Leanne has worked in the child protection and welfare context for over 13 years, as a qualified social worker since 2015 and previously with the ISPCC's 'Childline' service. Leanne has an Honours Degree in Social Science and a Master's Degree in Social Science (Social Work) from UCD. Leanne completed TCD's Postgraduate Diploma in Child Protection and Welfare in 2022, and the Msc in Child Protection in 2023. Leanne works as a Senior Social Worker in an acute paediatric hospital, supervises qualified social workers and is a regular Practice Teacher to social work students on placement. Leanne's practice and research interests include paediatric social admissions and multidisciplinary management of child protection concerns.

Susan Funcheon

A graduate of the MSc in Child Protection and Welfare, Susan Funcheon is a qualified social care worker who has focused her career on working with children and families over the past twenty years. This includes mainstream children-in-care residential services, High Support Services and Family Support and Family Welfare Conferencing. Susan currently lectures on the BA Hons in Social Care in DkIT and is the Practice Placement Coordinator for this programme. Her academic and research interests which include, systemic practice, children in care, family support, reunification and developments in social care. Recent publications focus on reunification for children in out-of-home care (2021), supporting birth parents (2022) and working with families (2023). Susan is also registered with MII and she continues to enjoy practicing community and family mediation.

9.Course Modules

The programme consists of six interlinked modules as follows:

Code	Module title	Activities	Assessment Type	ECTS
SS7130	Child Protection Perspectives and Practices	Lectures, seminars	Essay 2,500 words	10
SS7131	Interventions with children, youth and families	Lectures, seminars twinning visits and class presentations	Essay on personal framework for practice (2,500 words)	10
SS7132	Law	Lectures	Essay	10
SS7133	Contemporary Issues: From Policy to a Public Health Approach	Lectures and seminars	Reading for class discussion	5
SS7134	Child Development	Lectures on child development and workshops on direct work with children	Reading for class discussion	5
SS7135	Research Methods	Lectures and tutorials	Review of research article demonstration practice project (DPP), class presentation of project	20
Total	6 modules		3 essays, 1 project	60

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

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

SS7130 Child Protection: Perspectives and Practice (10 ECTS)

Module Details	
Module Code	SS7130
Module Title and Credits	Child Protection: Perspectives and Practice (10 ECTS)
Module Leader	Sinead Tobin
Module Overview and Objectives	
This module consists of classes on child protection policy and practices. Topics covered include child protection policy and practice, and the impact on children's safety and welfare of domestic violence, parental drug misuse, alcohol misuse, mental health problems, disability and issues concerning the disclosure, assessment and treatment of child sexual abuse. It also addresses broader issues regarding the child protection system and the need for robust inter-agency and inter-disciplinary practices, underpinned by an empirical research foundation.	
Learning Outcomes	On completion of this module, students should be able to demonstrate: ❖ A critical understanding of child protection policy ❖ Knowledge of the full range of national procedures and protocols in respect of vulnerable and at-risk children ❖ In-depth knowledge of the range of Irish children's services including innovative programmes ❖ An increased evidence base on the impact of parental factors on the welfare of children ❖ The ability to write an essay demonstrating of new learning on child protection practices and perspective.
Recording of Lectures	This programme will adopt the following approach: "Due to the heavy focus on case-based, discussion-focused and inquiry learning for students who are actively working in the child of protection when engaged in this programme, lectures will not be recorded. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

	Students with a reasonable accommodation stated within their LENS report may audio record part of lectures, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students."
Assessment	This module is essay through a 2,500-word assignment which is to be submitted by the deadline of Monday 30th November 2026. Further details available under Section 12 Course work requirements.
Generative Artificial Intelligence (GenAI)	The PG Dip in Child Protection and Welfare programme will adopt the School's traffic light system for GenAI usage. The specific 'level' of GenAI permitted for each assessment will be communicated with students in class. School Generative Artificial Intelligence (GenAI) Policy can be found (LINK) College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

Module Component Details	
Module Code	SS7130 9.1.1
Module Title	Child Protection and Practices
Contributors	Various including Dr. Susan Flynn, Sinead Tobin, Edel Gordon and Lavina Temple
Module Overview and Objectives	
This aim of this module is to provide a reflective and critically discursive space to experienced professionals working in the realm of child protection. Through a range of academic and practice experts, students will be presented with contemporary evidence governing the discipline and encouraged to examine how this evidence applies to policies and practice. Classes will adopt an interactive approach, with students purposively engaged in critical discourse to question assumptions, normative concepts and constructively challenge existing perspectives and practices on both longstanding and emerging child protection topics. Students will be inspired to apply their enhanced knowledge, and critical perspectives to their work within the complex and evolving child protection systems in which they practice.	
Learning Outcomes	At the end of this module the student should be able to: 1: Identify and articulate new knowledge garnered about child protection practice, policy and systems 2: Identify and articulate professional and/or personal value-based perspective changes regarding child protection work 3: Critically appraise how they will apply the new knowledge in their working lives and how new perspectives will shape their future practice

Indicative Content

The module begins with an outline of the historical antecedents to today's child protection and welfare system including definitional issues, historical and cultural contexts and examination of the various influences shaping current work in child protection. Sessions are then devoted to interagency collaboration in child protection followed by specific sessions on childhood neglect, physical abuse and emotional abuse, child sexual abuse and the impact of adverse childhood experiences throughout the life course. Throughout the module, students will be provided with reflective spaces to consider their experiences as child protection practitioners, and examine how learning from the module, and course, will shape future practices.

Recommended Reading

This list is indicative only. Core readings will be identified on a class-by-class basis.

Berrick, J. D., Gilbert, N., & Skivenes, M. (Eds.). (2023). Oxford handbook of child protection systems. Oxford University Press.

Featherstone, B. Gupta, A. Morris, K. and White, S. (2018) Protecting Children: A Social Model. United Kingdom: Bristol University Press.

Munro, E. (2019). Effective child protection. Third Edition. UK: Sage.

Oates, F. (2022) Trauma Informed Support and Supervision for Child Protection Professionals: A Model For Those Working With Children Who Have Experienced Trauma, Abuse And Neglect And Their Families, Routledge.

Module Component Details	
Module Code	SS7130 9.1.2
Module Title	Children, Domestic Violence and Child Protection & Welfare
Lead Contributor	Dr Ruth Elliffe
Module Overview and Objectives	
This module explores the various contexts within which domestic violence and abuse occurs, locating this exploration against the backdrop of best child protection and welfare practice. While the impact of this experience on <i>all</i> those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses. Service user participation in classroom discussion is also facilitated and practitioner inputs enhance student understanding of the particular challenges and concerns for child protection and welfare practice.	
Learning Outcomes	At the end of this module the student should be able to: 1. Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic violence and abuse. 2. Understand the relevance of domestic violence and abuse for child protection and welfare practice. 3. Appreciate the issues and debates child protection and welfare practitioners encounter when responding to domestic violence and abuse. 4. Describe the elements of good practice when responding to domestic and abuse. 5. Understand what it is like to be a child and to live with domestic violence and abuse.
Indicative Content	
This module begins with an overview of domestic violence and abuse, including an examination of the prevalence, dynamics and different forms of violence and relationships in which it occurs with a particular focus on coercive control. While the impact of this experience on all those who live with violence is explored (children, women and men), there will be a specific focus on the child's	

experience, drawing on their direct testimonies where appropriate. The impact of domestic abuse on parenting (both mothering and fathering) are also critiqued while the particular challenges and concerns for child protection and welfare in the context of post-separation contact are also explored. The issues and dilemmas facing child protection and welfare practitioners in responding to these complex issues, with a particular focus on Coercive Control, will be explored throughout the module.

Recommended Reading

This list is indicative only. Core readings will be identified on a class-by-class basis.

Costello, Á, Holt, S. (2024). A Brief Report on Empowering Children and Young People through Participation: Giving Space and Voice to Childhood Experiences of Domestic Violence and Abuse. *Journal of Family Violence*. Published online June 2024. <https://doi.org/10.1007/s10896-024-00701-3>

Dekel, B., & Abrahams, N. (2023). 'I'm not the mother I wanted to be': Understanding the increased responsibility, decreased control, and double level of intentionality, experienced by abused mothers. *PloS one*, 18(6), e0287749. <https://doi.org/10.1371/journal.pone.0287749>

Devaney, J., Bradbury-Jones, C., Macy, R., Øverlien, C. and Holt, S. (Editors) (2021) *The Routledge International Handbook of Domestic Violence and Abuse*. London, Routledge.

Gregory, S., Elliffe, R., Holt, S., Donnellan, R. & Cahill, L. (2024). Post-separation Child Contact and Domestic Violence and Abuse: The Experiences of Children with a Disability. *Journal of Family Violence*. Published online 12 September 2024. <https://doi.org/10.1007/s10896-024-00731-x>

Higgins, D. J., Lonne, B., Herrenkohl, T. I., Klika, J. B., & Scott, D. (2022). Core components of public health approaches to preventing child abuse and neglect. In *Handbook of child maltreatment* (pp. 445-458). Cham: Springer International Publishing.

Katz, E. (2022). *Coercive control in children's and mothers' lives* [doi:10.1093/oso/9780190922214.001.0001]. Oxford University Press. <https://doi.org/10.1093/oso/9780190922214.001.0001>

Module Component Details	
Module Code	SS7130 9.1.3
Module Title	Substance Use and Child Protection
Contributors	Various
Module Overview and Objectives	
This module introduces students to contemporary issues in addiction through a series of guest lecture delivered by multi-stakeholders in the field. The module offers real-world insights into the complex nature of addiction, its impact on individuals and communities, and current practice responses. An intersectional lens will be applied to critically examine how experiences of addiction are shaped by overlapping identities. Students will explore key approaches to intervention including harm reduction and recovery, while critically examining the role of social work within addiction services.	
Learning Outcomes	At the end of this module the student should be able to: • Define key concepts related to addiction and substance use; • Describe the biopsychosocial model of addiction; • Recognise the signs and symptoms of substance use disorders; • Discuss the impact of addiction on individuals, families and communities; • Examine the role of stigma in addiction and recovery; • Introduce key treatment and intervention approaches; • Explore the role of social workers in supporting individuals and families affected by addiction; • Reflect on personal values and attitudes towards addiction.
Indicative Bibliography	
Barber, J. G. (2002). <i>Social work with addictions</i>. Bloomsbury Publishing. Goodman, A. (2013). <i>Social work with drug, alcohol and substance misusers</i>. Sage. Maté, G. (2011). <i>Close encounters with addiction</i>. Central Recovery Press, LLC.	

