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

School of Social Work and Social Policy

Bachelor in Social Studies

(Social Work)

Course Handbook 2026-2027

Version 3

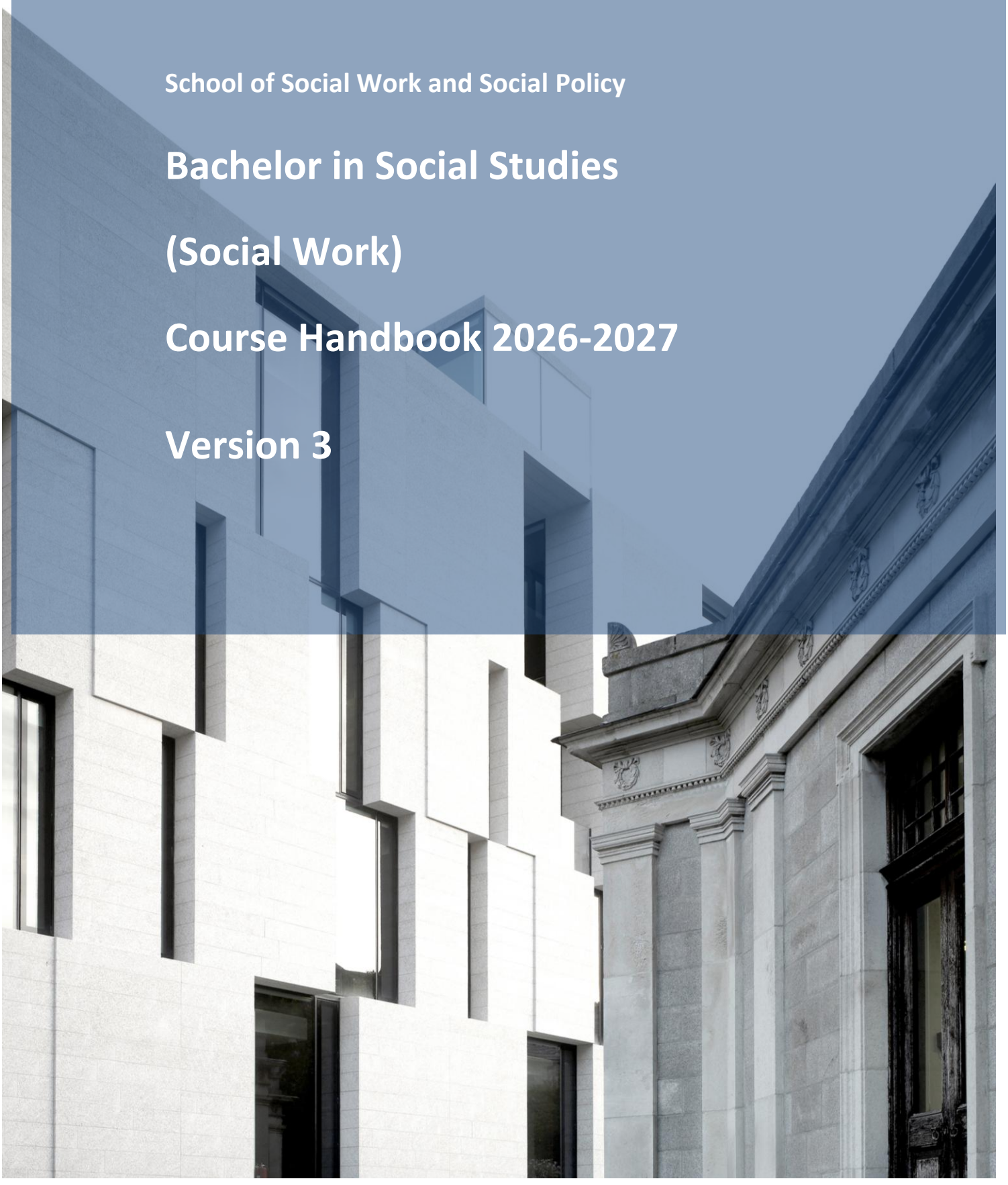


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Alternative formats of this handbook can be made available on request to **pascoem@tcd.ie** or **nmcfarla@tcd.ie**

Section 1: Welcome

1.1 Welcome and Introduction

Whether beginning your first year as a JF student or returning as a SF, JS or SS student, you are welcome to the Bachelor in Social Studies (Hons) degree in Social Work which is placed at level 8 on the National Framework of qualifications (NFQ). We hope you will find this a very enjoyable and rewarding year and an important steppingstone towards a career in social work.

All years on the BSS programme are tightly structured, and because this is a professional social work course, we expect you to keep to deadlines, to attend all classes and to explain all necessary absences. Core themes will run across courses, but substantive issues may be addressed only once - hence the importance of attendance. We also hope you will participate actively and share your ideas in class.

If you are joining us as a JF student, we know that life in college can be confusing for the first few weeks, whether you have just left school or are returning to education. The good news is that much of this confusion soon dissipates as Trinity terminology starts to make more sense and you acquire some routine and normality. Whilst there will be a lot to get used to in the coming weeks, it is especially important that you keep to deadlines, attend all classes, and explain any necessary absences as your attendance will be carefully monitored both online and in-person. Don't forget also to actively engage in your classes, as without the participation of students, the learning experience will be limited.

If you are returning as an SF student, you should find that more of your classes are interactive this year, and the more you participate, the livelier the year will be for everyone. Please note that Senior Freshman year is the year in which you can sit Scholarship examinations, and we encourage you to consider this option. In recent years, BSS students have been successful in achieving the distinction and rewards of a college scholarship.

For our JS and SS students, your year will be distinctive in several ways. It is divided into two semesters, with almost all the first semester spent on placement, and most of the second semester devoted to teaching. All your courses this year are focused on social work theory, practice and policy and will be closely related to your practice experience.

You will be encouraged to draw on academic and practice learning from placement experiences so far.

This Handbook[1] aims to provide the basic information you need to find your way about the programme.

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

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

Wishing you a rewarding and enjoyable year!



Dr Leigh-Ann Sweeney, BSS Course Director

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

1.2 Key Campus Locations

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

The Trinity Orientation Map and the Searchable Interactive College Map will help you locate lecture rooms, libraries and all the college key services including Academic Registry, College Health, Student Counselling, Trinity Sport, IT Services etc.

IT Services computer rooms are located across campus, with both Windows and Mac computers available. Some rooms are open 24-hours and can be accessed using your Trinity ID card. The 1937 Reading Room contains dedicated facilities for postgraduates. Microsoft 365 applications are installed on all computers and a wider portfolio of specialized software is available in specific rooms. For a complete list of the software available in each room review the software catalogue It is possible to print from any computer in the computer rooms using the TCD Print Anywhere service.

1.3 School Office Location and Opening Hours

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

1.4 School Social Platforms

Platform	**Link**
Facebook	School of Social Work and Social Policy, TCD | Dublin | Facebook
X	(1) SWSP_TCD (@SWSP_TCD) / X
LinkedIn	TCD School of Social Work & Social Policy: Overview | LinkedIn

Section 2: Meet the Course Team

2.1 Staff Members in the School of Social Work and Social Policy

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

2.1.1 Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Professor Nicola Carr	ncarr@tcd.ie

2.1.2 Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Undergraduate Teaching & Learning	Dr. Susan Flynn	SFLYNN7@tcd.ie

2.1.3 Course Director

Title	Name	Email
Director of Bachelor in Social Studies	Dr. Leigh-Ann Sweeney	Sweenele@tcd.ie

2.1.4 BSS Junior Freshman Coordinator

Title	Name	Email
BSS Junior Freshman (Year 1) Coordinator	Dr. Sorcha O'Keeffe	okeeffso@tcd.ie

2.1.5 Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman	Nicola McFarland	nmcfarla@tcd.ie
Senior Executive Officer BSS Years 3 & 4 i.e. Junior and Senior Sophister	Mairead Pascoe	pascoem@tcd.ie

2.1.6 School Practice Education Team

Title	Name	Email
Assistant Professor in Social Work & Director of Practice Education	Dr. Erna O'Connor	Erna.OConnor@tcd.ie
Assistant Professor in Social Work & Practice Education Co-ordinator	Dr. Sinead Whiting	Sinead.Whiting@tcd.ie
Executive Officer Practice Education	Ms Jen Kelly	Swpractice.ed@tcd.ie

2.2 Course Committee

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

- BSS Course Director, Dr Leigh-Ann Sweeney (Chairperson)
- Head of School, Professor Nicola Carr
- Director of Teaching & Learning (Undergraduate), Dr Susan Flynn
- BSS Year 1 Coordinator, Dr Sorcha OKeeffe
- Assistant Professor in Social Work & Director of Practice Education Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Sinead Whiting
- Social Work lecturing staff
- Social Policy lecturing representative
- Social Work tutor representative
- External lecturer representative
- Student representatives (BSS Years 1-4)

2.3 Staff – Student Liaison

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

2.4 BSS Student Representatives

Position	**Name**
BSS Junior Freshman (Year 1)	Tara Zieschang e: zieschat@tcd.ie
BSS Senior Freshman (Year 2)	Arienne O'Donnell odonnear@tcd.ie
BSS Junior Sophister (Year 3)	Jonathan Balfe jbalfe@tcd.ie Caitlyn Ellis Curran ELLISCA@TCD.IE
BSS Senior Sophister (Year 4)	Charlotte Orme CORME@tcd.ie
Undergraduate School Convenor	TBC

2.5 Bachelor in Social Studies Practice Panel

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

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

The Practice Panel 2026/27 members are:

- Avril Connolly TUSLA, Child and Family Agency
- Renee Summers, Social Work Dept, National Rehabilitation Hospital
- Conor Fitzpatrick, HSE
- Lena Carty, The Probation Service

2.6 External Examiner

Dr Ciarán Murphy, Senior Lecturer in Social Work, Edge Hill University, Lancashire. Bio available: CIARAN MURPHY — Edge Hill University

Section 3: General Programme Information

3.1 Timetable

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

The week numbers on the School timetable refer to academic calendar weeks which are shown on the copy of the Academic Year Structure within this handbook (See 3.22).

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

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

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

1: Professional Autonomy and Accountability

2: Communication, Collaborative Practice and Teamworking

3: Safety and Quality

4: Professional development

5: Professional Knowledge and Skills

(www.coru.ie and swrb-code-of-professional-conduct-and-ethics-for-social-workers.pdf)

3.3 Programme Aims and Objectives

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

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

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

3.3.1 Knowledge Base

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

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

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

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

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

3.3.2 Value Base

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

3.3.3 Skills Base

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

3.3.4 Challenges

Social work practice challenges practitioners in many ways.

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

Social workers frequently work in multi-disciplinary agencies and must meet the challenge of maintaining their professional identity whilst actively helping to develop shared understandings and common purpose with colleagues from other disciplines.

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

3.4 Programme Learning Outcomes

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

On successful completion of all four years of this programme, students will have acquired and demonstrated the necessary knowledge, skills and ethical base for professional social work, and will have satisfied the requirements for an honours bachelor's degree in Social Studies (Social Work) placed at level 8 on the NFQ and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

PLO.1 Apply social science theories and social research evidence to the critical investigation, analysis and evaluation of contemporary social issues and social policies.

PLO.2 Integrate social science and social work perspectives in the analysis of social work topics, debates and practice examples, and in the identification of best practice in these areas.

PLO.3 Adopt a comparative, research-informed approach to academic project work.

PLO.4 Practice at newly qualified level within all contemporary fields of social work practice, and work effectively as individual practitioners, as team members, and within multi-disciplinary settings.

PLO.5 Employ effective interpersonal skills and communication skills in both academic and practice contexts.

PLO.6 Demonstrate competence in social work assessment, counselling, groupwork, community work, advocacy, case management, practice evaluation, and other core social work skills and tasks.

PLO.7 Use professional and peer supervision constructively and engage in critical reflection on their social work practice.

PLO.8 Maintain personal accountability and professional behaviour in academic and practice contexts.

PLO.9 Uphold high ethical standards in their social work practice, with reference to Irish and international codes of social work ethics.

PLO.10 Engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.

PLO.11 Engage in continuing professional development including further study.

3.5 Bachelor in Social Studies Progression Regulations and calculation of Award.

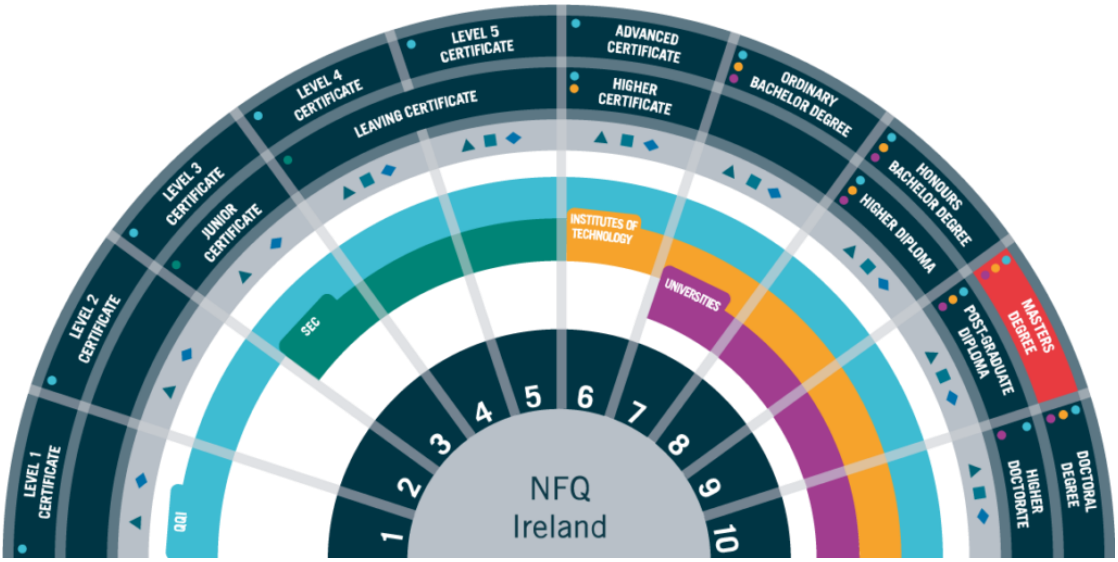
A BSS students final Award and Classification is calculated using the algorithm 70% of Senior Sophister year aggregate marks and 30% of Junior Sophister year aggregate marks.

The BSS Examination Regulations and Conventions Booklet 2026 - 2027 contains information about the regulations governing examinations, progression, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

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

3.5.1 Award

Upon successful completion of the Senior Sophister (4th) year of the BSS programme, students may be awarded the degree of the Bachelor in Social Studies (Hons) which is placed at level 8 of the National Framework of Qualifications



National Framework for Qualifications

3.6 School of Social Work and Social Policy Marking Scale

First class honours **I** **70-100**

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

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

70-76 **EXCELLENT**

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

- Comprehensiveness and accuracy.
- Clarity of argument and quality of expression.
- Excellent structure and organization.
- Integration of a range of relevant materials.
- Evidence of additional reading.
- Critical evaluation.
- Lacks errors of any significant kind.
- Contains reasoned argument and comes to a logical conclusion.
- Need not demonstrate independence thinking or originality.

77-89 **OUTSTANDING**

In addition to the above criteria, an outstanding answer will be consistently of a very high standard and will show some evidence of independence of judgement, originality or sound critical thinking.

90-100 **EXTRAORDINARY**

In addition to the criteria above, an extraordinary answer will exhibit an exceptional level of performance. Answers at this level are of a standard significantly higher than is expected of an undergraduate student. It will show originality and a sophisticated insight into the subject matter.

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Second Class, First Division **II.1** **60-69**

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

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

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

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

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

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Second Class. Second Division II.2 50-59

A substantially correct answer which shows an understanding of the basic principles.
Lower second class answers display an acceptable level of competence, as indicated by the following

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

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Third Class Honours III 40-49

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

Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:
• descriptive only;
• does not answer the question directly;
• misses key points of information and interpretation
• contains serious inaccuracies;
• sparse coverage of material; and
• assertions not supported by argument or evidence.

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Fail - 1st Division F1 30-39
Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

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

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Fail – 2nd Division F2 0-29

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

3.7 Course Expectations

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

The following are therefore course requirements:

3.7.1 BSS Attendance Policy

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who fail to meet the attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

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

3.7.2 LENS non-standard reasonable accommodations – flexible attendance

The School recognises that some disabled students may have approved non-standard reasonable accommodations relating to in-course attendance. Where flexible attendance is specified on a student's LENS and PLENS report, this accommodation will apply to the relevant attendance requirements. The School has responsibility to ensure that all students who successfully complete the programme have acquired the knowledge, skills and values required to meet the Standards of Proficiency necessary for public protection set by the Social Work Registration Board and monitored by CORU. Where attendance is necessary to acquire or demonstrate knowledge, skills or values aligned to a Standard of Proficiency, this may therefore impact on the School's ability to facilitate flexible attendance. The LENS report is the authorised record of approved accommodations, and students should not normally be asked to provide additional medical or diagnostic documentation to support an accommodation already recorded on it. Students are required to contact the relevant Course Director at the earliest opportunity to discuss practical arrangements

3.7.3 The BSS Attendance Policy applies to the following modules in 2026/27.

Class	Module Code	Module Name
Junior Freshman	SSU11030	Introduction to Social Work
Junior Freshman	SSU11010	Introduction to Psychology
Junior Freshman	SSU11072	Introduction to Practice Based Learning
Senior Freshman	SSU22041	Inclusive Disability
Senior Freshman	SSU22101	Introduction to Child Protection
Senior Freshman	SSU22242	Introduction to Family Law

Senior Freshman	SSU22232	Psychology for Social Workers
Senior Freshman	SSU22151	Group Work
Senior Freshman	SSU22070	Social Work Theory and Practice
Senior Freshman	SSU22112	Senior Freshman Placement
Junior Sophister	SSU34062	Law for Social Workers
Junior Sophister	SSU33072	Family & Child Care Studies
Junior Sophister	SSU33202	Criminology
Junior Sophister	SSU33402	Biography, Identity and Professional Practice
Junior Sophister	SSU33502	Child Protection & Disability: Perspectives and Practice
Junior Sophister	SSU33090	Social Work Practice
Junior Sophister	SSU34072	Junior Sophister Placement
Senior Sophister	SSU44111	Senior Sophister Placement
Senior Sophister	SSU44200	Social Work Practice (capstone)
Senior Sophister	SSU44042	Perspectives on Social Work
Senior Sophister	SSU44132	The Professional in Context
Senior Sophister	SSU44062	Social Work & Child Care
Senior Sophister	SSU44072	Social Work & Equality Issues
Senior Sophister	SSU44082	Social Work & Mental Health
Senior Sophister	SSU44302	Interprofessional Practice for Social Work

3.7.4 How Attendance is Monitored

Attendance is monitored using the SEAtS software application (see 3.7.5). Any student unable to log their attendance at a lecture or tutorial using SEAtS software must instead log their attendance via a sign in sheet available from the lecturer at the start or end of the class. It is important that students actively take responsibility for logging attendance and reporting absences.

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

3.7.5 SEAtS software

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

A separate SEAtS user guide is available to all BSS students.

3.7.6 Reporting Absences

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

3.7.7 Absences on placement

Absences can also occur when students are on practice placement. If the need for an absence from placement arises, the student's first obligation is to their Practice Teacher who must be notified as early as possible on the first day of absence to explain the reason for his/her absence and, if absences are likely to continue beyond the initial absence, to give an estimate of probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor. Absences of 2 or more days must be made up in a purposeful manner and will be negotiated with the Practice Teacher and the Social Work Tutor. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged the student, their practice teacher and their social work tutor should discuss the implications for the continuation of the placement at the earliest possible time.

All absences must be recorded in your Student Log for Placement.

- For the Senior Freshman placement, students are expected to complete placement hours equivalent to 9 full-time weeks on site.
- For Junior Sophister and Senior Sophister students, a minimum of 500 hours must be completed during your professional placement. Guidance on how to record your placement hours and what to do if you miss time (including how to make it up) is provided in Section 7.11.

3.7.8 Punctuality

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

3.7.9 Reliability

Students will be required to make class presentations or prepare material for specific classes and should ensure that they fulfill these commitments. Similarly on placement, commitments should be honoured.

3.7.10 Participation

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

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

Purpose

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

Scope

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

Background

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

Procedure

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

- The student consent form should be submitted via Blackboard to the Course Administrator (see 3.7.12)

- A class list indicating each student's consent decision is collated by the Course Administrator and shared with relevant academic staff.

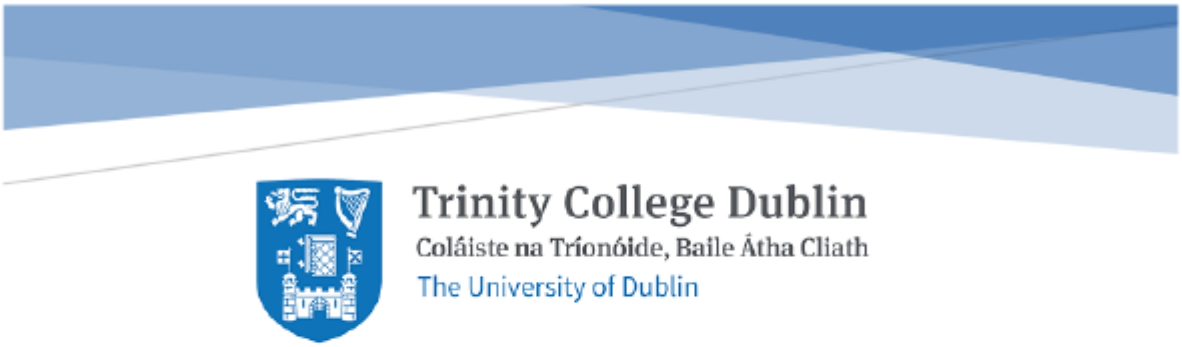
- BSS Course Director will ensure that students are aware of this protocol and explain the reasons for using such learning activities and seeking their consent. The BSS Course Director will encourage students to contact them if they wish to discuss any aspect of consent and may connect the student with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

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

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

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

3.7.12 Student Consent Form



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

Bachelor in Social Studies

Student Consent Form Academic Year 2026-27

Student name:

Student ID:

I consent to taking part in role play exercises in which I may be required to play the role of a social work service user while enrolled on the Bachelor in Social Studies (BSS) programme.

