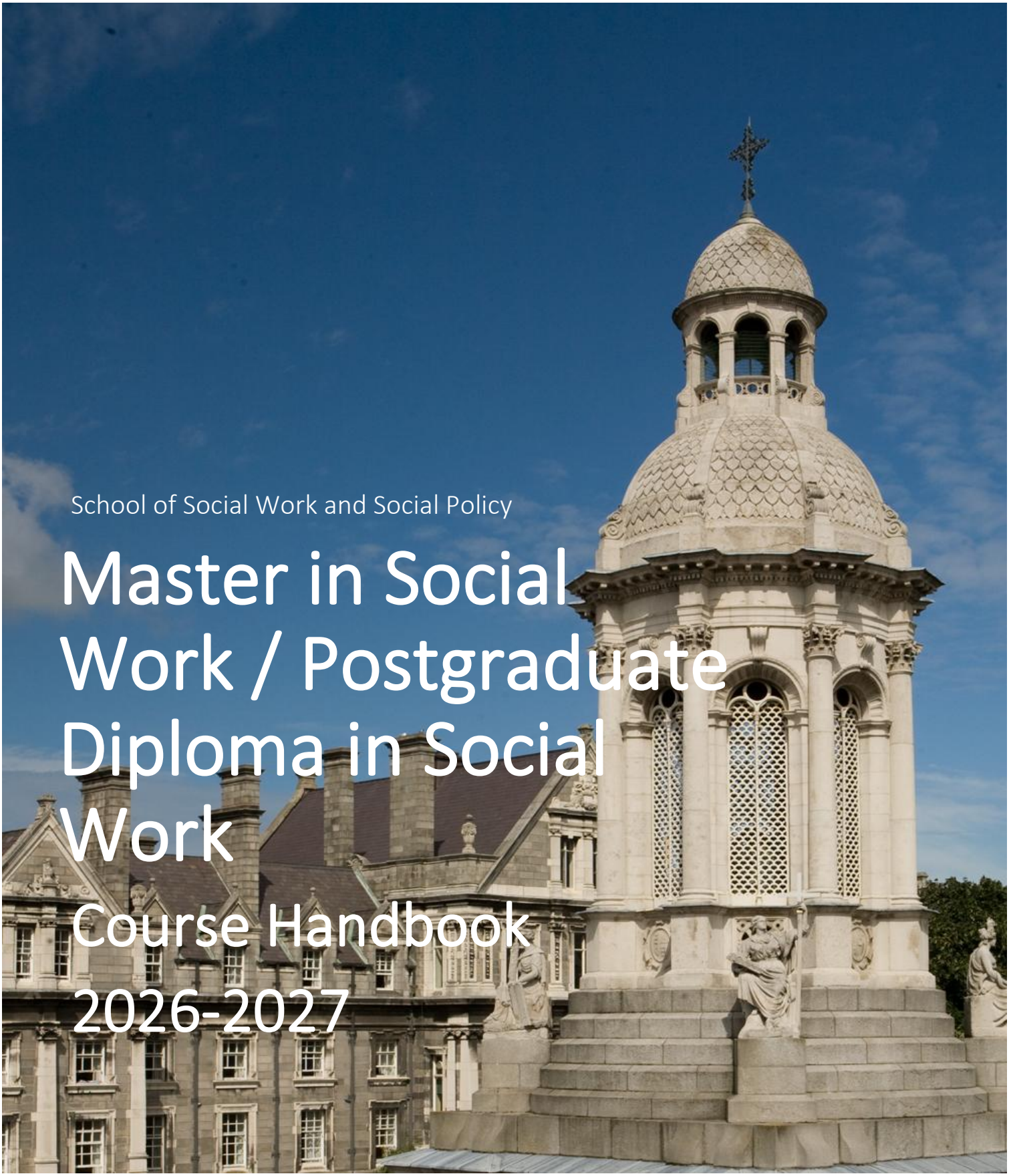
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



School of Social Work and Social Policy

Master in Social Work / Postgraduate Diploma in Social Work

Course Handbook 2026-2027

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Alternative versions of the handbook can be made available on request.

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

1. General Course Information

Welcome and Introduction

Dear students,

A warm welcome to the Master/Postgraduate Diploma in Social Work Programme 2026/27, at the School of Social Work and Social Policy, Trinity College, Dublin. We hope this will be an engaging and worthwhile year for you and that you enjoy your time with us at Trinity. Through academic studies and practice-based learning, the Master/Postgraduate Diploma in Social Work Programme will provide you with opportunities to acquire and develop knowledge, skills and ethics integral to the social work profession. The curriculum is guided by the global definition of social work:

> *"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing".*

(International Federation of Social Workers (IFSW), 2014)

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 domains:

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

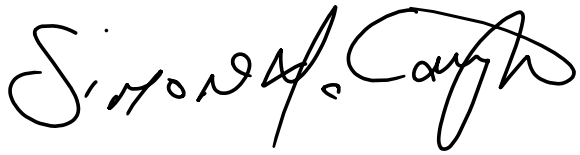
This handbook aims to provide information (including hyperlinks) in relation to the academic content of years one and two of the Master/PGD in Social Work programme, placement processes and assessment of modules together with course expectations, regulations and processes of appeal.

Further information will be made available in class, by email and on Blackboard, throughout the year. Please see the School of Social Work and Social Policy website for information about the School and links to sites of interest. This website should be checked regularly to access your timetable and receive information on seminars, new publications, scholarships and so on. You can read more about the pathways and careers that alumni of the Master / PGD in Social Work have taken here.

The MSW team is here to support you in your learning, and we look forward to working with you to build a vibrant, inclusive learning community on the programme. This approach reflects a wider Trinity College ethos of partnership with our students.

As Course Director I have an open-door policy and welcome your ideas and feedback in relation to all aspects of your student experience. Please contact me - or any member of the course team - with questions and issues as they arise for you. As you commence this academic year, I hope we can give you the support you need to engage fully in your studies and in other aspects of college life.

Wishing you every success on the Master/PGD in Social Work programme,



Simone McCaughren, MSW, PhD,
Assistant Professor in Social Work,

Course Director – Master in Social Work / Postgraduate Diploma in Social Work

2. Contact Details

Staff Name	Role/Title	Contact 1	Contact 2
Professor Nicola Carr	Head of School	Room 3055 Arts Building, Main Campus	Email: ncarr@tcd.ie
Dr Eavan Brady	Director of Teaching and Learning, Postgraduate	Room 3066 Arts Building, Main Campus	Tel: +353 1 2009 Email: bradye3@tcd.ie
Dr Simone Mc Caughren	MSW/PGDSW Course Director	Room 3056 Arts Building, Main Campus	Tel: +353 1 896 2001 Email: SMCCAUGH@tcd.ie
Dr Erna O'Connor	Practice Learning Development and Director of Practice Education	Room 3072 Arts Building, Main Campus	Email: Erna.OConnor@tcd.ie
Dr Sinéad Whiting	Practice Learning Development and Placement Co-ordinator	Room 3036 Arts Building, Main Campus	Tel: +353 1 896 2991 Email: Sinead.Whiting@tcd.ie
Nuala Crosse	Placement Co-ordinator	Room 3072 Arts Building, Main Campus	crosseon@tcd.ie
Emma Quill	Administration	Room 3063 Arts Building, Main Campus Office Hours: Mon – Fri, 9.00am – 16.00pm	Tel: +353 1 896 4579 Email: Quill.emma@tcd.ie
Jen Kelly	Practice Education Administration	Room 3063 Arts Building, Main Campus Office Hours: Mon – Fri, 9.00am – 16.00pm	Tel: +353 1 896 4576 Email: swpractice.ed@tcd.ie

MSW Teaching Team 2026/27	
Dr Simone Mc Caughren	Assistant Professor
Dr Susan Flynn	Associate Professor
Dr Julie Byrne	Assistant Professor
Dr Catherine Elliott O'Dare	Assistant Professor
Dr Joe Whelan	Assistant Professor
Dr Leigh-Ann Sweeney	Assistant Professor
Dr Eavan Brady	Assistant Professor, Director of Teaching & Learning, Postgraduate
Dr Erna O'Connor	Assistant Professor, Director of Practice Education
Ms Sinéad Tobin	Adjunct Assistant Professor
Dr Sinéad Whiting	Assistant Professor, Practice Education Coordinator
Dr Kasia Wodniak	Assistant Professor
Dr Sorcha O'Keefe	Part-time Lecturer
External Contributors	
Ms Deirdre Jacob	Part-time Lecturer
Ms Bernadette Casey	Part-time Lecturer
Ms Gloria Kirwan	Part-time Lecturer
Mr James Rooney	Part-time Lecturer
Ms Caroline Montgomery	Subject Librarian
Ms Deirdre Carey	Part-time Lecturer
Mr Conor Boksberger	Part-time Lecturer
Ms Margaret Markey	Part-time Lecturer
Mr Kieran McGrath	Part-time Lecturer

Mr Gary Broderick	Part-time Lecturer
Mr Frank Mulville	Part-time Lecturer & Tutor
Ms Sandra Ratcliffe	Part-time Tutor
Probation Service Team	Part-time Lecturers
Ms Emma Fitzgerald	Part-time Lecturer
Mr Kieran McGrath	Part-time Lecturer
Ms Elaine Donnelly	Part-time Lecturer
Ms Pamela McEvoy	Part-time Lecturer
Ms Sarah Anglim	Part-time Lecturer & Tutor
Ms Ruth Elliffe	Part-time Lecturer & Tutor

Course Committee

The MSW/PGD programme is overseen by a Course Committee composed as follows:

- Dr Simone McCaughren, Assistant Professor, Social Work & MSW Course Director (Chair)
- Dr Susan Flynn, Associate Professor, Social Work
- Dr Joe Whelan, Assistant Professor, Social Work
- Dr Professor Carr, Associate Professor, Social Policy & Head of School
- Dr Erna O'Connor, Assistant Professor, Director of Practice Education
- Dr Sinéad Whiting, Assistant Professor, Social Work & Practice Education Coordinator
- Part-time social work tutor representative
- Part-time lecturer representative
- Student representatives (MSW 1 & MSW2)

The Course Committee is responsible for the ongoing administration of the MSW/PGDSW programme and is a key forum for receiving and actioning feedback from all programme stakeholders (student representatives, External Advisory Committee, tutors, practice teachers etc).

Staff – Student Liaison

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

Master in Social Work/Postgraduate Diploma in Social Work Practice Panel

A Practice Panel is in place, consisting of experienced practitioners with a commitment to practice teaching, who work with the MSW Course Team. The panel members review learning agreements, practice teacher reports and practice 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 Standards of Proficiency for Social Workers; and on the quality of practice teaching and practice teachers' reports. The Practice Panel presents their report to the Course Director, the Practice Education Coordinators and course team. Decisions regarding suggested changes are discussed and approved at both a Practice Panel Report Review meeting and the next MSW/PGDSW Course Committee meeting. Programme changes are discussed at tutor meetings, presented at 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 and to the Social Worker's Registration Board review team as part of monitoring processes. The Practice Panel 2026/27 members are:

- Ms Glenda McCormack (Registered Social Worker), Principal Social Worker, Tusla, Child and Family Agency
- Ms Ruth McLaughlin (Registered Social Worker), Senior Probation Officer, The Probation Service
- Ms Karen Murphy (Registered Social Worker), Social Worker, Adult Mental Health
- Ms Niamh Clarke (Registered Social Worker), Medical Social Worker, Connolly Hospital, Dublin

3. Programme-Specific Locations

Programme Office

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

Online Learning Environment

Blackboard Learn, which is located at mymodule.tcd.ie, is the College's Virtual Learning Environment (VLE). You can use this to access lecture notes, online assignments and other activities through Blackboard. More information about Blackboard is available here.

The Library of Trinity College Dublin

The Libraries can be accessed through the second floor of the Arts Building or form the Ussher Podium. Information about the opening hours is available here.

Academic Registry

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

Emergency Procedure

In the event of an emergency, **dial Security Services on extension 1999.**

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (in Case of Emergency).

4. General Information

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.

Data Protection for Student Data

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

For information on College Health and Safety please see the following link.

Student Feedback and Evaluation

Student feedback will be gathered through module surveys and sometimes focus groups. Student feedback can also be reported to class representatives or to the Course Director and at the MSW/PGDSW Course Committee.

Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must applying for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary **(LENS)** detailing the Reasonable Accommodations to be

implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

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

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

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

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application.

Please email askds@tcd.ie or visit the Disability Service Contact page.

Examination, accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments & Foundation Scholarship assessment: last Friday in September
- Semester 2 assessments: the last Friday in January
- Reassessments: the last Friday in May

Student responsibilities for departmental assessments/course tests

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Professional Learning Education Needs Summary - PLENS

Students with disabilities, who are registered with the Disability Service and are in receipt of reasonable accommodations in College, should discuss implications for placement-based learning with their Disability Officer. If required, they will be issued with a Professional Learning Education Needs Summary- PLENS report with recommended reasonable accommodations for placement. **This should be discussed with the Practice Education Co-ordinators as part of the placement planning process.**

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

More detailed text from the college Disability Service on placement planning and supports can be found here.

International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 75th in the world (QS World University Rankings for 2026) and 35th most International University in the World (Times Higher Education World University Ranking, 2025), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a Welcome Guide for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's Facebook and Instagram pages.

Within the School, Dr Simone McCaughren is the Director for Global Engagement and John Gunnison is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity we encourage you to connect with are:

- **The Global Room ,** a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of Global Ambassadors, students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity.

Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: https://www.youtube.com/watch?v=bfyDTM-OadY

Bilibili (China): www.bilibili.com/video/BV1wq4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.