McGivern, A. McDonnell, C (2015) Vulnerable families and Drug use: Examining care admissions of children of parents attending an Irish drug Treatment facility, *The Irish Social Worker*, Spring 2015, pp17-23.

Mekonnen, A., & Lee, B. K. (2022). Social work in addiction: opportunities and alliances. *Journal of Social Work Practice*, 36(3), 303-316.

Rassool, G. H. (2024). *Alcohol and drug misuse: A guide for health and social care professionals*. Routledge.

Information on Foetal Alcohol Spectrum Disorder – fasdireland.ie

Module Details	
Module Code	SS7130 9.1.4
Module Title and Credits	Mental Health and Child Protection and Welfare
Lead Contributors	Elaine Donnelly and Sheila O'Connor
Module Overview and Objectives	
To provide an overview of the different theoretical perspectives on mental health and dual diagnosis and how these relate to child protection and welfare. Students will be encouraged to develop a critical appreciation of changing and emergent trends in mental health policy and provision with a particular focus on the social determinants of mental health, co-production, trauma informed care and the recovery model. Practical approaches to supporting those with mental health conditions in a variety of practice settings with a focus on safeguarding intervention and assessment.	
Learning Outcomes	At the end of this module the student should be able to: • Identify how our understanding of mental illness and recovery has changed and developed over time. • Review the factors that contributed to normative concepts around mental illness and how this influences child protection work. • Consider how societal and institutional understandings of mental illness and child protection impacts people's experience of help seeking. • Consider the various factors that contribute to mental health and well being and apply this to professional analysis. • Identify practical approaches to reduce harm and build strengths. • Understanding the legal context of both mental health services and child protection services.
Indicative Content	• Critical perspectives on mental health and illness. • Assessment and interventions in mental health practice. • Dual Diagnosis • Self-neglect and hoarding.
Recommended Reading	
This list is indicative only. Core readings will be identified on a class-by-class basis.	

Bland, R., Drake, G., & Drayton, J. (2021). *Social work practice in mental health: An introduction*. Oxon: Routledge.

Higgins, A. and McDaid, S. (Eds.) (2014). *Mental Health in Ireland: Policy, Practice and Law*. Dublin: Gill and Macmillan.

Golightley, M (2017). *Social Work and Mental Health*, 6th Edition. London: Sage.

Sharing the Vision (2020). Dublin: Stationery Office.

Braye, S., Orr, D. and Preston-Shoot, M., 2015. Learning lessons about self-neglect? An analysis of serious case reviews. *The Journal of Adult Protection*, 17(1), pp.3-18.

<https://www.gov.ie/en/publication/2e46f-sharing-the-vision-a-mental-health-policy-for-everyone/>

Useful Websites for Practice Models and Tools:

<https://emergingminds.com.au/>

<https://fampod.org/>

<http://www.copmi.net.au/>

SS 7131 Interventions with Children, Youth and Families 10 ECTS

Module Details	
Module Code	SS7131
Module Title	Interventions with Children, Youth and Families
Module Leader	Sinead Tobin
Module Overview and Objectives	
This module examines contemporary issues and professional interventions with children, young people and their families, with a particular focus on those experiencing vulnerability, marginalisation, and involvement with statutory services. Through a range of expert contributors, emphasis is placed on children's rights and their lived experiences particularly issues of youth justice, youth homelessness, children and young people living in alternative care (e.g. foster care, residential care) including those who are separated children seeking international protection. In bespoke sessions in this module, students are encouraged to reflect on their professional interventions with children and families and consider their values and ethics in relation to their own personal framework for practice. Through twinning visits to colleagues' professional workplaces, students are encouraged to critically examine the organisational, professional, and interagency contexts that shape services for children, young people, and families, and to reflect on the implications for collaborative and effective practice.	
Learning Outcomes	At the end of this module the student should be able to demonstrate they can: • Critically evaluate contemporary issues affecting children, young people, and families experiencing vulnerability, marginalisation, and involvement with statutory and alternative care services, drawing on relevant policy, research, and rights-based frameworks. • Analyse and apply children's rights principles to professional interventions with diverse groups of children and young people, including those involved in youth justice, experiencing homelessness, living in alternative care, or seeking international protection.

	• Critically reflect on their own professional practice, values, ethics, and decision-making processes in working with children, young people, and families, and articulate their own personal framework for practice • Examine and critically appraise cross-professional approaches to supporting children and families through engagement with expert contributors and professional twinning visits, identifying implications for effective collaborative practice and service development
Recording of Lectures	Due to the heavy focus on case-based, discussion-focused and inquiry learning for students who are actively working in the child of protection when engaged in this programme, lectures will not be recorded. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may audio record part of lectures, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students.
Indicative Content	
Sessions will be provided on the following core topics: • Youth Justice • Youth Homelessness • Children and Young People in Alternative Care • Separated Children Seeking International Protection	

- Reflection and Reflexivity in Child Protection Practice
- Twinning Visits

Assessment

This module is assessed via a 2,500 essay on personal framework for practice (essay two), which is to be submitted by the deadline of Monday 8th February 2027. Further details are available under section 12. Coursework requirements below. Dr Nicola O'Sullivan and Dr Ruth Elliffe will each provide dedicated classes on reflexivity and what is required for this bespoke assignment in semester one.

Students are also required to complete a twinning visit and subsequent presentation to classmates. Twinning pairings and presentation times will be secured for all students during semester one. The twinning visit and presentation is not a graded piece of work, however, is a course requirement with a pass mark awarded on completion.

Generative Artificial Intelligence (GenAI) and assessment

The programme will adopt the School traffic light system for GenAI, with the 'level' adopted assessment specific. The level of GenAI usage permissible for the assessment attached to this module will be communicated with students during semester one.

[College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf) can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

School Generative Artificial Intelligence (GenAI) Policy can be found [Link will be inserted when available]

Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.

Students will be required to sign and submit in Blackboard the [Coversheet Declaration](#), with all assessed work for this module.

Module Details	
Module Code	SS7131 9.2.1
Module Title	Youth Justice
Lead Contributor	Professor Nicola Carr
Overview	
This component of the module comprises three individual sessions dedicated to issues of youth justice in Ireland delivered by Professor Nicola Carr. Students will examine the structure and operation of the Irish youth justice system, considering its rationale, key processes, and how it compares with international approaches. The module then situates youth justice within a children's rights framework, exploring how international and European standards, including the UN Convention on the Rights of the Child and Child-Friendly Justice principles, promote diversion, minimal intervention, participation, and reintegration. Finally, the lectures examine the intersection of care and justice, highlighting the relationship between youth justice, child protection, and wider welfare systems.	
Learning Outcomes	
Learning Outcomes: By the end of these sessions, students should be able to: • Explain the concept of a distinct youth justice system and the rationale for treating children and young people differently from adults, • Outline the key structures and processes of the Irish youth justice system and compare the Irish system with at least one other international model • Identify the core principles of the UNCRC as they apply to children in conflict with the law • Critically assess how principles such as diversion, minimal intervention and reintegration function as a counterweight to punitive trends. • Explain how youth justice interacts with the child protection and welfare system, and with other social policy provisions.	

Lecture 1: Understanding the Youth Justice System

This lecture will explore the *youth justice system* as a distinct but constituent part of the criminal justice system. Separate 'youth justice systems' aim to recognise that, while children and young people may be legally responsible for a crime as reflected in the age of criminal responsibility, the type of intervention required differs from adults who have transgressed the law. The lecture will focus on the contours of the Irish justice system and include comparative analysis of different international systems.

Recommended reading:

Carr, N. & Smith, R. (2023) *Youth Justice: Local and Global*. London: Sage.

McAra, L. & McVie, S. (2007) 'Youth Justice? The impact of system contact on patterns of desistance from offending.' *European Journal of Criminology*, 4,3: 315-345

Lecture 2: Children's Rights and Youth Justice

Children's rights principles have particular resonance in the area of youth justice where the State can intervene in a child's life to impose a penalty or mandate treatment when a child is deemed to have contravened the law. International rights standards such as the United Convention on the Rights of the Child (UNCRC), specify that the system of justice for children should be separate from adults and that a 'child's best interests' should guide all decisions. Alongside the UNCRC a range of international rights instruments specific to juvenile justice outline further key principles for the administration of youth justice and the treatment of children who are its subjects. At the European level the Council of Europe has also developed Guidelines on 'Child Friendly Justice', that draw on international principles and insights from cases raised in the European Court of Human Rights. These range of rights instruments provide consistent messages regarding diversion, minimal intervention and reintegration and as such serve as a potential counterpoint against more punitive trends towards children and young people. This lecture will explore the relevance and practical application of children's rights standards within the contemporary youth justice system.

Recommended reading:

Council of Europe (2015) *Guidelines of the Committee of Ministers of the Council of Europe on Child-Friendly Justice*. Strasbourg: Council of Europe.

Goldson, B. & Kilkelly, U. (2013) 'International Human Rights Standards and Child Imprisonment: Potentialities and Limitations.' *International Journal of Children's Rights*, 21: 345-371.

Hollingsworth, K. (2013) 'Theorising Children's Rights in Youth Justice: The Significance of Autonomy and Foundational Rights.' *Modern Law Review*, 76,6: 1046-1069.

Lecture 3: Care and Justice Intersections

Responses to young people involved in offending vary across time and place, and most commonly incorporate elements of welfare and/or justice-based approaches. Youth justice interventions also sit alongside other social policy provisions and state responses to children and young people, including the child protection and welfare system. This lecture will explore the context of welfare and justice provision. We will focus in particular on the over-representation of children in care /and with care experience within the youth justice system.

Recommended reading:

Carr, N. & McAlister, S. (2016) 'The Double-Bind: Looked After Children, Care Leavers and Criminal Justice.' In: P. Mendes & P. Snow (Eds.) *Young People Transitioning from Out-of-Home Care*. London: Springer Link. (pp. 3-21).

Fitzpatrick, C. & Williams, P. (2017) 'The neglected needs of care leavers in the criminal justice system: Practitioners' perspectives and the persistence of problem (corporate) parenting.' 17,2: 175-191.

Shaw, J. (2014) 'Why do young people offend in children's homes? Research, theory and practice,' *British Journal of Social Work*, 44(7), 1823-1839.