I consent to taking part in experiential groups while completing the BSS programme.

I confirm that I have read the *BSS Code of Conduct* in my BSS course handbook.

I confirm that I have read the *Online Student Code of Conduct* in my BSS course handbook.

I confirm that I have read the college *Fitness to Practice and Fitness to Study* policy in my BSS course handbook.

I confirm that I will not record any live/pre-recorded online sessions using a personal device.

I consent to my attendance at face to face and online classes being recorded.

I consent to my attendance record being shared with my Practice Teacher.

Signed: _____

Date: _____

3.7.13 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. Moreover, our student cohort includes students from diverse backgrounds and so in fostering a supportive and respectful learning environment, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socio-economic status and/or otherwise discriminatory behaviour is deemed as not acceptable. Because social work education covers and deals with racism and other forms of discrimination, students will occasionally encounter material, themes and language in the classroom that speaks directly to these issues. Where such materials or themes are covered, teaching staff will always endeavour to do so sensitively and in the context of deepening and enhancing student understanding.

3.7.14 Student's expectations of staff

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

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice-academic links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.

- Provisional results and feedback on semester 1 assessed work for module SSU44200 and SSU44111 Senior Sophister Placement and SSU33090 and SSU33072 will be made available to students in January 2027.
- For logistical reasons, provisional results and feedback will not be returned for semester 2 assessed work in advance of the end of year Court of Examiners.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay

3.7.15 Online Student Code of Conduct

As a student on a professional course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff and during placement. This expectation applies to all students, including those completing their courses via a blended model. That is, through online and face to face methods. As social workers, and social workers in training, online is just one more social context where we are all trying to learn to be social in respectful and sensitive ways. While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff or on placement are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please see Dignity and Respect Policy - Dignity, Respect, and Consent Service - Trinity College Dublin

When online, students should conduct themselves as they would be expected to do so in person and in line with the ethos of the School of Social Work and Social Policy along with the social work value base. In this respect, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socio-economic status and/or otherwise discriminatory online

behaviour is deemed as not acceptable and those deemed to have transgressed in this respect are liable to be disciplined by the School.

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

Netiquette

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

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

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

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

- 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).
- 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.

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

- 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.

3.7.16 Other tips for effective online communication

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

- Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.

- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to

better get to know your class. This will be very useful in terms of support as you progress through your course.

- Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic ('it is a fact that').
- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments or pictures.
- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.
- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.
- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

3.7.17 Privacy considerations

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

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

3.7.18 Recording Lectures Policy

Trinity's new Recording of Lectures Policy provides information on making lecture recordings or lecture summaries available as a learning aid or additional resource for students in the VLE (Blackboard Ultra) and provides information for students on accessing and using these recordings.

The provision of lecture recordings and lecture summaries for BSS modules is at the lecturer's discretion and is not a requirement. Information regarding availability can be found in the relevant module descriptions.

Students with a reasonable accommodation stated within their LENS report may record lectures. The exact text used in LENS reports is: 'Allow student to record lectures - As per the College calendar, students provided this accommodation have agreed that all recordings remain the property of Trinity and are for personal use only: complete-part-II.pdf ' Students may not make audio or visual recordings of lectures without the express consent of the individual lecturer.

Any recordings or lecture summaries made available to students are intended as a learning aid and do not replace the requirement for in-person attendance at lectures and tutorials. All students are expected to attend to meet the minimum 80% attendance requirements to pass the module.

3.8 Examinations and Assessment

3.8.1 Examinations

There are three examination sessions during the upcoming academic year. These are as follows:

- Michaelmas (Semester 1) Exams – December 11th to 22nd, 2026 inclusive.
- Hilary (Semester 2) Exams – April 19th to 30th, 2027 2027 inclusive.
- 2026/27 Reassessment Exams – 23rd of August to 27th of August 2027.

There are also Foundation Scholarship (Schol) exams on the week of the 4th of January 2027, these are elective exams for students in their Senior Fresh (2nd) year. See 3.24

Students should ensure that they are available for examinations for the duration of the relevant examination session.

3.8.2 Examination Timetable

Examinations are scheduled by College Academic Registry and timetables will be published four weeks in advance of the formal start date of each assessment period under the 'My Exams' tab of the my.tcd.ie portal. The onus lies on each student to establish the dates, times, mode and venue of examinations by consulting the relevant timetable on the my.tcd.ie portal. No timetable or reminder will be sent to individual students by the School Office.

If a student is unsure where an exam venue is, they can visit the Campus Exam Venues page on the Academic Registry website. See here for more information on Exam Guidelines

3.8.3 Extension vs Deferral to Reassessment Session

An extension is a short period typically between 1 – 7 days which may be granted, at the lecturers discretion to a student where a student is not able, for legitimate reasons, to submit an assessment by the due date. Also, for students with the appropriate Non-Standard Reasonable accommodations specifying "flexible assessment deadlines" a default extension of one week will be permitted automatically if it is practical for this to be accommodated.

Where an extension is not feasible, a student will need to apply for permission from the Senior Lecturer to defer their assessment to the reassessment session in August. Where permission is granted, the assessment will be treated as a first attempt. The procedure on how to apply for a deferral to the Reassessment Session is outlined in section 3.8.13

3.8.4 Deferring an Examination

Students unable to sit a semester 1 or 2 examination or examinations due to illness, bereavement or other situations outside of their control, are not eligible for an extension and instead should seek permission from the Senior Lecturer, to defer the sitting of the examination(s) to the reassessment session.
There is no automatic right to deferral. The procedure on how to apply for a deferral to the Reassessment Session is outlined in section 3.8.13

3.8.5 Submission of Assessments

Please note the following advice only applies to modules delivered by the School of Social Work and Social Policy, i.e modules prefixed by SSUXXXXX (excluding SSU11051 and SSU22291). Please contact module lead for advice when seeking an extension for modules with prefix of SOXXXXX, ECXXXXX, POXXXXX and also SSU11051and SSU22291.

3.8.6 Expectations Regarding the Submission of Assessments

Details of assessments and timelines for assessment submission will be clearly outlined and communicated by module lecturers on commencement of the module.

Students have a responsibility to inform themselves of relevant deadlines and to submit assessments on time. No hard copies will be accepted by the School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring that the correct version is submitted.

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

Recognising that students may face legitimate challenges that impact their ability to submit work on time, the following provisions are made for considering extenuating circumstances and offering support where needed.

3.8.7 Procedure for Requesting an Extension

Where a student is not able, for legitimate reasons, to submit an assessment by the due date, they are asked to contact the module lead (copying in their college tutor), as soon as the issue arises. This should normally be before the deadline has passed and should outline their case for an extension to the deadline.

Details of module leads and their email contact details are available in the 'BSS 2026_27 BSS Freshman Module Outlines' and BSS 2026_27 Sophister Module Outlines' documents which can be found on the school website Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

In the absence of a reasonable accommodation regarding "flexible assessment deadlines" in a students' Learning Educational Needs Summary (LENS) report, the student must support such an extension request with appropriate documentation e.g. medical certificate, or proof of *ad mis* grounds or extenuating circumstances.

If the student does not feel comfortable sending the private or sensitive documentation to the module lead, the college tutor may do so on their behalf. Moreover, the college tutor may indicate to the module lead that they have seen supporting documentation rather than transmit the document.

If the extension application is approved, a revised submission date for the assessment will be agreed (between the module lead and the student). The length of time given as an extension will depend on the nature of the circumstance and the supporting evidence provided, where relevant. It will also depend on the credit weighting of the assessment component. Normally the period of extension would not exceed a week.

Supporting documentation will be deleted in order to protect the student's data and respect their right to privacy (as per College Student Record Management Policies).

3.8.8 Learning Educational Needs Summary (LENS) Report - Reasonable Accommodations

The School is committed to supporting disabled students through the provision of reasonable accommodations, in line with the College Reasonable Accommodation Policy. Students with approved accommodations will receive a LENS (and a PLENS if placement accommodations are required) report, which sets out the supports to be implemented by the School/Placement and relevant teaching staff. Students are required to contact their Course Director promptly where they wish to discuss the practical implementation of an approved accommodation.

Module leads and relevant staff will ensure that students with LENS reports are provided with the reasonable accommodations outlined in their report, including additional time for submission if appropriate, without further requests for documentation in support of the reasonable accommodation.

For students with the appropriate Non-Standard Reasonable accommodations specifying "flexible assessment deadlines" a default extension of one week will be permitted automatically if it is practical for this to be accommodated. If for any legitimate reason it is not possible to facilitate an automatic extension of a week (e.g. submission date for course work is within a week of examination boards or the number of students requesting an extension means that it is not possible for academics to meet the marking deadlines), the module lead will contact the student to let them know. In this scenario, the module lead may consider whether the student can commence work on an assignment earlier to allow additional time overall. Other possible alternative arrangements will be considered and made available to students. If the student is seeking a longer extension than a week, the student needs to contact the module lead to get agreement on this.

Where students with the appropriate Non-Standard Reasonable accommodations who are eligible for an automatic default extension of one week are engaged in groupwork activities, module leads will, where logistically possible, grant an extension to the entire group. However, if for logistical reasons or in order to maintain the integrity of the assessment process it is not possible to facilitate this, the module lead will communicate this to the student and discuss possible alternative arrangements.

3.8.9 Consequences of Late Submission of Assessments Without Approval

Where a student submits an assessment after the deadline, without extenuating circumstances/an agreed extension, the following penalties will apply:

- For submissions up to 7 days late (including public holidays, Saturday and Sunday), a penalty of up to 5 marks will apply.

- For submissions between 8 and 14 days late, (including public holidays, Saturday and Sunday), a penalty of up to 10 marks will apply.

- Submissions received more than 14 days late, including (including public holidays, Saturday and Sunday), without a pre- agreed extension, a medical certificate or documented evidence of significant extenuating circumstances will be awarded a mark of zero.

3.8.10 When a Late Submission May Not Be Feasible

In some modules, a student's case for late submission/extension may be accepted but, for logistical reasons it is not feasible to grant an extension due to assignment structure and timing. In this instance a student will be asked to apply to the Senior Lecturer for permission to defer the submission of an assessment to the reassessment session. The procedure on how to apply for a deferral to the Reassessment Session is outlined in section 3.8.13

3.8.11 Appealing a Penalty or Decision Related to a Request for an Extension or Late Submission

If a student wishes to appeal a penalty or decision related to a request for an extension or late submission(s) they should contact BSS Course Director.

3.8.12 College late Submission of Assessments (Extensions) Policy

Late Submission of Assessments (Extensions) Policy

3.8.13 Procedure on how to apply for permission from the Senior Lecturer to Defer an assessment to the Reassessment Session

1. Contact your college tutor
2. Submit an Absence/Deferral form* with relevant documents
3. Your tutor will review your request
4. You will be contacted when your request is processed

*To view this form on AskTCD, log in using your Trinity username and password

3.9 Module Outlines

An outline of each BSS module is available via the Schools Website

https://www.tcd.ie/swsp/courses/undergraduate/bachelor-in-social-studies/course-structure--content/

3.10 Module Leads and Role Description for Module Lead on the BSS

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

Module Leads are identified within the module outline booklets available via the Schools Website https://www.tcd.ie/swsp/courses/undergraduate/bachelor-in-social-studies/course-structure--content/

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

3.11 European Credit Transfer System (ECTS)

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

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

3.11.1 Workload related to ECTS

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

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

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

3.12 Compensatable / Non Compensatable Modules

All social work modules taken by BSS students are central to the achievement of the programme learning outcomes and are non compensatable. This means that students must achieve a pass in all individual components of assessment in order to pass the module overall. Failure of a non compensatable module will require the student to repeat the failed component(s). A student will not be permitted to pass the year with a fail grade in a non compensatable module.

A small selection of economic and social policy modules are compensatable. This means that, in certain circumstances, a student may be awarded ECT credit for a

compensatable module in which a pass grade was not achieved and the student will not be required to be re-assessed.

For more information, please refer to BSS Progression and Award Regulations for 2026/27. Located Course Structure & Content - School of Social Work and Social Policy | Trinity College Dublin

3.13 Anti-Racist and Anti-Discriminatory Statement

The School of Social Work and Social Policy, as part of Trinity College, the University of Dublin, is committed to fostering an educative environment wherein diversity is welcomed and celebrated, and everyone is treated fairly. This fair treatment must occur regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community, socio-economic status or other attributes and circumstances that must not reduce equality of education provision. In fulfilling this commitment, we aim to not be complacent and to therefore start by acknowledging that racism, systemic inequality, and discrimination exists in our society and that intersecting identities also play a part in this. We fundamentally reject discrimination in all its forms as harmful and wrong and as inconsistent with the mission and values of the University, our School within the University and with the profession of social work which values diversity and inclusion as cornerstones of the profession at all levels.

3.13.1 What to do if you encounter racist or discriminatory behaviour on placement or in the classroom

Social work as a profession can be challenging and it is likely that you will encounter at least some resistance or negativity during your educative journey. However, if during your time as a student you encounter serious and potentially injurious racist or other discriminatory behaviour or language, whether in the classroom or on placement in a way that you feel warrants further scrutiny, please report this to a member of the academic staff who will be able to guide you or otherwise direct you to someone who can. It is School policy to take any act of

discrimination or prejudice toward a student during the course of their studies seriously and to be proactive about supporting the student in an appropriate manner.

3.14 Garda Vetting

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

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

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

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

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

The School reserves the right to refuse permission for any student to proceed to placement where the Garda Vetting process is incomplete or where the Garda Vetting report raises concerns about the student's suitability for placement. In such circumstances, permission for the student to proceed to placement will be considered in the first instance by the Director of Practice Education, and the BSS Course Director in consultation with the Course Advisory Committee.

3.15 Guidelines for the Presentation of all Written Work

General Points

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

- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.
- Observe published deadline dates, which have the status of examination dates.
- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to Blackboard TURNITIN to check for plagiarism.

3.15.1 Referencing Guidelines

In general all assignment at third-level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web Seminar on referencing is available to students on the Trinity Website: https://libguides.tcd.ie/c.php?g=667941&p=4737855

3.15.2 Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Butler (2002) states that ….. "

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

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

3.15.3 Quotes in the Text

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

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

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

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

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

3.15.4 Reference Lists

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

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

3.15. 5 Journal article:

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

3.15.6 Electronic information:

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

3.15.7 Book with multiple authors

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

3.15.8 Book with an editor and a revised edition:

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

3.15.9 Chapter in an edited book

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

Journal article - print

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

3.15.10 Conference Proceedings

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

3.15.11 Report/Government Reports

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

3.15.12 Thesis/Dissertation

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

3.15.13 Lecture

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

3.15.14 Electronic article

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

3.15.15 Newspaper article

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

3.15.16 Website

'Research Ethics' (2009) School of Social Work and Social Policy, Trinity College (online).Available at URL:

http://www.socialwork-socialpolicy.tcd.ie/rsarch/ethics.php (Accessed 8 Feb 2010).

3.15.17 Use of EndNote

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

3.16 School Generative Artificial Intelligence (GenAI) Policy

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.

3.16. 1 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.

3.16.2 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).

3.16.3 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.

3.16.4 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.

3.16.5 Ensuring that GenAI use complies with academic integrity

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2026), the use of GenAI is permitted unless otherwise stated in course and module handbooks, or in module descriptions in the Blackboard VLE. In such circumstances, it is the module permissions regarding the use of GenAI which are deemed to be definitive for use in that module. Where the output of GenAI is used to inform a student's document or work output, this usage (at a minimum) 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.

Note also that the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research is a living document that will be regularly reviewed and updated and Artificial Intelligence (GenAI) technologies evolve, and as other College policies are published.

Students should contact their module coordinator if they are unsure about the GenAI permissions that relate to any BSS assessment.

3.16.6 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 BSS programme module.

Levels of Permitted Gen AI Use

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



Level	AI Use	Overview	Examples of Activities	Case Study
1	NO GEN AI	**Gen AI must not be used at any point during the assessment.** The assessment is completed entirely without Gen AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.	• Technology-free discussions, debates, or other oral forms of assessment • Technology-free ideation, individual, or group work in class • Ad-hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between students and educators	The assessment for a group of first year students requires that they present a business idea to secure funding from a financial institution. This is a summative assessment that accounts for 20% of their marks in the module. The activity is designed to assess their ability to integrate the concepts that were addressed on the module and their ability to verbally communicate their ideas in a time-limited scenario. This is conducted as a group activity during class. Students are directed to put their phones into their bags and use only the flipchart paper that has been provided to them.
2	GEN AI-ASSISTED IDEA GENERATION AND STRUCTURING	**No Gen AI content is allowed in the final submission.** Gen AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. Using GenAI tools at this level may benefit students by allowing them to explore a wider range of ideas and improve the depth or final quality of their work.	• Collaborative brainstorming: Students can use AI to generate ideas. These ideas can then be discussed, filtered, and refined by students in a collaborative setting. • Structural outlines: Students may use AI to create structured outlines of their work. • Other assistance: Gen AI may be used to suggest topics, areas of interest, or sources (using an Internet-connected model) that might be useful for a student's research.	Second year students are required to submit two essays as part of one of their modules. Each essay accounts for 50% of the module mark. The lecturer has opted to permit the use of Gen AI for brainstorming the topic. This will be used alongside conventional academic literature searches on the subject for which students must also include their search strategy. The lecturer requested that students include several appendices with their assignment including: • The prompts that were inputted by the students during the brainstorming activity. • The output generated by the Gen AI from the prompt. • A 500-word statement critiquing the brainstorming outputs from Gen AI in comparison to the outputs from their structured search strategy and a rationale for the topics that they included in their essay. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.
3	GEN AI-ASSISTED EDITING	**Gen AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using Gen AI.**	• Grammar, punctuation, and spelling: Students may use Gen AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work.	First year students will be submitting their very first essay in University. Their module lead is eager that students will not feel intimidated by the process of editing the submission for grammar and punctuation but will rather focus on the ideas they present within the essay. The module lead has therefore decided that they can use Gen AI for assisted editing. The module lead requests that students included several appendices with their assignment including: • The prompts that were inputted by the student.

		Gen AI can be used, but your original work with no Gen AI content must be provided in an Appendix.	• Word choice: Gen AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing.	• The original essay before being amended by the Gen AI tool for comparison alongside AI-assisted content, thus ensuring the authenticity of their contributions. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.
4	**GEN AI TASK COMPLETION, HUMAN EVALUATION**	**You will use Gen AI to complete specified tasks in your assessment.** Any Gen AI created content must be clearly acknowledged. Gen AI is used to complete certain elements of the task, with students providing discussion or commentary on the Gen AI-generated content. This level requires critical engagement with Gen AI generated content and evaluating its output.	• Direct AI generation: Students may be tasked with using Gen AI to produce content on a specific topic, theme, or prompt. This could range from generating datasets, social media posts, or crafting narratives. Students would use this as a basis for an original piece of work in which they may submit both the generated work and their own. • Comparative analysis: After Gen AI produces content, students may be asked to compare it with human-created content on the same topic, identifying differences, similarities, and areas of divergence. • Critical evaluation: Students generate content with the express purpose of critiquing the output and questioning its choices, biases, and potential inaccuracies. • Integration: Students may be tasked with integr	For a third-year module, students are required to submit an essay that is worth 30% of module marks, while 70% of marks are associated with an oral presentation. The essay is submitted three weeks prior to the oral presentations. The students should present an appraisal of the literature on the subject within the essay while the presentation focuses on a case study and data analysis that they have completed arising from the literature review. The module lead has elected to permit Level 4 Gen AI use for the essay. The module lead requests that students included several appendices with their assignment including: • The prompts that were inputted by the student. • The output generated by the Gen AI from the prompt. • A 500-word statement critiquing the outputs from Gen AI in comparison to the outputs from their structured search strategy and a rationale for the topics that they included in their essay. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.

			ating Gen AI content into a larger project to ensure cohesion and alignment with broader objectives. This might constitute part of an industry project or part of an authentic assessment task.	
5	**FULL GEN AI**	**You may use Gen AI throughout your assessment to support your own work.** Gen AI should be used to meet the requirements of the assessment, allowing for a collaborative approach with Gen AI and enhancing creativity.	• Co-creation: Students are given broad themes or parameters in which they may achieve a task, and then actively co-create with Gen AI. • Gen AI exploration: Students use various Gen AI tools to explore a wide range of ideas, styles, or solutions, exploring the ethical and practical implications of technology in a given domain. • Real-time feedback loop: As students work on a task, they can continuously use Gen AI to adjust their work, thereby shaping the final output. • Gen AI products: Students create finished products or artefacts using Gen AI throughout, such as completed software or entire artworks	As part of a formative assessment to highlight the importance of editorial oversight, second year students are asked to produce a short report on an historical political event in the style of an online article for a news agency. They are instructed to utilise Gen AI to generate the text and edit the article if they felt it required editorial revision for accuracy. The following is required by the module lead as part of the submission: • The prompts that were inputted by the student. • The output generated by the Gen AI from the prompt. • The editorial revisions of the Gen AI output, if deemed necessary by the student. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement

3.16.7 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.