Simone McCaughren John Gunnison

5. Key dates

4.1 MSW: Year One 2026/2027

Course Dates 2026/27	
Teaching Weeks	07 September - 25 October 2026
Reading Week	26 October – 1 November 2026
Teaching Weeks	02 November - 06 December 2026
Christmas Period	07 December - 03 January 2027
Placement	04 January - 09 April 2027
Placement Call-In Day	11 February 2027
Teaching Weeks (MSW students go on placement in Hilary Term)	14 April - 23 April 2027

4.2 MSW: Year Two 2026/2027

Course Dates 2026/27	
Teaching Weeks	07 September - 25 October 2026
Reading Week	26 October – 1 November 2026
Teaching Weeks	02 November - 06 December 2026
Dissertation Preparation & Submission	06 December – 29 December 2026
Christmas Period	21 December - 03 January 2027
Placement	04 January - 09 April 2027
Placement Call-In Day	18 February 2027
Teaching Weeks (MSW students go on placement in Hilary Term)	14 April -23 April 2027

Reference/Source:

TCD General Academic Year Structure

6. Timetable

The 2026/27 timetable is published on the School website: https://www.tcd.ie/swsp

This will also be available on your MYTCD portal: my.tcd.ie

7. Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering and is one that you will need when on placement and in professional practice. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work. There are many resources available to help and guide you on writing at a postgraduate level. This one is a good starter resource from the TCD Student Learning and Development Service.

Additional information on key issues in academic writing are available at the following links:

- Academic Integrity homepage (formerly *Avoiding Plagiarism*): https://libguides.tcd.ie/academic-integrity
- Ready Steady Write tutorial: https://libguides.tcd.ie/academic-integrity/ready-steady-write
- Coversheet declaration: https://libguides.tcd.ie/academic-integrity/declaration
- Levels and consequences: https://libguides.tcd.ie/academic-integrity/levels-and-consequences

Plagiarism and Referencing Guide

What is plagiarism?

Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as your own.
Any failure to acknowledge other people's ideas and statements in an assessment is seen by the University as academic fraud. It is regarded as a major offence for which a student may be referred to the Disciplinary Committee of the University and may be expelled from the University.

Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. This applies whatever the source of the work, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where, there is collaborative preparatory work, submitting substantially the same final version of any material as another student without due acknowledgement constitutes plagiarism.

Please note the information on plagiarism contained in the following extract from the College Calendar:

University of Dublin Calendar Part III, 66-73: Plagiarism

66. General

'It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

67. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;
(b) enlisting another person or persons to complete an assignment on the student's behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
(e) paraphrasing, without acknowledgement, the writings of other authors. Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement

because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

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

68. Plagiarism in the Context of Group Work
Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned.

Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

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

70. Avoiding Plagiarism
Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available here.

***71. If plagiarism as referred to in paragraph (1)** above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case*

directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

***72. If the offence can be dealt with under the summary procedure**, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:*

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

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

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

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies

may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college.

Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

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

When using the work of others you must either:

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

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

Proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not to be the result of collaboration with others unless your lecturer gives clear indication that, for that assignment, joint work or collaborative work is

required or acceptable. In this latter situation, you should specify the nature and extent of the collaboration and the identity of your co-workers.

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

The University has established regulations in relation to suspected cases of plagiarism and other forms of cheating. The University's full statement on Plagiarism is set out in The University of Dublin Calendar, Part 1 and Part 2. Students are strongly advised to read these documents carefully and follow all conventions described.
The Student Counselling Service provides seminars to help students in referencing, using information ethically, avoiding plagiarism and time management.

Artificial Intelligence (AI) and Generative AI

Aligned with the School policy on the use of AI (please see appendix 17) and the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated.

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

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

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

Encouraging the development of GenAI literacy

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

Appreciating what GenAI is and is not good for

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

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

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

review are important parts of the research process and will play an important role in deciding the aims and value of your research.

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

Understanding the limitations of GenAI

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

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

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

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

Ensuring that GenAI use does not impede student learning

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

Ensuring that GenAI use complies with academic integrity

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (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.

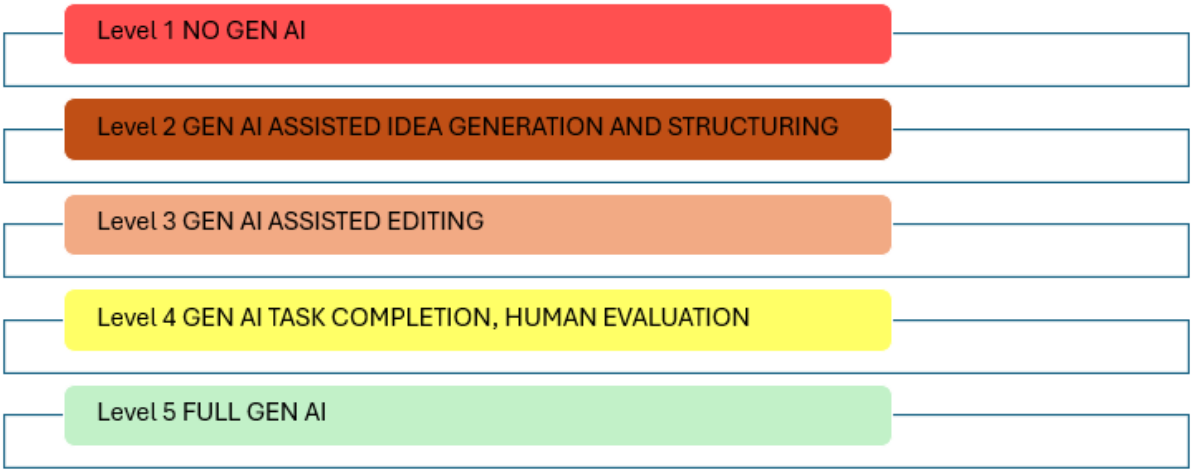
Students should contact their module coordinator if they are unsure about the GenAI permissions that relate to any MSW assessment.

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

The traffic light model sets levels of legitimate GenAI use, guiding students to avoid misconduct.

Building on Perkins et al.'s framework, the University of Limerick have adapted this model as outlined below. Using this model, lecturers will clearly communicate the level of acceptable AI usage within the module outline for each MSW programme module.

Levels of Permitted Gen AI Use
UL Traffic Light Model adapted from Perkins et al (2024)



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

Awareness of ethical issues in the use of GenAI

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

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

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

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

Avoiding unlawful ways of using GenAI

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

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

Student'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.

Using GenAI appropriately on work placement

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

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

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

Guidelines for the Presentation of Written Work

General Points:

- Structure all written work, with an 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. (Gilligan, 2019: 223) in brackets in the text]. For general reference (Gilligan, 2019). 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. Whelan, J. (2022) Hidden Voices: Lived Experiences in the Irish Welfare Space. Bristol: Policy 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 to check for plagiarism.
- You are required to sign and submit in Blackboard the Coversheet Declaration , with all assessed work on the programme.

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 pre-recorded library 'HITS' session on *Understanding Plagiarism and the Art of Referencing* can be accessed here.

You can access guidance on the Harvard Referencing System here.

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.

Resources for Students
http://www.cite.auckland.ac.nz/
http://www.coventry.ac.uk/caw
https://learningessentials.auckland.ac.nz/writing-effectively/paraphrasing-summarising/

Websites that help with English and grammar include
https://owl.purdue.edu/owl/

Resources for Academic Staff

Angelil-Carter, S. (2000). *Stolen Language? Plagiarism in Writing.* Harlow: Person education

Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*. London: McGraw-Hill Education (UK).

All students **must** complete the online tutorial on avoiding plagiarism, located here.

References/Sources:

Calendar, Part III, General Regulations & Information, Section I 'Plagiarism'

Plagiarism Policy

Library Guides - Avoiding Plagiarism

Plagiarism Declaration

8. Teaching and Learning

Course Structure
European Credit Transfer System (ECTS) - Credits and Modular Structures

The MSW/PGDSW programme is based upon a system of credits that is aligned with the European Credit Transfer System (ECTS). Students are required to achieve 60 credits in the first year of the programme and 75 credits in the second year, leading to a total of 135 credits (120 credits for Postgraduate Diploma in Social Work). The programme is divided into four distinct modules in each year, with each module carrying a credit value.

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

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

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

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

Teaching sensitive material

Subject content on this course contains explicit detail of experiences of adversity which may include social work service users' experiences of abuse, neglect and crime victimisation.

Professional social workers must be able to prioritise and maintain the safety of service users and thus it is necessary that students are equipped with an understanding of experiences of adversity that service users may have. It is likely that such experiences may be within the lived experience of some students or people known to students and it must be understood that this can activate emotional responses in individuals at times. Students must take responsibility for self-care and management of their emotional wellbeing at all times. The subject matter of adverse experiences is taught in an educational environment and people and matters under discussion are open to informed and constructive educational critique. There is no capacity for educational staff to provide students with therapeutic or legal or other professional advice. Students should also refrain from offering advice to others based on their own personal or professional experiences.

Online Student Code of Conduct

As a student in a post-graduate course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses via a blended model, that is through online and face to face methods. While the standards set out below will not be onerous for the vast majority of students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please click here.

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

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

1. Typing in 'all caps' (all upper-case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).

2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:

   - 'I got a great result in my first assignment. Yay! ☺'
   - 'I am unable to attend this evening due to work commitments, sorry. :-('

   These can be more useful than it first seems to ensure messages are received in the spirit in which they were sent.

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

4. Conduct debates and discussions in a respectful manner. Do not attempt to provoke personal debates and remember that it's better to reply when calm should you ever feel provoked. If you feel angry it is often best to take a moment to think about what you are posting online. Keep all messages on the topic and aim never to get personal. Healthy disagreement can be very informative and lead to key learning but be constructive in any criticism you give and always aim to be respectful.

Other tips for effective online communication

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

- Turn on your microphone and camera during online sessions – this helps students to connect, helps the lecturer to get feedback and shape the session accordingly, and will enrich your learning experience.
- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.

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

Privacy considerations

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

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

Recording of Lectures

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 (insert MSW) 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.

9. Course Content

A full description of all modules on the program can be found here.

MSW Year One

SS7012 Social Work Theory for Practice (10 credits)

1.1) Introduction to Social Work
1.2) Introduction to Reflective Practice & Use of Self in Social Work
1.3) Social Work & Counselling Practice Approaches
1.4) Groupwork
1.5) Community Development & Macro Social Work Practice

SS7014 Social Work Practice (30 credits)

3.1) Preparing for Practice
3.2) Placement (500 hours)

SS7016 Foundations for Social Work Across the Lifespan (10 credits)

2.1) Human Development in Social Contexts
2.2) Supporting Children and Families-Approaches to Prevention and Intervention
2.3) Child and Family Law
2.4) Equality, Diversity and Social Work Practice

SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

4.1) Contemporary Discourses in Society
4.2) Understanding Social Policy for Social Work Practice
4.3) Introduction to Social Work Research and Evaluation

Year One Assessment Weighting

SS7012 Social Work Theory for Practice (10 credits)

1.1) Introduction to Social Work: Exam	25%
1.3) Social Work & Counselling Practice Approaches: Written Assignment + Recorded Role Play	25%
1.4) Groupwork: Group Presentation	15%
1.4) Groupwork: Individual Reflective Written Assignment	10%
1.5) Community Development & Macro Social Work Practice: Placement Based Written Assignment	25%

SS7014 Social Work Practice (30 credits)

Placement + Practice Project	100%

SS7016 Foundations for Social Work Across the Lifespan (10 credits)

2.1) Human Development in Social Contexts: Child Observation Study	65%
2.3) Child and Family Law: Essay	35%

SS7017 Social Policy, Critical Theory and Social Work Research (10 credits)

4.1) Contemporary Discourses for Social Work: Essay	30%
4.2) Social Policy for Social Work Practitioners: Group presentation	30%
4.3) Introduction to Social Research & Evaluation: Concept Paper	5%

4.3) Introduction to Social Research & Evaluation: Research Proposal	35%

Year One Assessment Schedule	
Michaelmas Term 2026	
SS7012(1.4) Groupwork Individual Reflective Written Assignment * Group Presentation will take place in class time	Monday 26 October 2026
SS7016(2.1) Human Development in Social Contexts Child Observation Study	Tuesday 27 October 2026
SS7017(4.2) Social Policy for Social Work Practitioners Group Presentations: Submission of Slides	Tuesday 10th November 2026 (12pm)
SS7017(4.1) Contemporary Discourses for Social Work Essay	Wednesday 2 December 2026
SS7012(1.3) Social Work & Counselling Practice Approaches Written Assignment (* Recorded Role Play will take place in class)	Wednesday 09 December 2026
SS7012(1.1) Introduction to Social Work Exam	TBC
SS7016(2.3) Child and Family Law Essay	Tuesday 15 December 2026
Hilary Term 2025	
SS7017(4.3) Introduction to Social Research and Evaluation Concept Paper	Friday 1 January 2027
SS7012(1.5) Community Development & Macro Social Work Practice Written Assignment	Monday 12 April 2027
SS7014 Placement Practice Project	Monday 12 April 2027 Midnight
SS7017(4.3) Introduction to Social Research and Evaluation Research Proposal	Friday 30 April 2027

10. Year Two Course Content

MSW Year Two

SS8012/SS8022 Social Work in Diverse Settings (10 credits)

1.1) Families and Children: Contemporary Perspectives in Alternative Care
1.2) Social Work and Gender-based Domestic Violence
1.3) Criminology, Probation, and Social Work
1.4) Applied Law
1.5) Mental Health
1.6) Addictions
1.7) Youth Mental Health
1.8) Health Related Social Work
1.9) Ageing
1.10) Disability