Module Details	
Module Code	SS7131 9.2.2
Module Title	Children and Young People in Care
Lead Contributor	Dr Eavan Brady
Module Overview and Objectives	
This module aims to explore the Irish and global context, current trends, discourses and debates in relation to children and young people living in alternative care (e.g. foster care, residential care). This module draws on key messages from international research and selected theoretical concepts and their application to various practice challenges. There will be an emphasis on exploring and foregrounding the lived experiences of those involved in the alternative care system (e.g. children, young people, care leavers, foster carers, birth families).	
Learning Outcomes	At the end of this module the student should be able to demonstrate: - An awareness of the evidence in relation to the lived experiences of the children and young people in care and care leavers. - A critical understanding of key theoretical concepts relevant to work with children in care and care leavers. - An awareness of key messages from international research evidence on provision for children and young people in care and care leavers.
Indicative Content	
Boddy, J. (2023). <i>Thinking Through Family: Narratives of Care Experienced Lives</i>. Bristol: Policy Press. Department of Children, Equality, Disability, Integration, & Youth (2023). <i>Children in Care and Young Adults Leaving Care: a literature review of Irish research</i>. Available here. Gilligan, R. (2019). The family foster care system in Ireland—Advances and challenges. <i>Children and Youth Services Review</i>, 100, 221-228.	

SS 7132 The Law of Child Protection and Welfare 10 ECTS

Module Details	
Module Code	SS7132
Module Title	The Legal Framework of Child Protection
Module Leader	Ms. Sonya Bruen, Child Protection Consultant
Module Overview and Objectives	
This course will be delivered in a series of workshops that focus on key legal issues for Child Protection Practitioners and case examples from practice. The course will examine the practical application of the Child Care Act 1991 and other relevant legislation in a multi-disciplinary context.	
Learning Outcomes	On completion of this module, students should be able to: • Examine complex child protection cases with focus on the application of learning to practice • Understand the legislation underpinning Interagency Co-operation in child protection, with particular reference to emergency placement of children • Critically analyse how parental rights and children's rights can be balanced child protection cases • Have a good understanding of fair procedures for parents and families, including issues such as informed consent and the rights of parents to access legal representation • Apply key principles for evidence on Child Care Proceedings, including hearsay, cross-examination and reports
Indicative Content	
Topics will include the following (one topic per week): Session 1; Proportionality and fair process in state intervention • Impact of historical context on current legal framework • Article 42A of the Irish Constitution • United Nations Convention on the rights of the child • European Convention of Human Rights – fair process, legal representation and state intervention in family life • International considerations – cross jurisdictional cases	

- Support for vulnerable parents in child protection proceedings – learning disability, mental health, addiction or additional vulnerabilities

Recommended Reading

Child Welfare Removals by the state, (2018), Kenneth Burns et al, Chapters 1, 7 and 8 (comparison with UK system)

European Convention on Rights of the Child

<https://www.irishstatutebook.ie/eli/2003/act/20/schedule/1/enacted/en/html>

Section 42 A of the Irish Constitution of Ireland <https://www.irishstatutebook.ie/>

Session 2; Inter-agency co-operation in child protection – with focus on complex cases

- Children’s First Act 2015 – impact of mandatory reporting for practitioners
- National Vetting Legislation 2012– additional responsibility for community to engage in protective action to protect children and vulnerable persons
- Criminal Justice Act 2012 – legal obligation to report a crime against a child
- Irish Constitution and International Conventions – how they impact day interagency practice
- Case example, with reference to decision making in complex cases – SOTA case

Recommended Reading

Children’s First Guidelines, (2015) Practice Handbook for Practitioners

<https://www.tusla.ie/children-first/children-first-guidance-and-legislation;>

Irish Statute Book, access to legislation online <https://www.irishstatutebook.ie/>

Child Law Reporting Project <https://www.childlawproject.ie/>

SOTA case – emergency placement of children <https://www.mhc.ie/latest/insights/emergency-placement-of-children-in-state-care-key-considerations-for-professionals-and-organisations>

Session 3; Emergency Placement of Children

- Section 12 and Section 13 of the Child Care Act 1991 – interagency consideration of the threshold for placement of children in emergency care
- Fair procedures for parents in emergency removals – key considerations
- Comparison of Ireland with other jurisdictions
- Case Examples from practice

Recommended Reading

Child Law Reporting, Annual Reports; www.childlawproject.ie

Sections 12 and 13, Irish Statute Book, Paul (2014), 3rd edition, The Child Care Acts, Annotated and Consolidated (new edition due in December 2026)- See Book <https://www.irishstatutebook.ie/>

Child Welfare Removals by the state, (2018), Kenneth Burns et al, Chapters 1 and 7

European Convention on Rights of the Child
<https://www.irishstatutebook.ie/eli/2003/act/20/schedule/1/enacted/en/html>

Section 42 A of the Irish Constitution of Ireland <https://www.irishstatutebook.ie/>

Session 4; Care Status

- Section 4, 17 and 18 of the Child Care Act 1991
- Responsibilities of TUSLA Child and Family Agency to children in care
- Voluntary Care v Public Law Proceedings – critical analysis
- International Comparison with UK and other jurisdictions – what can we learn?
- Understanding of care status for Child Protection professionals
- Access for children in care
- After Care Provision
- Regulations for children in care
- Dispensing with parental consent
- Section 47 of the Child Care Act 1991

Recommended Reading

Child Welfare Removals by the state, (2018), Kenneth Burns et al, Chapters 1, 7 and 8 (comparison with UK system)

Case example in www.childlawreportingproject.ie

European Convention on Rights of the Child
<https://www.irishstatutebook.ie/eli/2003/act/20/schedule/1/enacted/en/html>

Section 42 A of the Irish Constitution of Ireland <https://www.irishstatutebook.ie/>

Session 5; Domestic Violence and Child Protection Law

- Domestic Violence Act 2018
- Legal Framework for state intervention in Domestic Violence
- Summary of barring orders, safety orders and protection orders

- Interagency co-operation in domestic violence
- Case examples and learning for practitioners going forward

Recommended Reading

Child Law Reporting Project, Case examples

Access to online Domestic Violence and Child Protection CPD course

<https://www.safeireland.ie/publications>;

Session 6; Guardian ad Litem in Public Law Proceedings

- New National Guardian ad Litem service
- Impact of International Conventions and Irish Constitution on the rights of children in Ireland
- Comparison with other jurisdictions
- Legal representation v Guardian ad Litem – what is difference for children? (Section 25 and 26 of the Child Care Act 1991)

Recommended Reading

European Convention on Rights of the Child

<https://www.irishstatutebook.ie/eli/2003/act/20/schedule/1/enacted/en/html>

Section 42 A of the Irish Constitution of Ireland <https://www.irishstatutebook.ie/>

Child Welfare Removals by the state, (2018), Kenneth Burns et al, Chapters 1, 7 and 8 (comparison with UK system)

Session 7; Evidence in Court

- Particular threshold evidence for emergency applications
- Court attendance and cross examination
- Rules of hearsay and admissible evidence
- Court report writing for child protection cases
- Case examples

Assessment

Assignment details to be provided in class

SS7133 Contemporary Issues: From Policy to a Public Health Approach 5 ECTS

Module Details	
Module Code	SS7133 9.4
Module Title	Protecting Children: Policy, Prevention and a Public Health Approach
Module Leader	Various Contributors
Module Overview and Objectives	
Through a range of various policy and academic contributors, this module first places emphasis on understanding how policy and legislation are developed, highlighting the interface between research, politics and policy making. Beyond policy <i>for</i> practice, the module will harness knowledge across the programme to consider the critical importance of early intervention, such as family support approaches. The module will go further by tackling the question of how we prevent child abuse and neglect, thus exploring <i>social policy</i> responses, macro social work including issues of social justice and the merits of a public health approach to child protection.	
Learning Outcomes	At the end of this module the student should be able to demonstrate: • Knowledge about policy initiatives, programmes and innovative projects in different sectors of children's services. • An understanding of how policy responses are devised and developed in response to child protection and welfare issues and high-profile incidents. • A critical understanding of the importance of early intervention and prevention services • An awareness of the importance of prevention at social policy level and specifically the merits of a public health approach
Recording of Lectures	This programme will adopt the following approach: Due to the heavy focus on case-based, discussion-focused and inquiry learning for students who are actively working in the child of protection when engaged in this programme, lectures will not be recorded. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf

	Students with a reasonable accommodation stated within their LENS report may audio record part of lectures, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students.
Assessment:	
Various contributors will prescribe reading throughout this module, with students required to contribute to post- reading discussions either in-class or on Blackboard (as requested by the lecturer). These are not graded pieces of work but are a requirement of the course with a pass mark awarded on completion.	
Indicative content	
The module will cover key topics relating to policy development, early intervention and prevention, such as the following: • Policy Development • National Review Panel • Systems in Human Services Organisations • Family Support • Lived Experience of Poverty • Life course Perspective to Child Protection and Welfare • Public Health Approach	

Module Details	
Module Code	SS7133 9.4.1
Module Title	Policy Development
Contributors	Various
Module Overview and Objectives	
Through a range of guest lectures, this component of the module focused on policy responses and policy development in the multiple sectors impacting child protection and welfare.	
Learning Outcomes	At the end of this module the student should be able to demonstrate: • Knowledge about policy initiatives, programmes and innovative projects in different sectors of children's services. • An understanding of how policy responses are devised and developed in response to child protection and welfare issues and high-profile incidents. • An ability to critically evaluate policy in terms of the evidence base and the political context in which it is developed. • An understanding of the methods for evaluating and reviewing policy. • An understanding of theoretical perspectives on youth and the relevance of these to social policy.
Indicative Content	
The following are examples of presentations to the class in previous years. This list varies from year to year depending on class interests and innovative developments. • Policy Development in the Department of Children, Equality, Disability, Integration and Youth • Policy and strategy in Tusla: Child and Family Agency • Hidden Harm Initiative • Coercive Control: Law, Policy & Practice • Systems in Human Services Organisations	

Module Details	
Module Code	SS7133 9.4.2
Module Title and Credits	Early Intervention and Prevention in Child Protection Practices
Contributors	Dr Carmel Devany, Dr Joe Whelan, Dr Donna O'Leary and Tara Kelly
Module Overview and Objectives	
Via a range of academic and practice experts, this module provides students with a critical understanding of the importance of early intervention and prevention services and approaches to child protection. With a particular focus on family support, the module uncovers the underlying suite of social support theories and practice principles, and its wide-ranging applicability in children and young people's service provision. Through a range of inputs across the full programme, students will be encouraged to consider beyond current early intervention and prevention services to look at prevention at societal level, including dedicated sessions on lived realities of poverty, the impact of adverse childhood experiences (ACES) across the life course and ultimately the merits of adopting a public health approach to child protection.	
Learning Outcomes	On completion of this module, students should be able to demonstrate: ❖ A critical understanding of family support in Ireland including the theories and principles underpinning this approach ❖ The ability to use a strengths-based approach which enhances a family's capacity to provide emotional, psychological and physical care and nurturance to their children ❖ An overview of the application of family support in practice ❖ A critical understanding of the impact lived experiences of poverty, and the child wellbeing merits of addressing issues of poverty ❖ Articulate the importance of early intervention and prevention services and approaches to child protection.