3.16.8 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 GenAl 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's 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.

3.16.9 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.

In order to ensure confidentiality of services and service users, placement-related information including service-user information even if anonymized must never be uploaded to any AI tools or platforms. Failure to adhere to this will be considered a serious breach of ethics.

3.16.9 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	College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research
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	https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

Education and Research.	

3.17 Academic Integrity – College Regulations and Guidelines

3.17.1 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 in this library guide

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 in this library guide

II. You should also familiarize yourself with the Calendar entry on Academic Integrity and the sanctions which are applied which is located at: Undergraduate Studies (also set out below).

III. **Complete the 'Ready, Steady, Write' online tutorial on plagiarism. Completing the tutorial is compulsory for all students.**

IV. Familiarise yourself with the School's Plagiarism Declaration Form that you are required to submit at the start of the year.

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

3.17.2 Detection of Plagiarism

In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit assignments electronically through Turnitin in Blackboard Ultra. For further information see Turnitin Assignments in Blackboard

All BSS students must complete an Assessment Submission Cover Sheet with every piece of assessment they are submitting for marking. No students' assessments will be graded until an Assessment Submission Cover Sheet is received. This Cover Sheet

confirms that the student has read, and understands the College rules and regulations around Plagiarism, Academic Integrity and the College statement on Artificial Intelligence and Generative AI in Teaching and Learning. Our 2026 / 2027 Cover Sheet can be found on Blackboard see also 3.17.3

3.17.3 Assessment Cover Sheet

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

ASSESSMENT COVER SHEET 2026 / 2027

Name of Student: _____

Student Number: _____

Module code and module name for which you are submitting this assessment:

_____

Date of Submission: _____

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

☐ **I have also read and understood (i) the programme-level permissions regarding the use of GenAI in this assessment task, outlined in the programme handbook that relates to this assessment, and/or (ii) any module-level permissions that relate to this specific module, which are outlined in the module descriptions in the Blackboard VLE (Students should contact their module co-ordinator if they are unsure about the GenAI permissions that relate to this assessment).**

☐ **Where I have used the output of GenAI in my work, I have acknowledged its use in my work and understood the guidance, located at: https://libguides.tcd.ie/gen-ai.**

☐ **I have also read and understood the Academic Integrity guide located at https://libguides.tcd.ie/academic-integrity and completed the 'Ready Steady Write' Tutorial on avoiding plagiarism, located at https://libguides.tcd.ie/academic-integrity/ready-steady-write."**

Note to Students:

- *Contact your Module Co- Ordinator, Lecturer, College Tutor or your Course Director, if you are unsure about any aspect of Plagiarism or the College Statement on Gen AI usage in assessment and research.*
- *Returning a copy of this form, is the students declaration that they have adhered to the College regulations on Plagiarism and Academic Integrity and the College Statement on Gen AI usage.*
- *The use of GenAI must be acknowledged in the bibliographic reference section of any piece of academic work where it has been used as a functional tool to assist in the process of creating academic work.*

Signed:

_____

3.17.4 College Regulations on Academic Integrity

Aligned with the **College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024),** available here, the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriate cited, as per Library guidelines on acknowledging and reference GenAI.

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

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

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

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

University of Dublin Calendar Part II, 96 - 105

"Calendar Statement on Plagiarism for Undergraduates - Part II, 96-102

96 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

(i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;

(ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;

(iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;

(iv) falsification/fabrication;

(v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;

(vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;

(vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any

assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation. Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

97 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

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, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

98 Avoiding academic misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator, tutor or supervisor on avoiding academic misconduct. 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 academic misconduct is available at https://libguides.tcd.ie/academic-integrity.

99 Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teachinglearning/academic-integrity), which will provide an indicative score and level, as below.

(i) Level 1: (0 - 200) poor academic practice/conduct

(ii) Level 2: (201 - 350) academic misconduct (minor)

(iii) Level 3: (351 - 500) academic misconduct (major)

(iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place. If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100 Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

(i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via www.tcd.ie/teaching-learning/academic-integrity) within an appropriate timeline determined by the School;

(ii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date.

If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned. The academic integrity response form will be the student's submission to the meeting.

The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above 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

REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101 Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

(i) Level 1: (0 - 200): poor academic practice/conduct - Mandatory academic integrity training is required - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;

(ii) Level 2: (201 - 350): academic misconduct (minor infringement) - Mandatory academic integrity training is required - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study - The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

(iii) Level 3: (351 - 500): academic misconduct (major infringement) - Mandatory academic integrity training is required - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study - The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as

appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;

(iv) *Level 4: (501 - 615): severe academic misconduct - The case will be referred directly to the Junior Dean. 102 If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under under CONDUCT AND COLLEGE REGULATIONS §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.*

3.18 BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

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

Introduction

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

3.18.1 Expectations of Students

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

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

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

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See 3.7.1.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
    - Respecting the privacy and dignity of others;
    - Being open and honest in learning and working with others;
    - Demonstrating personal qualities of warmth, genuineness and trustworthiness

- Behaving in an anti-oppressive manner

  Information about the Dignity and Respect Policy can be found at: TCD Dignity and Respect Policy

- Present themselves in a manner appropriate to the specific professional different context. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal attire is worn such as trousers with jackets, suits or skirts and jackets.
- Seek to promote policies and practices which are anti-oppressive.

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

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

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

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

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

3.18.3 Unacceptable Behaviours or Activities

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

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

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their placement work onto social media such as Facebook,

Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

3.18.4 Disciplinary Procedures

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

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

If the student's behaviour is considered to be of concern but not deemed to be such that termination of the student's place is necessary, possible consequences to be considered may include: the student being required to undertake additional studies (for example, repeat a year), to withdraw from the programme for a specified period of time, or a formal warning is issued. Students whose behaviour has led to disciplinary proceedings may be prevented from or delayed from going on their practice placement. A formal report of the complaint will be entered on the student's records and will be included in any reference requested from the School.

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

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

3.18.5 Appeals Procedures

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

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

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

3.19 Fitness to Practice

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here Fitness to Practice Policy All students are expected to read the College policy as it applies to matters relating to students' fitness to practice trades or professions during their courses of study and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

3.20 Fitness to Study

The full text of the Fitness to Study Policy can be found on the College website and can be accessed here Academic Registry - Trinity College Dublin All students are expected to read the College policy as it applies to matters relating to students' fitness to perform activities associated with attending and participating in College; this includes students' ability to function in College, to perform activities associated with attending College, to proceed with their courses of study (including placements), and to participate in their courses (including placements) to the standards required by the College.

3.21 BSS Prizes

3.21.1 Marian Lynch Medal (Senior Freshman)

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

3.21.2 Anne Williams Memorial Prize (Junior Sophister)

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

Value: c €172

3.21.3 Pauline McGinley Prize (Senior Sophister)

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

Value: c €100

3.21.4 Mary Lynch Prize (Senior Sophister)

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

Value: c €381

3.21.5 Vivienne Darling Prize (Senior Sophister)

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

Value: c €127

3.22 Academic Year Calendar 2026/27

Please note that academic year calendars are bespoke for the different BSS year groups. It is important that students refer to the calendar relevant to their year on the BSS programme.

3.22.1 Junior Freshman (Year 1) Academic Year Calendar 2026/27

Cal. Wk.	Dates 2026/27 (Week Beginning)	2026/27 Academic Year Calendar (BSS - Junior Freshman Students)	Term / Semester
1	31 Aug-26		←Michaelmas Term begins / Semester 1 begins
2	07-Sep-26		
3	14-Sep-26	Orientation (UG new First Years)	
4	21-Sep-26	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	
9	26-Oct-26	Study Week	(Monday, Public Holiday)
10	02-Nov-26	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	
15	07-Dec-26	Revision / Assessment	
16	14-Dec-26	End of Semester Examinations will be scheduled between 11th and 22nd December 2026 inclusive. There will be no assessment after 22nd December.	←Michaelmas term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment / Christmas	
18	28-Dec-26	Christmas Period - College Closed 24 Dec 2026 to 3 Jan 2027 inclusive	
19	04-Jan-27	Marking/Results	
20	11-Jan-27	Marking of Semester 1 assessments will continue into January and early February. Provisional semester 1 results will be made available to students during the week commencing February 8, 2027	

21	**18-Jan-27**	**Teaching and Learning**	**←Hilary Term begins / Semester 2 begins**
22	**25-Jan-27**	**Teaching and Learning**	
23	**01-Feb-27**	**Teaching and Learning**	**(Monday, Public Holiday)**
24	**08-Feb-27**	**Teaching and Learning**	
25	**15-Feb-27**	**Teaching and Learning**	
26	**22-Feb-27**	**Teaching and Learning**	
27	**01-Mar-27**	**Study Week**	
28	**08-Mar-27**	**Teaching and Learning**	
29	**15-Mar-27**	**Teaching and Learning**	**(Wednesday, Public Holiday)**
30	**22-Mar-27**	**Teaching and Learning**	**(Friday, Good Friday)**
31	**29-Mar-27**	**Teaching and Learning**	**(Monday, Easter Monday)**
32	**05-Apr-27**	**Teaching and Learning**	
33	**12-Apr-27**	**Revision**	
34	**19-Apr-27**		**←Hilary term ends Sunday 19 April**
35	**26-Apr-27**	**Assessment & End of Semester Examinations** **End of Semester Examinations will be scheduled between April 21st and May 1st inclusive.**	**←Trinity term begins**
36	**03-May-27**		
37	**10-May-27**	**Summer Period**	
38	**17-May-27**		
39	**24-May-27**		**Results will be published during this week**
40	**31-May-27**		
41	**07-Jun-27**		
42	**14-Jun-27**		
43	**21-Jun-27**		
44	**28-Jun-27**		
45	**05-Jul-27**		
46	**12-Jul-27**		
47	**19-Jul-27**		
48	**26-Jul-27**		
49	**02-Aug-27**		
50	**09-Aug-27**		
51	**16-Aug-27**		
52	**23-Aug-27**	**Reassessment 2026/27 – Semesters 1 & 2**	

Note: Semester 1 assessment session: December 11 to 22, 2026 inclusive (no assessment after December 22nd)
Note: Semester 2 assessment session: April 19 to 30, 2027 inclusive
Note: Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 8, 2027

3.22.2 Senior Freshman (Year 2) Academic Year Calendar 2026/27

Cal. Wk.	Dates 2026/27 (Week Beginning)	2026/27 Academic Year Calendar (BSS - Senior Freshman Students)	Term / Semester
1	31 Aug-26		←Michaelmas Term begins / Semester 1 begins
2	07-Sep-26		
3	14-Sep-26	Teaching and Learning	
4	21-Sep-26	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	
9	26-Oct-26	Study Week	(Monday, Public Holiday)
10	02-Nov-26	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	
15	07-Dec-26	Revision / Assessment	
16	14-Dec-26	End of Semester Examinations will be scheduled between 11th and 22nd December 2026 inclusive. There will be no assessment after 22nd December.	←Michaelmas term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment / Christmas	
18	28-Dec-26	Christmas Period - College Closed 24 Dec 2026 to 3 Jan 2027 inclusive	
19	04-Jan-27	Foundation Scholarship Examinations	
20	11-Jan-27	Marking/Results Marking of Semester 1 assessments will continue into January and early February. Provisional semester 1 results will be made available to students during the week commencing February 9, 2026	
21	18-Jan-27	Teaching and Learning	←Hilary Term begins / Semester 2 begins
22	25-Jan-27	Teaching and Learning	
23	01-Feb-27	Teaching and Learning	(Monday, Public Holiday)
24	08-Feb-27	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	

26	**22-Feb-27**	**Teaching and Learning**	
27	**01-Mar-27**	**Study Week**	
28	**08-Mar-27**	**Teaching and Learning**	
29	**15-Mar-27**	**Teaching and Learning**	**(Wednesday, Public Holiday)**
30	**22-Mar-27**	**Teaching and Learning**	**(Friday, Good Friday)**
31	**29-Mar-27**	**Teaching and Learning**	**(Monday, Easter Monday)**
32	**05-Apr-27**	**Teaching and Learning**	
33	**12-Apr-27**	**Revision**	
34	**19-Apr-27**	**Pre Placement Induction week for B.S.S Senior Freshman**	**←Hilary term ends Sunday 25 April**
35	**26-Apr-27**	**B.S.S SF Placement runs from 26th April– Friday 25th June 2027**	**←Trinity term begins** **Foundation Scholarship Results will be announced Monday 26th April**
36	**03-May-27**		
37	**10-May-27**		
38	**17-May-27**		
39	**24-May-27**		
40	**31-May-27**		
41	**07-Jun-27**		
42	**14-Jun-27**		
43	**21-Jun-27**		
44	**28-Jun-27**	**Summer Period**	
45	**05-Jul-27**		
46	**12-Jul-27**		
47	**19-Jul-27**		
48	**26-Jul-27**		
49	**02-Aug-27**		
50	**09-Aug-27**		
51	**16-Aug-27**		
52	**23-Aug-27**	**Reassessment 2026/27 – Semesters 1 & 2**	

Note: Semester 1 assessment session: December 11 to 22, 2026 inclusive (no assessment after December 22nd)
Note: Semester 2 assessment session: April 19 to30, 2027 inclusive
Note: Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 8, 2027

3.22.3 Junior Sophister (Year 3) & Senior Sophister (Year4) Academic Year Calendar 2026/27

Cal. Wk.	Dates 2026/27 (Week Beginning)	2026/27 Academic Year Calendar (BSS - Junior Sophister Students) (BSS - Senior Sophister Students)	Term / Semester
1	31 Aug-26	JS & SS Pre Placement Teaching Week	←Michaelmas Term begins / Semester 1 begins
2	07-Sep-26	BSS JS & SS Professional Placement (7th September – 11th December)	
3	14-Sep-26		
4	21-Sep-26		
5	28-Sep-26		
6	05-Oct-26		
7	12-Oct-26		
8	19-Oct-26		
9	26-Oct-26		(Monday, Public Holiday)
10	02-Nov-26		
11	09-Nov-26		
12	16-Nov-26		
13	23-Nov-26		
14	30-Nov-26		
15	07-Dec-26		
16	14-Dec-26	Submission of JS / SS Practice Project (15th December 11:59pm)	←Michaelmas term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26		
18	28-Dec-26	Christmas Period - College Closed 24 Dec 2026 to 3 Jan 2027 inclusive	
19	04-Jan-27	Marking/Results Marking of Semester 1 assessments will continue into early February. Provisional semester 1 results will be made available to students during the week commencing February 8, 2027	
20	11-Jan-27		
21	18-Jan-27	Teaching and Learning	←Hilary Term begins / Semester 2 begins
22	25-Jan-27	Teaching and Learning	
23	01-Feb-27	Teaching and Learning	(Monday, Public Holiday)
24	08-Feb-27	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	
26	22-Feb-27	Teaching and Learning	
27	01-Mar-27	Study Week	
28	08-Mar-27	Teaching and Learning	
29	15-Mar-27	Teaching and Learning	(Wednesday, Public Holiday)

30	**22-Mar-27**	**Teaching and Learning**	**(Friday, Good Friday)**
31	**29-Mar-27**	**Teaching and Learning**	**(Monday, Easter Monday)**
32	**05-Apr-27**	**Teaching and Learning**	
33	**12-Apr-27**	**Revision / Assessment**	
34	**19-Apr-27**	**Assessment & End of Semester Examinations** **End of Semester Examinations will be scheduled between April 19th to 30, 2027 inclusive.**	**←Hilary term ends Sunday 19 April**
35	**26-Apr-27**		**←Trinity term begins**
36	**03-May-27**	**Summer Period (Results will be published during May 2027)**	
37	**10-May-27**		
38	**17-May-27**		
39	**24-May-27**		
40	**31-May-27**		
41	**07-Jun-27**		**(Monday, Public Holiday)**
42	**14-Jun-27**		
43	**21-Jun-27**		
44	**28-Jun-27**		
45	**05-Jul-27**		
46	**12-Jul-27**		
47	**19-Jul-27**		
48	**26-Jul-27**		
49	**02-Aug-27**		**(Monday, Public Holiday)**
50	**09-Aug-27**		
51	**16-Aug-27**		
52	**23-Aug-27**	**Reassessment 2026/27 – Semesters 1 & 2**	

3.23 Course Structure 2026/27

3.23.1 Junior Freshman Course Structure 2026/27

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

Module	Course	Semester	ECTS
ECU11031	Introduction to Economic Policy A	1	5
ECU11032	Introduction to Economic Policy B	2	5
POU11021	Politics and Irish Society A	1	5
POU11022	Politics and Irish Society B	2	5
SOU11021	Making Sense of the Social World 1	1	5
SOU11022	Making Sense of the Social World 2	2	5
SSU11030	Introduction to Social Work	1&2	10
SSU11010	Introduction to Psychology	1&2	10
SSU11051	Introduction to Social Policy Concepts	1	10
SSU11072	Introduction to Practice - based Learning	1&2	10
		Total ECTS =	**70**

3.23.2 Senior Freshman Course Structure 2026/27

BSS Junior Freshman students must take the following modules totalling 80 ECTS

Module	Course	Semester	ECTS
SSU22112	Senior Freshman Placement	1&2	15
SSU22070	Social Work Theory and Practice	1&2	10
SSU22291	Introduction to Social Policy in Action	1	10
SOU22011	Introduction to Social Research 1	1	5
SOU22012	Introduction to Social Research 2	2	5
SSU22041	Inclusive Disability	1	5
SSU22101	Introduction to Child Protection	2	5
SOU22151	Groupwork	1	5
SSU22242	Introduction to Family Law	2	10
SSU22232	Psychology for Social Workers	2	10
	Total ECTS =		**80**

3.23.3 Junior Sophister Course Structure 2026/27

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

Module	Course	Semester	ECTS
SSU33502	Child Protection and Disability: Perspectives and Practice	2	10
SSU34062	Law for Social Workers	2	10
SSU33202	Criminology: Crime, Punishment, and Irish Society	2	5
SSU33072	Family and Child Care Studies	2	10
SSU33402	Biography, Identity and Professional Practice	2	5
SSU33090	Social Work Practice	1&2	15
SSU34072	Junior Sophister Placement	1	20
	Total ECTS =	**75**	

3.23.4 Senior Sophister Course Structure 2026/27

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

Module	Course	Semester	ECTS
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	2	5
SSU44132	The Professional in Context	5	5
SSU44062	Social Work and Childcare	2	10
SSU44072	Social Work and Equality Issues	2	5
SSU44082	Social Work and Mental Health	2	5
SSU44302	Interprofessional Practice for Social Work	2	5
SSU44200	Social Work Practice (Capstone)	1&2	20
SSU44111	Senior Sophister Placement	1	20
	Total ECTS =	**75**	

3.24 Senior Freshman (Year 2) Foundation Scholarship Examinations

Foundation scholarship is a College institution with a long history and high prestige, and is a distinctive feature of student life at Trinity. It involves a searching examination, set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently demonstrate exceptional knowledge and understanding of their subjects.

The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly developed ability to solve problems and apply knowledge. The award is based solely on the performance in the scholarship examination, and past performance in other examinations is not taken into account.

All Senior Freshman undergraduate students may compete for the Scholarship provided that their previous conduct has been satisfactory and that they have paid the current annual fee for their registered course of study.

The scholarship examinations begin on Monday 4th January 2027 however please note that it may be necessary to schedule some examinations in the preceding week. Candidates must give notice of their intention to take the examination on the prescribed form available on the College website at

https://www.tcd.ie/academicregistry/exams/scholarship/;

Social Studies candidates are examined in the following subjects of their course up to the end of Michaelmas term of the Senior Freshman year.

The examination consists of four 2¼-hour papers as follows:

Social work I, Social work II, Social Work III (General Paper) and Social policy I.

All papers carry equal marks.

3.24.1 Foundation Scholarship Key Dates

Candidates intending to present for these examinations must complete an online application form. This form should be submitted by the applicant and not by another party. A confirmation email will be sent via an intray message on their my.tcd.ie portal which may take up to 24 hours.

- **28 September 2026 at 9.00 am - 14 October 2026 at 5.00 pm** - submission of online applications
- **09 November 2026 at 9.00 am - 16 November 2026 at 5.00 pm** - submission of online confirmation of attendance forms
- **4 January 2027- 8 January 2027** - Foundation Scholarship examinations.
- **26 April 2027**, **Trinity Monday**, 10.00 am - announcement of Election to Scholarship 2027

Recommendations for scholarship will be subject to all four papers being passed. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday of Trinity Week (Trinity Monday) which is Monday 26th April 2027.

Foundation Scholars are entitled to free Commons (meals in the Dining Hall) and free rooms in College. They also receive a salary (allowance) and do not have to pay fees. The entitlements of Scholars can continue for some years after graduation if they are engaged in further academic research or study.

An information Session will be scheduled for Senior Freshman Students early in Michaelmas Term.

Section 4: BSS Practice Education Introduction

4.1 Introduction

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

4.1.1 Aims of Placements

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

4.1.2 Access to Agency Held Information

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

Students must not take confidential material in electronic or hardcopy out of the volunteering or placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for their families, for staff, volunteers and for you as a social work student.

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

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

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

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

If you write about someone you worked with in your project, use a pseudonym for them and do not reveal any identifying information. Placement information, even if anonymized, must never be uploaded to any AI tools or platforms.

