Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin
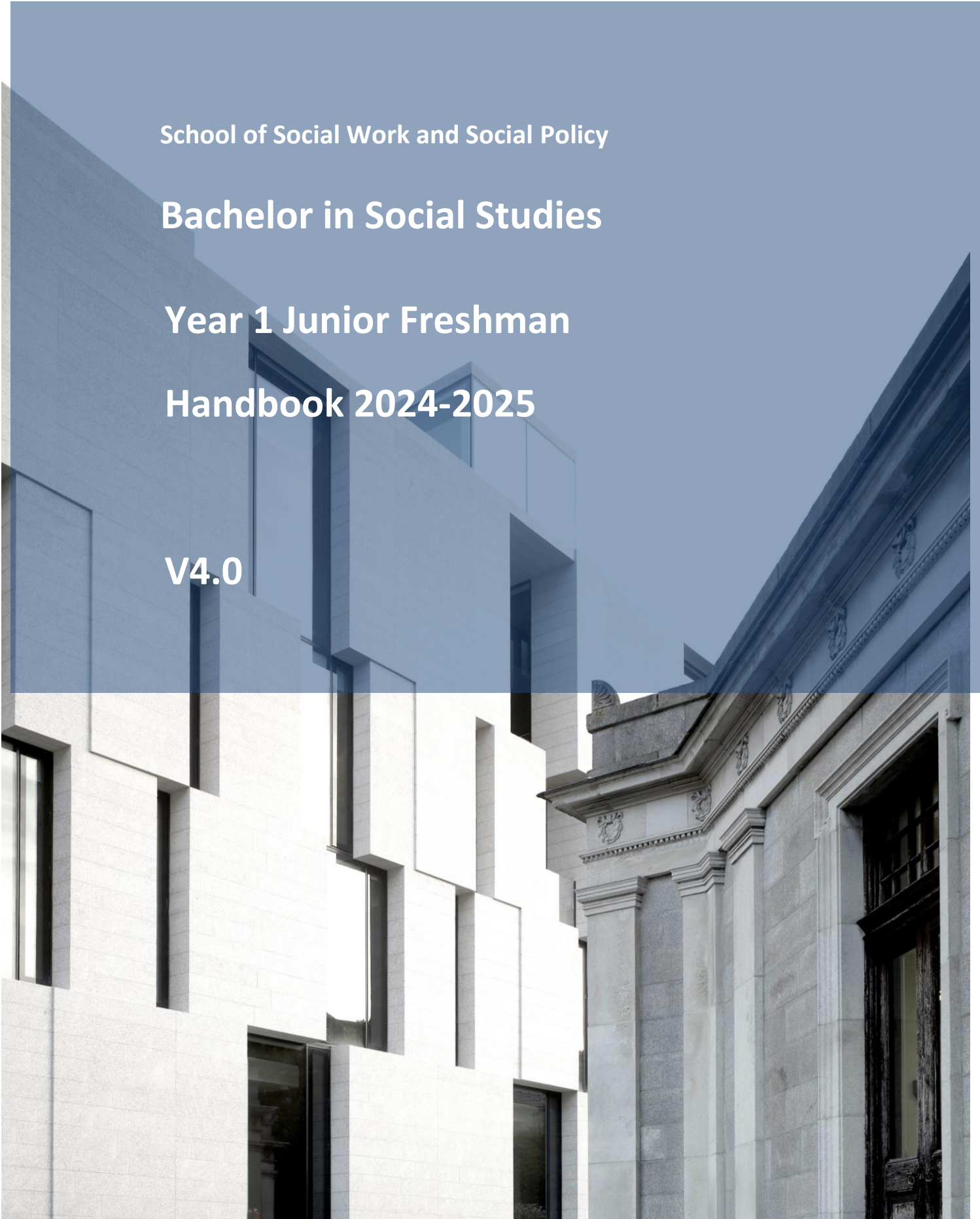
School of Social Work and Social Policy

Bachelor in Social Studies

Year 1 Junior Freshman

Handbook 2024-2025

V4.0

Contents

Alternative formats of this handbook can be made available on request

Introduction

A warm welcome to Trinity College, to the School of Social Work and Social Policy, and to the start of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of Qualifications (NFQ). We hope this year will mark the start of a very enjoyable and rewarding time for you in Trinity, both academically and socially.

Life in college can be confusing for the first few weeks, whether you have just left school or are returning to education. The good news is that much of this confusion soon dissipates as Trinity terminology starts to make more sense and you acquire some routine and normality. The first year of the programme 2023-24 is also distinctive in that it will involve much more distance and online learning than has occurred in previous years. As such, teaching will be a mixture of online and face-to-face sessions.