Indicative Content

Bartley, M. (ed.)(2012) *Life Gets Under Your Skin*, London, Lifecourse Studies in Society and Health.

<http://www.ucl.ac.uk/icls/publications/booklets/lguys.pdf>

Devaney, C., 2017. Promoting children's welfare through Family Support. In *The Routledge handbook of global child welfare* (pp. 99-108). Routledge.

Churchill, H., Devaney, C. and Abela, A., 2024. Promoting child welfare and supporting families in Europe: Multi-dimensional conceptual and developmental frameworks for national family support systems. *Children and Youth Services Review*, 161, p.107 -679.

Devaney, C., Brady, B., Crosse, R. and Jackson, R., 2023. Realizing the potential of a strengths-based approach in family support with young people and their parents. *Child & Family Social Work*, 28(2), pp.481-490.

Higgins, D. J., Lonne, B., Herrenkohl, T. I., Klika, J. B., & Scott, D. (2022). Core components of public health approaches to preventing child abuse and neglect. In *Handbook of child maltreatment* (pp. 445-458). Cham: Springer International Publishing.

Lacey, R., et al (2022) The Clustering of Adverse Childhood Experiences in the Avon Longitudinal Study of Parents and Children: are Gender and Poverty Important?

Spratt, T., & Kennedy, M. (2021). Adverse childhood experiences: Developments in trauma and resilience aware services. *The British Journal of Social Work*, 51(3), 999-1017. <https://doi.org/10.1093/bjsw/bcaa080>

SS7134 Child Development 5 ECTS

Module Details	
Module Code	SS7134
Module Title	Child Development and its Implications for the Welfare and Safety of Children (5 ECTS)
Module Leader	Tara Keogh and Nicola O’Sullivan
Module Overview and Objectives	
This module spans the nine weeks of the programme and is grounded in the theoretical concepts of child development, parent infant mental health and attachment, across the developmental stages from infancy through to adolescence. The significance of these theoretical constructs for practice in child protection and welfare settings will be illuminated using applied case studies. The mental health of parents and infants is critical to their relationship development. Infant mental health is unique in its attention to early development and emerging relationships, requiring a dramatic shift in focus on the infant, the parent and their developing attachment relationship. It integrates diverse theories – including – attachment theory, psychoanalytic theory, neuroscience, and biology, and psychology, social, systemic and contextual theories. These lectures will explore key concepts surrounding the growth and development of the infant in their respective families and communities. The lectures will look at infancy as a key developmental stage both for the mother and infant. Attention will be paid to the mental health of the infant, the link between this and the mental wellbeing of their parent(s) and the challenges which emerge therein (the relationship). In addition students will consider working in complex settings and the impact on the worker/practitioner	
Learning Outcomes	At the end of this module the student should be able to: ❖ Understand and hold a strong theoretical knowledge base on child development ❖ Articulate different psychological theories on child development and demonstrate the ability to discriminate and argue the merits and relevance of each ❖ Recognise the impact of parenting factors such as attachment or problem behaviours on child development

	❖ Ability to assess the needs of children and young people at various developmental stages ❖ Understand ❖ Recognise best practice in working in direct work with children
Recording of Lectures <i>Lecture recordings or lecture summaries may be made available for this module at the lecturer's discretion and are not a requirement.</i>	This programme will adopt the following approach: "Due to the heavy focus on case-based, discussion-focused and inquiry learning for students who are actively working in the child of protection when engaged in this programme, lectures will not be recorded. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may audio record part of lectures, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students.
Indicative Content	
• Infant Mental Health and Early development • Parent-Infant Mental Health in the context of child protection environments •	
Generative Artificial Intelligence (GenAI) and assessment	
College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found [Link will be inserted when available] Please note these are 'living' documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates.	

Students will be required to sign and submit in Blackboard the [Coversheet Declaration](#), with all assessed work for this module.

The programme will adopt the traffic light system, with the 'level' adopted assessment specific.

Module Details	
Module Code	SS7134 9.5.1
Module Title	Child Development and Attachment Theory
Module Leader	Tara Keogh
Module Overview and Objectives	
This course will provide a theoretical overview of the key concepts of Child Development and Attachment Theory. The influence of environment, family and caregiver relationships on the development of the child will be explored. Using clinical case presentations, the impact of neglect, relational trauma and attachment rupture/s on a child's attachment pattern will be discussed. There will be a focus on the development trauma and the function of behaviours. This will incorporate working with and thinking about parents and carers and their attachment strategies. The application of attachment theory to child protection and welfare within an organizational context will be examined. The process and techniques of Direct Work with and observation of children will be covered and students will have the opportunity to bring material from their own work for discussion. There will also be teaching around assessments and the overlaps between symptoms of trauma and psychiatric diagnoses.	
Learning Outcomes	At the end of this module the student should be able to: 1. Demonstrate knowledge of key concepts in child development and attachment theory, including secure, insecure, and disorganized attachment patterns. 2. Analyse the influence of environment, family, and caregiver relationships on children's developmental trajectories. 3. Critically evaluate the impact of neglect, relational trauma, and attachment ruptures on child development and attachment organisation. 4. Explain the functions of children's behaviours in the context of developmental trauma, regulation, and coping strategies. 5. Apply attachment theory to working with parents and carers, recognising how adult attachment strategies affect caregiving practices.

	6. Assess the relevance of attachment-informed practice in child protection and welfare settings, including within organisational contexts. 7. Develop skills in direct work and observation with children, using reflective and creative approaches to inform assessment and intervention.
Indicative Content	
Introduction to Child Development and Attachment Theory Historical and theoretical foundations of Child development and Attachment theory, Critical periods of development and milestones , Key concepts of Attachment, Secure insecure and disorganised attachment, Introduction to Development in Attachment theory and the Dynamic Maturational model of Attachment and adaptation (DMM) The Role of Environment, Family and Caregiver Relationships Influence of parenting styles and caregiving environments, Intergenerational transmission of trauma and attachment patterns. Cultural perspectives on child development and attachment Developmental Trauma and Behaviour Understanding behaviour as communication Links between trauma and regulation/dysregulation Adaptive and maladaptive coping strategies in children Parents, Carers and Attachment Strategies Attachment strategies in adults and their influence on caregiving, working with parents and carers to support children, reflective functioning and the role of mentalisation Attachment Theory in Child Protection and Welfare Applying attachment-informed practice to safeguarding Direct Work and Observation with Children Observation methods and reflective practice, techniques and considerations for direct work. Integrating observation into assessment and intervention Recommended Reading Baylin, J., & Hughes, D. A. (2016). <i>The neurobiology of attachment-focused therapy: Enhancing connection and trust in the treatment of children and adolescents</i>. W W Norton & Co. Bomber, L.M. (2007) <i>Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools</i>: Worth Publishing	

Farnfield, S. and Holmes, P. (2014) *The Routledge Handbook of Attachment: Assessment*. London: Routledge

Bunston, W. (2021) 'The impact of domestic violence and abuse on infant mental health' in J. Devaney, C. Bradbury-Jones, Rebecca J. Macy, C. Overlien, S. Holt (eds.), *The Routledge International Handbook of Domestic Violence and Abuse* (pp. 113-127). Routledge.

Cooper, A. (2015) 'Emotional and Relational Capacities for Doing Child Protection Work' in L. Waterhouse and J. McGhee (eds.) *Challenging Child Protection: New Directions in Safeguarding Children*, Jessica Kingsley, London.

O'Sullivan, N. & Cooper, A. (2021) Working in complex contexts; mother social workers and the mothers they meet. *Journal of Social Work Practice*.

Module Details	
Module Code	SS7131 9.5.2
Module Title	Parent Infant Mental Health and Child Protection
Module Leader	Dr. Nicola O’Sullivan
Module Overview and Objectives	
In the child protection context, the mental health of parents and infants is critical to their relationship development. Infant mental health is unique in its attention to early development and emerging relationships, requiring a dramatic shift in focus on the infant, the parent and their developing attachment relationship. It integrates diverse theories – including – attachment theory, psychoanalytic theory, neuroscience, and biology, and psychology, social, systemic and contextual theories. Parent Infant mental health is a distinctive literature that unites theory with effective clinical practice.	
Learning Outcomes	These lectures will explore key concepts surrounding the growth and development of the infant in their respective families and communities. The lectures will look at infancy as a key developmental stage both for the mother and infant. Attention will be paid to the mental health of the infant, the link between this and the mental wellbeing of their parent(s) and the challenges which emerge therein (the relationship). The lectures will consider the topic – working in complex contexts, taking a look at the impact of the work on the worker.
Indicative Content	
Bunston, W. (2021) ‘The impact of domestic violence and abuse on infant mental health’ in J. Devaney, C. Bradbury-Jones, Rebecca J. Macy, C. Overlien, S. Holt (eds.), <i>The Routledge International Handbook of Domestic Violence and Abuse</i> (pp. 113-127). Routledge. Cooper, A. (2015) ‘Emotional and Relational Capacities for Doing Child Protection Work’ in L. Waterhouse and J. McGhee (eds.) <i>Challenging Child Protection: New Directions in Safeguarding Children</i>, Jessica Kingsley, London. O’Sullivan, N. & Cooper, A. (2021) Working in complex contexts; mother social workers and the mothers they meet. <i>Journal of Social Work Practice</i>.	

SS7135: Research Methods for DPP 20 ECTS

Module Details	
Module Code	SS 7135
Module Title and Credits	(20 ECTS)
Module Leader	Dr Lynne Cahill
Module Overview and Objectives	
This module empowers students to systematically discover, access, and critically appraise scholarly literature across disciplines. Through hands-on practice with key databases and open-access repositories, students will develop advanced search strategies using keywords, controlled vocabularies, Boolean logic, and field-specific filters. The course covers efficient management of citations and full texts using leading reference tools, as well as documentation of reproducible search protocols. By module completion, learners will be able to design rigorous literature searches, critically analyse findings, and set up automated alerts to stay current with emerging research – that will inform the Demonstration Practice Project (DPP).	
Learning Outcomes	At the end of this module the student should be able to: 1.Design and Execute Advanced Search Strategies • Demonstrate proficiency in identifying keywords, synonyms, controlled vocabularies, and applying Boolean operators, truncation, and field-specific filters to retrieve high-quality literature. • Graduate Attributes: Information Literacy, Critical Thinking 2.Database in class practical's • Introduction to database searching • Graduate Attributes: Information Literacy, Organisation skills, enhanced search capacities. 3.Manage and Organise References Effectively • Utilise leading reference management tools (e.g., EndNote) to import, deduplicate, annotate, categorize, and cite literature seamlessly in academic writing.