SS8013/SS8023 Social Work Practice and Perspectives (35 credits)
2.1) Placement (500 hours)
2.2) Relationship based Practice & Perspectives with Children & Families
2.3) Reflective Practice & Use of Self
2.4) Special Seminars
2.5) Working in Human Service Organisations

SS8014 Social Work Research (30 credits) (MSW Assignment)
Dissertation preparation under supervision of allocated supervisor.
Research classes

OR

SS8015 Personal Framework for Practice (15 credits) (PGDip Assignment)
Personal Framework for Practice preparation under supervision of allocated supervisor

Year Two Assessment Weighting

SS8012/SS8022 Contexts for Social Work Practice (10 credits)

1.1) Families and Children: Contemporary Perspectives in Alternative Care Discussion Paper	25%
1.3) Criminology, Probation, and Social Work Essay	25%
1.5) Mental Health Essay + Case Study	25%
1.8) Health Related Social Work Reflective Book Review	25%

SS8013/SS8023 Social Work Practice & Perspectives (35 credits)

Placement + Practice Project	100%

SS8014/SS8024 Social Work Research (30 credits)

Research Dissertation (MSW) (100%)

Or

SS8015 Personal Framework for Practice (15 credits)

Practice Framework (PG Dip. SW) (100%)

Year Two Assessment Schedule	
Michaelmas Term 2026	
SS8012/SS8022(1.1) Families and Children: Contemporary Perspectives in Alternative Care Discussion Paper	Monday 2 November 2026
SS8012/SS8022(1.3) Criminology, Probation, and Social Work Essay	Monday 16 November 2026
SS8012/SS8022(1.5) Mental Health Essay + Case Study	Wednesday 2 December 2026
SS8012/SS8022(1.8) *Health Related Social Work* Reflective Book Review	Tuesday 8 December 2026
Hilary Term 2026	
SS8014 Dissertation	Tuesday 29th December 2026
SS8015 Personal Framework for Practice	Friday 3 January 2027
SS8013/SS8023 Practice project	9 am Wednesday 14 April 2027

SS8014 Dissertation / SS8015 Personal Framework for Practice

Students who have obtained a pass mark of at least 50% in each of their academic assignments in Year One, and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a dissertation at the end of Year Two, for consideration for the award of Master in Social Work.

The Master in Social Work dissertation is a piece of independent work of between 15,000 (minimum) and 17,000 (maximum) words length submitted during Year Two. The dissertation should demonstrate the student's ability to effectively carry out a piece of research on a social work subject, or on a policy issue with direct application to and explicitly applied to social work practice. This research study should be presented clearly and succinctly in the accepted written format.

Personal Framework for Practice Project

Students who have obtained a pass mark of at least 40% in each of their academic assignments in Year One and who have passed their Year One placement (or completed a repeat placement which was passed) are permitted to submit a lesser dissertation at the end of Year Two in the form of a Personal Framework for Practice, for consideration for the award of a Diploma in Social Work (See Appendix Seven for flow chart of pathway to the PG Diploma in Social Work).

The Diploma project is a written project of between 6,000-8,000 words which is submitted during Year Two. It takes the form of a Personal Framework for Practice, in which the student will draw on both personal and professional experience to construct their own individual map for practice, and will analyse the implications of their map for their professional practice contrasting this with relevant research studies into the practice of social work. Further guidelines for this project will be issued to students at the beginning of Year Two. Projects are submitted electronically through Blackboard. Guidance on the structure of this project can be found in the Appendix Eight. The pass mark for the Personal Framework for Practice Project is 40%.

Dissertation

The overall aim of the dissertation exercise is to provide social work students with the opportunity to develop an understanding of, and familiarity with, the knowledge, methods and skills necessary to conduct research and/or evaluation in the social work field.

Choice of Topic and Focus for Dissertation

In Year One, the student will submit a dissertation proposal as an assessed piece of work, in which they will outline the proposed topic and focus, the specific research question and methods, the rationale for this piece of work, and a short review of some of the most relevant literature to be reviewed. Provided that the proposal is, in the estimation of the assessor, a valid and appropriate proposal, the student can apply to the School Research Ethics Committee for approval to carry out their proposed study where necessary. If a refinement of topic, focus or research question is required, this will be done under guidance with the assigned dissertation supervisor.

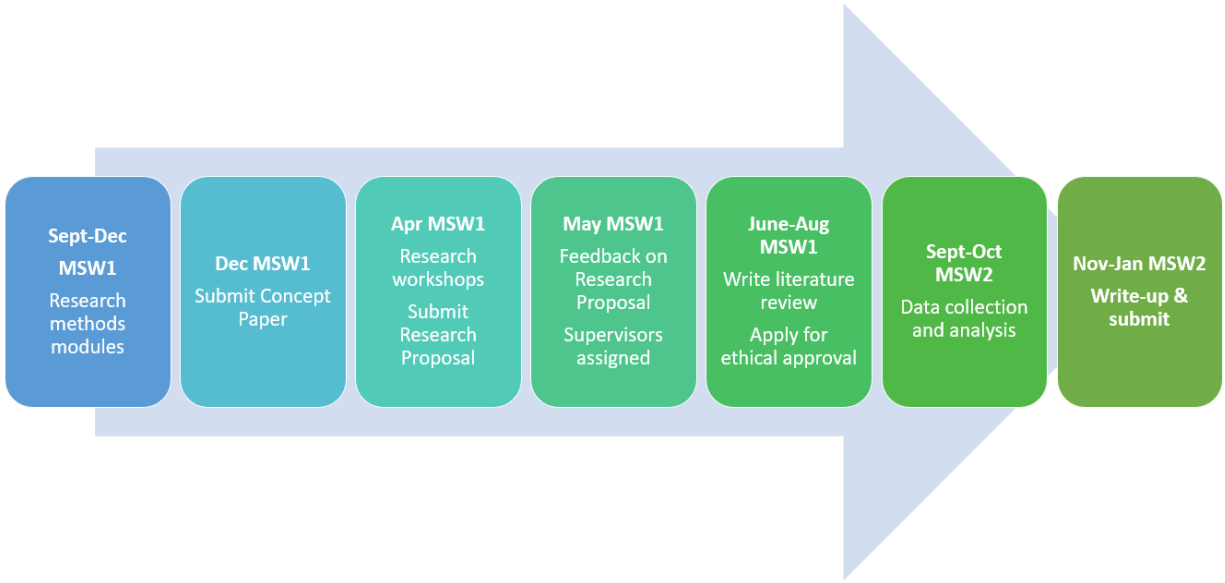
Dissertation Supervisors and their Role

At the end of Year One, dissertation supervisors will be allocated to each student. The student will contract with the supervisor to meet for a specific number of sessions (a minimum of eight) during which the supervisor will act as guide and support for the student. ***It is the student's responsibility to submit draft chapters as recommended by their supervisor***. As the dissertation preparation period in Year Two is limited to the months May through to December, students will have to be disciplined and focused on their use of time and supervision during this period.

Stages in the Dissertation/Project Preparation Process

It can be useful to consider the preparation of your final project as a process which takes place in distinct stages as represented in the below flow chart.

MSW Dissertation Process



Research Ethics Committee Approval

Students will require School of Social Work and Social Policy Research Ethics Committee Approval prior to commencing any data collection. Guidelines and application form can be obtained from the School website.

Submission for Examination

The completed dissertation/project must be submitted electronically through Blackboard by 23:59 on Tuesday 29th December 2026.

Examination of Dissertations

Dissertations will be examined and marked according to College and School guidelines (Trinity College Calendar Part III – Graduate Studies and Higher Degrees) Dissertations will be marked according to prescribed criteria and students will receive a written feedback sheet from examiners. Where a fail grade is being considered, students are entitled to an oral examination. Students whose dissertations have been awarded a fail grade have two options: re-register on the course as a continuing student to resubmit a dissertation for consideration for the award of Master in Social Work; or re-register on the course and submit a Personal Framework for Practice for consideration for the award of a Post Graduate Diploma in Social Work.

11. Year 1 & 2 Professional Placements

Overview of Practice-based Learning

Practice-based education is an integral part of Master/Postgraduate Diploma in Social Work (PGDSW) programmes. All placements are undertaken in accordance the Code of Ethics of the Social Work Registration Board (SWRB) and practice-based learning is aligned with the CORU Domains of Proficiency for social work:

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

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

Each student is allocated to a designated Practice Teacher. Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience, have been in post for a minimum of a year and have completed Practice Teacher training within the past five years. Social work students are not paid while undertaking professional placements. In some circumstances there may be additional associated costs with completing placements, for example, travel costs to meetings outside the agency. Some (although not all) placement providers re-imburse student travel expenses. This should be clarified with the placement provider when confirming placement arrangements. In cases where re-imbursement is not available, a discussion should be held at the first placement meeting, on how to keep travel expenses to a minimum possible.

Students are required to successfully complete **1000 professional social work placement hours** over the two years of the MSW programme. This is achieved through the completion of two professional placements of 500 hours each. The MSW /PGDSW students usually undertake their professional placements across 14 weeks from January – April each year.

Co-ordination of student placements is the responsibility of the School's Practice Education Team. The Practice Education Team and course team seek to develop students' range of knowledge and skills through contrasting placement settings (e.g. child and family, adult,

statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings) drawing from the full range of available social work sectors. Decisions regarding the allocation of placements are taken based on the student's learning needs, prior experience and areas of interest, with reference to CORU guidelines, and in the context of available placement offers.

Placement planning is carried out in consultation with students, tutors and the Course Team. . As a result of demands on social work services nationally, a student's preferred placement sector and/or 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 for placements in health and social care settings. it is recommended that students attending clinical placement receive the Flu vaccine. Students must complete a Health and Safety declaration at the commencement of placement. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

Garda vetting is carried out by the college when students enter the MSW/PGDSW 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.

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

Aims and Objectives of Professional Placements include:

- To develop and refine social work practice skills, knowledge and capacity aligned with CORU/SWRB Domains of Proficiency
- To understand the role, mandate and policies of the agency and the role of the social worker in this context.
- To work collaboratively, creatively and effectively with service users.
- To work effectively as part of a social work team and in the context of inter-professional practice.

- To apply relevant research, theories & approaches in practice and in turn to learn from practice experiences.
- To work in partnership with community-based agencies to access and develop resources for service users.
- To 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.

Approval of Placement Sites

The process for the engagement and approval of placement sites is outlined in Appendix 13.

Allocation of Placements

The process for allocation of placements is discussed as part of Preparation for Placement modules in both years of the MSW/PGDSW programme. The process is as follows:

- Students attend the Preparation for Placement module
- Students complete the **Placement Planning Form** which includes details of previous practice experience, 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
- Students attend a placement consultation group with one of the Practice Education Co-ordinators
- Practice education coordinators analyse students' learning needs, previous placement experience and areas of interest, discuss with the course director and discuss with tutors and course team as required. Student placement and learning needs are also discussed at a Michaelmas Term meeting between the Practice Education Team, Course Director, and core teaching staff
- Practice Education Coordinators work with all social work service providers to secure an appropriate set of placements to meet students' learning needs
- Preliminary matching of students with available placements is undertaken
- Targeted placement opportunities are sought
- A draft placement list is developed and approved by the Course Team
- Prospective practice teachers are contacted and provided with a student's CV and details and asked to confirm if placement is suitable for the prospective student

- Students are consulted when a placement becomes available. Information is provided on learning opportunities at the placement site, geographical location and the fit with the student's learning needs is discussed
- The placement is confirmed with student, Practice Teacher and Tutor agreement
- Detailed placement information is forwarded to Practice Teachers
- A Tutor is allocated. The student meets with the Tutor and separately with the Practice Teacher (in-person or online) in advance of placement

See Allocation of Placement Flow Chart in Appendix Fourteen

In a small number of placements where there is no CORU registered Practice Teacher available, the Practice Education Co-Ordinators arrange for an onsite Supervisor and external CORU registered Practice Teacher to work together to provide a placement aligned with the CORU Domains of Proficiency (see Appendix 10 for more detailed information on the roles of external Practice Teachers and on-site Supervisors)

International Placements

International placement options are very limited and are available only to Year Two MSW/PGDSW students. These placements are not routinely offered and international placement sites need to be approved by the course team (see Appendix 12). Students considering an international placement should contact the Practice Education Co-Ordinators in the first instance and complete an International Placement Application Form (Appendix 9) and this application must be approved by the MSW/PGDIP Course Team. To be eligible students must have their application approved, have passed their MSW/PGDSW Year One placement, have successfully completed all course work and have excellent attendance in college. International placements are an exception with the vast majority of students undertaking placements within the Republic of Ireland due to the requirement for adherence to CORU regulations for professional placements

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 as discussed above and in Appendix 10.

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

Placement Structure

The MSW/PGDSW professional placements comprise of two full-time block placements of 14 weeks (70 days / 500 hours). Before students set out on placement, they are provided with preparation for placement classes and consultations and attendance is mandatory.

Placement begins on Monday 4th January 2027 and continues 5 days per week (Monday-Friday) finishing on Friday 9th April 2027.

Academic Requirements

Placement related lectures and workshops take place in college during the Preparation for Placement: A Reflective Practice Approach module in Year One and Preparation for Placement consultations in year Two, call-in days and post placement integration teaching for Year One and Year Two.

Successful completion of Module SS7014 Year One and Module SS8013 Year Two involves passing both the placement and the Student Practice Project.

Placement Hours

Students must complete 1000 hours of supervised professional social work practice-based learning, in order to fulfil the requirements of the MSW/PGDSW. These hours are completed across two placements, each of 500 hours duration. To meet this requirement students usually undertake 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.