Whilst there will be a lot to get used to in the coming weeks, it is especially important that youkeep to deadlines, attend all classes, and explain any necessary absences as your attendance will be carefully monitored both online and in-person. Don't forget also to actively engage in your classes, as without the participation of students, the learning experience will be limited.

Staff members in the School of Social Work and Social Policy are happy to help you by offering information or advice; and there are many other people in college who can help you, including your College Tutor. Read the handbook, check your TCD email account regularly, and look out for study skills courses and other options designed to ease your way into college life.

The Junior Freshman (first year) programme is a foundation for the rest of the BSS programme. It provides an introduction to the social sciences and to social work. Full module outlines will be available at the start of each module, but the School of Social Work and Social Policy is your home base, and so we provide this Junior Freshman Year Handbook, with short module outlines, as a compilation of this year's programme. The Handbook[1] gives you the basic information you need to find your way about the programme and its arrangements, including:

- General information about the School
- Aims and objectives of the BSS degree
- Course expectations

- Written requirements and assessment for the year
- Details about volunteering requirements

Further information will be available in class, and you should also check your student portal regularly for changes to the timetable.

The School website can be found at: https://www.tcd.ie/swsp/

Your timetable can be found at: https://www.tcd.ie/swsp/timetables/

Please don't hesitate to contact us if you have any queries! Good luck and enjoy the year!

Dr Joe Whelan

BSS Course Director

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

Anti-Racist and Anti Discriminatory Statement

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

International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin. As Ireland's leading university, we pride ourselves on being a global research-led university with a diverse and vibrant university community. The TCD Welcome Guide provides useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobalRoom@tcd.ie or visit the Global Room's Instagram pages.

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

➢ The Global Room, a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.

➢ The Global Room service is supported by a team of Global Ambassadors, students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity.

➢ If you are interested in connecting with other TCD offer holders prior to your arrival, download the Goin' to Trinity where you can connect, ask questions, share information, and much more, including setting up your own interest groups

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

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

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.

Dr. Susan Flynn, Director of Global Engagement sflynn7@tcd.ie

Ms. Erin Paullin, Global Officer (Semester 2) Erin.Paullin@tcd.ie

General Information

Emergency Procedure

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

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

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

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

It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.

Data Protection for Student Data

Information on Data Protection regarding your student data is available from: [Data Protection for Student Data](#)

Student Feedback and Evaluation

Student feedback will be gathered through module surveys. Student feedback can also be reported to class representatives or to the BSS Junior Freshman (Year 1) Coordinator. A flowchart detailing the feedback form system used is contained in Appendix 5. A copy of the form used to track the review and implementation of our feedback at a course level is contained in Appendix 6.

Student Complaint Procedure

Trinity College Dublin the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner.

If you have an academic-related problem or complaint you should discuss it first with the lecturer concerned. If you have a complaint that cannot be resolved through discussion with a course lecturer, you should approach the BSS Junior Freshman (Year 1) Coordinator and the Course Director. If the problem remains, you should consult the Head of School.

General issues to do with the structure or content of the course should be channelled through your student representatives to the BSS Junior Freshman (Year 1) Coordinator, Course Director and the BSS Course Committee.

Information about the Trinity College Student Complaints Procedure can be found at: TCD Student Complaints Procedure

Key Campus Locations

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

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

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

available in each room review the [software catalogue](#) It is possible to print from any computer in the computer rooms using the [TCD Print Anywhere service](#).

Student Supports

Student Services

Student Services has developed the handbook (embedded below) outlining the support services provided to undergraduate and postgraduate students. The handbook and further information is available from their website and in the Student Services Handbook.

Supports within School of Social Work and Social Policy

If a JF student has an issue they should, in the first instance, bring this to the attention of the BSS Junior Freshman (Year 1) Coordinator, Dr Leigh-Ann Sweeney sweenele@tcd.ie;. The Year 1 Coordinator will then attempt to resolve the issue or if deemed necessary will bring this to the attention of the BSS course committee and all actions will be reviewed by Course Director(s).

There are many sources of support and advice available to BSS students. Course-related matters can be discussed, as appropriate, with the BSS Junior Freshman (Year 1) Coordinator, BSS Course Director, individual Lecturers, Practice Education Coordinators, Director of Undergraduate Teaching and Learning or the Head of School, all of whom will arrange to meet with students. Another key support is your Class representative and your College Tutor.