Overview of Placements

Year of Study	Type of placement	Organisation of placement	Duration of placement	Timing of placement
Junior Fresh	Volunteering	Student sources volunteering but site must be approved by the Practice Education team	40 hours to be completed by: Submission Date TBC by SW Practice Education Administrator Assessed by Practice Project	Continuous throughout semester 1&2
Senior Fresh	Community Development	Organised by the Practice Education team	10 weeks made up of 1 week of classroom based teaching followed by 9 weeks onsite (fulltime)	End of semester 2 April – July
Junior Sophister	Professional Placement	Organised by the Practice Education team	500 hours completed across 14 weeks	September - December (unless out of sequence)
Senior Sophister	Professional Placement	Organised by the Practice Education team	500 hours completed across 14 weeks	September - December (unless out of sequence)

Section 5: SSU11072 Junior Freshman Introduction to Practice-based Learning

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

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

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

At the end of the module students will have:

- Engaged with the voluntary sector and participated effectively in a volunteering role
- Completed a minimum of 40 hours of volunteering in a role that involves direct work with service users
- Developed skills in communicating effectively with service users and service providers
- Begun to reflect on their own practice and to identify the limits to their practice including when to seek advice and supervision
- Begun to think critically about practicing in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups
- Developed skills in maintaining professional boundaries with service users when working in a volunteering capacity and be able to identify associated challenges
- Begun to evaluate and reflect critically on their own practice

5.2 Volunteering

To pass this module all students must complete a minimum of 40 hours of volunteering in an appropriate social services agency. Students are expected to find their own volunteering, **but the suitability of a volunteering opportunity must be approved by the Practice Education team. Advice in seeking appropriate volunteering opportunities will be provided in class at the beginning of Semester 1 and support with volunteering will be available throughout the semester**

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

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

5.2.1 Finding volunteering opportunities:

Finding volunteering opportunities: Students must find their own volunteering opportunities. However, the suitability of the role must be approved by the Practice Education team. Once you have identified suitable volunteering you should complete the **Volunteering Planning Form** in Section 5.3.2. You will submit this form via Blackboard by **Friday 23rd October 2026**.

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

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

5.2.2 Volunteering Requirement – Important Guidance

To meet the requirements of this module, your volunteering must involve **direct, sustained engagement with people**. This means working in roles where you interact regularly with individuals or groups over a consistent period of time, allowing you to build relationships and develop core social work skills.

Examples of suitable volunteering include:

- helping in a youth club or after-school / homework group
- working with homeless services
- visiting older people who live alone;
- befriending people with special needs or circumstances;
- helping in a drop-in-centre or information-giving service;
- working on a telephone helpline.

The following types of volunteering are not suitable and will not meet the module requirements:

- Roles that do not involve direct contact with people (e.g. working in a charity shop, packing food parcels)
- One-off or short-term event support (e.g. helping at a fundraiser or community fair)

These types of roles do not provide the depth of experience needed to support your learning and development as a social work student. If you are unsure whether a volunteering opportunity is suitable, please consult the Practice Education team before committing

5.2.3 The aims of volunteering are to:

- provide all students with some 'hands on' experience of working with people in a befriending or support capacity

- provide all students with an experience of themselves in a helping role so they can begin to reflect on areas of practice skills they need to develop
- enable students to learn first- hand about the provision of personal social services.
- Help students to identify the foundations of good practice.
- Ensure that all students have experience to draw on in social work class discussions.

Duration - 40 hours volunteering is a minimum guideline, and you can of course do more. You must keep a record of your hours in your **Volunteering Log** including a brief outline of the work you were involved in each week (Section 5.3.3). The Volunteering Log is to be submitted as an appendix to your project.

In order to gain the most from this volunteer experience, it should be ongoing - for example, a regular weekly commitment of 2-3 hours - so that you have a chance to build relationships and to develop knowledge and skills over time. You cannot undertake the 40 hours in a block. If you have the opportunity to work in holidays or at weekends, that will be a bonus, but you should maintain your involvement over a number of months. You should aim to start your volunteering as soon as possible ideally by reading week in semester 1.

NOTE: Most agencies will require volunteers to apply for garda vetting and some agencies may require volunteers to undertake some training. These processes can take time. This means you should seek volunteering opportunities as early as possible in Semester 1.

Advice: Advice will be available in social work tutorials and from the Practice Education team. At the end of your involvement, you should ask a worker in the agency to complete the **Confirmation of Volunteering** form (Section 5.3.2) confirming your volunteer activity. You should submit both this and a copy of your Volunteering Log (Section 5.3.3), as an appendix with your JF Volunteering Project via Blackboard under JF Volunteer Placement Module (SSU11072). Submission Date TBC by SW Practice Education Administrator.

5.3 Assessment of SSU11072 JF Introduction to Practice based Learning Module

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

5.3.1 Volunteering Project Format

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

A. Introduction (guide word count 200 words)

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

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

This section should include:

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

C. Assessment of your work and learning

Part A: (guide word count 800 words)

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

Include details of:

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

Part B: (guide word count 800 words)

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

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

This section should include:

- Anonymised information about one person that you worked with while volunteering including brief anonymised background information and why they were involved with the service.

- Details about an example of an interaction you had with this service user.
- Describe a key skill that you demonstrated in this interaction. Include reference to social work literature to provide context as to why this skill is important in the context of social work practice.
- Briefly outline one theory that helps you to understand the circumstances of the person or helps you to plan how services should intervene with this service user.
- An example of a skill includes (but not limited to) active listening, clear communication, advocacy, boundary setting, task setting, clear record keeping.

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

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

E. Bibliography

5.3.2 Junior Freshman Planning Form

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

School of Social Work and Social Policy



BSS JF

Social Work Volunteering Planning Form

2026-2027

Student Name and student number:	
TCD Email :	
Contact Phone Number	

Details of Planned Volunteering	
Name of agency	
Date you first made contact with agency	
Main role/tasks you will undertake	
Details of any training or induction you must undertake prior to beginning your volunteering role: Does that agency have appropriate safeguarding policies if you will be working with children or vulnerable adults?	
How does this volunteering role relate to your learning as a social work student?	

Please upload this form on Blackboard under module SSU11072 by 9th November 2026

What do you hope to learn from this volunteering experience that will support your learning as a student social worker?	
Date you will commence your role	
Days and times you will attend	
Name of primary contact person	
Any additional information you need before taking up this role	

I commit to undertaking a minimum of 40 hours volunteering with the above-named agency.

I will adhere to the agency's Code of Conduct and adhere to best practice principles including but not confined to:

- meeting time commitments and providing sufficient notice when not available
- acting in a way that is in line with the purpose and values of the agency
- maintaining confidentiality
- acting with honesty, integrity and responsibly
- treating the people I work with, with fairness, equality, dignity, and respect
- reporting any health and safety concerns
- declaring any interests that may conflict with my role or work of the agency

Intended date to commence volunteering role:

Signature of Student:

Date:

5.3.3 Junior Freshman Volunteering Log

Student Name	Volunteer Supervisor	Agency

Date	Hours Volunteering	Tasks & Outcomes
		• .. • .. • .. • ..
		• .. • .. • .. • ..
		• .. • .. • .. • ..
		• .. • .. • .. •
		• .. • .. • .. •
		• .. • .. • ..
		• .. • .. • .. • ..
		• .. • .. • .. • ..
		• .. • .. • .. • ..

5.4 Guidance for Writing Your Volunteering Project

This project is a reflective piece based on your personal experience, so it can be written in the first person. However, it is still an academic assignment and must meet the expected standards of academic writing.

Please ensure your work includes:

- Correct spelling, grammar, and sentence structure
- References to relevant academic texts and grey literature (e.g. reports, policy documents, practitioner resources)
- Clear structure, including subheadings, an introduction, and a conclusion

Your writing should demonstrate thoughtful reflection on your volunteering experience, while also showing how you are beginning to connect practice with theory. If you are unsure about any aspect of the project, please speak with the Practice Education team .

5.4.1 Guidelines for volunteer work

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

If you feel the work might not suit you, choose a different area of work that interests you more, that you will enjoy and maintain. Location is also an important consideration. You need to be able to complete the 40 hours (submission date TBC by SW Practice Education Administrator) and this may include volunteering over the Christmas or easter break, for example.

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

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

- ***Reliability:*** Turn up when you have promised to do so, and if illness prevents you, make sure to let those involved know. Letting people down not only upsets their arrangements, but also implies a lack of interest in, or concern for, them and it is unprofessional.

- ***Confidentiality:*** You are likely to learn personal information about people you are befriending. You should not disclose this information to others without permission, and even then, only with great discretion and for good reason. Volunteering related information should never be shared on social media or uploaded to GenAI tools or platforms.

  However, if you learn something that causes you concern for the welfare or safety of any individual, or for yourself, get advice from the person in the agency to whom you report, as soon as possible.

- ***Maintaining appropriate boundaries***: A befriending relationship is friendly and informal and involves doing things together as equals and getting to know one another. However, you should be mindful that your involvement is time-limited, and you are not likely to become a friend for life. You should be cautious about giving your private address, phone number, connecting on social media or making open-ended commitments that you will not be able to keep.

Garda Vetting: Volunteer services may require you to have Garda Vetting in addition to the college Garda Vetting process.If this is required, the agency will advise you.

Next Steps:

- Consider the areas where you would like to volunteer and begin to make enquiries with relevant organizations. We have some suggestions we will share in class, but you can also find volunteering opportunities using your own contacts and connections.
- Complete the Volunteering Planning Form (Section 5.3.2) and upload via Blackboard by Friday 23rdOctober 2026.
- Begin volunteering with your chosen organization as soon as possible and once you have completed your 40 hours submit the Volunteering Planning Form (Section 5.3.2) via Blackboard.
- Read the guidance on the Junior Fresh Volunteering based Practice Learning Assignment

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

If you have any queries, please do not hesitate to contact the practice education team:

Sinead Whiting (swhiting@tcd.ie)
Erna O'Connor (connorer@tcd.ie)
Jen Kelly swpractice.ed@tcd.ie

5.5 Health and Safety

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

5.6 Health Screening:

All new undergraduate students enrolled for the Bachelor in Social Studies are required to complete a Pre Placement Health Assessment (PPHA) before commencing placements. A mandatory Health Screening appointment will be arranged for you through the College Health Service. The School will schedule this appointment and notify you of the date and time in due course.

As part of your health screening, your vaccination status will be assessed. To help College Health prepare for your appointment, please obtain and upload the required documentation to the Health Screening Portal as soon as possible. https://www.tcd.ie/students/orientation/health/index.php

5.7 Vaccination Policy:

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

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

5.7.2 Vaccination Policy:

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

With this in mind mandatory course requirements are as follows:

- Preliminary bloods: HIV, Hepatitis B, Hepatitis C screening tests (ID required on day)

- Evidence of immunity to MMR – 2 Vaccine records

- Evidence of Immunity to Varicella – 2 Vaccine records documented or positive IgG blood test result

- Evidence of Immunity to TB - BCG vaccine record or BCG scar or Quantiferon blood test (IGRA)

- 3 (or 4) x Hep B vaccines given at appropriate intervals

- Confirmation of Hep B immunity by Anti-HBs blood test (checked at least 2months after final dose administered)

For more information see https://www.tcd.ie/students/orientation/health/index.php

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

VACCINE	DATE	TIME
1st Vaccine Occupational Health Review (Attendance is Mandatory)	21st October 2026	9.00am – 16.45pm
2nd Vaccine (All appointment based)	17th November 2026	9.00am – 12.00pm
3rd Vaccine (All appointment based)	16th April 2027	9.00am – 12.00pm

Those students, who have previously had Hep vaccine or have arrangements made for that vaccination elsewhere, must attend and bring written evidence of same.

The health screening fee for 2026/27 is €330, for more information on what the fee covers see https://www.tcd.ie/students/orientation/assets/pdf/Health-Screening-Fees-2026-2027.pdf

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

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

5.8 Critical incidents

If any incident occurs while volunteering, which affects a student's health or well being the student should notify the Practice Education team and the Junior Freshman (Year 1) Coordinator of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary supports.

5.8.1 What to do if you encounter racist or discriminatory behaviour on placement or in the classroom

Social work as a profession can be challenging and it is likely that you will encounter at least some resistance or negativity during your educative journey. However, if during your time as a student you encounter serious and potentially injurious racist or other discriminatory behaviour or language, whether in the classroom or on placement in a way that you feel warrants further scrutiny, please report this to a member of the academic staff who will be able to guide you or otherwise direct you to someone who can. It is School policy to take any act of discrimination or prejudice toward a student during the course of their studies seriously and to be proactive about supporting the student in an appropriate manner.

5.9 Health Concerns

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

Section 6: SSU22112: Senior Freshman (Year 2) Practice Placement

6.1 Senior Freshman Placement

The Senior Freshman placement offers experience of working in a community-based service or voluntary agency alongside service-users, volunteers and workers from the social professions. It is a 50-day (10 week) block Placement which runs from the end of teaching in April until the end of June. It comprises 5 days preparation and orientation, based in college (Monday 19th– Friday 23rd April 2027), and then 45 days in practice with the placement agency. Placement settings include School Completion Projects, Youth Projects, Drug services, Disability settings, services for new communities and some international settings.

6.2 Preparing for the Placement

The college works in conjunction with placement agencies to ensure that your placement is appropriate, meets your learning needs and provides sufficient opportunities for you to develop and demonstrate practice competence.

Key preparatory requirements for students are as follows:

- Full attendance at the SSU22112 Preparation for Placement Module.
- Completion of a Placement Planning Form to guide the Practice Education team in allocating an appropriate placement setting to each student. Placement planning is informed by students' learning needs & areas for development, previous experiences and location. The practice education team consult with students and allocate placements from within the pool of available placement offers, bearing in mind students' information and interests, provided on Placement Planning Form. It is essential that students include all relevant information on this form.
- Submission of an up to date Curriculum Vitae following guidelines of TCD Careers Advisory Service https://www.tcd.ie/media/tcd/careers/pdfs/Your-Guide-to-Making-Great-Applications.pdf
- Once a suitable placement has been identified for a student, a suite of placement documentation, including your CV will be sent to the prospective Placement Supervisor.

6.3 Preparation for Placement Week

- This college-based week (Monday 19th– Friday 23th April 2027) integrating seminars, workshops and peer learning activities constitutes the first week of placement and full attendance is mandatory. During this week, the practice education team and your allocated placement Cluster Leader will guide you and other students going to similar placements to research and plan for the placement. This is likely to include:
    - Exploring relevant policy contexts
    - Researching the placement agency and similar services.
    - Contacting your Placement Supervisor.
    - Visiting the agency and beginning to link into its work
    - Making a group presentation on your research to your class.

6.4 Senior Freshman Placement Aims, Learning Outcomes, Structure and Issues

The Practice Placement and Practice Project must be passed for you to proceed to BSS Junior Sophister year.

6.4.1 Aims of Senior Freshman Placement

- To participate in a community-based social service
- To understand the links between social policy and the agency service
- To work collaboratively with service users and to learn from them about the issues that affect the quality of their lives
- To develop beginning practice skills
- To begin to identify links between social work theory and practice.
- To understand the goals, ethos and practices of the placement agency.
- To acquire a working knowledge of relevant community resources and services
- To begin to develop professional standards of behaviour.
- To develop your self-awareness and reflection in practice
- To establish your readiness to proceed with social work education & training, including progression to your JS placement.

6.4.2 Learning Objectives

By the end of this placement, you should be able to:

- Outline the role of the placement agency and it's fit with related services
- Identify key aspects of social policy which impact on the agency;
- Outline the circumstances and needs of service users in this agency and the challenges they face;
- Grasp the goals, ethos and procedures and the main roles of practitioners in the agency
- Demonstrate appropriate beginning practice skills in e.g.
    - Engagement and communication with service users, volunteers, colleagues and others
    - Involvement in individual or group support / facilitation
    - Involvement in data gathering, assessment and planning
    - Implementing agreed tasks
    - Regular consultation with your supervisor
    - Recording and evaluating your work

- Identify one social work framework relevant to your work
- Demonstrate knowledge of community resources and services
- Demonstrate professional standards of behaviour, including respect for confidentiality, inclusive and respectful approach to others, ability to work collaboratively, reliability and time-management.
- Demonstrate your progress towards self-awareness and reflection in practice e.g. through reading, use of supervision, illustration of key learning in your practice project and class presentations
- Establish, by achieving the above, your readiness to proceed with social work education and training.

6.5 Choice of Placement

Placements are available in a wide variety of settings and locations. When arranging placements, the practice education coordinators take your interests and circumstances into account while giving priority to the potential value of the placement as an introduction to community-based practice. The practice education coordinators are always interested to hear of new agencies willing to accept students, but responsibility for arranging placement rests with the practice education team.

6.6 Placement duration

The BSS SF placement is undertaken over a 50-day (10 week) block starting at the end of teaching in the second semester of Senior Freshman year. It comprises one week of college-based preparation and 9 weeks on site. The placement cannot be split; it must be continuous. Days lost through illness or other circumstances must be made up.

As the Junior Sophister year begins in early September, this placement should begin in late April or early May, to leave time at the end to submit written assignments and take a break before the JS induction week and placement.

Enjoy your placement and keep your School Cluster Leader informed fortnightly about your progress by email, attaching your completed Student Placement Log for the previous two weeks. This will ensure that your Cluster Leader is appraised of your ongoing learning, development and wellbeing. Should you have any concerns, they can be dealt with promptly. You must attend all group meetings arranged by your Cluster Leader.

6.7 Placement Supervision, Tutorial Support and Practice Project

You will be assigned a Cluster Leader, who is responsible for supporting your learning in relation to this placement and related sector of social services. Contact your Cluster Leader and fellow group members will be arranged before the placement commences.

During placement, you should have regular supervision sessions with your placement supervisor and opportunities to consult informally at other times. If your placement supervisor is absent for several days, a colleague should be identified to support and supervise your work temporarily.

Attend meetings with your Cluster Leader and contact them fortnightly by phone or email throughout placement to inform of your progress on placement and submit your placement logs. This will facilitate your Cluster Leader to support you, and your supervisor should any difficulties arise.

At the end of placement, you and your placement supervisor jointly review the placement and your progress, and your supervisor prepares a placement evaluation under the headings set out in 6.10.4

You should both sign this document.

Ensure that you receive a copy of your Supervisor's Evaluation for your own records. The placement supervisor will also submit the report to the School. A copy of the evaluation will be sent to your next Practice Teacher to help set the learning agenda for your JS Practice Placement.

Your Practice Project should be started during the placement and will provide additional evidence for your passing this placement. You must submit the Practice Project by **Monday 5th July 2027**

6.8 Student's Practice Project

Placement supervisors may support you in preparing your Placement Project, through discussion and signposting to relevant approaches, organisational data or national policies you may wish to reference, but responsibility for the project and its presentation remains with you.

6.9 Reading Time

As the practice project is an integral part of the placement - designed to help you process your learning and link theory and practice - time should be set aside during placement days to research and work on your project. The recommended time allowance is one half- day per week. This reading time should be used throughout the placement rather than accumulated, as reading should inform your work at the time, rather than retrospectively. Usually, students either take a half a day a week or one full day a fortnight. How you take your reading time must be arranged in conjunction with your placement supervisor. Reading time should be entered in your weekly log and is counted as practice hours.

6.10 Assessment of SSU22112 SF Placement

A Placement Project must be completed for students to satisfactorily pass it.

6.10.1 Aims of Assessment:

- To assess the student's strengths and key learning needs displayed in practice
- To confirm the student's suitability for continued social work education and training at this time.

6.10.2 Guidelines for Placement Evaluation

Placement evaluation comprises 3 elements:

- Learning Agreement (prepared at start of placement)
- Placement Supervisor's evaluation
- Student's Practice Project

The Student's Practice Project should be signed by the Placement Supervisor as a fair account of the student's work on placement.

Both the Student Placement Report and the Placement Supervisor's Evaluation should be signed by both the student and the Placement Supervisor.

An electronic copy of the student's Practice Project should be submitted to blackboard by Monday 5th July 2027.

1 electronic copy of the Placement Supervisor's Evaluation Report is also due by Monday 5th July 2027. Supervisors are asked to submit this by e-mail to swpractice.ed@tcd.ie

6.10.3 Student Placement Project Format

Word count guide in each section is provided for guidance only, but the whole project should not exceed 5000 words. The workload table and bibliography are not included in the word count.

Introduction (word count guide 250 words)

Placement setting, relevant skills and experience you brought to the placement, what you hoped to gain from it, and any key questions that emerged during your preparatory research.

Agency and Community Setting (word count guide 1000 words)

- Community context: brief profile of catchment area and service users; implications for your work
- Agency context: brief overview of service offered, statutory / voluntary status, structure, staffing, resources; levels of engagement with service users; key social policies affecting the service; your role in the agency.
- Include a reflection on the impact of poverty on the lives of people living in the community and using the service and briefly outline how this may be addressed.

Work undertaken

- Brief overview: Table of your workload (service users / issues/interventions: time commitment; theories used; outcome; reflective learning). This table is not included in your word count, but the content must be brief and in bullet point format.
- Summary of 2 main pieces of work: tasks / issues presented; nature & duration of involvement; goals; action taken; outcome; framework / theory/approaches used; key learning. (Word Count Guide 1500 words)

Case Study (of one piece of work) (word count guide 1200 words)

- Social History or profile of service user / group / project participants and their social networks.
- Summary outline of activity in which you were involved
- If Individual work: reason for involvement; aims; theory or method used; content and process; outcome.
- If Groupwork: aims, theory or method used, group activities, content and process, outcome.
- If Community Work: project aims, nature of activity: theory used: participation: process: outcome.
- Your working relationship with the service user/s.
- Collaboration with other workers/volunteers
- Evaluation: what was / not achieved; indications for future learning;
- Theoretical and other literature which proved helpful and why.
- Any ethical or professional issues raised
- Key learning from this piece of work about you and social services

Learning (Word count guide 1000 words)

- The potential and limits and challenges of practice in this setting
- Learning opportunities (specialist approaches in practice, agency visits etc) and what you gained
- Supervision: frequency; main learning points
- Any specific features of the placement which contributed to or limited learning
- Main gains from the placement, questions raised, and any learning needs identified for your next placement.