Students, Practice Teachers and Tutors are issued with a Student Placement Log (see Appendix Two) 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 Co-Ordinators 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
- Lunch times, bank holidays and sick leave **are not counted** in your placement hours.

Your reading half day **is counted** in your placement hours

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. Students must 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 Tutor, 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 Dean of Graduate Studies 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 Dean of Graduate Studies 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 for Monitoring Placement Hours Appendix 11.

Hybrid Placements

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 produced a Hybrid Placement Model to support practice learning and which will be available to all students. This is aimed at ensuring optimal learning through a blend of on-site practice, off-site practice, on-line practice, and reflective practice. This model will not be a part of all placements but might be relevant in some cases. Many students will engage in off-site practice, including working from home and off-site meetings and visits. All students must maintain a daily log, as discussed above, outlining their location each day and the work and learning undertaken, including designated study time.

Study Time

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

The allocated study time 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. Study time should be recorded on the Placement Log.

Health and Safety

Students must ensure that they notify the Practice Education Coordinators and the Course Director of any health and safety issues which may compromise their ability to undertake placement.

Health Screening: Health screening requirements must be completed by all new students in the Master in Social Work. Students must make an appointment with either the College Health Centre or registered GP to conduct the necessary screenings. As the process will take some time, it is important that you make this appointment immediately after accepting a place on the course.

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:

- The School will **require** Hepatitis B vaccination, after College Registration. The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox). MSW students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.
- It is recommended that all students will make arrangements to have this vaccine once it becomes available
- A record of vaccinations must be included in the Health screening process.
- 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.

Critical Incidents

If any incident occurs on placement which affects a student's health or well-being, student and Practice Teacher should notify the Social Work tutor, Practice Education Coordinator and the Director of the MSW programme as soon as possible. The primary concern will be to ensure the student's safety and welfare and access to any necessary services.

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.

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 some months in advance of placement. 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.

Placement Supports

Each student is allocated a tutor who is the primary college allocated support for the student and Practice Teacher. The tutor undertakes liaison, mentoring and quality assurance roles and links with the practice education and course teams throughout each placement. Students should maintain regular contact with their tutor during placement. Students are required to send their placement logs every two weeks to their tutor for review. In addition, they should meet their tutor formally in advance of each placement, participate with their tutor and Practice Teacher in three placement reviews and have a post placement meeting with their tutor to review learning achieved and clarify continuing learning needs.

Role of the Social Work Tutor during Placement

The allocated tutor works with the student throughout their first and second year professional placements. Social Work tutors, acting as liaisons between the MSW/PGDSW programme and the practice placement, have an important role in helping students understand and actively engage with the process of learning from practice experience, aligned to the CORU/SWRB Standards of Proficiency. This is achieved through:

- Meeting student in advance of placement and discussing learning needs
- Facilitating three placement reviews (typically 2 meetings in person and a final online review)
- Maintaining regular contact with the student through the placement to reviewing student placement logs and achievement of learning objectives.
- Ongoing liaison with the practice teacher and college practiced education and course teams.

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 CORU/SWRB Domains of Proficiency and as documented in the Learning Agreement.
- Monitoring achievement of the required 500 hours of placement time.
- Supporting the student to make links between classroom learning and practice.
- Provision of ongoing support to Students and Practice Teachers, promotion of open communication.
- Ongoing liaison with the college-based Practice Education Team.

12. Placement meetings/reviews

Placement meetings/reviews are undertaken by the student's social work tutor, or other person nominated by college-based Practice Education Team and attended by the student and their

Practice Teacher(s) and where relevant the on-site Supervisor. It is preferable that at least two of these meetings are held in person and the third meeting may be held online. Should concerns in relation to the student's progress arise additional placement meetings, facilitated by the tutor will be scheduled.

Objective of Placement reviews:

For all parties:

- To create a space for open discussion and integration of practice and college-based learning.
- To establish the evidence base for the Pass / Fail outcome of the placement.

For Students:

- To complete, and subsequently review, the Learning Agreement.
- To review their learning aligned to the CORU Domains of Proficiency and agree focus of learning for remainder of placement time or subsequent placements.
- To discuss practice experiences and related learning.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs identified over the course of the placement and agree how they will be addressed.
- To agree additional sources of support, if required.

For Practice Teachers

- To complete, and subsequently review, the Learning Agreement
- To discuss the student's performance aligned to the CORU Domains of Proficiency acknowledging progress and strengths, and discussing areas for development and/or difficulties, allowing time to address issues and achieve improvements.
- To discuss ongoing evaluation of the student's progress, the final assessment and future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and avail of the college's support for practice teaching offered on placement.

For Social Work Tutor

- To ensure completion and subsequent review of the Learning Agreement including meeting supervision requirements, appropriate volume and content of allocated work and fulfilment of required hours.
- To support and monitor the practice experience offered to the student and ensure it is a fit with their learning needs and stage of professional development.
- 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 or CPD as they progress to professional practice.
- To obtain feedback from the practice teacher on the fit between the academic course and the requirements of practice teaching.

Guidelines for Placement Meetings

It is helpful to agree a broad agenda based on the Learning Agreement, at the beginning of each meeting/review. However, this does not preclude discussion of other issues arising. **In advance of the review meeting, the student should submit a summary of work in progress to their Tutor, including anonymised case summaries, process recordings, reflective logs, and/or other relevant material. A copy of the Direct Observation Reports (See Appendix Three) should be sent to the tutor in advance the mid placement review and the final placement review.** These materials should be used to inform discussions on the student's progress. The Learning Agreement should be reviewed and updated at the meeting and Placement Logs should be reviewed.

Initial Placement Meeting

- Link prior experience to the current placement.
- Establish the student's learning needs and the expectations of all parties.
- Agree learning goals in accordance with the 5 CORU/SWRB Standards of Proficiency.
- Draft the Learning Agreement to include: facilities for the student; learning goals in relation to each of the CORU/SWRB Domains, the learning plan to meet these goals and indicators of proficiency in relation to each goal. Personal learning goals should also be

set. Workload size & content; supervision arrangements and methods of evaluation and assessment should also be specified 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 with reference to the CORU/SWRB Domains of Proficiency and progress achieved in relation to each learning goal.
- Discuss at least one direct observation experience, review direct observation feedback form, including service user feedback.
- Review supervision process.
- Establish whether the student is on track to pass the placement at the mid-point.
- Review workload and agree any adjustments needed.
- Identify the focus for the second part of the placement.

Final Meeting

- Establish whether the student has passed the placement.
- Discuss second direct observation feedback form, including service user feedback.
- Check that Placement Report and Practice Project are in preparation.
- Identify the student's strengths, progress and outstanding learning needs.
- Discuss how outstanding learning needs may be met in subsequent placement / professional practice.
- Share feedback on the experience of the placement from all perspectives.

Ongoing Contact with Social Work Tutor

In addition to the three-way placement meetings:

- Students must contact their Social Work Tutor fortnightly - by email or phone - to update them on their progress on placement and submit their Student Placement Logs.
- Students should review their progress and overall placement experience with their Social Work Tutor before the Mid-Way Placement Review.

- Social Work Tutors should maintain regular contact with Practice Teachers between formal review meetings.

These contacts are intended to ensure ongoing progress aligned to the CORU Standards of Proficiency and that any concerns are raised early and can be discussed in a considered way at Placement Meetings.

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 and Course Director are available to the student to address any issues emerging on placement. Students can also contact the College Postgraduate Advisory Service for guidance and support.

A student call-in day is held mid-way through the placement to assist students in integrating their placement learning and to provide for peer support and development. The Practice Education and Course Teams are available to students throughout the day. When placements are undertaken abroad, regular contact is maintained by the Tutor through online calls and email and where possible the student is also linked to a local university School of Social Work.

Concerns about Practice on the Placement Site

If concerns arise for you in relation to any aspect of practice in your placement setting you should discuss this with your Practice Teacher, or if not possible with the Team Leader, in the first instance. You should also bring your concerns to the attention of your Tutor who will liaise with the Practice Education team.

If your concerns are of a serious nature and are not being addressed, please refer to the agency policy on whistleblowing, as documented in your Learning Agreement. Your Tutor, the Practice Education Coordinators and the MSW/PGDip Course Director are available to offer guidance and support throughout this process.

Practice Teaching and Learning Content and Process

The curriculum for practice teaching and learning is informed by the CORU/Social Workers Registration Board's Standards of Proficiency for Social Workers. 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 Standards of Proficiency also underpin the student Practice

Project, the Practice Teacher's Report and the Trinity 'Hybrid Placement Model: A Teaching and Learning Resource'.

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 during weekly supervision and formally reviewed at placement 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. However, it is a requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

Evaluation and Assessment of Practice

Placement evaluation comprises four elements:

- Learning Agreement
- 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

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/SWRB Domains and Standards of Proficiency for Social Workers.

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 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 Feedback Form (Appendix three), including

service user feedback. Students will submit these two Direct Observation Reports as an appendix to their Practice Projects.

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

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

(ii) the submission by the student of a practice project which is deemed to be satisfactory both by an initial Examiner and the external Examiner.

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

Assessment of Year One Students

Year One students should demonstrate awareness of and capacity to apply knowledge, skills and values pertaining to each domain of proficiency in their practice. They should be able to engage in supervision, be able to evaluate and implement feedback, critically reflect on their learning and identify areas for further development.

Assessment of Year Two Students

Year Two 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 Year Two placement students must be deemed to be ready for professional practice.

Evaluation of the Student Practice Project

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. Key sections such as the Workload Table 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.

Both Practice Project and Practice Teacher's Report should be signed by both parties and submitted electronically, to the Practice Education Executive Officer to the following email address; swpractice.ed@tcd.ie

The Practice Teacher's Report is due on the 14 April 2027

The Student's Practice Project is due by the 14 April 2027

1. Learning Agreement (see Appendix One)

As already discussed, the Learning Agreement sets the initial agenda for placements and forms the baseline for reviewing progress throughout the placement and as part of the final assessment. It should be submitted as an appendix attached to the Student's Practice Project.

2. Practice Teacher's Evaluation Report (see Appendix 15)

Practice Teachers should complete their report using the MSW Practice Teacher Report template (Appendix Fifteen). The structure of the report is based on the CORU/SWRB Domains and Standards of Proficiency for Social Workers. https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf

Recommended Placement Grade

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.

Placement reports are read by a Practice Panel, and are also available to the Extern Examiner, who may interview any student about whose performance there is doubt. The final responsibility for recommending social work qualification belongs to the Court of Examiners, after consultation with the External Examiner.

Pass Grade

Pass applies when **there is sufficient evidence** that a student has accomplished agreed placement objectives aligned to the CORU/SWRB Domains of Proficiency to a satisfactory standard for the relevant stage of their social work education. **On the Final Placement, Pass indicates fitness to practice as a professional Social Worker.**

Fail Grade

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

Regulations when a 'Fail' grade is obtained

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see sections on Supplementary Placements and Fitness to Practice)
- If a student wishes to contest a placement grade, they should notify their Social Work Tutor, the Practice Education Team and the Course Director. 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 MSW Court of Examiners for ratification.
- Normal College Appeals procedures apply, as outlined in the College Calendar for graduate students. Should a repeat placement be required, the repeat placement and associated practice project must be completed successfully in order to progress on the MSW/PGDSW programme. **Only one attempt to repeat a failed placement is permitted.** If a student has failed their placement and then undergoes a repeat placement, the practice project for the repeat placement is capped at 50% even though it may not be a resubmission.

Supplementary Placements

The regulations for Passing or Failing the Placement have been outlined in the section "Assessment of Social Work Practice: Guidelines for Placement Evaluation". Situations may arise in which students are required to undertake a supplementary placement: for example, where:

- For health or other pressing reasons, students start placement late or 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 has not reached a passing standard by the end of placement.).

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. Following successful completion of this process, they may then be permitted to undertake a supplementary 500-hour block placement either in the summer of Year One (in order to proceed to Year Two) or during a year 'off books assessment only' or when indicated after end of term in Year Two. In the case of students who need to complete an additional placement after the Summer Examination Board, a supplementary examination board will be held in the autumn.

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 programme.

3. Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. This project must be passed in order to pass the placement. A mark of 50% or above is required in the Year One Project in order to continue on the Master in Social Work Programme. The Practice Project is an opportunity for the students to demonstrate their capacity to theorise their learning and practice. It should aim to:

- Provide evidence of competent and reflective practice, knowledge gained, skills developed, and key learning from practice experience, aligned to the CORU/SWRB Domains of Proficiency.
- Provide an overview of practice-based learning and apply relevant theory and research evidence to practice in a detailed analysis of two pieces of work demonstrating linkage between theory, research, legislation, policy and practice.

Please note that the format for the Year One and Year Two project outlines are different.

MSW YEAR ONE

PRACTICE PROJECT

13. Year One Practice Project

Overall Word Count 7000 minimum to 8000 maximum (+/- 10% **does not** apply)

Introduction (c. 250 words)

Provide a brief introduction situating this placement in the context of your overall learning and prior experience. Include name of the placement site and 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 agency / e.g. central aims and remit of the agency, structure, funding, personnel, impact of resourcing and practices on service users and service delivery.
- Discuss the role of social work in agency.
- 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 as a student social worker and how typical it is of social work in the agency.
- Was the role of a social worker in this agency what you had expected?

Section B: Workload

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 to two pages.

Please state at the start of this section that all names have been changed 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 to two pages.