	• Graduate Attributes: Digital Literacy, Organisation skills 4.Document and Reproduce Search Protocols • Record detailed search logs, construct reproducible search strings to ensure transparency and replicability of literature reviews. • Graduate Attributes: research integrity, attention to details 5.Collaborate with Information Specialists • Engage effectively with subject librarians to refine search strategies. • Graduate Attributes: Communication, Teamwork
Recording of Lectures	This programme will adopt the following approach: Due to the heavy focus on case-based, discussion-focused and inquiry learning for students who are actively working in the child of protection when engaged in this programme, lectures will not be recorded. The College Recording of Lectures Policy can be viewed via this link https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf Students with a reasonable accommodation stated within their LENS report may audio record part of lectures, with the permission of the lecturer, where case examples are not discussed, and delete data in line with college reasonable accommodation policy- https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf Additionally, when requested and where possible, lecture summaries in the form of PowerPoint slides will be made available to students.

Indicative Content
The following learning strategies will be utilised to apply the theory in this module: ▪ Lectures, in-class database search demonstrations ▪ Student in-class search strategy practical's ▪ Student in-class database search ▪ Searching, identifying, appraising, analysing and synthesising scholarly works in the social sciences
Assessment
While there is no module assessment, this module provides the research foundations students need to complete their final DPP output. By its completion, students will be able to design and execute rigorous literature searches, critically appraise and synthesise findings, and situate their own research within the broader scholarly landscape.
Generative Artificial Intelligence (GenAI) and assessment
The programme will adopt the traffic light system, with the 'level' adopted assessment specific. College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research can be found here : https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf School Generative Artificial Intelligence (GenAI) Policy can be found [Link will be inserted when available] Please note these are ‘living’ documents which are regularly updated to reflect the rapidly changing environment in which teaching and learning now operates. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

10. Twinning Visits

As part of Module SS7132, Interventions with Children and Families, each student in the class will spend a day shadowing a colleague on a typical day in their workplace. In turn, that student will reciprocate by hosting a return visit to their workplace by the other student - thus the title of twinning for the exercise. In choosing their twinning partner, students should select a classmate from a different discipline and a different employer. Arrangements for the twinning day are made between the students themselves. In the course of the twinning day the students spend time on site, with his/her fellow student completing the hosts work agenda for the day, for example working with clients or attending meetings etc.

The point of the exercise is to promote greater mutual understanding across disciplines. One session each week will be spent on presentations given by class members, the aim of which is to highlight the individual's own perspective on the nature of the service in the agency he/she visited, and to process inter-agency and inter-professional issues. Occasionally a student may observe a piece of 'best practice' that may be worthy of sharing with classmates, or perhaps he/she might gain new insight into some presumption pertaining to the work of the classmate. The purpose of the twinning exercise is not to act as a critic of any service but to use the opportunity as a unique learning exercise in the context of the overarching aim of the course i.e. to promote understanding of the breadth and depth of child protection and welfare services and multi-disciplinary and inter-agency work.

11. Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. 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/StudentCounselling/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 2025-26 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. Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

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Plagiarism

66. 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.

67. 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. 3*

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

68. 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. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

69. 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.

70. 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>

71. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate 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).

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 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).

72. 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.

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 may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under 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).

73. 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.'

When using the work of others' you must either:

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

Either way, an explicit citation of the work being referred to must be given. To fail to do this is to risk being accused of plagiarism. A guide to referencing is available on the College Library website at <http://www.tcd.ie/Library/help/howtocite.php>. In order to support students in understanding what plagiarism is and how they can avoid it, the University has created an **online central repository** to consolidate all information and resources on plagiarism. Up to now, information has been spread across many sites, which can lead to confusion. Through the provision of a central repository, it is hoped to communicate this information to students in a clearer and more coherent manner. The central repository is being hosted by the Library and is located at:
<http://tcd-ie.libguides.com/plagiarism>.

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

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

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

The Student Counselling Service provides seminars to help students in referencing, using information ethically, academic integrity and time management.

Generative Artificial Intelligence (GenAI)

School of Social Work and Social Policy on GenAI

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating new content, ideas, or data that mimic human-like creativity. It uses deep learning algorithms to produce outputs ranging from text and images to music and code, based on patterns it learns from vast datasets. GenAI uses large language models to analyse and understand the structure of the data it's trained on, enabling the generation of novel content. Examples include ChatGPT, Google Bard, CoPilot, Grammarly and Notion.

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognises that these technologies present challenges and risks, including to academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

The purpose of this policy is to outline the core principles of the School of Social Work and Social Policy's approach to student use of GenAI. This policy compliments the College level policy on GenAI while taking into account the unique needs and demands of our School.

Encouraging the development of GenAI literacy

In line with College policy, the School is committed to supporting the opportunity for students and staff to

become GenAI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of GenAI in order to harness the potential of GenAI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve.

Appreciating what GenAI is and is not good for

Within a research context there are some tasks which GenAI is particularly useful for. For example, generating statistical code or as an aid when brainstorming questions to ask participants in a survey or interview.

GenAI may be useful when undertaking discursive writing such as an essay but only when used with discretion and understood as an assistive tool.

For a research literature review for a Capstone, Masters or PhD dissertation it is advisable to use GenAI sparingly, if at all. It may be useful as a way to check grammar and spelling and may sometimes be used to generate ideas but the deep knowledge of the literature that comes from systematic searching, independent reading and the exertion involved in shaping it into your final review are important parts of the research process and will play an important role in deciding the aims and value of your research.

Using GenAI is not recommended for reflective writing, which is often deeply personal and requires use of self, or for applied case study analysis.

Understanding the limitations of GenAI

A crucial part of GenAI literacy is understanding the risks and limitations of these technologies, particularly when used for academic purposes.

While GenAI tools can generate very eloquent, convincing text, they do not store facts and knowledge, rather they generate outputs based on probabilities. Thus, GenAI is prone to making factual errors (called ‘hallucinations’) which are nonetheless very convincingly presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true. Therefore, it is crucial for

any user to fact-check any output from a GenAI tool. Bear in mind that your module coordinator will be a domain expert and hence very likely to spot non-existent or miscited sources.

As well as factual errors users should be aware that GenAI tools can exhibit bias as a result of bias embedded in its training data. GenAI does not engage in systematic and rigorous evaluation of research evidence and should not be used as a substitute.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

Ensuring that GenAI use does not impede student learning

Inappropriate use of GenAI can impede student progress in terms of acquiring the Trinity education graduate attributes (independent thinking, effective communication, responsible action, and continuous development) and achieving the learning outcomes of any given module. For their own benefit, it is strongly recommended that students follow the advice of module leads about when to use and not use GenAI tools.

Ensuring that GenAI use complies with academic integrity

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research \(2024\)](#), the use of GenAI is permitted unless otherwise stated.

Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and referencing GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work (i.e. fails to acknowledge and appropriately cite the use of GenAI), it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

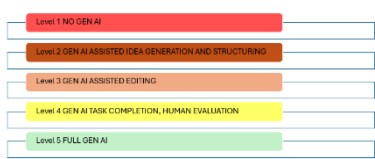
The use of GenAI on the Child Protection and Welfare programme is assessment specific, with students being advised of the level permitted (as per the School Traffic Light System Framework) specific to each assessment.

Assessment and GenAI: the traffic light model (Perkins, et al., 2024)

The traffic light model sets levels of legitimate GenAI use, guiding students to avoid misconduct. Building on Perkins et al.’s framework, the University of Limerick have adapted this model as outlined below. Using this model, lecturers will clearly communicate the level of acceptable AI usage within the module outline for each MSW programme module.

Levels of Permitted Gen AI Use

UL Traffic Light Model adapted from Perkins et al (2024)



Awareness of ethical issues in the use of GenAI

The use of GenAI tools can have important ethical implications which users should be aware of.

The training and use of GenAI systems consume significant amounts of energy and resources, leading to sustainability concerns.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some major GenAI providers have been sued for copyright infringement.

Some GenAI tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Additionally, some GenAI tools harvest information from user prompts including contextual information from users’ interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary in regard to the extent of these concerns.

Avoiding unlawful ways of using GenAI

Given the nature of the work of the School of Social Work and Social Policy it is very important that all staff and students understand the ways in which GenAI can be used unlawfully. For students this is important both for their time in College and in employment afterwards.

Most GenAI tools harvest inputs and use interactions with users for their systems development. Therefore personal, private or sensitive information about colleagues, students or clients / service users should never be used as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. Even where sharing such private information is not necessarily unlawful, it is against College regulations.

Student work (submitted assessments and contributions) are considered private information, and are not allowed to be uploaded into a third-party GenAI tool for any reason. Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should not be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI.

RESOURCES:

Trinity's Generative Artificial Intelligence (GenAI) Hub

https://www.tcd.ie/academicpractice/resources/generative_ai/

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research

<https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>

TCD library guide on using GenAI

<https://libguides.tcd.ie/gen-ai>

College statement on academic integrity

<https://www.tcd.ie/about/policies/academic-policies/academic-integrity/>

UNESCO (2023) Guidance for Generative AI in Education and Research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

12.Coursework Requirements

Assessment

To be eligible for the award of the Postgraduate Diploma in Child Protection and Welfare, students must have had full attendance and have passed all written assignments. All course work must be submitted by the specified date and extensions will only be granted in exceptional circumstances. Students who do not pass will be permitted one opportunity to re-submit, with such work considered at a supplemental examination board. Re-submitted work can be awarded a maximum of 40%.

In addition to the formal assessments detailed below, there are several non-graded requirements including an article review and 'twinning visits' where students visit the agency of a course colleague from a different background. On completion of the above activities, students will be awarded a 'pass/fail' mark. Students are also expected to have full attendance throughout the academic year. For further details on attendance requirements please see section 21. General Regulation, subheading 'attendance' below.

External Examiner

The work of the students is moderated by an External Examiner appointed by the University. For 2026/27 Professor Kate Morris from the University of Sheffield will act as external examiner for the course.