College Tutor

All registered undergraduate students are allocated a College Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. Your College Tutor can advise you on course choices, study skills, examinations, fees, represent you in academic appeals, in application for 'time off books', readmission, course transfer applications, and any other matter which may require an official response from College. Your College Tutor can also advise you if personal matters impinge on your academic work, and tell you about relevant services and facilities in college. It is helpful to keep your College Tutor informed of any circumstances that may require his / her help at a later stage, especially

in relation to examinations. Details of your tutor can be found on your TCD Portal.

Practice Education Team

The practice education team co-ordinates the provision and development of practice-based education for social work students. They manage the selection, training, and support of practice teachers for both the Bachelor in Social Studies (BSS) and MSW/P.Dip.SW programmes. They provide practice teacher training and support courses; they also offerguidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach, they prepare students for placements and help them develop their learning objectives through scheduled class seminars prior to placement.

Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is avital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. **Web:** https://www.tcdsu.org/

Health and Wellbeing Support

The Student Counselling Service aims to provide a free, compassionate, inclusive and student-centred mental health service, delivering high quality counselling, preventative supports, and online services in line with the University strategy.

The SCS offers workshops on coping with the challenges of university, online SilverCloud selfhelp programmes, solutions-focused one-to-one counselling, and a range of regular group supports. Student counselling services are available to all registered Trinity students. These services are free, professional, and confidential.

To book an appointment, students can email the service and request a SNAP (Support & Needs Assessment Planning) session, or an urgent appointment if required. Note: the SCS front office is operational during work hours (Mon-Fri, 9am to 5pm); emails sent outside

of this timeframe will be received the next working day.

Contact Details Email: student-counselling@tcd.ie

Phone: (01) 896 1407

Website: www.tcd.ie/student-counselling

Location: 3rd floor of 7-9 South Leinster Street

Other Health and Wellbeing services include:

Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Chaplaincy	http://www.tcd.ie/Chaplaincy/

Disability Service

The Disability Service provides confidential, professional supports for students with disabilities in Trinity. The university is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of College life as can reasonably be provided.

Disabilities can be visible or invisible, but regardless of the nature of yours, the Disability Service is here to help you identify and support your needs during your postgraduate study. These supports are tailored and may differ in form or scope from what was needed at undergraduate level.

Working within the service are a team of professionals with expertise in the field of disability, including disability officers, occupational therapists and an assistive technology officer. As a student registered with the service, a number resources and supports are available to you that will assist you throughout your research and study.

Students requiring disability supports at postgraduate level are required to apply for reasonable accommodations with the Disability Service; to learn more please visit: [Reasonable Accommodations Application Process - Trinity disAbility Service | Trinity College Dublin (tcd.ie)](#)

After applying for disability support, students will be invited to meet with a Disability Officer on a one-to-one basis to discuss additional disability supports. Including supports needed during placement. More information on supports is available via [Supports & Resources - Trinity disAbility Service | Trinity College Dublin (tcd.ie)](#)

Additionally, postgraduates can avail of individual sessions with an occupational therapist who will assist you to develop practical skills and strategies to help you manage your university student life (including balancing wellbeing, research load, and the supervisor-relationship). If you have a disability and need additional support in Trinity, please contact the Disability Service by: Contact info: Email: askds@tcd.ie Phone: 01-896 3111 Website: www.tcd.ie/disability

Professional Learning Education Needs Summary – PLENS

Students with disabilities on the BSS programme who are registered with the Disability Service and who are in receipt of reasonable accommodations in College should discuss the implications for placement-based learning with their Disability Officer.

If required, they will be issued a Professional Learning Needs Education Needs Summary-PLENS with recommended reasonable accommodations for placement.

Once registered, students must independently choose whether to disclose their disability during practice education placements and whether to utilise any reasonable accommodations. The decision is entirely up to the student, and they will receive no external direction on this matter. Nonetheless, the School of Social Work and Social Policy does endorse disclosure on placements.

Should a student opt to disclose their disability, they can share their Professional Learning Education Needs Summary (PLENS) with the Schools Practice Education Team and their Placement Provider, and this should be done as part of the placement planning process. This will be coordinated with the School's Practice Education Coordinator to ensure compliance with protocols such as data protection and pre-placement meetings.

If a student decides not to disclose their disability, they cannot receive any reasonable accommodations during their volunteering role or placement.

Outline of the PLENS process

Disability Application Submission - A student applies for reasonable accommodations with the disAbility Service.