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 deficits in 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. 2500 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.

i) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:

- Social history and profile of service user(s)
- Background to intervention, initial aims and rationale
- 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
- Relevant legislation and policies
- Relevant research evidence
- Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
- Chosen approaches / frameworks & rationale for your choice
- Other relevant theory and knowledge used to analyse problems / issues
- Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
- Key ethical, equality or professional issues raised and how you approached them
- Outcome of involvement and indications for the future
- 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
- 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).

ii) Taking one piece of work from your workload section (Section B i) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning (c. 3500 words in total)

i) Please provide a reflective summary of your learning from this placement with reference to CORU/SWRB Standards of Proficiency (c.2500 words)

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

ii*) Supervision and Reflective Practice (c.1000 words)*

Discuss your experience of supervision including frequency; support offered; main issues raised; key learning. Outline your learning from Direct Observations and feedback received from the practice teacher and service user. Provide an illustrative example of a reflective practice tool you used and describe how this supported your learning. In addition, provide a reflection on a critical incident[1] that occurred on placement, relating either to direct contact with a client or agency colleague or a colleague from another agency.

[1] A 'Critical Incident' does not have to be a controversial or highly unusual event. It can be an ordinary, non-crisis situation. It can be either: 'a) an incident in which the student's intervention really made a difference in client outcome either directly or indirectly (eg: by helping other staff), b) an incident that went unusually well; c) an incident in which things did not go as planned; d) an incident which was very ordinary or typical; e) an incident that

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: e.g.:-
    - 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.

Appendices

The following documents should be included in the appendix to your project:

1. MSW Learning Agreement (signed by all parties)
2. Reports from two Direct Observations undertaken
3. Weekly work log
4. Student Practice Project Declaration form

Word Count: Minimum 7,000 – Maximum 8,000 words

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captured the essential nature of what social work is all about; f) an incident that was particularly demanding' (Fook et al, 1994, p. 9).

MSW YEAR TWO

PRACTICE PROJECT

14. Year Two Practice Project

Word Count: 8000 MIN -9000 MAX (this means that there is no +/- 10%)

Introduction (word count c.250 words)

Provide a brief introduction situating this placement in the context of your overall learning and prior experience. In this introduction you should summarise previous experience and learning goals for this placement. Include the name of the current placement site and 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: Social Work Practice in Organisations (**c.800 words**)

The aim of this section, which draws on the teaching and learning in the 'Working in Human Service Organisations' module, is to undertake a critical analysis of the organisational context in which you are currently undertaking your placement. It will require you to reflect on how the organisation impacts on the social work role and your professional practice. Further guidance on this will be provided in class.

Section B: Workload

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 to two pages.

Please state at the start of this section that all names have been changed 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 to two pages.

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 deficits in 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 (word count 3500-3750 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 theorised 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.*

i) Describe and analyse one piece of work, in the following terms, though not necessarily in this order:

- Social history and profile of service user(s)
- Background to intervention, initial aims and rationale
- Relevant legislation and policies
- Relevant research evidence
- Assessment and analysis: describe what data you collected and why; also say which issues you focus on and why
- Chosen approaches/ frameworks & rationale for your choice
- Other relevant theory and knowledge used to analyse problems / issues
- Content and process of involvement, including examples of two specific skills used, providing illustrative examples of how you used these skills
- Nature & impact of co-work / inter-disciplinary / inter-agency collaboration
- Key ethical, equality or professional issues raised and how you approached them
- Outcome of involvement and indications for the future
- 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

ii) Taking one piece of work from your workload (section B above) as a contrast to your practice study above, briefly describe the content and nature of your work demonstrating the different skills and approaches used and evaluate the effectiveness of this intervention, drawing on relevant theoretical perspectives.

Section D: Placement Learning (**c. 3750 words in total**)

i) Personal Framework for Practice: Please discuss the theories and approaches you are most drawn to using in practice, including the strengths and limitations of your current framework for practice. Reflect on the experiences (personal and professional) that have influenced your approach. (**c.750 words**)

ii) Critically reflective summary of your learning and development from this placement with respect to each of the following CORU Standards of Proficiency.

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 case examples from your practice to evidence achievement of competence in the proficiencies. **(c. 2500 words)**

Please give a practice example in relation to each domain.

1: Professional Autonomy and Accountability

2: Communication, Collaborative Practice and Teamworking

3: Safety and Quality

4: Professional Development

5: Professional Knowledge and Skills

iii) The use of technology, including electronic recording and referral systems, use of email, video calls, text messaging and social network sites in direct client work is reflected in Domain 2.7. Please make observations on both the advantages and possible ethical dilemmas associated with the use of technology in this practice context. (c.500 words)

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;
- Identify areas for future learning as you progress into professional practice.

Appendices

The following documents should be included in the appendix to your project:

1. MSW Learning Agreement (signed by all parties)
2. Reports from two Direct Observations undertaken
3. Weekly Student Work Log
4. Student Practice Project Declaration form

Word Count: Minimum 8, 000 – Maximum 9,000 words

15. General Guidelines for Completion of Practice Projects

- 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.
-
- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Students will be required to sign and submit in Blackboard the Coversheet Declaration, with their Practice Project.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- When Appendices are included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- The student is responsible for checking that the practice teacher's report which must be signed by both Practice Teacher and student is submitted. The student must also give the Practice Teacher a copy of their Project to sign as a fair account of their work.
- Practice projects are submitted electronically through Blackboard.

16. Learning Outcomes

Programme Level Learning Outcomes Master in Social Work/ Postgraduate Diploma in Social Work

Upon completion of the Master in Social Work/Postgraduate Diploma in Social Work successful candidates will have demonstrated that they have acquired the level of knowledge, skills, values, ethical awareness and understanding of social work necessary for the competent practice of social work in accordance with the CORU Criteria and Standards of Proficiency for Social Work Education and Training Programmes and will have met the required standards to apply for professional registration.

Specifically, graduates will be able to:

1. Integrate social science and social work perspectives in the critical analysis of social work topics, debates and practice issues.
2. Practice at newly qualified level as professional social workers within a range of contemporary fields of social work practice.
3. Work effectively within organisations as individual practitioners, team members, and contributors to inter/multi-disciplinary service provision.
4. Employ clear fluent and effective written and oral communication, interpersonal and presentation skills in both academic and practice contexts.
5. Demonstrate competence in social work assessment, counselling, group work, community work, advocacy, case management, practice evaluation, policy analysis and other core social work skills and tasks.
6. Use supervision constructively and engage in critical reflection on their social work practice.
7. Maintain professional standards of behaviour and accountability across a range of practice areas.
8. Uphold high ethical standards in their social work practice with reference to Irish and international codes of social work ethics.
9. Engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not uphold these standards.
10. Engage in continuing professional development including supervision, critical self-reflection and further training/study.
11. Engage in evidence-informed practice through critical analysis and application of research findings.
12. Undertake research or evaluation on social work or related social policy issues (MSW students).

13. Complete a personal framework for practice (PGDSW students).
14. As a TCD Graduate, upon graduation you are also expected to demonstrate the Trinity College Graduate Attributes.

Postgraduate Diploma in Social Work

Having achieved at least 40% in each graded assignment and in addition to learning outcomes one to eleven above, students will be able to demonstrate sufficient critical reflective skills to be a competent social worker and identify and synthesise relevant literature and theories to aid this process.

Teaching and Learning Methods

As the programme intake is restricted to a maximum number of students, a range of teaching methods are used, which maximise the opportunities offered by the small class size. Methods will include lecture, seminar and workshop formats and the use of discussion, small group exercises, student presentations, and micro skills teaching involving video and role-play together with online modules. For skills workshops, the class group will be divided to allow for small group teaching and learning. The different teaching methods to be used are identified in individual course outlines.

17. Coursework Regulations

Coursework

Students in the first instance will register for the Master in Social Work programme. To remain on the Master's pathway, a pass mark of 50% and above in all written work in both Year One and Year Two is required. Those students who, having had one opportunity to resubmit written work as a second attempt and still have not obtained a standard of at least 50% in all written work in Year One and passed their placement, will not be permitted to remain on the Master pathway (and to submit a dissertation for examination for the Master in Social Work at the end of Year Two). Instead, those who have obtained a pass mark of 40% in all written work and passed their placement and have therefore passed Year One, will be permitted to proceed to Year Two as a Postgraduate Diploma in Social Work student, and submit a Postgraduate Diploma Project for examination for this award (see Appendices Seven and Eight). The pass mark for Year Two of the Postgraduate Diploma in Social Work is 40%.

All successful graduates of the Master in Social Work and the Postgraduate Diploma in Social Work will be eligible to apply to CORU (the Health and Social Care Professionals Council) for registration as a professionally qualified Social Worker.

Assessment of Coursework

Students will be permitted to resubmit written work that either fails, or does not reach the 50% standard, within two months of the formal publication of results (i.e. following the programme Annual Exam Board) provided that they do so within two months of having received their mark on the original work, or as directed by the Course Director. Such resubmitted work will be marked out of a range of 0-50%. Failure to meet the 50% pass mark in written coursework at the Annual session will automatically bring the student to the Supplemental session of that Academic Year. Supplemental examination papers will be set for students who do not reach the necessary grade in an examination paper. Supplemental examination papers will be marked out of a range of 0-50%. A student will have one opportunity to re-sit an examination paper, resubmit an assignment or proceed to a supplemental placement.

If a student fails to achieve the 50% grade necessary to remain on the MSW pathway, he or she will be required to transfer to the Postgraduate Diploma register. If a student fails to achieve, with supplemental examination, the 40% mark necessary to remain on the programme, then his or her place on the course may be terminated. In exceptional circumstances, a student may be allowed the opportunity to repeat the academic year once but must apply to do so within one month of publication of examination results.

The Court of Examiners takes place in May and September of each academic year. In the case of students who need to either repeat an examination, or re-submit a piece of academic work, the Court of Examiners held in September may consider these results. Students must confirm in writing their intention to re-sit a supplemental examination and/or to re-submit assignments and/or to undertake a supplemental placement before August 1st of the year in question.

Both the Masters dissertation and Postgraduate Diploma project in Year Two need to be submitted by the specified date to be considered by the Court of Examiners that year.

Late Submission of Assessment (Extensions Policy)

Late submission of coursework on the Master in Social Work is managed in line with the University's current Extensions Policy. Students have a responsibility to inform themselves of relevant deadlines and to submit assessments on time. Where a student is not able, for legitimate reasons, to submit assessments by the due date, they are asked to contact their Lecturer in the first instance via email (copying in the Course Director) 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. In the absence of a reasonable accommodation regarding extra time 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. Reasonable accommodations may be made for disabled students, where evidenced by an appropriate Learning Educational Needs Summary (LENS) report, and this will be done in line with the current Extensions Policy at the University.

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.

Practice Placement Coursework Assessment

Fieldwork placements must be passed for students to proceed from Year One to Year Two and to proceed to commencement in Year Two. There is no compensation between academic and practice performance. Guidance on the assessment of practice is contained in a later section.

The External Examiner reviews practice assessment reports, as well as academic assessments.

The Master in Social Work cannot be awarded to students who do not successfully complete all programme requirements. A student becomes eligible to apply to CORU to register as a professional Social Worker at the point when the student has graduated (either in person or in absentia). As per CORU requirements, a list of graduated students is sent from the College (Academic Registry) to CORU.

In the case of students who are unable to complete the required supplemental placement over the summer months, they must go "off-books" for the following academic year during which time they must complete the supplemental placement. Students will not normally be permitted to take more than one year "off-books".

Appeal Mechanisms

In the first instance, a student who is dissatisfied with published results may discuss this with the relevant lecturer and/or the Course Director. In the second instance, a student may avail of the College Appeals Procedures for postgraduate students, details of which, including grounds for appeal are contained within the Graduate Students Handbook (Calendar Part III page 17) furnished to all students upon registration.

Students engaged in appeals or disputed outcomes are strongly advised to seek the advice and support of the Postgraduate Advisor in the Senior Tutors office and/or the Graduate Students Union.

Final Award

Having secured over 50% on all written work and successfully completed the two practice placements, students are eligible for the award of Master in Social Work. The award of a Master in Social Work with Distinction requires the achievement in Year Two of a distinction (over 70%) in the Dissertation, the Practice Project and an overall aggregate of over 70% across all assessed work. Alternatively, if pursuing the Postgraduate Diploma pathway, having secured

over 40% on all written work and successfully completed the two practice placements, students are eligible for the award of Postgraduate Diploma in Social Work.

Reference/Source:

Student Learning Development

18. Course Expectations

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

The following are therefore course requirements:

Attendance: Students are expected to attend all components of the course consistently. Attendance and participation in all programme learning activities including placement and module lectures 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 Master in Social Work and Postgraduate Diploma in Social Work, as approved professional programmes, implement a robust attendance policy (Appendix Four).

Attendance and LENS reports

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.

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.

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

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

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

Peer Support and Respect: Along with academic staff, every student shares the responsibility to help create a supportive and respectful learning environment. This involves accepting that there will be different learning needs in every group, allowing peers to contribute and treating colleagues and lecturers with respect.

***Deadlines for Assignments**:* Students must observe all published deadline dates, which are final and have the status of examination dates. Course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date.

The Course Director will make the final decision on such sanctions. All assignments must be submitted to Blackboard as per instructions under the 'submission of Coursework' section on the following page. Course Regulations and the **code of conduct** required of course participants are outlined on page 188-192, as are disciplinary procedures.

Submission of Coursework: All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time. Students will be required to sign and submit in Blackboard the Coversheet Declaration, with all assessed work for this module.

Word Count: Where a maximum and minimum word count is provided students may receive a 5% penalty on the overall assignment mark if their word count is not within this range or the assignment may be returned to the student for a resubmission and capped at a mark of 50%.