Assessment Deadlines:

Assignment	Submission Deadline
Article review	Monday 12 th October, 2026
Essay 1 - SS1730 Child Protection Perspectives & Practice	Monday 30 th November, 2026
Demonstration Practice Project (DPP) Introduction and Context Chapter (Draft)	Monday 11 th January, 2027
Essay 2 - Personal Framework for Practice	Monday 8 th February, 2027
DPP Methodology Chapter (Draft)	Monday 1st March, 2027
Law Essay	Tuesday 6 th April, 2027
DPP Analysis/Findings Chapter (Draft)	Friday 30 th April , 2027
Full draft of DPP to tutor	Friday 14th May, 2027
Final version of DPP	Wednesday 26th May, 2027

Essays

Students are required to complete and pass three essays as part of the assessment of their course work. **The pass mark is 40%.**

Each essay **should not exceed 2,500 words** and the word count should be shown on the cover page. **If the word limit is exceeded, this will result in a penalty reduction of 5%.**

You will need to submit the following:

- ❖ 1 electronic copy submitted to Blackboard

Students are expected to complete and submit all course work assignments on time.

Please include a cover sheet on each assignment with your name, student number, tutors name, and assignment details (you may choose your own format). Students will be required to sign and submit in Blackboard the [Coversheet Declaration](#), with all assessed work for this module.

Essay 1 Perspectives on Child Protection

Submission date: **Monday 30th November 2026**

Pick **ONE** of the following topics-

1. For better or worse? Critically analyse the evolution of child protection practice in Ireland
2. Recognising and responding to children living with domestic violence and abuse: challenges for child protection and welfare work
3. Critically analyse the strengths and limitations of current child protection systems in responding to families with complex and multiple needs
4. From Protection to Prevention: To what extent should child protection systems move from a risk-focused approach to a more preventative, early intervention and family-support model?

Whichever essay is picked should illustrate an evidence-based understanding of the topic; it should appropriately reference the Irish legal and policy context and include recent Irish and

international research on child protection and welfare. Essays should contain only a minimum amount of description and should take a theoretical and critically reflective approach to the topic. Students should draw on knowledge garnered across the full programme and their own professional experience in order to integrate theory and practice. Students should discuss their essay with tutors in Week 2.

Essay 2 Practicing Child Protection and Welfare: A Case Example

Submission Date: **Monday 8th February 2027**

This essay focuses on the practice of providing or managing a child protection and welfare service (or role as part of a bigger service) and requires you to use a case example from your work to illustrate how you utilise your 'personal framework for practice', e.g. how you integrate and reconcile formal knowledge, professional experience, personal values, the norms of your organisation and the broader regulatory framework. The essay offers students an opportunity to outline the models of work that are most relevant and useful as well as the theories, principles and perspectives that shape their practice. Overall, the essay should demonstrate their means of coping with conflict, and their methods for resolving dilemmas. It should also demonstrate values and attitudes in relation to child protection and welfare work. Students will be expected to show how they incorporate principles of inclusiveness and the paramountcy of child welfare in their work and critically evaluate their own organisational systems and structures. Links must be made between practice and relevant literature.

Essay 3 The Law of Child Protection and Welfare

Submission date: **Tuesday 7th April, 2026**

Essay Titles to be confirmed

12. Criteria for Marking Essays

Marks	- Knowledge - Use of theory and up to date research evidence from a range of sources	- Skills - Application and analysis	- Understanding - Critical thinking and synthesis	Presentation
70-100	Exceptional knowledge of key concepts and theoretical approaches to a subject, draws selectively from a range of primary and secondary sources.	Exceptional ability to draw on and apply a range of knowledge sources. Capacity to analyse concepts and theories and apply them to issues of policy and practice in an original fashion. Arguments thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction.	Evidence of clear and critical thinking. Sophisticated understanding and grasp of complex issues. Excellent articulation of arguments. Appreciation of alternative and competing theoretical positions. Understanding of subject in breadth and depth.	Excellent writing skills, with effective use of language. Clear signposting structure, clarity, good introduction and conclusion, flawless referencing, neat presentation with correct punctuation and spelling.
60-69	Sound knowledge of key concepts and theoretical approaches. Draws on a wide range of knowledge	Capacity to analyse concepts and theories and apply them to issues of policy and practice. Arguments	Good understanding of the main principles. Strong and coherent arguments with evidence of	Good writing skills. Clear structure, including introduction and conclusion.

	sources, uses research based evidence.	thoroughly grounded. Literature used to make analytical points. Essay fulfils aims and objectives stated in the introduction. Ability to interpret data.	independent thought. Can exercise critical judgement with good use of examples.	Excellent referencing, neat presentation with correct punctuation and spelling.
50-59	Satisfactory knowledge of the main issue, limited range of knowledge sources. Can use and identify sources of knowledge. Some knowledge of the key concepts and theoretical approaches.	Basic ability to link knowledge and policy/practice. Uses examples. Largely fulfils aims and objectives. Literature referenced rather than used to make analytical points. Descriptive rather than analytical.	Ability to draw reasonable conclusions. Certain amount of critical judgement and use of examples.	Coherent and satisfactory presentation. Mainly accurate referencing. Reasonably good writing skills.
40-49	Limited knowledge and evidence of reading, may contain inaccuracies.	Poor application of theory and research. Literature referenced rather than used to make analytical points. Descriptive.	Tendency to assert points without evidence. Little evidence that alternative views have been considered.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.
Fail/re-submit	Little or no evidence of reading, may contain inaccuracies.	Descriptive, no effort to link knowledge with policy/practice.	Little or no attempt to form arguments or show original thinking.	Lacking organisation and structure. Inaccurate referencing, spelling and punctuation errors.

13. General Guidelines for the Presentation of Written Work

All essays should show evidence of wide reading, including the use of recent sources. Students should demonstrate an ability to critically assess theories and apply theory to practice. The essay should be clearly introduced and concluded, the introduction demonstrating an understanding of the essay title, highlighting key issues to be covered, and outlining the approach to be taken in the essay. Points should be well developed, using the literature as well as examples from work experience. Headings can add greatly to the clarity of the presentation. The final conclusion should briefly review and points raised in the essay, and draw out the implications of your arguments or assertions. All names and identifying information concerning clients and colleagues should however be disguised. Credit will also be given for work that shows breadth as well as depth and that draws appropriately on material addressed in other courses.

Loose generalisations such as "research shows that" must be avoided. All statements and assertions must be complemented by evidence e.g. a piece of published work, or an official source of information, to support them.

Referencing is very important and must be done carefully. Your bibliography should direct a reader straight to the source that you have quoted, and sources may be checked by examiners from time to time.

Use the Harvard style referencing convention as follows:

After a quotation in the body of your essay, give (in brackets) the author's surname and date of publication. If you are using a direct quote or discussing a specific idea or argument, give the page number inside the brackets e.g. (Parton, 1991:23).

At the end of the work, before the appendices, give a full bibliography detailing all sources that you have cited, following a recognised convention such as the Harvard referencing system (Handouts will be provided). Use single line spacing.

- ❖ Arrange the works alphabetically by author, and work by the same author should be arranged chronologically. In the case of more than one work being published in the same year by the author, distinguish these as 1991, 1991b and so on. Be sure to give the original date of publication even if you use a later edition.
- ❖ Follow the author's name with the date and name of the reference.
- ❖ If the reference is a book, italicise the title, then give the place of publication and the publisher.
- ❖ If the reference is an article, give the title in inverted commas, followed by (i.e. journal or book).
- ❖ If the source is a journal, give the name of the journal in italics, followed by the volume number and page numbers.
- ❖ If the source is a book or collection of essays, begin as for (d) but then and from: followed by the editors initials, surname (ed.) the title of the book or collection (italicised), place of publication, publisher and page numbers.
- ❖ Every work that you refer to in your assignments must appear in your bibliography, as should all the sources you have used but not mentioned directly.

Examples:

(book) Parton, N. (1991). *Governing The Family: Child Care, Child Protection and the State*. Basingstoke, MacMillan.

(article) Wattam, C. (1997). 'Is the Criminalisation of Child Harm and Injury in the Interests of the Child?'. *Children and Society*, 11: 97-107.

(paper) Stevenson, O. (1997). 'Child Welfare: The Exercise of Professional Judgements by Social Workers'. Paper presented to the BASPCAN Congress, July 1997, Edinburgh.

(collection) O'Higgins, K. (1993). 'Surviving Separation: Traveller Children in Substitute Care'. In H. Ferguson, R. Gilligan and R. Torode, (eds). *Surviving Childhood Adversity: Issues for Policy and Practice*. Dublin, Social Studies Press, pp.146-156.

If other conventions are used they must be consistent in format. Marks will be deducted if referencing conventions are not followed, or if references are omitted from the bibliography.

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. Recommended word lengths must be observed. **Very short work or work that exceeds the recommended length by more than 20% will be returned for revision.** Please show the word length on the title page.

Assessed written work must be typed - in 1.5 spacing - on one side of the paper with adequate margins on each side of the page. The word count must be shown on the title page. Pages should be clearly numbered, as tutors who are marking assignments provide written comments which refer specifically to your text. All written work should be proof-read before submission to avoid mistakes in spelling, grammar and referencing. Careless presentation, particularly in relation to referencing, reduces the impact of the content and loses marks.

Students are strongly encouraged to give or send drafts of their written work to their tutors prior to final submission.

14. Demonstration Practice Project (DPP) – Module SS7135

Submission date: **Wednesday 26th May 2027**

14. Demonstration Practice Project (DPP) – Module SS7135

The DPP is designed to serve as a bridge between the college-based element of the course and the student's own work. The student is required to carry out a project which takes an existing issue within their organisation with relevance to their work with and obligations to, children and families. The issue should have a child welfare and/or protection dimension. While in previous years the DPP represented an opportunity for some students to undertake a small piece of research within their organisations, in recent times the requirements of Research Ethics Committees and associated long timetables have rendered this largely unpractical, if not impossible. The teaching and guidance offered to students by lecturers and tutors is now directed towards equipping them to undertake desk-based research (which does not require the approval of Ethics Committees). Such research is designed to help the student systematically identify the existing research and policy literature, and employ the findings drawn from this to inform their analysis as to how, going forward, such gleaned knowledge might inform professional practices and organisational policies. It is anticipated that this process may assist not only the learning of the student but also that of their colleagues, thus the title 'demonstration practice'. The project is therefore intended to exemplify the course's commitment to making a difference in the workplace, by combining academic learning with practical application in the 'real world'.