Bibliography

Guidelines:

- Word-length: 5000 words **maximum.**
- The earlier you start reading about the agency and engaging current issues for the service/sector , the more this reading will support your learning. Draw also on relevant reading you have completed for other modules. Demonstrate in the project that you are starting to integrate your knowledge theory and research with practice experience and observation.
- Follow the main headings in the project outline, but if necessary, reorder or modify subheading elements in order to avoid repetition and to fit your particular placement.
- Adopt an appropriate style. This is an academic assignment which requires you to use clear, precise and formal (rather than-casual conversational) language, to be analytical as well as descriptive, and to support statements with relevant evidence and accurate referencing. It is not an agency report which requires purely factual information. It is a practice project which also requires you to reflect on your personal and professional learning from the placement. Therefore, write in the first person (say 'I', not 'the author' or 'the student').

- Confidentiality: Change all names and identifying details of service-users and colleagues about whom you write, and state clearly at the start of the project that you have done so. Use fictitious names to represent them, rather than initials or numbers and check you have not accidentally included a real name. Use job titles rather than names for workers.
- Submit an electronic copy to blackboard by by Monday 6th July 2026. Instructions for submission of the electronic copy through turnitin.com will be issued during the summer.

6.10.4 Supervisor's Assessment of Student's Placement Performance

Supervisors' reports should be completed on the report form included in 6.11.2 which is circulated to supervisors in advance of placement. Reports should be discussed with students before they are finalised and should be signed by both student and supervisor. The report from the placement supervisor will be stored on the student's file and in order to ensure continuity in your learning, will be shared with your JS Practice Teacher and with your social work tutor.

Reports will address the following:

Personal Organisation & Functioning in the Agency

- Grasp of Agency functions, procedures and limits
- Working relationships with colleagues & team members
- Quality of relationship with other disciplines, agencies & services
- Capacity for taking decisions, initiative & responsibility
- Knowing when to consult & take advice
- Personal organisation; punctuality, reliability: use of time & resources
- Report & letter writing

Communication & Engagement Skills

- Making & sustaining positive relationships with service users & colleagues
- Accurate listening & observation
- Clear, sensitive, respectful & appropriate communication
- Avoidance of discriminatory language & behaviour

Other Practice Skills

- Ability to gather &relay relevant information accurately & purposefully
- Ability to assess &define problems/needs
- Awareness of social/cultural/material influences on service users
- Ability to make &negotiate realistic plans for intervention
- Ability to carry through planned work and to evaluate it realistically

Development Towards Professional Standards

- Ability to use supervision constructively to develop understanding & skills
- Constructive & proactive approach to learning
- Development of self-awareness; ability to reflect on and handle feelings in practice
- Ability to start assuming a professional role

Summary of Areas in Which Progress Has Been Made

Issues for further development and specifically for next placement, any special strengths or weakness not already noted, should be addressed. Confirmation that student has/has not reached a standard to merit Pass and is / is not suitable and ready to proceed with social work training is a key element of this section.

Recommendation

On the basis of placement performance, supervisors are asked if they would recommend the student as suitable for and ready to continue social work training? **One** electronic copy of the Report should be sent by **Monday 5th July 2027.**

Grading Placement Performance: Pass / Fail

Placement Supervisors are asked to indicate clearly in their Evaluation whether or not they are recommending a Pass. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation by the Court of Examiners is based primarily on evidence provided by supervisor and student in their reports but may also draw on evidence from the School Cluster Leader and other relevant sources.

Pass Grade

A Pass grade is merited when there is sufficient evidence that a student has accomplished agreed placement objectives to a satisfactory standard for the relevant stage of training.

Fail Grade

A Fail grade is recommended where there is insufficient evidence that a student has accomplished agreed placement objectives to a satisfactory standard for the relevant stage of training. The grade must be ratified by the Court of Examiners**.**

Regulations when a Fail grade is obtained

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see 3.19).
- If a student wishes to contest a placement grade, they should notify their Social Work Cluster Leader, the Practice Education Team and the Course Director as soon as possible. The Course Director refers the

placement documents, i.e., the student practice project and the supervisor's report to the External Examiner for review. The External Examiner may also meet with the Student, Supervisor and Social Work Cluster Leader. The recommendation of the External Examiner in relation to the placement grade is presented at the BSS Court of Examiners for ratification

- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies. Should a repeat placement be required, the repeat placement and project must be completed successfully in order to progress on the BSS programme. Only one attempt to repeat a failed placement is permitted.

6.11 Learning Agreement

A Learning Agreement is drafted and agreed by student and placement supervisor at the beginning of the placement. The School Cluster Leader and the Practice Education team are available to respond to any questions that may arise. The Learning Agreement sets the initial agenda for placement and provides the baseline for reviewing progress at the end.

The Learning Agreement, which is included in 6.11.1, should be attached to the placement report.

It includes:

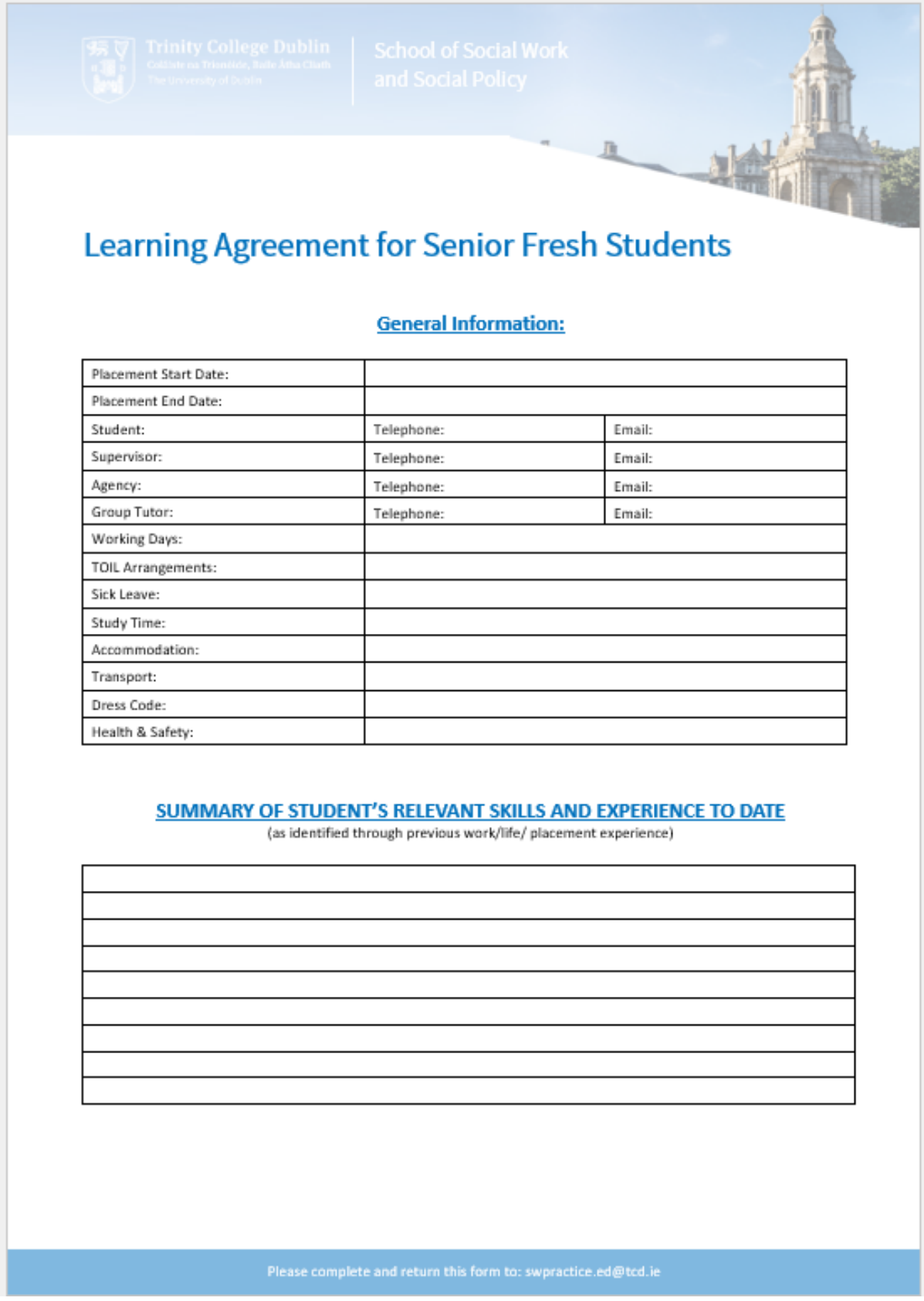
- Names of Student and Placement Supervisor
- Name of Agency and address of placement
- Name of Group Tutor / Cluster Leader
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code etc
- Student's skills and experience to date
- Learning Objectives: personal, professional and agency specific goals.
- Learning opportunities on this placement

- Workload
- Induction arrangements and recommended preparatory reading
- Supervision frequency and duration; preparation required
- Student assessment (direct and indirect evidence)
- Any personal issues that might impact on the placement

The Learning Agreement and a completed Student Placement Log (recording the student's attendance on placement) should be submitted as appendices to the student's Practice Project.

6.11.1: Learning Agreement for BSS SF Students

Learning Agreement for Senior Fresh Students



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

School of Social Work and Social Policy

Learning Agreement for Senior Fresh Students

General Information:

Placement Start Date:		
Placement End Date:		
Student:	Telephone:	Email:
Supervisor:	Telephone:	Email:
Agency:	Telephone:	Email:
Group Tutor:	Telephone:	Email:
Working Days:		
TOIL Arrangements:		
Sick Leave:		
Study Time:		
Accommodation:		
Transport:		
Dress Code:		
Health & Safety:		

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

Please complete and return this form to: swpractice.ed@tcd.ie

LEARNING GOALS

Learning (to encompass skills, knowledge and values) should be identified in relation to previous experience, feedback from previous placements (if relevant) and current areas of interest

Professional Learning Goals

(pertains to approaches and skills common to professional practice e.g. relationship building, reflective practice, organizational skills) that may be learned in this agency and are applicable in other settings)

PROFESSIONAL SPECIFIC LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

Agency Specific Learning Goals

(pertains to area of practice of the agency in which the student is based)

AGENCY SPECIFIC LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

Personal Learning Goals

(pertains to student's uniqueness as an individual and changes s/he would like to make that would help in the role of a practicing social worker e.g. active listening skills or assertiveness)

PERSONAL LEARNING GOALS	LEARNING OPPORTUNITIES ON PLACEMENT TO MEET THIS GOAL	EVIDENCE OF DEVELOPMENT

Please complete and return this form to: swpractice.ed@tcd.ie

STUDENT WORKLOAD

INDUCTION PLAN

Orientation to placement
Recommended Reading/ Research
Confidentiality Policies
Health and Safety
Other

STUDENT SUPERVISION

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

Components of supervision include reflective learning and practice, support, case management and organisational and policy issues.	
Supervision Arrangements:	
Day:	Time:
Other Student Supports:	

Please complete and return this form to: swpractice.ed@tcd.ie

STUDENT ASSESSMENT / SOURCES OF EVIDENCE

Discuss and note the methods of assessment used by the Placement Supervisor and evidence of learning, skill development and work required.

PERSONAL ISSUES

Are there any personal issues that may have an impact on the placement?

Discuss and note if appropriate:

AGENCY-RELATED ISSUES

Are there any agency-related issues that may have an impact on the placement?

Discuss and note if appropriate:

Signatures

Student:
Supervisor:
Date:

Please complete and return this form to: swpractice.ed@tcd.ie

MID PLACEMENT REVIEW

Review Progress & Student Capacity in Relation to

Personal Learning Goals:
Agency Specific Learning Goals
Professional Learning Goals:

Establish whether student is likely to pass the placement and outline objectives set for remainder of placement.

Objectives / Plan for remainder of placement

Student Issues/Concerns

Supervisor Issues/Concerns

Please complete and return this form to: swpractice.ed@tcd.ie

FINAL PLACEMENT REVIEW

Date:	
Areas of strength identified and recommendations for future development:	

Please complete and return this form to: swpractice.ed@tcd.ie

6.11.2: Supervisor's Report on Senior Fresh 50 Day Block Placement

SCHOOL OF SOCIAL WORK AND SOCIAL POLICY
SUPERVISOR'S REPORT ON SENIOR FRESHMAN PLACEMENT

Name of Student:	
Name of Supervisor:	
Job Title:	
Name of Agency:	
Address of Unit:	
Tel:	**Email:**
Dates of Placement:	**Date for Submission of this report:**

Please Note:
This report form is completed by the person who supervises the student's work and the student should have an opportunity to discuss the content of the report before the end of placement.

The form uses a 6 point scale for most items:

VG = very good	***W = weak/inconsistent***
G = good	***VW = very weak/unacceptable.***
OK = acceptable	***A = not applicable/don't know***

Please email completed form to: Fieldwork.Unit@tcd.ie
Please provide your student with two hard copies of this report.

THANK YOU

School of Social Work & Social Policy, Trinity College, Dublin 2
Room 3063, Arts & Social Science Building, Tel: 01 896 4579.

Pass/Fail Recommendation

(See Section 6.10.4)

Please start by indicating your recommendation- e.g. Pass/Fail:

_____

Your report can then be read as support for this recommendation. Please assess and illustrate the student's performance under the following 5 headings:

Personal Organisation & Functioning in the Agency

	VG	G	OK	W	V W	NA
Grasp of Agency functions, procedures and limits						
Working relationships with colleagues & team members						
Quality of relationship with other disciplines, agencies & services						
Capacity for taking decisions, initiative & responsibility						
Knowing when to consult & take advice						
Personal organisation; punctuality, reliability: use of time & resources						
Report & letter writing						
Comments/ Examples:						

Communication & Engagement Skills

	VG	G	OK	W	V W	NA
Making & sustaining positive relationships with service users & colleagues						
Accurate listening & observation						
Clear, sensitive, respectful & appropriate communication						
Avoidance of discriminatory language & behaviour						
Comments/ Examples:						

Other Practice Skills

	VG	G	OK	W	V W	NA
Ability to gather &relay relevant information accurately & purposefully						
Ability to assess &define problems/needs						
Awareness of social/cultural/material influences on service users						
Ability to make &negotiate realistic plans for intervention						
Ability to carry through planned work &to evaluate it realistically						

Comments/ Examples:

Development Towards Professional Standards

	VG	G	OK	W	V W	NA
Ability to use supervision constructively to develop understanding & skills						
Constructive &proactive approach to learning						
Development of self awareness; ability to reflect on &handle feelings in practice						
Ability to start assuming a professional role						

Comments/ Examples:

Summary of Areas in Which Progress Has Been Made

(Issues for further development & specifically for next placement, any special strengths or weakness not already noted. Confirmation that student has/has not reached a standard to merit Pass & is suitable and ready to proceed with social work training.)

Recommendation:

On the basis of placement performance, I recommend / do not recommend (Please cross out what is not relevant) _____as suitable for and ready to continue social work training?

Signed:	**Date:**
Supervisor	

Comment by Student

I have discussed this report with my supervisor **Yes**		**No**	
Signed:	**Date:**		

6.11.3: BSS SF Placement Log

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

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

Students should share this log with their supervisor at each supervision session and forward completed logs to their Cluster Leader every fortnight. It should be attached as an appendix to your Practice Project.

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

Weekly Placement Log

Student Name	**Supervisor**	**Placement**	**Cluster Leader**	**Total Placement Hours**

	Date	**Hours on Placement**	**Location Morning**	**Location/Afternoon**	**Tasks & Outcomes**
Monday					• **…** • **…**
Tuesday					• **…** • **…**
Wednesday					• **…** • **…**
Thursday					• **…** • **…**
Friday					• **…** • **…**

Student Signature: Supervisor Signature:
Date:

6.12 Health And Safety

Students should adhere to the health and safety guidance of the agency where they are on placement.

6.13 Critical incidents

If any incident occurs while on placement , which affects a student's health or wellbeing the student should notify the Practice Education team and BSS Course Director as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary supports.

6.13.1 What to do if you encounter racist or discriminatory behaviour on placement or in the classroom

Social work as a profession can be challenging and it is likely that you will encounter at least some resistance or negativity during your educative journey. However, if during your time as a student you encounter injurious racist or other discriminatory behaviour or language, whether in the classroom or on placement in a way that you feel warrants further scrutiny, please report this to a member of the academic staff who will be able to guide you or otherwise direct you to someone who can. It is School policy to take any act of discrimination or prejudice toward a student during the course of their studies very seriously and to be proactive about supporting the student in an appropriate manner.

6.14 Health Concerns

If students have personal or health difficulties which impact negatively on their placement practice and / or professional behaviour, they are encouraged to share this with the Practice Education team and to access supports. If a student is on certified sick leave during placement, they may be required to submit a medical / psychological report certifying their fitness to continue or repeat placement before returning to a placement agency.

6.15 Immunisation

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

6.16 Vaccination Policy

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

- Hepatitis B vaccination is required.
- It is recommended that students receive the Flu vaccine, when it becomes available.
- The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

Hepatitis B vaccination is arranged en bloc with College Health Service for Junior Freshman students. Students of other BSS years may arrange vaccination through their own GP or with College Health Service. Costs must be met by the students.

A record of vaccinations must be submitted to the Practice Education Team, prior to commencing placements.

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

Section 7: Professional Placements: Junior Sophister (Year 3) and Senior Sophister (Year 4)

7.1 Sophister Placement Overview

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

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

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

Sophister placements are each comprised of 500 practice learning hours and are generally undertaken from September -December of the Junior Sophister and Senior Sophister year.

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

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

Students must ensure that they notify the Practice Education Team and the Course Director of any health and safety issues which may compromise their ability to undertake their placement It is expected that students will have received any necessary vaccinations in earlier years of their course, for placements in health and social care settings. It is recommended that students attending clinical placement also receive the Flu vaccine, once it becomes available. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations. Students are encouraged to seek information and support from the college disAbility Service in relation to accommodations that may be required to facilitate their learning on placement.

Students must also advise the Practice Education team of any overlap or potential conflict of interest in relation to a prospective placement setting (for example being a current or former employee or service user or having a close relative who is an employee or service user of a potential placement agency). The Practice Education team will liaise with the student and the placement agency where appropriate to ensure best practice in relation to placement provision where an overlap is identified.

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

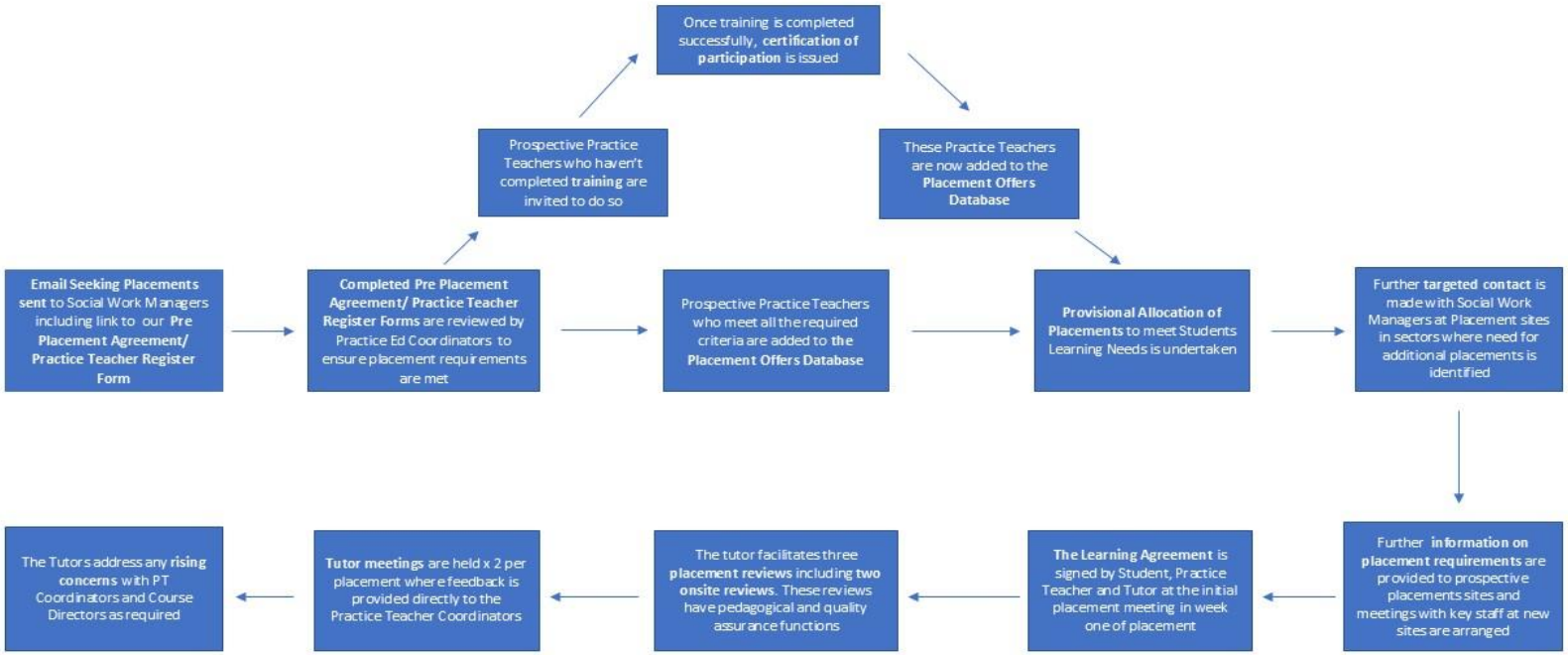
The college will request a student to renew their Garda vetting if they have taken time off from their studies.