19. Course Regulations and Code of Conduct

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.

Code of Conduct and Disciplinary Procedures

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

Introduction

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

Expectations of Students

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

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

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

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.

The Master in Social Work/Post Graduate Diploma in Social Work course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. Students must e-mail course administrator as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from Tutors, Practice Teachers, dissertation Supervisors and colleagues.
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students.
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner.
- Treat every person as a unique human being. This should include:
    - Respecting the privacy and dignity of others;
    - Being open and honest in learning and working with others;
    - Demonstrating personal qualities of warmth, genuineness and trustworthiness
    - Behaving in an anti-oppressive manner.
- Present themselves in a manner appropriate to the specific professional contexts. This includes dress codes and appearance, for example, when appearing in court it would generally be the expectation that more formal clothes are worn.
- 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.

What to do if you encounter racist or discriminatory behaviour

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.

Termination of Student's place on the Master/Diploma in Social Work Course

Social work 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 student's study for the Masters/Post Graduate Diploma in Social Work 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 Master in Social Work / Postgraduate Diploma in Social Work course has defined a list of behaviours/activities, which could warrant investigation if initial informal action does not successfully deal with the situation. Outlined below are the procedures to be followed if such behaviours/activities are formally alleged.

Unacceptable Behaviours or Activities:

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

- Wilful negligence or neglect of duty which endangers others.
- Incapacity for duty/study through alcohol/drugs.
- Harassment, assault or bullying on the placement or in college.
- Defiance of reasonable instructions/orders.
- Dishonesty (including the belated disclosure of criminal offences).

- Deceit e.g. failure to disclose personal relevant or material facts.
- Fraud or corruption, including the deliberate falsification of travel claims and/or theft of money.
- Unprofessional conduct or action which would bring the profession into disrepute.
- Violent or threatening behaviour (including outstanding charges of a violent or sexual nature).
- Serious breach of confidentiality.
- Conviction of a sexual offence or an offence of violence whilst undertaking the programme.
- Public expression of hostile and demeaning behaviour to a service user, carer, fellow student or member of University/College or Agency staff.

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and anyone encountered in the course of their work. Students are instructed not to upload any confidential material, comments or remarks about anyone connected with their placement work onto social media such as Facebook, Twitter or any other electronic media. It is necessary for students to understand that breaching the confidentiality of others or remarking (in conversation, on social media or in any other format) in any way about people you meet in the course of your work is unacceptable whether it happens during placement hours or in your spare time.

Disciplinary Procedures

University Regulations as outlined in the Trinity College Calendar, Part III (Regulations for Professional Higher and Other Degrees) make reference to students' behaviour and discipline in Section 5.2. 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 and Senior Deans.

The Master in Social Work Course Committee reserves the right to report a student to the Dean of Graduate Studies 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.

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

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

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

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

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

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

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

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

Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part III, will apply. Students should seek support from the college Postgraduate Advisory Service and/or the Graduate Student Union.

Termination of a Student's Place on the Master/ Diploma in Social Work course

It may be possible for a student excluded from the Masters/Diploma in Social Work 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.

20. Fitness to Practice

The full text of the Fitness to Practice Policy can be found on the College website and can be accessed here <**https://www.tcd.ie/about/policies/fitness-to-practice-policy.php**>. All students are expected to read the College policy as it applies to matters relating to students' fitness to practice in trades or professions during their courses of student 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.

21. University Regulations

Academic Policies

Information about the Universities Academic Policies can be found here.

Student Complaints 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. Information about the Student Complaints Procedure can be found at https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf**.**

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at https://www.tcd.ie/equality/policy/dignity-respect-policy/**.**

22. Student Supports

Students can see a full range of the services available to them at www.tcd.ie/students/supports-services/. More detailed information about these services can be found here.

23. Tutorial System

Each student will be allocated a Social Work tutor to support the student's professional development across both placements.

Tutors aim to:

- Offer support and mentoring to students
- Promote continuity of learning from academic to practice-based learning settings.
- Monitor the student's progress, and jointly plan ways to meet educational needs.
- Act as the college representative in the placement, resourcing both student and practice teacher and ensuring quality of practice learning.
- Assist in addressing any placement related issues or concerns
- Inform decision-making regarding future placement allocation.

24. Postgraduate Advisory Service

The Senior Tutor's office in college provides a post-graduate advisory service that is separate to the MSW's tutorial system. The PAS is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

What?

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

Why?

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

Who?

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

How?

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

Website: https://www.tcd.ie/seniortutor/postgraduate-students/

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

25. Career Advisory Services

The Career Advisory Service is one of the most comprehensive and beneficial resources available to Trinity students. They offer weekly, year-round workshops, events, seminars, talks, career fairs, and employer events and presentations. Events are updated regularly on their website and are free to all Trinity students. Examples of some popular on-going workshops include preparing a CV, practice interviews on video with feedback, finding postgraduate funding, and working in Ireland for non-EU students. In addition, they offer one-on-one career advice and counselling. Their website also features a comprehensive list of resources including job openings, funding opportunities, voluntary work, networking events, and podcasts. More information is available at http://www.tcd.ie/Careers/.

26. IT Services

IT Services is the main provider of computing facilities and services to students at Trinity. They aim to enhance learning and research activities within the College. In addition to providing one-on-one technical support to students at the IT Services Helpdesk, they also run a series of software workshops and tutorials and basic computer courses. They also offer a range of software for sale at discounted rates. A full list of available software and workshops are available on their website.

27. TCD Library

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

The Library supports the learning and research needs across all disciplines of the College; it is a major research library of international repute; it provides services to a wide range of external users and institutions. More information about the Library can be found at https://www.tcd.ie/library/

As a student of the university, you have a dedicated Subject Librarian, Caroline Montgomery (cmontgom@tcd.ie), who can support your learning and research needs throughout your time in Trinity. Make sure you attend any search skills workshops that are organised for you and check out the social policy and practice library resources available on your library portal or here.

The library has developed some quick video guides on lots of topics, including searching the library catalogue, accessing your library account, finding books from your reading list, finding journal articles/e-books etc. You will find links to the library's 'quick guide' videos here.

Off Campus Access

Access is available to licensed electronic resources (books, databases and journals) to registered students and staff, irrespective of where they are located. Please note that off campus access is

not available for UK electronic legal deposit, eLD (UK), material. In these cases, the library catalogue will indicate that the electronic resource is only available from Library Reading Room computers.

College members linking to an electronic resource from outside Trinity College Dublin campus locations will select a resource from Stella Search. When they click on the link to the resource, they will be directed to a secure login page to authenticate with their College username and network login password. Further details regarding off campus access are available here.

28. College Health Centre

The TCD Health Centre provides a wide range of health services for all students on campus. In addition to offering primary health care, the centre also runs a series of specialised clinics for students including travel vaccinations, sexual health, sports medicine, and antenatal care. Fees and opening hours are listed on their website.

29. Student Counselling Service

The Student Counselling Service provides free support to those who are experiencing personal and/or academic concerns. Available services include one-to-one counselling, peer mentors, on-line support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their website.

30. Central Societies Committee

The Central Societies Committee (CSC) is the sole body on campus with the power to grant recognition to societies. As the governing body of societies the CSC represents their interests in dealings with College authorities. More information about College Societies and the CSC can be found at http://trinitysocieties.ie/.

31. Dublin University Central Athletics Club

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. More information about DUCAC can be found at http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

Reference/Source:

Calendar, Part III, General Regulations and Information, Section I 'Attendance and Off-Books'; Section III 'Attendance, Registration, Extensions'; Section IV 'Attendance and Examinations'

32. Absence from Examinations

Please see the below extract from the college calendar:

10) Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Programme Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in programme handbooks or from Programme Co-ordinators/Directors.

11) Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Programme Co-ordinator/Director. The Programme Coordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

12) The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Reference/Source:

https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/complete-part-III.pdf

33. Marking Scale

The following general guidelines are given to lecturers marking assessed work on the MSW. Lecturers may also have their own set of assessment criteria for their particular subject.

Marks for each assessment component are returned to the Court of Examiners and the final award for final year students will either be Pass, Fail or Pass with Distinction. To be awarded a 'Pass with Distinction' the student must have achieved over 70% on their dissertation and their practice project as well as an overall aggregate mark of over 70% in year 2. All Graduates are provided with a transcript that details their results for each module. The university's marking conventions are as follows:

Fail 2	0 - 29%
Fail 1	30 - 39%
Third	40 - 49%
Lower Second	50 - 59%
Upper Second	60 - 69%
First	70 - 100%

70 + First Class

Expectation: an excellent piece of work on all/almost all counts

Theoretically sophisticated, based on extensive reading/sources; very well-developed discussion. Critical and reflective, issues explored in depth, with some appropriate originality. Stylistically polished and well presented (less important for exam scripts). Implications for practice explored. Analytical and theoretical skills.

60-69 Upper Second Class

Expectation: a polished piece of work with evidence of independent, critical thinking

Theoretically sound, solidly based on relevant readings, clear and developed discussion. Good content, accurate and well-illustrated. Implications for practice explored. Stylistically good and fluent.

50-59 Lower Second Class – good average

Expectation: competent work, though not necessarily with much sparkle or originality. Theoretically reasonable although discussion could be more developed. Evidence of relevant reading and effort made to discuss implications for practice. Relevant content which is reasonably organised and stylistically acceptable.

40-49 Pass (students need 50% to remain on Masters Route)

Expectation: passable but weak. Theoretically thin with no developed argument. Evidence of some or a little relevant reading but not much done with it or implications for practice included. Style and presentation may be weak, content thin or badly organised.

Below 40 Fail

34. Moderation

Moderation is carried out on assignments linked to Year Two modules. Moderation is a process separate from the marking of assessed coursework that ensures that an assessment outcome (e.g. mark or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. Moderation occurs before the External Examiner carries out their process of review of material.

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

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

to the Course Director, who will review the disputed assessment and reach a final determination. External examiners will not normally be asked to intervene to resolve individual cases of disagreement between the first marker and the moderator. See Appendix Six – MSW/PGDSW Moderator Report Form

35. Progression Regulations

References/Sources:

Calendar, Part III, Section III 'Examinations, Assessment and Progression' and 'Assessment and Progression Regulations'

National Framework for Qualifications

Trinity Courses

36. Regulatory Body

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

In accordance with Irish statutory regulations this Master in Social Work/PGD in Social Work 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 domains:

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

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

37. External Examiner

1. Professor Joe Duffy, School of Social Sciences, Education and Social Work, Queen's University Belfast

Reference/Source: Procedure for the transfer of students assessed work to external examiners

38. Student Feedback and Evaluation

See Staff – Student Liaison, Pg 10.

See Student Feedback and Evaluation, Pg.13

References/Sources:
Student Evaluation and Feedback

Student Partnership Policy

Procedure for the conduct of Focus Groups

39. APPENDICES

Appendix One: MSW/PGDSW Learning Agreement

MSW/PGDSW Learning Agreement

Placement Coordinators:

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

Dr Sinéad Whiting: sinead.whiting@tcd.ie

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

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

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

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

Health and Safety Procedures

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

Learning Recommended from Previous Placement/Past Practice Experience

Practice Learning Plan

Student, practice teacher and tutor should agree learning goals that are appropriate to meet the student's learning needs and that can be met within the agency context. The learning goals are based upon the Criteria and Standards of Proficiency for Social Work Education and Training Programmes as outlined by the CORU Social Work Registration Board.
(for a more in-depth discussion of the 5 Domains of proficiency follow this link*:*
https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf)

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

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

Domain 1 Professional Autonomy and Accountability

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

Domain 3. Safety and Quality

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

Domain 4. Professional Development

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

Additional Key Personal Learning Goals

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

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

Workload

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

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

Student Supervision

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

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

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

Student Assessment/Sources of Evidence

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

Sources of evidence may include direct observation, self-reports by student (verbal, written, process recording); feedback from colleagues, feedback from service users, preparation for

supervision by student, recorded samples of work (audio/video), written reports/records by student on behalf of agency.

Personal Issues

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

College Related Issues

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

Agency-Related Issues

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

Safety Statement

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

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

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

Signatures

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

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Mid Placement Meeting Arrangements

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

Date of Mid Placement Meeting:
Time:

MSW Placement Learning Agreement Part 2

Mid Placement Meeting

Review Learning and Capacity in Relation to the CORU SWRB Standards 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

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: _____

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

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

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Appendix Two: Student Placement Log

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:**

Appendix Three: Direct Observation Template

Name of Student
Name of Observer

Date of Observation

Point in Placement (e.g. week 5)

Confirm that agreement of Service User has been obtained Yes [ ]

Event observed

Comment on how student prepared for the session

Comment on student's communication skills

How did the student demonstrate values in their practice?

Did the student meet their objectives? Please provide evidence

How did they respond to unanticipated events?

Comment on student's overall performance

Please seek and document service user feedback

Student's reflection on the session

Student response to service user feedback

Student response to service user feedback

Signed:

Student

Practice Teacher

Tutor

Dated:

Discussed at Placement Review Meeting Dated

Key Learning

Appendix Four: Attendance Policy

Attendance and participation in all programme learning activities including placement and module lectures 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 Master in Social Work and Postgraduate Diploma in Social Work, as approved professional programmes, implement a robust attendance policy.

Classroom Based Modules

Full attendance (100%) is expected on all modules as each module is mapped to core learning outcomes and the CORU Standards of Proficiency for Social Workers.

If a student misses key learning in any module due to absence, they will be required to engage in an additional learning activity as set by the Module Lecturer and Course Director.