The Demonstration Practice Project has the following objectives:

- ❖ to help the student develop skills in the systematic identification research literature and in thematic analysis
- ❖ to promote solutions drawn from the evidence base (as represented in the research literature) to address 'real world' workplace issues
- ❖ to encourage the active dissemination of information about good practice within the student's organisation and more widely.

The concluding chapter of the project is important and should be reasonably substantial. It will be

pivotal in demonstrating how the aims of the project have been met. Students will be required to reflect at this point on the implications of their findings both for themselves and for their organisation, i.e., how the process of conducting the project and reaching their conclusions has modified their attitudes and their practice, how it may effect change in their organisations and how they plan to disseminate their findings.

Deadlines for submission of DPP work

Students should begin planning the Demonstration Practice Project from the outset of the course, in consultation with their tutors. A series of written submissions must be made to tutors which reflect the student's attempts to clarify and put shape on the project.

Students must submit the first chapter of their DPPs on **Monday 4th January**. This chapter will outline the topic, the research question and research aim and objectives, its policy context, why it is considered a suitable subject for study, which aspects of it will be considered. This chapter will also provide an overview of theory and research evidence relevant to the topic under study and provide a context as to why the issue under consideration is important in the professional and agency contexts. It should also signpost the remainder of the written project, i.e., provide a brief outline of chapters.

The methodology chapter should be submitted on **Monday 1st March**, outlining the research methods chosen, this will involve desk-based research, involving a systematic identification and analysis of the relevant literature. It is important that this process is fully described.

The analysis/findings from the extended literature review or critical policy analysis must be submitted on **Friday 30th April**. This should include a synthesis of key findings and themes identified in the literature as relevant to the research question.

A full draft of the project will be due for submission to tutors on **Friday 14th May**, and each student will make a 15-minute presentation of their project during the week of May 5th to 8th.

The final date for submission of the completed projects is **Wednesday 26th May 2027 by 4.00pm**.

The importance of tutorial support for the success of this exercise cannot be emphasised too strongly and the onus lies with the students to make the most of this source of support which is readily available as part of the course package.

An example of the layout and title page of the DPP is in Appendix A. For advice and requirements in relation to general writing skills, please see Section 14.

Indicative structure and word counts

Abstract (200 words)

Introduction/Objectives (c.1000 words)

Context chapter; (1000-1500 words)

Methodology; (c.1500 words)

Analysis/Findings; (c.2500-3500 words)

Discussion of Findings/Outcomes; (c.1500 words)

Conclusions/Evaluation and Recommendations; (1000-1500 words)

16. Guidelines for Preparing your DPP

Writing the report: General checklist (adapted from J. Bell, 1987)

1	Set deadlines	Allocate dates for sections, subsections and the whole report. Keep an eye on your schedule
2	Write regularly	
3	Create a rhythm of work	Don't stop to check references. Make a note of what has to be checked, but don't stop
4	Write up a section as soon as it is ready	Try to produce a draft of the literature review as soon as the bulk of your reading is completed
5	Stop at a point from which it is easy to resume writing	
6	Leave space for revisions	Use one side of the page only. Try to keep to one paragraph per page
7	Publicise your plans	You may need a little help from your friends to meet the deadlines
8	Check that all essential sections have been covered	Outline of the research, review of previous work, statement of the scope and aims of the investigation, description of procedures, statement of results, discussion, summary and conclusions, reference, abstract
9	Check length is according to institutional requirements	You don't want to be failed on a technicality
10	Don't forget the title page	
11	Any acknowledgements and thanks?	

12	Include headings where possible	Anything to make it easier for readers to follow the structure will help
13	Number tables and figures and provide titles	Check tables and figures for accuracy, particularly after typing
14	Make sure all quotations are acknowledged	Check that quotations are presented in a consistent format
15	Provide a list of references	Unless instructed otherwise, include only times to which reference is made in the report. Check that a consistent system issued and that there are no omissions
16	Appendices should only include items that are required for reference purposes. Do not clutter the report with irrelevant items	Unless instructed otherwise, one copy of each data-collecting instrument should be included
17	Remember to leave sufficient time for revision and rewriting	Check that you have written in plain English. Check that your writing is legible
18	Try to get someone to read the report	Fresh eyes will often see errors you have overlooked

Writing the Report: Checklist

If you were writing a critique of a piece of research done by someone else, you might ask the following questions. Subject your own report to the same sort of examinations.

Ask yourself:

1. Is the meaning clear? Are there any obscure passages?
2. Is the report well written? check tenses, grammar, spelling, overlapping passages, punctuation, jargon.
3. Is the referencing well done? Are there any omissions?
4. Does the abstract give the reader a clear idea of what is in the report?

5. Does the title indicate the nature of the study?
6. Are the objectives of the study stated clearly?
7. Are the objectives fulfilled?
8. If hypotheses are postulated, were they testable? Are they proved or not proved?
9. Has a sufficient amount of literature relating to the topic been studied?
10. Does the literature review, if any, provide an indication of the state of knowledge in the subject? Is your topic placed in the context of the area of study as a whole?
11. Are all terms clearly defined?
12. Are the selected methods of data collection accurately described? Are they suitable for the task? Why were they chosen?
13. Are any limitations of the study clearly presented?
14. Have any statistical techniques been used? If so, are they appropriate for the task?
15. Are the data analysed and interpreted or merely described?
16. Are the results clearly presented? Are tables, diagrams and figures well drawn?
17. Are conclusions based on evidence? Have any claims been made that cannot be substantiated?
18. Is there any evidence of bias? Any emotive terms or intemperate language?
19. Are the data likely to be reliable? Could another researcher repeat the methods used and have a reasonable chance of getting the same or similar results?
20. Are recommendations (if any) feasible?
21. Are there any unnecessary items in the appendix?
22. Would you give the report a passing grade if you were the examiner? If not, perhaps an overhaul is necessary.

Source:

Judith Bell (1999 [third edition], p.211) *Doing Your Research project Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press

17. Guidelines for the Presentation of the DPP

You are required to consult your tutor about the precise format for your report, as this will vary according to the nature of the project. Typical section headings, however, might be: Objectives; Background; Agency Context; Methodology; Analysis/Findings; Discussion; Recommendations; References; Appendices.

Length

There is a limit of between 8,000 and 10,000 words (not including references), and this must be observed. Exceeding the word limit will result in a penalty to the overall grade.

Presentation

The report should be 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 report should start with a title page, followed by an abstract, reface/acknowledgements and table of contents in that order. 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.

Format

The format outlined above should be followed. Only items referred to in the text of the dissertation should be included as references.

Footnotes

As an alternative to a style, which places references to published works in the text, students may wish to use a footnoting style. Footnotes should be identified by a number which appears in the text. They should be numbered consecutively and followed by complete numbered references at the end of the Report, the detail of which should be the same as that outlined

above. The important point to remember is that whatever referencing style you adopt be consistent

Appendices

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

18.Demonstration Practice Project – Criteria for Marking

Marks will be awarded according to how well the project meets the following criteria:

Introduction	Background/Context	Methodology	Findings/Analysis & Discussion	Recommendations	Presentation
15%	20%	15%	25%	10%	15%
Shows a capacity to identify a relevant practice or policy issue or problem.	Demonstrates an ability to source the most significant theory and research evidence relevant to the issue.	Indicates an ability to choose, justify and employ appropriate research methods and apply them to the problem.	Demonstrates the ability to present a balanced account of the findings.	Demonstrates an ability to reflect appropriately on the research and identify key learning from it.	Layout consistent with the guidance provided.
Provides sufficient contextual information to situate the problem.	Demonstrates ability to organise and analyse the literature.	Shows that rigorous and ethical data gathering took place.	Discusses the findings from the research in the context of the literature.	Shows the capacity to relate the findings to child protection and welfare policy.	Logical and coherent presentation, inclusion of tables and charts if relevant.
Forms a useful questions for exploration.	Identifies where this project will fill an existing gap in evidence.	Includes evidence of tools used to gather evidence.	Demonstrates an ability to draw implications from the findings.	Recommendations appropriately targeted at different levels in the relevant sector or organisation.	Correct referencing conventions applied consistently. Proof-read, with correct spelling and punctuation.

19. Tutorials

Each student is assigned a course tutor. The tutorial relationship is intended to be a key learning resource for the student throughout the course. The tutor's task is to help the student maximise the opportunities presented by the course. Students should ensure to arrange a tutorial meetings (either online or in-person) monthly be that College based week, or between weeks, where appropriate.

The tutor's tasks include the following:

- ❖ to assist the student at the outset to identify relevant learning objectives which will constitute the student's personal learning agenda for the course as a whole
- ❖ to guide the student in relation to the completion of written assignments
- ❖ to assist in the identification and development of a theme / topic for the student's Demonstration Practice Project and to approve the final choice
- ❖ to monitor and assist the student's progress towards the successful completion of the Demonstration Practice project, in particular through the setting of agreed tasks for completion between College based weeks
- ❖ to examine, with other course staff, the student's course assignments, and to offer constructive written feedback to the student. (N.B. Law essay is examined by the Law course teacher and externally examined by Dr. Aisling Parkes, Senior Lecturer in the Department of Law in the National University of Ireland, Cork)

While tutors provide as much guidance as possible within the context of the course programme, students have ultimate responsibility for submitting written work on time and ensuring the quality of this work.

20. M.Sc. in Child Protection and Welfare

Eligible candidates have the option of registering for the M.Sc. programme in Child Protection and Welfare within 5 years of successful completion of the Post Graduate Diploma in Child Protection and Welfare. Admission will be confined to candidates who achieve a 60% average in the Postgraduate Diploma year. The M.Sc. will be awarded on successful completion of the Postgraduate Diploma course programme in Year 1 and a 20,000 word dissertation in Year 2. Registered students will have access to supervision and a programme of seminars. A briefing session on the M.Sc. Option will be held during the year.

21.General 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 are available at <http://www.tcd.ie/about/policies/>.

Recording of Lectures

Due to the heavy focus on case-based, discussion focused and inquiry learning within this module, lectures will **not** be recorded. The College Recording of Lectures Policy can be viewed via this link <https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf>

Students with a reasonable accommodation stated within their LENS report may audio record part of lectures where case examples are not discussed, and delete data in line with college reasonable accommodation policy-

https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Reasonable-Accommodations-Policy_April-2023.pdf

Additionally, individual lecture summaries can be made available to any student on request to the relevant lecturer

Attendance

Attendance is expected at all lectures. When students are not able to attend they should inform the Course Administrator via email as early as possible. Full attendance at all classes is compulsory. Absence is excused only on medical certification*, and attendance lists will be kept. The award of Diploma will be made only on the basis of full attendance.