7.2 Aims and Objectives of Professional Placements

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

7.3 Approval of Placement Sites

7.3.1 Process for the engagement and approval of placement sites



7.4 Allocation of Placements

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

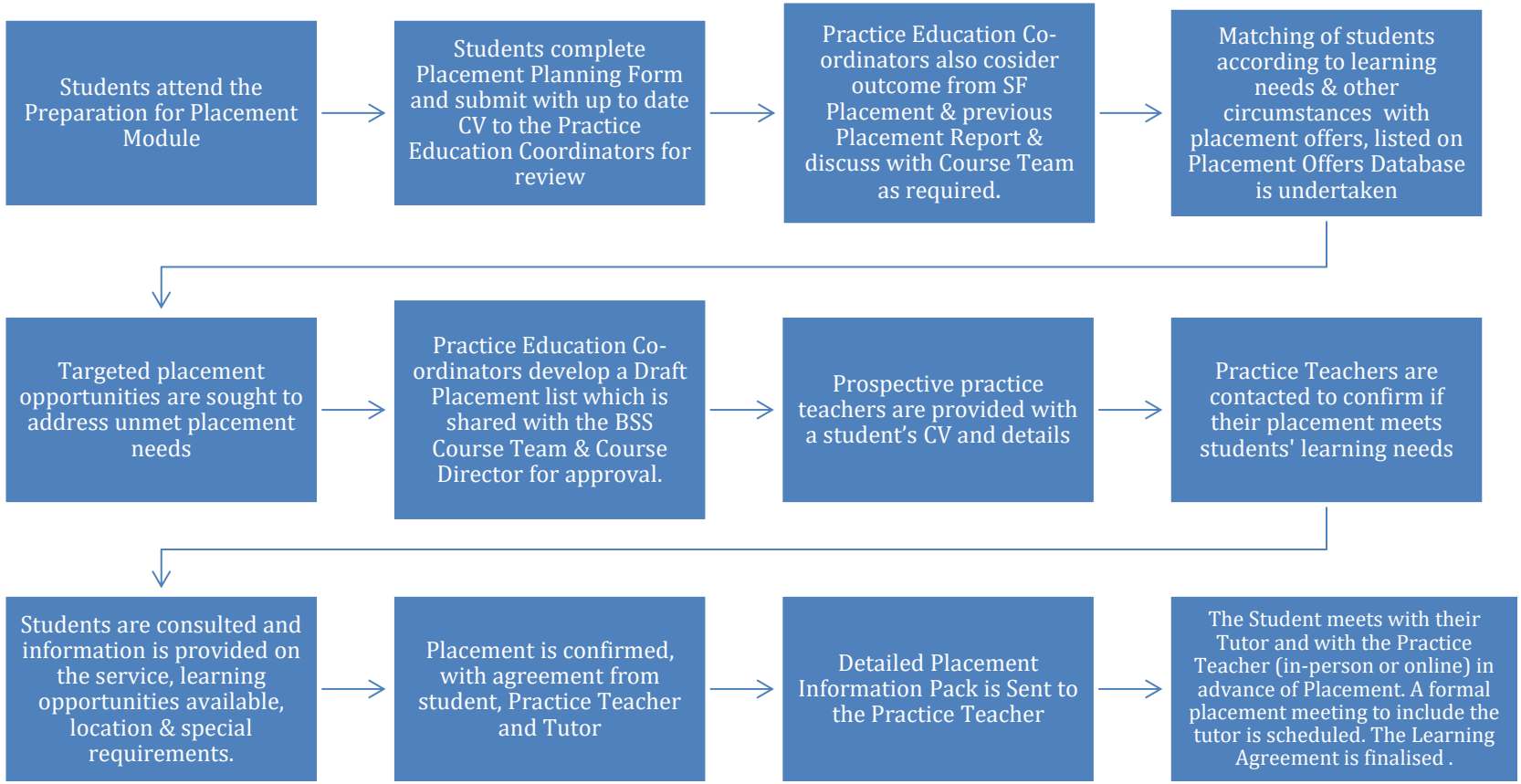
- Students attend preparation for placement modules in their Senior Freshman Year.
- Students complete the **Placement Planning Form** which includes details of previous placements, volunteering and other relevant practice experience; learning needs, identification of relevant issues (health, disability,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

- Detailed placement information is forwarded to Practice Teachers
- A tutor is allocated. The student meets with the tutor and separately with the Practice Teacher (in-person or online) in advance of placement

See Allocation of Placement Flow Chart in 7.4.1

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

7.4.1 Allocation of Placement Flow Chart



7.5 Placement with an onsite Supervisor and an external Social Work Practice Teacher

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

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

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

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

On-Site Supervisor:

- Attends On-Site Supervisor training with Practice Education Coordinators
- Coordinates the allocation of day-to-day workload to the student
- Provides input into the student's Learning Agreement, including working with the student to identify learning goals and ensuring suitable work can be allocated to support the student in meeting these learning goals
- Provides supervision as it pertains to case load management and provides regular feedback to the student relating to their performance on placement
- Attends three-way supervision sessions at intervals throughout the placement as arranged by the external social work practice teacher

- Attends all placement meetings and provides input to the Learning Agreement
- Provides regular feedback to the CORU registered Practice Teacher and the tutor regarding the student's progress, identifying areas where improvement and further learning is necessary and identifying areas of good practice and progress
- Attends Practice Teacher Peer Support sessions during the placement
- Contributes to the Practice Teacher Report and has input into the decision regarding the student's final pass/fail grade based on available evidence.

External CORU Registered Practice Teacher

- Completes Practice Teacher Training Workshop
- Provides 90 mins of social work supervision each week throughout the placement
- Arranges three-way supervision sessions with the onsite supervisor
- Has input into the student's Learning Agreement identifying appropriate learning needs and practice opportunities as aligned to the CORU Domains of Proficiency
- Attends all placement meetings with the student, tutor and the on-site supervisor to review the Learning Agreement and the student's progress
- Remains in regular contact with the on-site supervisor and the student's tutor regarding the student's progress on placement and addresses learning needs as they emerge
- Provides regular feedback to the students regarding their progress in relation to their learning as aligned to the CORU Domains of Proficiency
- Takes responsibility with input from the onsite supervisor for the completion of the Practice Teacher Report including the final decision regarding the student's pass/fail grade based on available evidence.

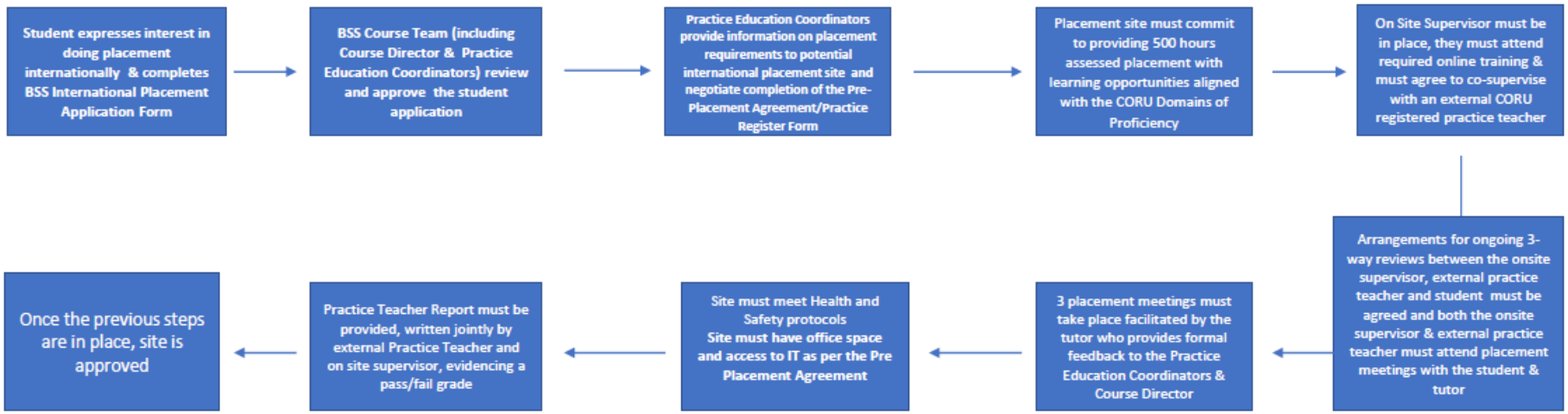
7.6 Allocation of International Placements

International placement options are available in Senior Fresh but are very limited in the Sophister years when placements are aligned to CORU standards and are available only in the Senior Sophister year. These placements are not routinely offered, and international placement sites need to be approved by the course team (see 7.6.1). Students considering an international placement should contact the Practice Education Co-Ordinator's in the first instance and complete an International Placement Application Form (see 7.6.2) This application must be approved by the BSS Course Team. To be eligible students must have their application approved, have passed their BSS JS placement, have successfully completed all course work and have excellent attendance in college.

When placements are undertaken abroad, liaison is maintained through email and video-calls and where possible the student is also linked to a local university School of Social Work. A CORU registered Practice Teacher is appointed as an external Practice Teacher who together with the allocated on-site Supervisor, provide a placement aligned with the CORU Domains of Proficiency.

Students approved for international placements are required to engage in a reflective preparatory process to ensure readiness for practice in a different cultural and professional context. This includes identifying learning goals, familiarisation with cultural norms, understanding the expectations of the relevant practice settings and learning about equivalent service provision in Ireland to enable comparative analysis

7.6.1 Approval of International Placement Sites



7.6.2 International Placement Application Form

BSS International Placement Application

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

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

Student Details:

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

Student Motivation and Placement Plans

Please Complete each section:

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

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

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

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

Health and Safety Related Questions:

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

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

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

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

Signed:

Date:

7.7 Role of the Social Work Tutor during Placement

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

This is achieved through;

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

Key elements of the role include:

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

7.8 Sophister Placement Structure

The Junior and Senior Sophister placements are professional social work placements and they have the same format. They are full-time block placements of 14 weeks (70 days / 500 hours). Before students set out on placement, they are provided with a week-long Pre-Placement Programme in college. **Full attendance is mandatory.**

Placement begins on Monday 7th September 2026 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 11th December 2026).

7.9 Academic Requirements

Placement related lectures and workshops take place in college during the Preparation for Placement Week (31st August to 4th September 2026)

Successful completion of Social Work Practice modules SSU33090 and SSU34072 (for Junior Sophister) and SSU44200 and SSU44111 (for Senior Sophister) depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in semester two (Hilary Term), **students must complete their Practice Project by the end of placement - which must be submitted by 11:59pm on Tuesday 15th December 2026.**

7.10 Practice based Teaching and Learning Curriculum

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

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the

end of placement in conjunction with the student's placement project and the practice teacher's report.

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

7.11 Placement Hours

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

Further to this, students, practice teachers and tutors are issued with a Practice Placement Log (see 7.11.1) which documents hours and practice learning activities completed each day and week of placement.

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

- Hours completed on placement by each student are recorded formally as part of the student's record

7.11.1 Practice Placement Log

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

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

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

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

Student Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor

	Date	Hours on Placement	Location Morning	Location Afternoon	Tasks & Outcomes
Monday					• .. • .. • .. • ..
Tuesday					• .. • .. • .. • ..
Wednesday					• .. • .. • .. • ..
Thursday					• .. • .. • .. •
Friday					• .. • .. • .. •
Total Placement Hours					

Signed: **Student:** **Practice Teacher:**
Date:

Weekly Placement Log Summary Sheet

Week Ending	Total Hours Completed on Placement
Final Total Hours Completed	

Signed **Student:** **Practice Teacher:** **Date:**

7.12 Compensating for time missed on placement

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

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

  Mechanisms include:

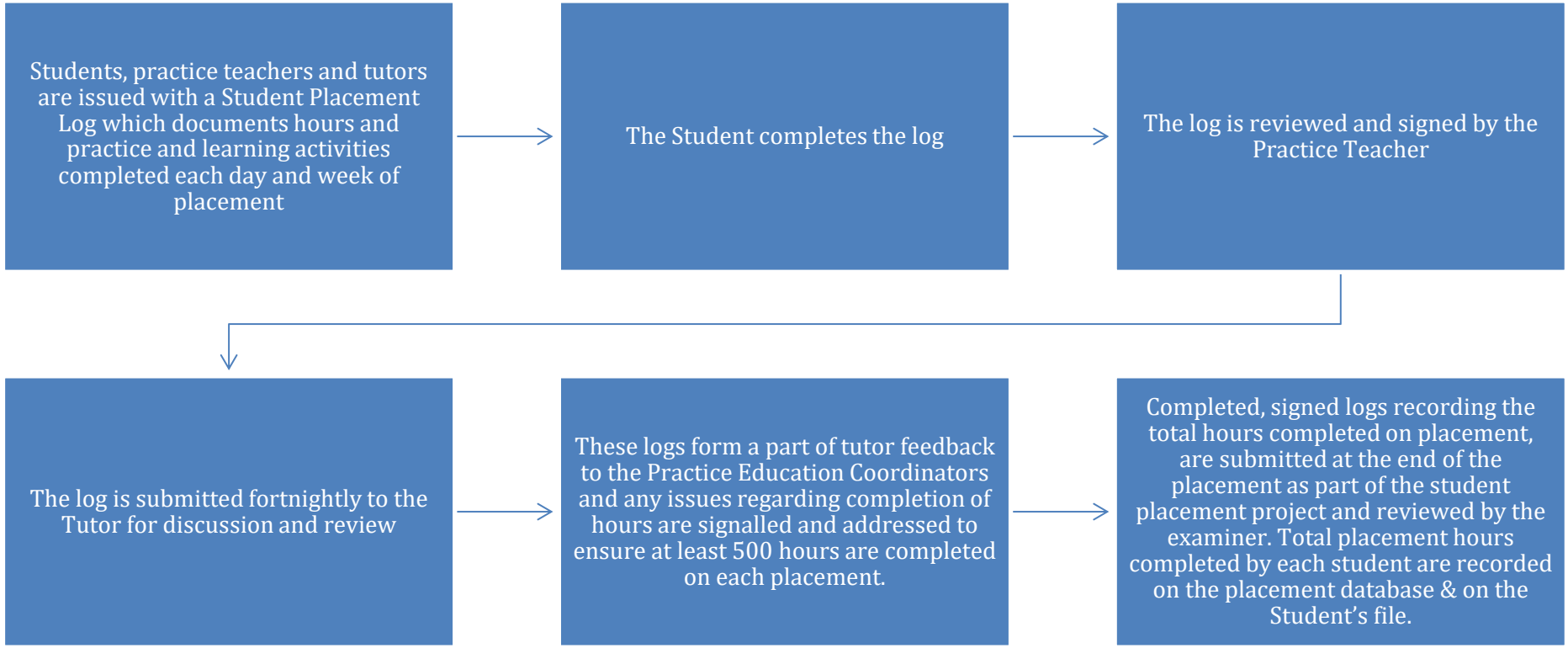
  - Use of dedicated study time as practice time with a commitment that the student will use personal time for study
  - Additional time added to end of placement with agreement of the practice teacher and agency
  - Periods of absence that cannot be compensated for within the timeframe of the placement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

Absences of three days or more must be medically certified

See flow chart in 7.12.1

7.12.1 Monitoring Placement Hours

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



7.13 Hybrid Placement Model

Due to issues such as availability of office space or particular exceptional needs of a student or practice teacher, it may not be possible for all students to be on site each day of placement. To ensure that student learning on placement is not compromised the School has developed a Hybrid Placement Model to support practice learning which will be made available to all students. This is aimed at ensuring that learning opportunities through on-site practice, off-site practice, on-line practice and reflective practice are maximised. This model will not be a part of all placements, but it will be relevant in some cases.

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

7.14 Study Time

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

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

7.15 Needing more time

Placements are due to be completed by Friday 11th December 2026. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified for approval to the Practice Education Team and the Course Director.

7.16 Placement Meetings & Reviews

Placement meetings/reviews are facilitated by the student's social work tutor, or other person nominated by the Course Director and attended by the student and their practice teacher(s).The initial meeting and the midway review should be held in person at the placement site. The final review may take place online.

7.16.1 Objectives of Placement Meetings & Reviews

For Students

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

For Practice Teachers

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

For Social Work Tutor

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

For all parties

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

7.16.2 Guidelines for Placement Reviews

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

Initial Meeting

- Link previous experience and/or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 5 CORU domains.
- Refine and agree the draft Learning Agreement (already prepared by the student and practice teacher) to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to use a range of social work approaches; access to meetings and other learning opportunities; supervision arrangements, criteria for assessment and evaluation of student learning; methods of assessment to be used and if relevant how the student's placement will be structured in relation to the Hybrid Placement Model.

Mid-Placement Meeting

- Review the learning goals aligned to the CORU Domains of Proficiency, as documented in the Learning Agreement and progress achieved in relation to each goal
- Review workload and agree any adjustment needed
- Review how the Hybrid Placement Model if relevant, is impacting placement and agree any adjustments that are required.
- Discuss at least one direct observation experience, review direct observation report, including service user feedback and learning achieved by the student.

- Review supervision processes and experience
- Review the Student Log and address any issues arising
- Identify what has been achieved so far and areas to be worked on
- Establish whether the student is on track to pass the placement

Final Meeting

- Establish whether the student has passed the placement
- Check that Student Practice Project and Practice Teacher Report are in preparation
- Identify the student's strengths, progress and learning needs yet to be met
- Discuss second direct observation report, including service user feedback
- Review the Student Log and confirm 500 placement hours will be completed.
- Review what will best meet the student's learning needs in subsequent placement /academic learning/ professional practice.
- Share feedback on the experience of the placement between all parties

7.16.3 Ongoing Contact with Social Work Tutor

In addition to the three-way placement reviews:

- Students must contact their Social Work tutor fortnightly - by email or phone - to let them know how the placement is going and submit their Student Placement Logs.
- Students should review their placement experience with their Social Work tutor **and submit their Direct Observation Report.** before the Mid-Way Placement Review.
- Social Work tutors should review the placement with the Practice Teacher before the Mid-Way Review.

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

Additional Placement Review Meetings may be arranged as needed.

7.17 Additional supports while students are on placement

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

Call-In Days

Student call-in days are held during placement to assist students in integrating academic and placement learning, develop their skills and facilitate peer support and learning. The Practice Education and Course Team are available to students to discuss any aspect of placement throughout these days.

Junior Sophister Students have three call-in days over the duration of placement as follows:

- **Wednesday 30 September 2026**
- **Wednesday 21 October 2026**
- **Wednesday 25 November 2026**

Senior Sophister Students have one call-in day on

- **Wednesday 28 October 2026 tbc**

Call-in days are an essential part of placement and contribute to overall placement hours. Attendance is therefore mandatory.

7.18 Evaluation and Assessment of Practice

Evaluation of student progress is ongoing over the duration of the placement and should be discussed in weekly supervision, at placement meetings with the tutor and evidenced in the Practice Teacher's Evaluation Report. Sources of evidence

may include; self-reports by the student, process recordings, reflective writing, engagement in supervision, direct observation of student work by the practice teacher or colleagues, audio or video recordings, service-user feedback, feedback from team/agency colleagues, and written or other materials produced by the student in the course of their practice.

Practice Teachers are asked to complete a minimum of two direct observations, one before the mid placement meeting and one before the final placement meeting, and to complete the Direct Observation Report (see 7.20.2), including service user feedback. Students will submit these two Direct Observation Reports as an appendix to their Practice Projects.

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

(i) a recommendation by the designated practice teacher that the student has reached required standards in relation to the CORU/SWRB Domains of Proficiency to achieve a pass grade on their placement; and

(ii) the submission by the student of a practice project **(including two direct observation reports)** which is deemed to be satisfactory both by an initial examiner and the external examiner.

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

7.19 Assessment of Social Work Practice: Guidelines for Placement Evaluation

7.19.1 Assessment of Students

Placement evaluation comprises 4 elements:

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

- Student's Practice Project (including the two Direction Observation Reports as appendices)

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

Junior Sophister Students:

Students should demonstrate an awareness of and capacity to apply knowledge, skills and values pertaining to each domain of proficiency in their practice. They should demonstrate capacity to work collaboratively with service users, carers and other professionals to assess and respond to presenting needs and evaluate their interventions. They should be able to articulate their learning and identify areas for further development.

Senior Sophister Students

Students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional development needs. At the end of a final year placement students must be deemed to be ready for professional practice.

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

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

The Practice Teachers Report by 11:59pm on Tuesday 15th December 2026
Practice Project by 11:59pm on Tuesday 15th December 2026

7.20 Learning Agreement

As already discussed, the Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. It should be attached to the placement project. A copy of the Learning Agreement is located in 7.20.1

7.20.1 BSS Learning Agreement



BSS Learning Agreement

Placement Coordinators:
Dr Sinéad Whiting: swhiting@tcd.ie
MS Nuala Crosse: CROSSEON@tcd.ie

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

Contact Details	**Telephone**	**Email**
Student Name:		
Practice Teacher Name:		
Tutor Name:		

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

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

Health and Safety Procedures: Including infection control, lone working policy and any other relevant health and safety procedures as relevant to the agency.