Attendance will make up a component of the assessment of each module. If a student does not meet a minimum requirement of 80% attendance, they fail that assessment requirement and as a result will fail the module. Students who fail the attendance component of the assessment for each module will be required to complete a reassessment in relation to the relevant module during the Supplemental Assessment Period (after the Annual Exam Board). The nature of this reassessment will be decided at the discretion of the Course Committee in consultation with module lecturers with due regard for the nature of the learning that was missed.

Monitoring Attendance

Attendance will be formally monitored in all modules, in-person and online. The MSW Course Administrator in consultation with the Course Director and Module Lecturers will monitor attendance in lectures and tutorials using a formal attendance monitoring system whereby students are required to sign in via the SEATS App at each lecture or tutorial. A hard-copy attendance register will be available at each class to ensure attendance can be recorded in the event of IT difficulties. Students are responsible for signing the register by hand in these instances.

Lecturers are required to advise the Course Executive Officer when students arrive late to class or leave early.

If a student's attendance is unsatisfactory, the MSW Course Director will meet with the student to discuss and address issues that may be affecting attendance with a view to supporting the student to achieve the required attendance level.

Any student who is unable to attend a teaching session (whether online or offline) is obliged to contact the school by e-mailing the course administrator as early as possible on the first day of their absence and to give an estimate of its probable duration.

If, during formal monitoring, a student is detected as signing in classmates or participating in 'sign and go' practices, they will be referred immediately to the Course Director and may be referred to the Fitness to Practice Panel.

Absences During Teaching Term

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, if absent for 3 or more consecutive days, students must provide original medical certificate from a registered General Practitioner or from College Health, to be submitted to the School Office, as soon as possible after illness, ideally within 3 days.

Absences Whilst 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. Students must 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.
- Absences of three days or more must be medically certified.

See Flow Chart for Monitoring Placement Hours Appendix 11.

Absence from examinations – Calendar, Part III, Section 3.5

Postgraduate students who consider that illness may prevent them from attending an examination (or part thereof) should consult their Medical Advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/ Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/ Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (of part thereof) must consult and inform their Course Co-ordinator/ Director. The Course Co-ordinator/ Director will then make representation to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Appendix Five: Programme Level Consent Form

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

Master in Social Work / Postgraduate Diploma in Social Work

Student Consent Form 2023-2024

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 Master in Social Work (MSW) / Postgraduate Diploma in Social Work (PGDSW) programme.

I consent to taking part in experiential groups while completing the MSW/PGDSW programme.

I confirm that I have read and will adhere to the *Online Student Code of Conduct* (page 26-29 of the MSW/PGDSW course handbook).

I confirm that I have read and will adhere to the *Course Regulations and Code of Conduct* (page 73-77 of the MSW/PGDSW course handbook).

I confirm that I have read and will adhere to the college *Fitness to Practice Policy* (link on page 77 of the MSW/PGDSW 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 classes being recorded.

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

Signed: _____ Date: _____

Appendix Six: Moderator's Report Form

Moderator's Report: Master in Social Work / Postgraduate Diploma in Social Work

Year:

Module: [INSERT MODULE TITLE]

Assessment details (e.g. assignment title): [INSERT]

Lecturer:

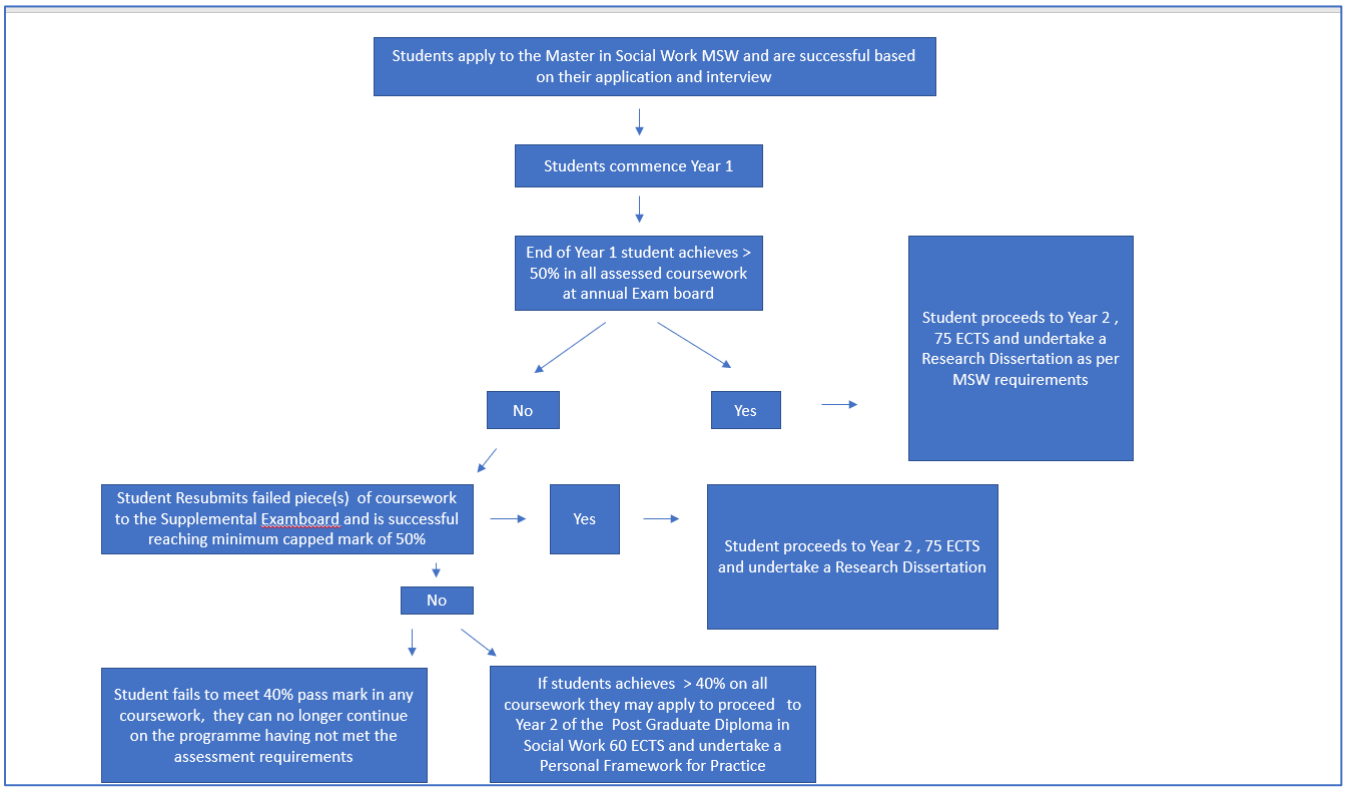
Student Name	Lecturer Grade	Moderator comments on grade – agree grade

Moderator's Comments

1. Range of marks (e.g. typical or not):
2. Consistency and quality of feedback:0
3. General observations (e.g. this is a tough assignment, students using very limited range of reading):
4. Response(s) by lecturer (if required):

5. **Any additional notes for the External Examiner (e.g. additional fails added to the sample or other points of clarification re the assessment task):**

Appendix Seven: Postgraduate Diploma in Social Work Pathway



Appendix Eight: Personal Framework for Practice Guidance Document

Overview

In the personal framework for practice the student should draw together their personal and professional experiences to construct their own individual map for practice and analyse the implications of this framework for their professional practice with reference to relevant research studies into the practice of social work.

Total Word count

6000-8000 words

Section A: Introduction

(Guideline: 500 words)

Include a brief reflective statement outlining your motivation to becoming a social worker.

Consider what personal and practice experiences, prior to entering the MSW/PGDSW programme, influenced your decision to enter social work as a profession and the type of social worker you thought you would be.

Outline the structure of the project

Section B

(Guideline: 3000-3500 words)

The aim of this sections it to outline how your experiences on the MSW/PGDSW Programme shaped your vision for social work.

Consider this in relation to two areas:

i) Academic Learning:

- What theoretical ideas or concepts have influenced how you view the social world and social work? How will this shape your practice?

ii) Practice-based Learning:

- How have your experiences on placement challenged your previous assumptions about yourself, others, and social work practice?

- Describe your most significant practice experience and explain how this has influenced your personal framework for practice and how this will shape your professional practice.
- Describe a contrasting practice experience and outline how this has influenced your personal framework for practice and how it will shape your professional practice.
- Remember this section of the project should involve critical reflection of your own academic learning, including critical reflection of key theories and concepts that you are drawn to or are not drawn to. Consider how this has impacted your placement.

You should also consider what you brought with you into the MSW/PGDSW programme in terms of prior experience and learning and critically reflect upon how your time on the MSW/PGDSW programme has challenged or reaffirmed this prior knowledge.

Some additional topics/questions you may choose to consider to guide you in relation to this section are:

- In what ways did I succeed or do well on placement (e.g., interacting with others, accomplishing tasks, handling difficulties) and what personal characteristics and/or perspectives helped me to be successful (e.g., skills, abilities, attitudes, tendencies, knowledge)? In what ways did I experience difficulties (e.g., interacting with others, accomplishing tasks,) and what personal characteristics and/or perspectives contributed to the difficulties (e.g., skills, abilities, attitudes, tendencies, knowledge)? What does this tell me about how I define success? Is my definition appropriate? How might it change? Should it change?
- What are the possible sources of / reasons for these characteristics and/or perspectives? How does my understanding of these sources / reasons help me to better understand what will be involved in using, improving, or changing these characteristics/perspectives in the future?
- In what way did trade-offs (long-term / short-term; justice / efficiency; etc.) emerge in placement situations? Who made the trade-offs? Were the trade-offs made appropriate or inappropriate and why?
- How did placement experiences make me feel? Why? How did I handle my emotional reactions (e.g., What did I do as a result of my feelings? Was I in control of my feelings?)? Could I have felt differently? Why or why not?

(Adapted from Ash et al, 2005, 2009)

Section C

(Guideline: 3000–3500 words)

In light of what you have discussed and written about in Sections A and B, present your own framework for practice.

This section should clarify the theories and practice approaches that will guide your future professional career.

You may choose to outline and discuss and specific theoretical approaches or practice frameworks that you believe will be central to how you are as a practitioner.

In discussing these approaches you can draw on examples from your practice experiences to date.

Please also highlight potential challenges you envisage in working within / from this personal framework for practice

You should discuss your framework in the context of the CORU Domains of Proficiency and social work ethics and values as laid down by SWRB.

Conclusion

(Guideline: 300-500 words)

This section should draw together the different elements of your Personal Framework for Practice discussed in the earlier sections.

References

Appendices (as appropriate)

Appendix Nine: MSW International Placement Application Form

MSW 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

1. 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?
2. What are some of the current issues in the host country and how might they impact on the placement?
3. 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

4. What, from the knowledge base you have developed since coming on this course, would help you approach this placement?
5. 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

6. What are your strengths and what helps you to develop in areas that you find more difficult?
7. Comment on the financial costs associated with undertaking this international placement and whether incurring these costs is viable for you at this time.

Health and Safety Related Questions:

1. Have you completed the health screening process with student health in Trinity College Dublin? If not please explain the delays and how you are planning to progress this.
2. Have you received your Covid-19 vaccination and boosters?

3. What are the health implications/vaccination requirements (if any) of travelling to the host country and working with the client population?
4. What are the visa entry requirement (if any)?

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

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

Signed:

Date:

Appendix Ten: Placement with an Onsite Supervisor and an External Social Work Practice Teacher

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

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

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

On-Site Supervisor:

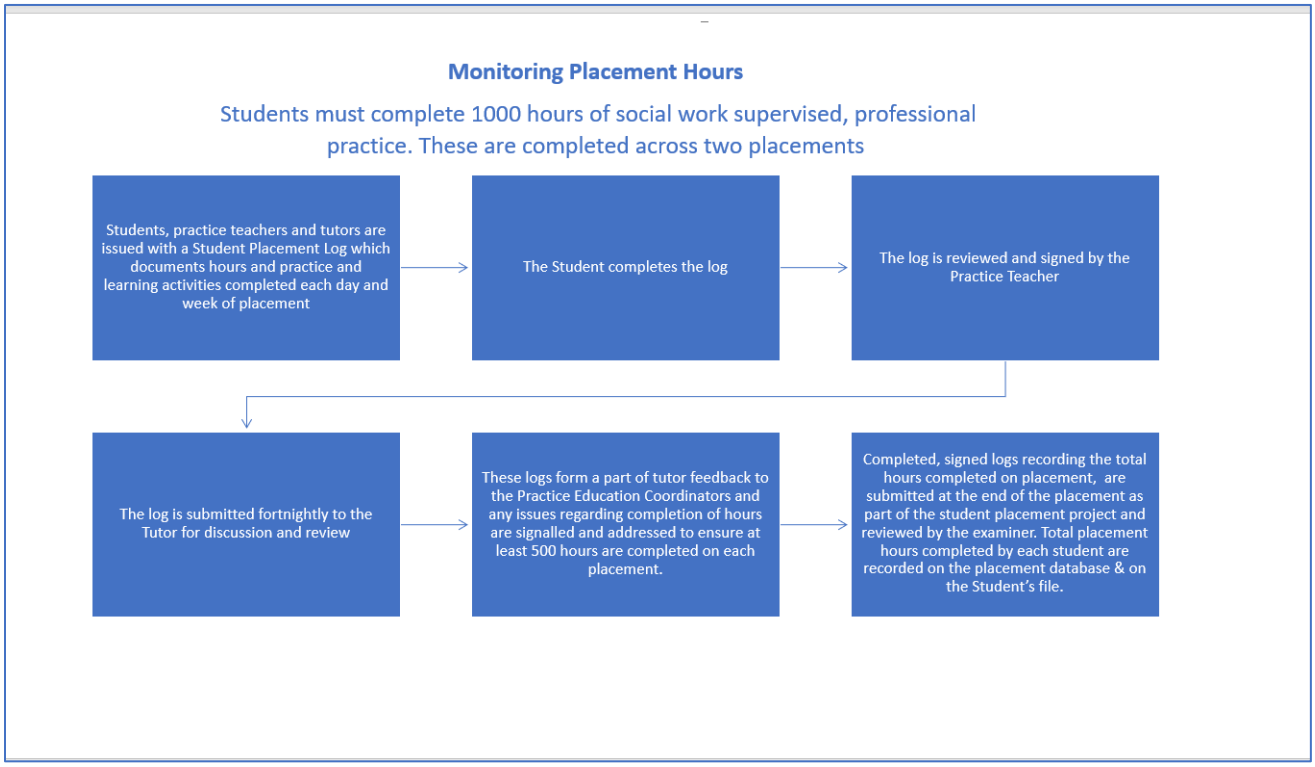
- Attends On-Site Supervisor training with Practice Education Coordinators
- Coordinates the allocation of day-to-day workload to the student
- Provides input into the student's Learning Agreement, including working with the student to identify learning goals and ensuring suitable work can be allocated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