***Absence of greater than fifteen days on medical certification will require the student to apply to the Dean of Graduate Studies for permission to repeat all or part of the course.**

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 the [College Dignity and Respect Policy](#) for more details.

Problems, Complaints and Grievances

If you have an academic-related problem you should discuss it first with the lecturer or supervisor concerned. General issues affecting the class should be channelled through your student representative to the Course Director. If you have a course related problem yo

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.

If you have a complaint which discussion with the relevant academic, 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. More information about the Student Complaints Procedure can be found [here](#).

Student Evaluation and Feedback

Information about the College requirements for evaluation and feedback can be found at <https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php>.

Appendix A

The title page of the Demonstration Practice Project should include:

Trinity College Dublin

Title of Demonstration Practice Report

for partial fulfilment of the

Postgraduate Diploma in Child Protection and Welfare

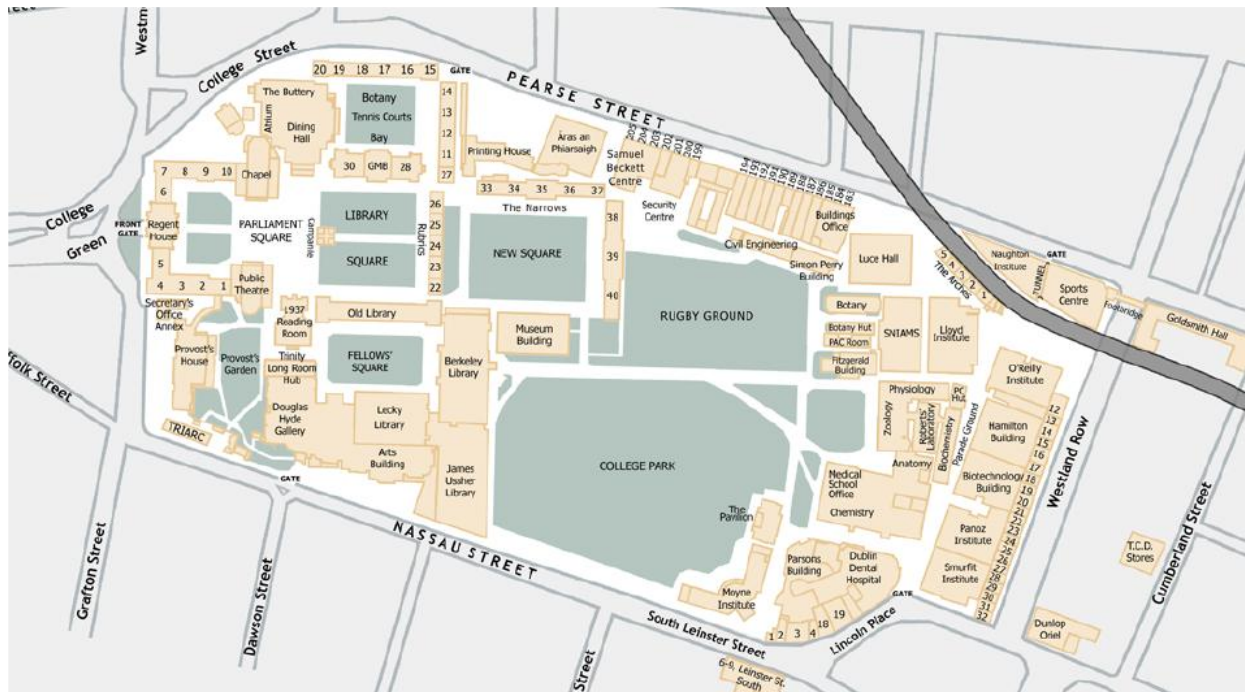
Author

Tutor

Date Submitted:

Appendix B

Map of Trinity College



Appendix C

ECTS attached to the Postgraduate Diploma in Child Protection and Welfare Year

Code	Module title	Activities	Assignments	ECTS	Contact hours	Student workload
SS7130	Child Protection Perspectives and Practices	Lectures Seminars Presentations and tutorials	Essay 2,500 words	10	60	200*
SS7131	Interventions with children, youth and families	Lectures Workshops, twinning visits, agency profiles and class presentations, tutorials	Essay on personal framework for practice (2,500 words)	10	60	200*
SS7132	Law	Lectures Workshops, tutorials	Essay	10	20	200*
SS7133	Contemporary Issues	Workshops & seminars, tutorials	Reading for class discussions	5	20	100*
SS7134	Child Development	Lectures on child	Reading for class	5	30	100*
		development and workshops on direct work with children, tutorials	discussion			
SS7135	Research Methods	Lectures, workshops, presentations, tutorials	Review of research article (un-assessed) Mini research project	20	30	400**
Total	6 modules		3 essays, 1 project	60	220	1200

*Reading in preparation for lectures, reading and researching for essays, writing essays; **researching, data collection, reading and writing of project.

Appendix D

School of Social Work and Social Policy on Generative AI

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating new content, ideas, or data that mimic human-like creativity. It uses deep learning algorithms to produce outputs ranging from text and images to music and code, based on patterns it learns from vast datasets. GenAI uses large language models to analyse and understand the structure of the data it's trained on, enabling the generation of novel content. Examples include ChatGPT, Google Bard, CoPilot, Grammarly and Notion.

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognise that these technologies present challenges and risks, including to academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

The purpose of this policy is to outline the core principles of the School of Social Work and Social Policy's approach to student use of GenAI. This policy compliments the College level policy on GenAI while taking into account the unique needs and demands of our School.

Encouraging the development of GenAI literacy

In line with College policy, the School is committed to supporting the opportunity for students and staff to become GenAI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of GenAI in order to harness the potential of GenAI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve.

Appreciating what GenAI is and is not good for

Within a research context there are some tasks which GenAI is particularly useful for. For example, generating statistical code or as an aid when brainstorming questions to ask participants in a survey or interview.

GenAI may be useful when undertaking discursive writing such as an essay but only when used with discretion and understood as an assistive tool.

For a research literature review for a Capstone, Masters or PhD dissertation it is advisable to use GenAI sparingly, if at all. It may be useful as a way to check grammar and spelling and may sometimes be used to generate ideas but the deep knowledge of the literature that comes from systematic searching, independent reading and the exertion involved in shaping it into your final review are important parts of the research process and will play an important role in deciding the aims and value of your research.

Using GenAI is not recommended for reflective writing, which is often deeply personal and requires use of self, or for applied case study analysis (both very relevant for our School).

Understanding the limitations of GenAI

A crucial part of GenAI literacy is understanding the risks and limitations of these technologies, particularly when used for academic purposes.

While GenAI tools can generate very eloquent, convincing text, they do not store facts and knowledge, rather they generate outputs based on probabilities. Thus, GenAI is prone to making factual errors (called ‘hallucinations’) which are nonetheless very convincingly presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true. Therefore, it is crucial for any user to fact-check any output from a GenAI tool. Bear in mind that your module coordinator will be a domain expert and hence very likely to spot non-existent or miscited sources.

As well as factual errors users should be aware that GenAI tools can exhibit bias as a result of bias embedded in its training data. GenAI does not engage in systematic and rigorous evaluation of research evidence and should not be used as a substitute.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

Ensuring that GenAI use does not impede student learning

Inappropriate use of GenAI can impede student progress in terms of acquiring the Trinity education graduate attributes (independent thinking, effective communication, responsible action, and continuous development) and achieving the learning outcomes of any given module. For their own benefit, it is strongly recommended that students follow the advice of module leads about when to use and not use GenAI tools.

Ensuring that GenAI use complies with academic integrity

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research \(2024\)](#), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and referencing GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work (i.e. fails to acknowledge and appropriately cite the use of GenAI), it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

Awareness of ethical issues in the use of GenAI

The use of GenAI tools can have important ethical implications which users should be aware of.

The training and use of GenAI systems consume significant amounts of energy and resources, leading to sustainability concerns.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some major GenAI providers have been sued for copyright infringement.

Some GenAI tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Additionally, some GenAI tools harvest information from user prompts including contextual information from users' interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary in regard to the extent of these concerns.

Avoiding unlawful ways of using GenAI

Given the nature of the work of the School of Social Work and Social Policy it is very important that all staff and students understand the ways in which GenAI can be used unlawfully. For students this is important both for their time in College

and in employment afterwards.

Most GenAI tools harvest inputs and use interactions with users for their systems development. Therefore personal, private or sensitive information about colleagues, students or clients / service users should never be used as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. Even where sharing such private information is not necessarily unlawful, it is against College regulations.

Student work (submitted assessments and contributions) are considered private information, and are not allowed to be uploaded into a third-party GenAI tool for any reason. Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should not be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI.

Using GenAI appropriately on work placement

Students on placement outside of the university should familiarise themselves with and adhere at all times to policies on the use of GenAI in their host organisations.

When preparing placement related coursework, students should never, for any reason, input confidential service user information including, names, locations, case notes or any identifying information into any GenAI tool.

RESOURCES:

Trinity's Generative Artificial Intelligence (GenAI) Hub

https://www.tcd.ie/academicpractice/resources/generative_ai/

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research

<https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>

TCD library guide on using GenAI

<https://libguides.tcd.ie/gen-ai>

College statement on academic integrity

<https://www.tcd.ie/about/policies/academic-policies/academic-integrity/>

UNESCO (2023) Guidance for Generative AI in Education and Research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

Appendix E

Recording of Lectures Policy

The College Recording of Lectures Policy can be viewed via this link:

<https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recording-Lectures-Policy.pdf>

Appendix F

Annual Timetable

POSTGRADUATE DIPLOMA IN CHILD PROTECTION AND WELFARE 2026-2027

PLEASE NOTE THE VENUE FOR ALL LECTURES IS ARTS BUILDING ROOM 3080

TIMETABLE WEEK 1

Monday 14th September to Thursday 17th September

TIMETABLE WEEK 2

Monday 12th to Wednesday 14th October 2026

TIMETABLE WEEK 3

Monday 9th to Wednesday 11th November 2026

Timetable Week 4

Monday 7th to Wednesday 9th December 2026

TIMETABLE WEEK 5

Monday 11th January to Wednesday 13th January 2027

TIMETABLE WEEK 6

Monday 8th to Wednesday 10th February 2027

TIMETABLE WEEK 7

Monday 8th to Wednesday 10th March 2027

TIMETABLE WEEK 8

Monday 12th to Wednesday 14th April 2027

TIMETABLE WEEK 9

Monday 10th to Thursday 13th May 2027