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

Learning Recommended from Previous Placement/Past Practice Experience

Practice Learning Plan

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

(for a more in-depth discussion of the 5 Domains of proficiency follow this link:
https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf)

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

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

Domain 1 Professional Autonomy and Accountability

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Domain 2 Communication, Collaborative Practice and Teamworking

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Domain 3. Safety and Quality

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Domain 4. Professional Development

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Domain 5. Professional Knowledge and Skills

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Additional Key Personal Learning Goals

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

LEARNING GOALS **Identify two or more goals in relation to this Domain**	Proficiencies related to this Learning Goal	LEARNING PLAN IN RELATION TO THIS GOAL **Identify areas of practice or other opportunities that will enable learning in relation to each goal**	INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT **At the end of the placement, the student will be able to…….**

Workload

Please indicate the range of work to be undertaken including individual, family, group or community work as relevant to the setting and any additional projects or tasks.

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

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

Student Supervision

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

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

Discuss and note learning styles of: Student Practice Teacher:		
Supervision Arrangements:	**Day:**	
	Time:	
Other Student Supports		

Student Assessment/Sources of Evidence

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

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

Personal Issues

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

College Related Issues

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

Agency-Related Issues

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

Safety Statement

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

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

- To maintain a safe and healthy work environment for students, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable students perform their work safely and efficiently.
- To maintain a vigilant and continuing interest in all Health & Safety matters relevant to both the company and staff including students on placement.
- Students undertaking placements must:
- Strictly adhere to School Social Work and Social Policy, placement agency and Public Health Protocols in relation to COVID-19.
- Co-operate with the placement provider in maintaining a safe workplace.

- Report any potential risks to management and not work in any conditions they deem to be a risk to themselves, the company or the client.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.

Signatures

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

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Mid Placement Meeting Arrangements

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

Date of Mid Placement Meeting:

Time:

BSS Placement Learning Agreement Part 2
Mid Placement Meeting

Review Learning and Capacity in Relation to the CORU SWRB Standards 0f Proficiency:

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

Supervision: **Confirm that weekly supervision of 90 minutes is taking place:** ***If weekly supervision is not taking place, please provide brief explanation and plan for remainder of placement.***	**Yes [ ] No [ ]**
Outline Supervision plan for the remainder of the placement:	
Discuss issues and themes arising in Supervision regarding the following key supervision objectives: • **Support with the emotional & practical demands of the work** • **Teaching and learning** • **Case management** • **Supporting student engagement in the service**	

Establish whether the evidence indicates that the student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.

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

Signatures

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

BSS Placement Learning Agreement Part 3: Final Placement Meeting

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

Date of Meeting:

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

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills

Additional Personal Learning Goals
Review of Direct Observation Report including Service User Feedback
Review of Supervision
Other Issues Discussed
Areas of Strength identified:
Recommendations for learning in next placement/ongoing professional development:

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

7.20.2 Direct Observation Report Template



Direct Observation Template

Two formal direct observation must take place during each placement.

The first should take place in advance of the mid-placment meeting and the second in advance of the final placement meeting.

The direct observations should be discussed with the tutor at placement meetings.

Name of Student	
Name of Observer	
Date of Observation	
Point in Placement (e.g. week 5)	
Confirm that agreement of Service User has been obtained	YES: NO:

Event Observed

Comment on how student prepared for the session

Practice Education Team, School of Social Work & Social Policy, Trinity College, Dublin
swpractice.ed@tcd.ie

Comment on student's communication skills

How did the student demonstrate values in their practice?

Did the student meet their objectives? Please provide evidence

How did the student respond to unanticipated events?

Comment on student's overall performance

Service User Feedback: Please seek and document service user feedback

Student's Reflection on the Direct Observation

Student's reflection on the session

Student's response to service user feedback

Student's response to practice teacher feedback

Discussion of the Direct Observation at the mid placement review
Date of Discussion:
Key Learning:

Signed :

Student	
Practice Teacher	
Tutor	
Date	

7.21 Practice Teacher Evaluation Report

The structure of the Practice Teacher Evaluation Report, now called the Performance Evaluation Report (PER), is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. A template, including detailed guidance on the completion of the PER is provided in 7.21.3

The report must include a Pass or Fail recommendation.

The standard of work displayed towards the end of a Junior Sophister placement should demonstrate progress across all Domains and Standards of Proficiency while knowing that the student has a final placement where they will continue to develop and strengthen their knowledge and skills.

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

The primary aim of the report is for the Practice Teacher to provide evidence for the Pass or Fail recommendation they are making in relation to the student's practice as aligned to the CORU Standards of Proficiency.

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

Domain 1 Professional Autonomy and Accountability
Domain 2 Communication, Collaborative Practice and Teamworking
Domain 3 Safety and Quality
Domain 4 Professional Development
Domain 5 Professional Knowledge and Skills

A document listing the domains and proficiencies can be found here

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

The report also includes details about the students practice, including methods of assessment and evaluation used, the student's engagement in teaching and learning, including their engagement in supervision. In addition, the Practice Teacher is asked to comment on;

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

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

7.21.1 Grading Placement Performance: Pass / Fail

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

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

Pass Grade

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

Fail Grade

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

7.21.2 Regulations when a Fail grade is obtained

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see sections on Supplementary Placements and Fitness to Practice)

- If a student wishes to appeal a placement grade they should notify their Social Work Tutor, the Practice Education Team and the Course Director before commencement of the next academic term. The Course Director refers the placement documents i.e the student practice project, the practice teacher's report and the tutor's report to the External Examiner for review. The External Examiner may also meet with the Student, Practice Teacher and Social Work Tutor. The recommendation of the External Examiner in relation to the placement grade is presented at the the BSS Court of Examiners for ratification.

- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies.

- Should a repeat placement be required, the repeat placement and project must be completed successfully in order to progress on the BSS programme. Only one attempt to repeat a failed placement is permitted.

7.21.3 Practice Teacher Evaluation Report Template

Guidance Document
for the completion of the Performance Evaluation Report (PER)

Introduction

This document provides guidance to Practice Teachers to support them in the completion of the Performance Evaluation Report (PER) and should be read before commencing the report.

The Performance Evaluation Report, is the standardised report adopted in 2024 by the six Higher Education Institutions (University College Dublin, Trinity College Dublin, University of Galway, Maynooth University, University College Cork and Atlantic technological University Sligo) delivering social work education in Ireland. This document is a collaboration between each of the HEIs, however, please note that there may be some minor variations to allow for individual university regulations.

In this guidance document information will be provided about:

- The CORU/SWRB Standards of Proficiency and Competencies as they relate to the evaluation of a student's performance on placement. CORU (2019) outlines that evidence must be provided regarding 'the standards required of graduates for the safe and effective practice of social work'. These Domains are viewed as a framework or a reference for development and are used to identify the students' learning needs and are central to evidencing student learning and progression on placement. More details can be found here: swrb-standards-of-proficiency-for-social-workers.pdf (coru.ie).
- How to evidence the student's learning achieved while on placement in the context of the CORU/SWRB and university requirements.
- Guidance on the types of evidence required to demonstrate that the student has reached the appropriate level of competence in each CORU/SWRB Domains across the 14 weeks of placement.
- The key differences of expectations between a first placement and second placement student.

In all instances prior to completing the PER, Practice Teachers, should refer to the students' learning goals set out in the Placement Agreement/Learning Agreement and the minutes of the three tripartite meetings. The purpose of the Performance Evaluation Report/Practice Teacher Report is to evidence how the student has progressed with meeting their learning goals as aligned to the CORU/SWRB Standards of Proficiency.

Evidencing the student's progress:

- Practice Teachers should evidence the student's learning throughout the placement by providing at least two examples of the student's practice in relation to each of the five Domains, with reference to specific practice examples.
- Practice Teachers should acknowledge the importance of skills, values and theories in their report.
- Evidence to support the Practice Teacher's recommendation is gathered from the start of placement. Evidence should relate to specific descriptions about how the student demonstrated skills while working on their allocated cases and can be drawn from; Practice Teacher's observations, feedback from team members, feedback from service users and those supported by the service, examples from student's group work experience, examples from times when the student has provided presentations to the team, the standard of written work including record keeping, emails, letters and report writing and other pieces of work.
- Evidence is also gathered from weekly supervision sessions, direct observations, reflective learning exercises, case records, written reports and assessments including, for example, process recordings and informal supervision opportunities.
- Further guidance will be provided at Practice Teacher Preparation Workshops that take place prior to the commencement of the student's placement and Practice Teacher support sessions that take place during the placement cycle.

Compilation of the PER:

- The compilation of the PER is a collaboration between the Practice Teacher and the student. Weekly supervision sessions provide a good opportunity to discuss the intended content for the report.
- As with any professional report, all comments made should be documented in a respectful, professional manner.
- The Practice Teacher's assessment should provide a comprehensive account of the student's learning over the course of the placement. It is important to remember that all students will demonstrate both strengths in their practice and areas where they need to improve. The PER should reflect this.
- The practice teacher should aim to type at least **500 words per Domain** referencing the methods and examples of assessment and referring specific cases that the student was involved. The PER will be returned for review if there is insufficient evidence provided.
- The Practice teacher should share the completed PER with the student upon completion and the report is read and signed by both the Practice Teacher and the student. Any concerns the Practice Teacher has about the student's practice should be raised prior to writing the report. No new or additional information should be provided by the Practice Teacher in the PER that has not been discussed with the student and the tutor.
- Individual social work programmes may also require the practice tutor to review the PER, provide feedback to the practice teacher and student and sign the report. Both practice teacher and student should be cognisant that the report will be shared with the practice teacher on the student's next placement to guide the student's learning.

Evidencing Competence:

- Students must demonstrate competence in all the key areas to achieve a pass recommendation.
- An unsatisfactory rating in one or more of the key areas must result in a fail recommendation.
- The sources of evidence must be provided in detail to support the recommended outcome of the placement. The consensus is that whereas the domains and proficiencies listed are indicators of good practice they are not the only dimensions of good social work practice. Social work is more than the development of domains, proficiencies and competencies. Positive social work practice has additional and distinctive dimensions to the practice which if required can be discussed within the conclusion section of the PER.
- The final placement result is a recommendation to the School Examination Board, which includes the external examiner. The recommendation of the school examination board is presented to the College Examination board for final approval. A student who fails a placement may be permitted to undertake a repeat placement on the recommendation of the examination board.
- Some programmes may operate a Practice Assessment Panel (PAP) to review the full placement report in the event of a student not reaching a pass recommendation.

Other advice for completing the PER:

- Please use the student's name throughout the report.
- Where relevant please ensure you use the same pseudonyms in the PER as the student uses in their project.
- Provide specific examples of evidence of the students practice that you/team members observed (this ensures the report is personalised to the student and supports the outcome of the placement).
- Explicitly link evidence from the student's practice to the CORU/SWRB competencies under each heading.
- Refer to the student's learning agreement.
- Please use different examples to demonstrate the competencies achieved.

When completing the PER the Practice Teacher should take account of the year and the stage of study of the student, the report should be balanced and fair and examples from the student's practice should be used to evidence the recommendation made.

Performance Evaluation Report

This Performance Evaluation Report is now the standardised Practice Teacher placement report used by all social work programmes from the universities named above. Please note that individual social work programmes operate according to their specific university regulations and there may be requirements specific to each programme that Practice Teachers will have to follow.

Please complete this Performance Evaluation Report following the detailed information on the CORU competencies in the Practice Learning / Fieldwork Handbook.

Date of Report:	
Student Name:	
Student Year:	
Student ID number:	
Placement Dates:	
Practice Teacher Name:	
Practice Teacher CORU number:	
Practice Agency Name and address:	
Tutor name:	
I confirm that supervision of 90 minutes has occurred weekly:	
Student absences (if any) List absences. I can/can not confirm that the student has met the placement attendance requirement of 500 hours.	

Role and Mandate of the organisation: Briefly outline the work of the placement agency (c. 500 words).

Section 1: Statement of Teaching and Assessment Methods Please identify the methods used to gather evidence for the assessment of the student's practice Tick as appropriate:	
Weekly formal supervision	
Informal supervision	
Direct Observations	
Informal observations	
Process Recordings (if required by the University)	
Reflective Learning Exercises	
Feedback from colleagues	
Feedback from those supported by services / service users / patients.	
Other (please specify)	

Section 2: Practice Learning Opportunities The Practice teacher should identify the learning opportunities experienced by the student. Tick as appropriate:

Shadowing social work colleagues	
Shadowing other members of the team	

Working with individuals	
Working with families	
Group work experience	
Attendance at social work meetings / MDT meetings / Inter agency meetings.	
Attendance at case conferences / family welfare conferences / meitheal meetings, care planning meetings	
Intake, Duty cover	
Attendance at court	
Recording contemporaneous notes / report writing / completing forms	
Presentation to team:	
Reading of written work (case notes / reports / letters / emails)	
Agency visits	
Other (please specify)	

Practice Settings:

Please outline the range of Practice Settings experienced by student e.g. home visit/ hospital visit / prison visit.

Learning goals for placement: Please outline the learning goals for the placement as recorded in the student's learning agreement or placement contract:

Section 3: Performance Evaluation Report

In Year 1, a beginning ability to apply values, knowledge and skills is required learning for the student on placement. In Year 2 the student should be able to develop a more integrated, confident and competent application of the skills developed in their previous placement.

In addition to the notes in the form below please also see the more detailed document attached describing each of the competencies. Please refer to these CORU Standards of Proficiency for social workers when writing the report. Further information can also be accessed at Social Work Registration Board Standards of Proficiency for Social Workers July 2019

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

Please remember to clearly state if the student has or has not demonstrated evidence of reaching the standard in each Domain.

Comment on the two Direct Observations including overview as to the skills demonstrated during the direct observations, the student's response to feedback from service user and practice teacher, including how they adjusted their practice in response. (c. 300 words)

1. Professional Autonomy and Accountability:

Guidance:

Year 1 – The student should be observing and shadowing their practice teacher and other social workers and team members. The student should be familiar with policies and procedures and the legal framework underpinning the service. They should be clear about their learning needs and goals for the placement. They should also carry a small caseload overseen by their Practice Teacher. They should be able to write concise, accurate case notes and reports which articulate and justify professional decisions made.

Year 2 - The student should be demonstrating confidence in their professional self. They should be able to show their skills in assessment, case analysis, interviewing, and feeding back to PT and colleagues. They should be able to write concise, accurate case notes and reports which articulate and justify professional decisions made.

The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain. (Delete as appropriate)

Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)

2. Communication, Collaborative Practice and Team Working:

Guidance:

Year 1- The student should be able to carry out assessments/ develop care plans and begin to express professional, informed, and considered opinions to service users, their families, team members, and others. They should understand the impact of effective interdisciplinary work and create professional relationships based on mutual respect and trust. They should be able to produce clear, concise, accurate, and objective documentation.

Year 2- The student should have further understanding of self within the profession. They should be questioning the professional social work role. They should be extending their ability to gather knowledge and plan, carry out and evaluate casework in a more confident and independent way. They should be able to draw on appropriate knowledge and skills in order to make professional judgements. They should be setting timelines, and evaluating, auditing, and reviewing practice.

The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain. (Delete as appropriate)

Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)

3. Safety and quality:

Guidance:

Year 1- The student should be able to gather appropriate background information from a variety of sources, relevant to the service users' needs. They should be able to undertake and record a thorough detailed and sensitive assessment. They should be able to demonstrate an ability to analyse and critically reflect on the information collected.

Year 2- The student should be able to work independently on several cases. They should be able to demonstrate logical reasoning and problem-solving skills to determine appropriate goals and action plans. They should be able to show that they have been able to agree these with the service user/ family.

The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain. (Delete as appropriate)

Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)

4. Professional Development:

Guidance:

Year 1- The student should be able to demonstrate a development in their practice skills and knowledge through personal reflection. They should be engaging with feedback, mentoring, and coaching provided by the practice teacher, other senior colleagues, and peers. They should be creative in looking for opportunities to extend their knowledge through on-site visits or giving presentations or engaging in staff group discussions.

Year 2- The student should have a further understanding of self within the profession. They should be questioning the professional social work role. They should understand the link between their personal life experiences and personal value systems and the impact of these on one's own decision-making ability and

actions. They should be able to draw on appropriate knowledge and skills in order to make professional judgments. They should be setting timelines, and evaluating, auditing, and reviewing practice.

The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain. (Delete as appropriate)

Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)

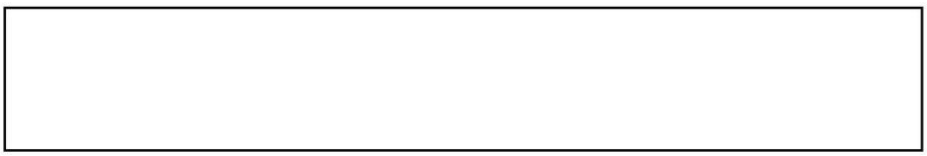
5. Professional Knowledge and Skills:

Guidance :
Year 1- The student should be able to demonstrate the ability to transfer knowledge and skills from academic classes to practice-based learning. They should be demonstrating an awareness of and ability to access new and emerging information which affects social work practice.

Year 2- The student should be growing in their confidence in making professional judgments. They should be using supervision to reflect on their practice and can demonstrate an ability to identify and manage any challenges that arise. They should be demonstrating an ability to advocate on behalf of service users. They should have a greater ability in demonstrating evidence-informed practice and the linking of theory to practice knowledge.

The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain. (Delete as appropriate)

Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)



Section 4: Summary / Overview

Please provide an overview of the student's approach and progression in learning on placement, including their participation in supervision. (c. 300 words)

Conclusion:

Where this is a first placement, the practice teacher should indicate the student's learning needs for the second placement. Where this is a second placement, the practice teacher should indicate the student's future learning goals and areas for professional development in their professional practice. (C. 200 words)

Practice Teacher's recommendation: This section must state the practice teacher's overall judgement, specifying a pass or fail recommendation for the School Examinations Board. Please note if there is a dissenting opinion regarding the recommendation. A pass recommendation on the first placement indicates readiness to proceed to the second placement. A pass on a second placement indicates that the student has achieved the standards of proficiency to allow them to enter the CORU register. Delete two of the recommendations below as appropriate.		
I am recommending a PASS outcome to the school and college examinations board.	**I am recommending a fail outcome to the school and college examinations board.**	**I am recommending an incomplete outcome to the school and college examinations board. (This option does not apply to all SW programmes)**

SIGNATURES:

Practice Teacher:	**Date:**
Student:	**Date:**
Practice Tutor (where applicable):	**Date:**

Please ensure that all parties have signed the PER. Practice teachers please return the report within the time specified by the social work programme to: **(Enter specific SW programme dates of submission and Practice Learning Coordinator details here)**

7.22 Student's Practice Project

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

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

The Practice Teachers Report by 11:59pm on Tuesday 15th December 2026
Practice Project by 11:59pm on Tuesday 15th December 2026

Please note that the format for the Junior Sophister and Senior Sophister project outlines are different.

7.23 SSU33090 Junior Sophister (Year 3) Practice Project Format

The practice project, which counts as 50% of assessment for module SSU33090, must be passed in order to pass your placement.

Maximum word count is 8000 words.

Introduction: (c. 250 words)

Provide a brief introduction summarising previous experience and learning goals for this placement. Include name of the placement site and sector, why you chose to undertake a placement in this sector, what skills and capacities you brought to the placement and what you had hoped to learn across the 14 weeks on placement.

Section A Agency and Community Context (c. 750 words)

- Provide a brief profile of community in which agency / workload is based: e.g. relevant geographic, demographic, socio-economic indicators; diversity; community resources.
- Provide a brief profile of the agency: e.g. statutory/voluntary status, structure, aims, personnel, service users and services offered; impact of resourcing & practices on service users and service delivery (NB: for agency, focus on the section in which you worked)
- Place of social work within agency: e.g., status, legal base, roles & relationships; main pressures on social workers. If you are part of an interprofessional/multi-disciplinary team discuss how social work related to other disciplines in the agency and what made the social work role unique.
- Outline Your role & how typical of social work in the agency.
- Was the role of a social worker in this agency what you had expected?

Section B Tables (not included in the word count)

i) Workload Table (*not included in word count).*

Provide a brief table of all work undertaken. Tabulate briefly, all cases using the following headings: Client name/age/gender; Reason for Referral and Key Issues; Brief Summary of Work Undertaken/Intervention; Frequency/duration of involvement and Outcome. Please keep all information brief. This table should be no more than one page.

Please state at the start of this section that all names have been changed and all information has been anonymized in order to protect the confidentiality of service users.

Client Details Name/Age/Gender	**Reason For Referral/Key Issues**	**Brief Summary of Work Undertaken (Bullet points)**	**Reflective Learning and Skill Development**	**Frequency/Duration of Involvement and outcome**

ii) Table of Key Theories (not included in word count)

Provide a brief table outlining 4/5 key theories that you referred to throughout your placement. All information should be bullet pointed.

Please keep all information brief. This table should be no more than one page.

Name of theory	Cases where it was relevant in (Simply provide pseudonyms from Workload Table)	Briefly describe in 2/3 bullet points, how this theory was useful	Briefly identify in 2/3 bullet points, any limitations in using this theory for the work you were undertaking.	Briefly describe your Reflective Learning about how this theory influenced your thinking in practice

Section C: Practice Study (c.1500 words)

In this section we want to learn about how you engaged in the practice of social work with reference to the two cases you have selected. We want to know more about the social work values that you developed across the placement, how you theorized the work (theories to inform and theories to intervene), how you utilised your skills and how you reflected on the work. While you need to provide relevant background and contextual information the focus should be on how you engaged with the work in practice.

Summarise one of the main pieces of work you undertook, and include:

- Brief history / background & profile of service user/s, including their support networks.
- Reason for your intervention; your task & aims
- Nature of your involvement and the outcome; In this section we want you to name and describe specific social work skills you used. Please describe how you used these skills, how they were beneficial to the case and if on reflection there were other skills you could have utilised
- Nature & impact of co-work / interdisciplinary / interagency collaboration
- Briefly describe the main theory and practice approach you used, why & how effective it was. (*Keep this brief as you will be demonstrating your*

capacity to critically reflet upon the use of theory and practice approaches Section D).