External CORU Registered Practice Teacher

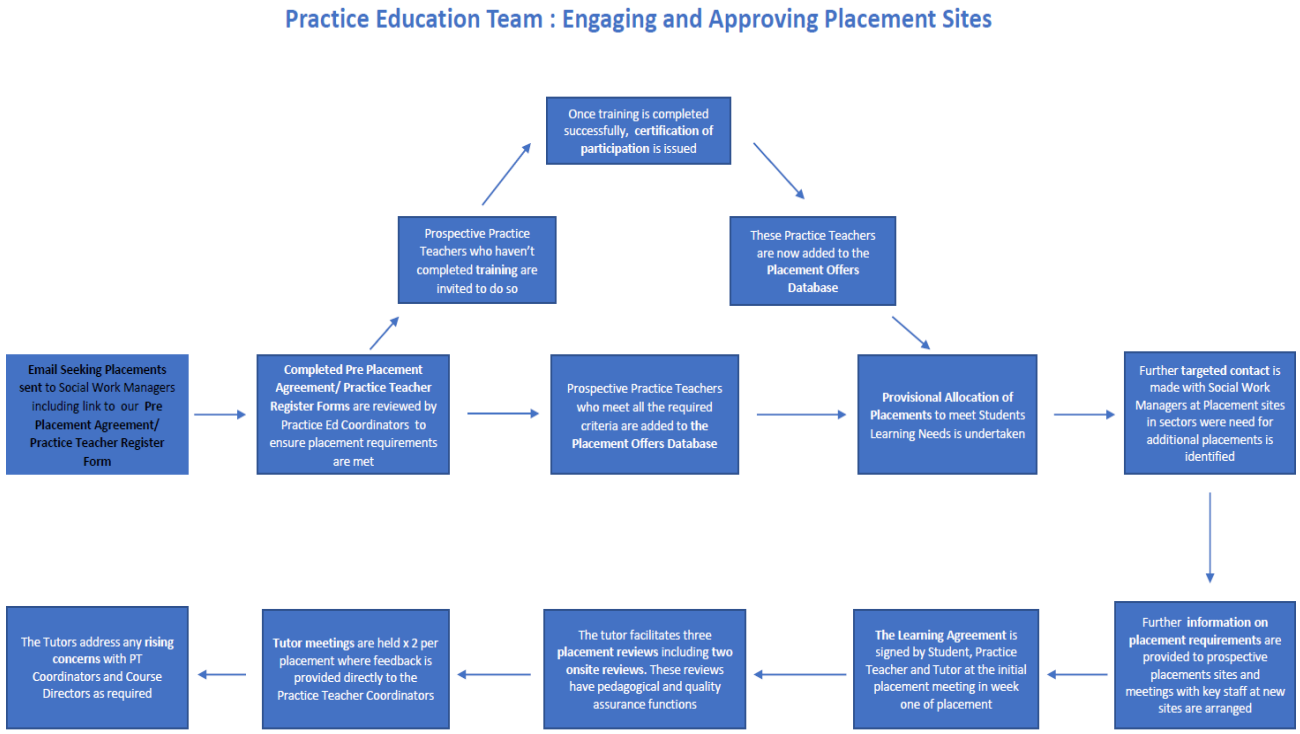
- Completes Practice Teacher Training Workshop

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

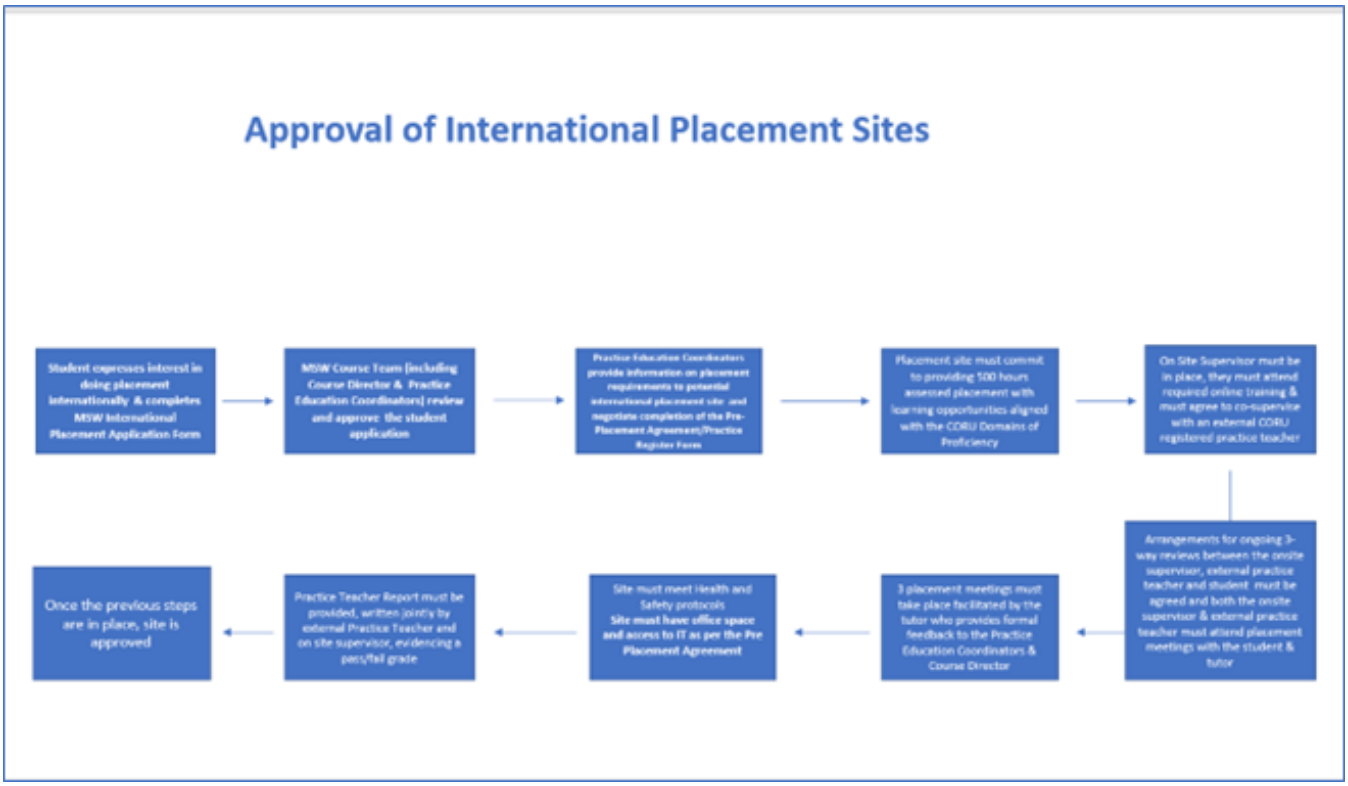
Appendix Eleven: Monitoring Placement Hours



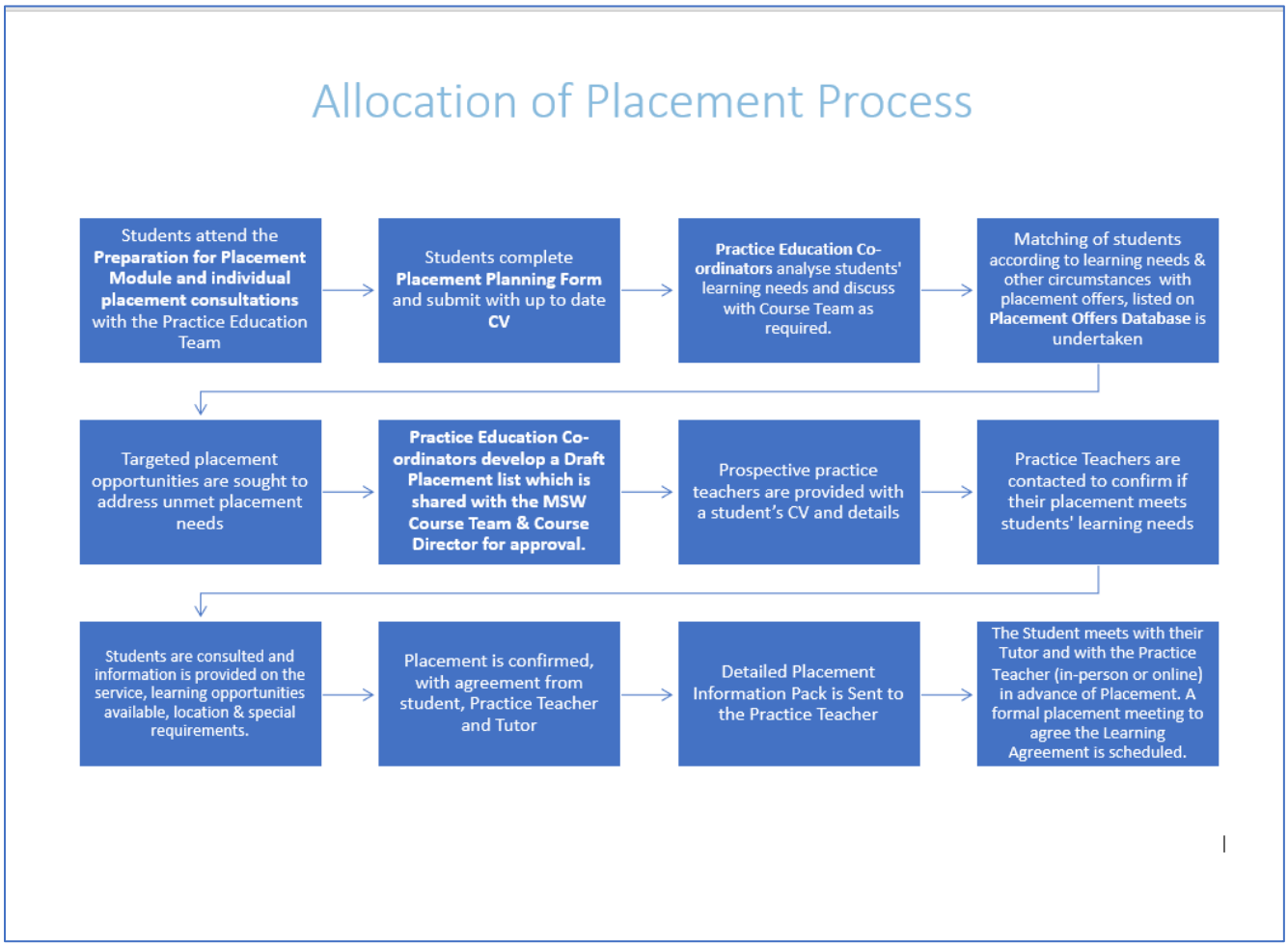
Appendix Twelve: Practice Education Team: Engaging and Approving Placement Sites



Appendix Thirteen: Approval of International Placement Sites



Appendix Fourteen: Allocation of Placement Process



Appendix Fifteen: MSW/PGDSW Practice Teacher 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)**

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

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

Purpose

This document sets out the protocol for obtaining student consent to participate in learning activities where students act as service users on the professional education programme Master in Social Work (MSW) / Postgraduate Diploma in Social Work (PGDSW).

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 is signed by the student and should be submitted to the Course Administrator (See Appendix Five in MSW/PGDSW Handbook).

- A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Course Director and relevant academic staff.
- The 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 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.
- Students withdrawing consent must notify the Course Administrator/Course Director and advise that they are withdrawing consent. The Course Administrator updates the class list on consent and advises relevant academic staff.
- Lecturers and course staff will explore the issues impacting on a student's reluctance to engage with the particular learning activity.
- Lecturers and course staff may consider referrals to student supports such as Disability Services, Counselling and or Teaching and Learning supports.

Appendix Seventeen : School of Social Work and Social Policy on Generative AI

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

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognise that these technologies present challenges and risks,

including to academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

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

Encouraging the development of GenAI literacy

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

Appreciating what GenAI is and is not good for

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

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

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

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

Understanding the limitations of GenAI

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

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

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

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

Ensuring that GenAI use does not impede student learning

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

Ensuring that GenAI use complies with academic integrity

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

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

Awareness of ethical issues in the use of GenAI

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

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

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

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

Avoiding unlawful ways of using GenAI

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

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

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

Using GenAI appropriately on work placement

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

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

RESOURCES:

Trinity's Generative Artificial Intelligence (GenAI) Hub

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

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

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

TCD library guide on using GenAI

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

College statement on academic integrity

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

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

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

Appendix Eighteen : Recording of Lectures Policy

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

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