- Main reflective/ personal / professional learning from this piece of work. Including how you utilised supervision to progress your learning in this case. Also provide details about a specific reflective practice tool you used and explain how this helped you progress your learning in this case. Link your example of reflective practice explicitly to your chosen reflective practice tool by referencing the tool precisely and directly (directly quoted words will not go towards word count in this instance).
- Key ethical, equality or professional issues raised and how you approached them.
- Evaluation: what was / not achieved; what you might have done differently & why; what you learnt from this intervention, from reading, from your client(s) and others about social work processes, interventions, inter-disciplinary work, and yourself as a practising student social worker.

Section D Application of a Practice Approach c 2000 words

Ideally students will refer to different pieces of work in Sections C and D in order to demonstrate learning across a range of interventions.

- Present 1 piece of work in which you used a specific practice approach.
- Provide a brief context for your use of the approach in this case
- Critically evaluate this practice approach.
- Highlight main elements of the approach relevant to this piece of work
- Illustrate how and to what extent you used it in this piece of work
- Briefly evaluate the value and relevance of this approach to the work
- On reflection was there another approach you may have considered using or that would have been valuable in the case you are discussing.

Section E (c 1000 words)

i) Ethical Issues (300 words)

List briefly the main ethical & professional challenges you faced on this placement.

ii) Inclusive Practice Exercise: (700 words)

Discuss briefly an incident in which you participated, where you noted

Either

(a) Discrimination against an individual / group of service-users or workers

Or

(b) An example of positive, inclusive / anti-oppressive practice.

- Context or background to the incident
- What happened including details of key exchanges in the incident
- Behaviour and reactions of the people concerned, including yourself
- Factors which may have precipitated, affected, or compounded the incident
- Repercussions of the incident on those concerned
- Steps that were or might have been taken to create a respectful and inclusive climate
    (a) at individual level;
    (b) at agency level.
- How you utilised supervision or reflective practice in developing your learning in relation to this issue.

Section E Placement Learning c.2000 words

i) Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Standards of Proficiency highlighting the specific proficiencies that are most relevant. You should **include specific examples** from your practice to demonstrate your competence and name the specific Standards of Proficiency that you are demonstrating competence in.

Domain 1 Professional Autonomy and Accountability
Domain 2 Communication, Collaborative Practice and Teamworking
Domain 3 Safety and Quality
Domain 4 Professional Development
Domain 5 Professional Knowledge and Skills

ii) Supervision and Reflective Practice: Discuss your experience of supervision including frequency; support offered; main issues raised; key learning. Outline specifically your learning from Direct Observations and feedback received from the practice teacher and service user.

Conclusion: (c. 500 words)

- Identify any special features of the placement which contributed to or limited your learning
- Reflective summary of what you feel you have gained from this placement: eg:-
    - Understanding of the potential & limits of social work in this setting
    - Knowledge you have gained and how this has affected your view of social work
    - Skills and approaches you are using more confidently or in a new way
    - Difficulties and dilemmas you confronted and how you see them now

- Assessment of your overall learning and progress from the start of this placement.
- Learning needs you have identified for your next placement.

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall maximum word length of 8000 words. Projects over this word length will be penalised in the final mark given (-1% per 200 words over)

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

The Practice Teachers Report by 11:59pm on Tuesday 15th December 2026
Practice Project by 11:59pm on Tuesday 15th December 2026

7.24 SSU44200 Senior Sophister (Year 4) Practice Project Format

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

It should aim to:

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

Maximum project word count = 9000 words.

Introduction (word count c. 250 words)

Provide a brief introduction summarizing previous experience and learning goals for this placement. Include name of the placement site and sector, why you chose to undertake a placement in this sector, what skills and knowledge you brought to the placement and what was the key learning you hoped to develop across the 14 weeks on placement.

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

Agency and Community Context (c. 700 words)

In this section you should:

1. Provide a brief profile of community in which the agency is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.

2. Provide a brief profile of agency e.g. status, structure, funding, aims, personnel, impact of resourcing and practices on service users and service delivery.

3. Discuss the role of social work in the agency: e.g.: status, legal base, roles & relationships; main pressures on social workers. If you are part of an interprofessional/multi-disciplinary team discuss how social work related to other disciplines in the agency and what made the social work role unique.

4. Outline your role as a student social worker and how typical it was of social work in the agency.

Placement Learning

1. Tables (not included in the word count)

Workload Table (not included in word count). Provide a brief table of all work undertaken. Tabulate briefly, all cases using the following headings: Client name/age/gender; Reason for Referral and Key Issues; Brief Summary of Work Undertaken/Intervention; Frequency/duration of involvement and Outcome. Please keep all information brief. This table should be no more than one page.

Please state at the start of this section that all names have been changed and all information has been anonymized in order to protect the confidentiality of service users.

Client Details Name/Age/Gender	**Reason For Referral/Key Issues**	**Brief Summary of Work Undertaken (Bullet points)**	**Briefly describe your Reflective Learning and Skill Development (Bullet Points)**	**Frequency/Duration of Involvement and outcome**

Table of Key theories (not included in word count)

Provide a brief table outlining 4/5 key theories that you referred to throughout your placement. All information should be bullet pointed.

Please keep all information brief. This table should be no more than one page.

Name of theory	Cases where it was relevant in (Simply provide pseudonyms from Workload table)	Briefly describe in 2/3 bullet points, how this theory was useful	Briefly identify in 2/3 bullet points any limitations in using this theory.	Briefly describe your Reflective Learning about how this theory influenced your thinking in practice

2. Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Domains of Proficiency. Please specify a *minimum* of two proficiencies under each domain (you only need to provide numbers not the full details of the proficiency), but feel free to incorporate all proficiencies developed across the placement. Refer to the learning goals documented in the Learning Agreement. You must use specific examples from your practice to evidence achievement of competence in the proficiencies. **(c. 2500 words)**

The Domains of Proficiency are:
Domain 1 Professional Autonomy and Accountability
Domain 2 Communication, Collaborative Practice and Teamworking
Domain 3 Safety and Quality
Domain 4 Professional Development
Domain 5 Professional Knowledge and Skills

3. Supervision and Reflective Practice **(c. 1000 words)**

Discuss your experience of supervision. Outline the supervision model used and if/how this supported you as you progressed your learning, your understanding

of the work and your capacity to reflect and be reflexive. How did your approach to supervision develop across the 14 weeks on placement.

Discuss how you engaged in reflective practice and how your capacity for reflexivity developed through this placement as a progression from your previous placement. Provide one example of a case where you used a specific reflective practice tool (e.g. Process Recoding, Reflective Journal, Gibbs Cycle) and discuss how this progressed your learning. Link your example of reflective practice explicitly to your chosen reflective practice tool by referencing the tool precisely and directly (directly quoted words will not go towards word count in this instance).

Discuss your experience of Direct Observations and your learning from the practice teacher and service user feedback. (Your Direct Observation Reports should be included as an Appendix to the Project)

Section B Practice Study (word count guide 4000 words)

In this section we want to learn about how you engaged in the practice of social work with reference to one case. We want to know more about how you theorized the work (theories to inform and theories to intervene), how you utilised and practiced new skills, how you encountered values, ethics and dilemmas, how you adapted your skills and approaches to suit the work and the methods you used to reflect on the work and how this process of reflection progressed your overall social work learning. We also want to understand how you considered key practice issues and relevant social policies. *You should keep the background information brief and focus on your work and development through the chosen case.*

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

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

3. The account of your work should:

- Discuss relevant social work practice theories and how and why you chose these theories.
- Describe two key social work skills used giving specific examples in relation to this case.
- Outline how you utilised supervision and reflective practice tools to progress your learning and understanding in this case.
- Apply a social policy perspective/framework (e.g. where does the service offered at your placement site fit in a mixed economy of welfare? what key social policy concepts can you identify in the context of this case? – think: needs/risk/ - equality/inequality – inclusion/exclusion).
- Identify the key practice issue (e.g. domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
- Illustrate how you negotiated key ethical or professional issues.
- Consider issues of anti-oppressive practice and how these are relevant to this case.
- Evaluate and reflect on the outcome of your involvement. How will your learning from this case influence your future practice (whether the outcome is judged successful or not)?

Section C Conclusion

Summary of Key Learning (c. 500 words)

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

Maximum project word count = 9000 words

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall maximum word length of 9000 words. Projects over this word length will be penalised in the final mark given (-1% per 200 words over)

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

The Practice Teachers Report by 11:59pm on Tuesday 15th December 2026
Practice Project by 11:59pm on Tuesday 15th December 2026

7.25 Practice Teacher Input: Student Practice Project

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

7.26 Supplementary placements

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

- For health reasons or due to other extenuating circumstances, students take time out of placement and are unable to complete the full number of placement days.

- A student's performance at the end of placement is judged to be marginal or has not clearly reached a passing standard by the end of placement.

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

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

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

7.27 Health and Safety

7.27.1 Vaccination Policy

The School of Social Work and Social Policy is obliged to exercise responsibility to the health of individual students and our duty of care to the public, with whom students are in close contact on placement. With this in mind, mandatory course requirements are as follows

- Preliminary bloods: HIV, Hepatitis B, Hepatitis C screening tests
- Evidence of immunity to MMR – 2 Vaccine records
- Evidence of Immunity to Varicella – 2 Vaccine records documented or positive IgG blood test result

• Evidence of Immunity to TB - BCG vaccine record or BCG scar or Quantiferon blood test (IGRA)

• 3 (or 4) x Hep B vaccines given at appropriate intervals

• Confirmation of Hep B immunity by Anti-HBs blood test (checked at least 2months aAer final dose administered)

Vaccine records - must be in English and legible. - student's name & date of birth must be included on the records - vaccine dates completed according to Gregorian calendar

7.27.2 Critical incidents

If any incident occurs on placement which affects a student's health or well-being, the Student and Practice Teacher should notify the Social Work Tutor, Practice Education Team and the Director of the BSS programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary supports.

7.27.2 Impact of Personal or Health Issues while on Placement

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

7.28 What to do if you encounter racist or discriminatory behaviour on placement or in the classroom

Social work as a profession can be challenging and it is likely that you will encounter at least some resistance or negativity during your educative journey. However, if during your time as a student you encounter serious and potentially injurious racist or other discriminatory behaviour or language, whether in the classroom or on placement in a way that you feel warrants further scrutiny, please report this to a member of the academic staff who will be able to guide you or

otherwise direct you to someone who can. It is School policy to take any act of discrimination or prejudice toward a student during the course of their studies very seriously and to be proactive about supporting the student in an appropriate manner.

7.29 Garda Vetting

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

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

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

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

7.30 Access to Agency Held Information

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

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

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

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

The sharing of placement information outside of the placement site, in conversations or through social media or by uploading placement or service user information, even if anonymized to GenAI tools or platforms constitutes a serious breach of confidentiality and will result in a Trinity College disciplinary process.

Section 8: Student Support Services / General Information

8.1 International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin. As Ireland's leading university, we pride ourselves on being a global research-led university with a diverse and vibrant university community. The Welcome Guide - Current Students - Trinity College Dublin provides useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's Instagram pages.

Within the School, Dr Simone McCaughren is the Director for Global Engagement. We are here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

- The Global Room a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of Global Ambassadors, students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity.
- If you are interested in connecting with other TCD offer holders prior to your arrival, download the Goin' to Trinity where you can connect, ask questions, share information, and much more, including setting up your own interest groups

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

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

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

 Dr. Simone McCaughren, Director of Global Engagement

Mr John Gunnison, Global Officer GUNNISOJ@tcd.ie

8.2 Emergency Procedure

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

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

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

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

It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.

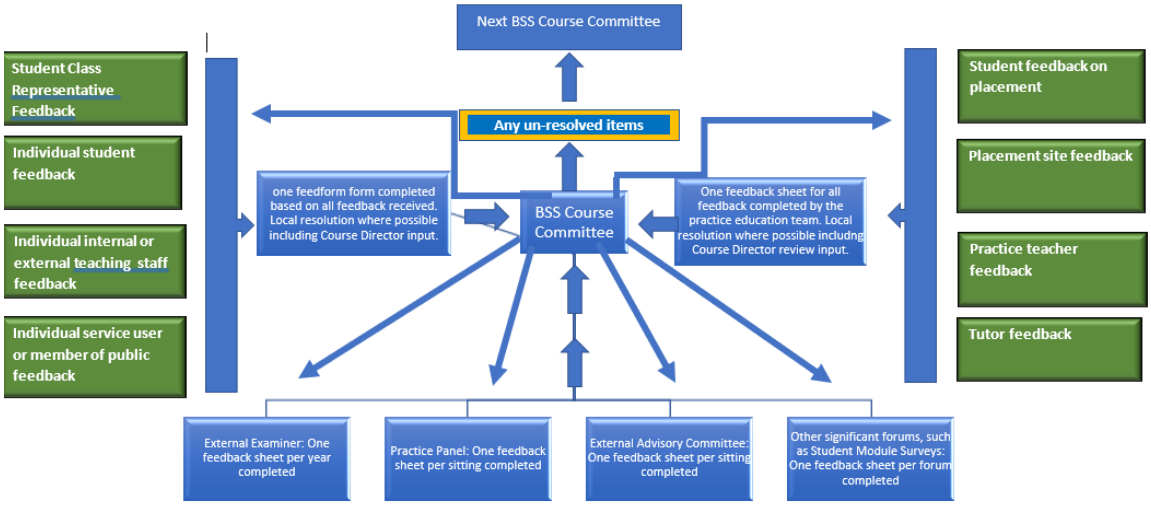
8.3 Data Protection

Information on Data Protection regarding your student data is available from: Data Protection for Student Data

8.4 Student Module Feedback and Evaluation

Student feedback will be gathered through module surveys. Student feedback can also be reported to class representatives or to the appropriate year head. A flowchart detailing the feedback form system used is contained in 8.4.1. A copy of the form used to track the review and implementation of our feedback at a course level is contained in 8.4.2.

8.4.1 Student Feedback Flowchart



8.4.2 Student Feedback Response

Bachelor in Social Studies Feedback Response Record Form

Version 1.1.

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

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

8.4.3 Responding to Module Feedback

Quality review will be made an agenda item at all UG and PG Course committees twice a year, once in Hilary and once in Trinity term.

In advance of these meetings all module leads will respond to module feedback with two things (1) A statement that they have reviewed the feedback and any general comments they have on it (2) Any changes they will implement based on the feedback.

The response to feedback from module leads will be collated and reviewed at course committee level.

The final collated response to feedback will be forwarded to the DUTL and HOS.

The DUTL will forward material they deem suitable to the relevant School administrator to be published on the School website on a page dedicated to responding to student feedback. Relevant material will also be forwarded for inclusion in the Annual Quality Review report.

8.5 Student Complaint Procedure

Trinity College Dublin the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner.

If you have an academic-related problem or complaint you should discuss it first with the lecturer concerned. If you have a complaint that cannot be resolved through discussion with a course lecturer, you should approach the Course Director. If the problem remains, you should consult the Head of School.

General issues to do with the structure or content of the course should be channeled through your student representatives to the Course Director and the BSS Course Committee.

Information about the Trinity College Student Complaints Procedure can be found at: TCD Student Complaints Procedure

8.6 Student Services

Student Services has developed the handbook (embedded below) outlining the support services provided to undergraduate and postgraduate students. The handbook and further information is available from their website and in the Student Services Handbook.

8.7 Supports within School of Social Work and Social Policy

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

8.8 College Tutor

All registered students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, in applications for 'time off books', readmission, course transfer applications, and any other matter which may require an official response from

College. Your College Tutor can also advise you if personal matters impinge on your academic work, and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially in relation to examinations. Details of your tutor can be found on your TCD Portal.

8.9 Social Work Tutor

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

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

Your Social Work Tutor has a pivotal support role during placement. For example, if concerns are expressed for/about you by a Practice Teacher, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult, promptly, if you have any concerns about your placement or your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with the BSS Course Director, individual lecturers, and the Practice Education Team, all of whom will readily arrange to meet with you.

8.10 Practice Education Team

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

8.11 Trinity College Dublin Students Union (TCDSU)

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

8.12 Health and Wellbeing Support

The Student Counselling Service aims to provide a free, compassionate, inclusive and student-centred mental health service, delivering high quality counselling, preventative supports, and online services in line with the University strategy.

The SCS offers workshops on coping with the challenges of university, online SilverCloud selfhelp programmes, solutions-focused one-to-one counselling, and a range of regular group supports. Student counselling services are available to all registered Trinity students. These services are free, professional, and confidential.

To book an appointment, students can email the service and request a SNAP (Support & Needs Assessment Planning) session, or an urgent appointment if required.

Note: the SCS front office is operational during work hours (Mon-Fri, 9am to 5pm); emails sent outside of this timeframe will be received the next working day.

Contact Details Email: student-counselling@tcd.ie

Phone: (01) 896 1407

Website: www.tcd.ie/student-counselling

Location: 3rd floor of 7-9 South Leinster Street

Other Health and Wellbeing services include:

Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Chaplaincy	http://www.tcd.ie/Chaplaincy/

8.13 Disability Service

The Disability Service provides confidential, professional supports for students with disabilities in Trinity. The university is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of College life as can reasonably be provided.

Disabilities can be visible or invisible, but regardless of the nature of yours, the Disability Service is here to help you identify and support your needs during your postgraduate study. These supports are tailored and may differ in form or scope from what was needed at undergraduate level.

Working within the service are a team of professionals with expertise in the field of disability, including disability officers, occupational therapists and an assistive technology officer. As a student registered with the service, a number resources and supports are available to you that will assist you throughout your research and study.

Students requiring disability supports at postgraduate level are required to apply for reasonable accommodations with the Disability Service; to learn more please visit: Reasonable Accommodations Application Process - Trinity disAbility Service | Trinity College Dublin (tcd.ie)

After applying for disability support, students will be invited to meet with a Disability Officer on a one-to-one basis to discuss additional disability supports. Including supports needed during placement. More information on supports is available via Supports & Resources - Trinity disAbility Service | Trinity College Dublin (tcd.ie)

Additionally, postgraduates can avail of individual sessions with an occupational therapist who will assist you to develop practical skills and strategies to help you manage your university student life (including balancing wellbeing, research load, and the supervisor-relationship). If you have a disability and need additional support in Trinity, please contact the Disability Service by: Contact info: Email: askds@tcd.ie Phone: 01-896 3111 Website: www.tcd.ie/disability

8.13.1 Professional Learning Education Needs Summary – PLENS

Students with disabilities on the BSS programme who are registered with the disability service and who are in receipt of reasonable accommodations in College should discuss the implications for placement-based learning with their Disability Officer.

If required, they will be issued a Professional Learning Needs Education Needs Summary- PLENS with recommended reasonable accommodations for placement.

Once registered, students must independently choose whether to disclose their disability during practice education placements and whether to utilise any reasonable accommodations. The decision is entirely up to the student, and they will receive no external direction on this matter. Nonetheless, the School of Social Work and Social Policy does endorse disclosure on placements.

Should a student opt to disclose their disability, they can share their Professional Learning Education Needs Summary (PLENS) with the Schools Practice Education Team and their Placement Provider, and this should be done as part of the placement planning process. This will be coordinated with the School's Practice Education Coordinator to ensure compliance with protocols such as data protection and pre-placement meetings.

If a student decides not to disclose their disability, they cannot receive any reasonable accommodations during their placement.

Outline of the PLENS process



Disability Application Submission - A student applies for reasonable accommodations with the disAbility Service.



Needs Assessment & Support Level - An initial assessment to determine the level of support needed.



Level 1: PLENS Overview - For new entrants, encouraging discussions with academics and possibly returning to disAbility Service for more planning.



Level 2: Detailed Planning

Step 1: Detailed assessment and PLENS draft with Disability Officer.

Step 2: Collaborate with Placement Coordinator to finalise accommodations with all parties.



Accommodations Report & Start - Create and circulate PLENS report, ensuring GDPR compliance.



Feedback Loop - Continuous feedback on placement and PLENS, with possible adjustments.



Review & Conclusion - Review meetings leading to the conclusion of the placement.

8.14 Student Learning Development

Student Learning Development supports Trinity students reach their academic potential. They offer a range of services including individual appointments, workshops and skills events. These services are designed to develop your skills in areas such as academic writing, self and time management, exams and assessment skills. http://student-learning.tcd.ie/

Other academic supports include:

The Library	http://www.tcd.ie/library/
Maths Help Room	http://maths.tcd.ie/outreach/helproom/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/llc/
English for Academic Purposes	https://www.tcd.ie/slscs/english/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

8.15 Library Facilities

The School Subject Librarian Caroline Montgomery is a good person to turn to if you get stuck or feel like you could be making more of the Library resources available to you. run classes, take individual clinics, and can provide hands-on support in finding your reading list and developing your essay structure. Caroline can be contacted via cmontgom@tcd.ie or you can visit her on the 4th floor of the Ussher Library.

Group study rooms are available during Library opening hours to registered students in groups of two or more who wish to work together on projects and assignments.

8.16 Financial Assistance

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

Senior Tutor's Office	Financial Assistance - Senior Tutor Services - Trinity College Dublin
Students' Union Financial Assistance	https://www.tcdsu.org/welfare-equality/financial-assistance
Bursaries/Prizes (Undergraduate)	prizes-and-other-awards.pdf

8.17 Carol McIlwaine Fund (Junior and Senior Sophister)

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister (3rd and 4th) years. Details of how to apply will be circulated to students at the beginning of semester 2.