Needs Assessment & Support Level - An initial assessment to determine the level of support needed.

Level 1: PLENS Overview - For new entrants, encouraging discussions with academics and possibly returning to disAbility Service for more planning.

Level 2: Detailed Planning

Step 1: Detailed assessment and PLENS draft with Disability Officer.

Step 2: Collaborate with Placement Coordinator to finalise accommodations

with all parties.

Accommodations Report & Start - Create and circulate PLENS report, ensuring GDPR compliance.

Feedback Loop - Continuous feedback on placement and PLENS, with possible adjustments.

Review & Conclusion - Review meetings leading to the conclusion of the placement.

Student Learning Development

Student Learning Development supports Trinity students reach their academic potential. They offer a range of services including individual appointments, workshops and skills events. These services are designed to develop your skills in areas such as academic writing, self and time management, exams and assessment skills. http://student-learning.tcd.ie/

Other academic supports include:

The Library	http://www.tcd.ie/library/
Maths Help Room	http://maths.tcd.ie/outreach/helproom/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/llc/
English for Academic Purposes	https://www.tcd.ie/slscs/english/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

Library Facilities

The School [Subject Librarian](#) Caroline Montgomery is a good person to turn to if you get stuck or feel like you could be making more of the Library resources available to you. run classes, take individual clinics, and can provide hands-on support in finding your reading list and developing your essay structure. Caroline can be contacted via cmontgom@tcd.ie or you can visit her on the 4th floor of the Ussher Library.

[Group study rooms](#) are available during Library opening hours to registered students in groups of two or more who wish to work together on projects and assignments.

Financial Assistance

All undergraduate students can apply for financial assistance once they are a registered student. The only exception is a student who enters through HEAR/TAP, as they will receive financial assistance from the Trinity Access Programme. There are a number of different financial assistance schemes which you may qualify for. Further information on these is available via:

Senior Tutor's Office	https://www.tcd.ie/seniortutor/students/postgraduate/financial-assistance/
Students' Union Welfare Loans	http://www.tcdsu.org/welfare/
Bursaries/Prizes (Undergraduate)	https://www.tcd.ie/calendar/undergraduate-studies/prizes-and-other-awards.pdf

General Programme Information

Staff Members in the School of Social Work and Social Policy

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

Course Director

Title	Name	Email
Director of Bachelor in Social Studies	Dr. Joe Whelan	jwhelan9@tcd.ie

BSS Junior Freshman Coordinator

Title	Name	Email
BSS Junior Freshman (Year 1) Coordinator	Dr. Leigh-Ann Sweeney	sweenele@tcd.ie

Professional Staff

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

Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Dr. Catherine Conlon	conlonce@tcd.ie

Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Undergraduate Teaching & Learning	Dr. Philip Curry	pcurry@tcd.ie

School Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co-ordinators	Dr. Sinead Whiting	Sinead.Whiting@tcd.ie
	Ms Nuala Crosse	crosseon@tcd.ie
	Dr. Erna O'Connor (On Sabbatical during Semester 1)	Erna.OConnor@tcd.ie
Executive Officer Practice Education	Ms Jen Kelly	Swpractice.ed@tcd.ie

School Office Location and Opening Hours

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

Course Committee

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

- BSS Course Director, Dr Joe Whelan (Chairperson)

- Head of School, Dr Catherine Conlon

- Director of Teaching & Learning (Undergraduate), Dr Philip Curry

- BSS Junior Freshman (Year 1) Coordinator, Dr Leigh-Ann Sweeney

- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor (Semester 2 only)

- Assistant Professor in Social Work & Practice Education Coordinator, Dr Sinead Whiting

- Social Work lecturing staff

- Social Policy lecturing representative

- Social Work tutor representative

- External lecturer representative

- Student representatives (BSS Years 1-4)

Staff – Student Liaison

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

BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	Jonathan Balfe jbalfe@tcd.ie
BSS Senior Freshman (Year 2)	Charlotte Orme corme@tcd.ie
BSS Junior Sophister (Year 3)	Cian Maguire maguic18@tcd.ie
BSS Senior Sophister (Year 4)	Megan Cavaliere cavaliem@tcd.ie and Alice Rowe alrowe@tcd.ie
Undergraduate School Convenor	Jude Holland-Phelan hollanju@tcd.ie

Bachelor in Social Studies Practice Panel

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

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

The Practice Panel 2024/25 members are:

- Shauna Heron, TUSLA, Child and Family Agency

- Renee Summers, Social Work Dept, National Rehabilitation Hospital

- Michelle Richardson, The Probation Service

External Examiner

Professor Ciaran Murphy, Edge Hill University. Bio available

https://research.edgehill.ac.uk/en/persons/ciaran-murphy

Overview of the Bachelor in Social Studies Degree (BSS)

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

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

Domain 1:   Professional autonomy and accountability

Domain 2:   Communication, Collaborative Practice and Teamworking

Domain 3:   Safety and Quality

Domain 4:   Professional Development Domain

Domain 5:   Professional Knowledge and Skills(www.coru.ie)

Aims and Objectives of BSS

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

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

Knowledge Base

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

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

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

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

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

Value Base

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

Skills Base

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

Challenges

Social work practice challenges practitioners in many ways.

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

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

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

Programme Learning Outcomes of BSS

In the context of the aims and objectives as well as the challenges outlined above, the BSS programme is designed around a set of Learning Outcomes which are key learning objectives

that the BSS programme aims to offer students who undertake this degree.

On successful completion of this programme, students will have acquired and demonstrated the necessary knowledge, skills, and ethical base for professional social work, and will have satisfied the requirements for an Honours social science degree, and for professional social work qualification in Ireland.

Specifically, graduates will be able to:

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

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

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

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

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

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

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

8. maintain personal accountability and professional behaviour in academic and practice contexts.

9. uphold high ethical standards in their social work practice, with reference to Irishand international codes of social work ethics.

10. engage in social work practice that promotes inclusivity, equality and social justice, and challenges practice that does not.

11. engage in continuing professional development including further study.

Timetable

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

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

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

Bachelor in Social Studies Course Regulations and Conventions

The BSS Examination Regulations and Conventions Booklet 2024 - 2025 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor's in Social Studies degree programme.

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

Award

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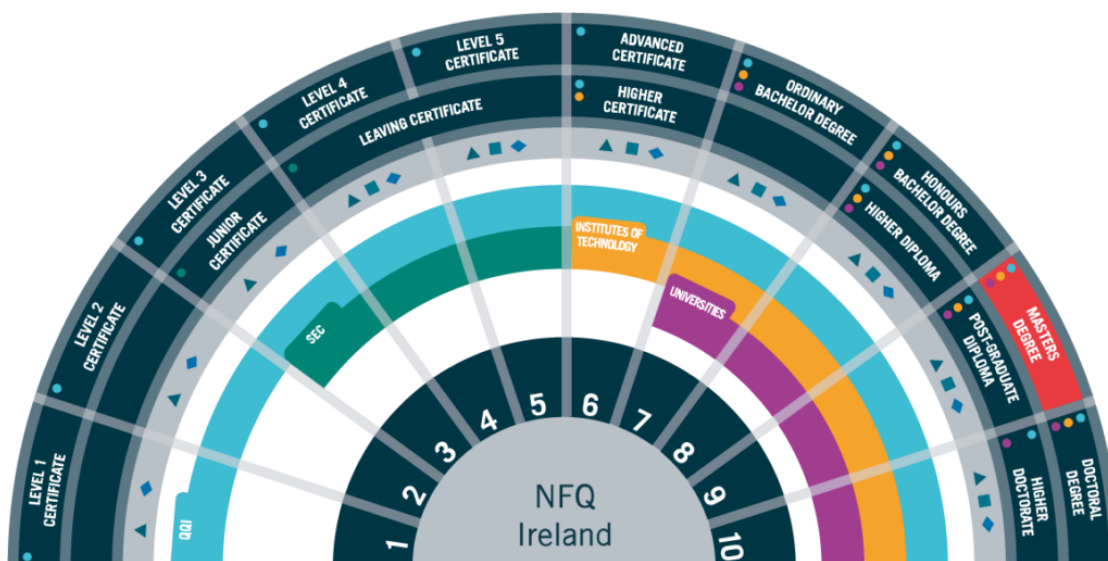
National Framework for Qualifications

School of Social Work and Social Policy Marking Scale

First class Honours   **I**   **70-100**

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

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

70-76   **EXCELLENT**

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

• comprehensiveness and accuracy;
• clarity of argument and quality of expression;
• excellent structure and organization;
• integration of a range of relevant materials;
• evidence of wide reading;
• critical evaluation;
• lacks errors of any significant kind;
• shows some original connections of concepts and theories;
• contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84   **OUTSTANDING**

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality, and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first-class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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

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

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

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

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

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

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**Second Class Honours, Second Division   II.2
50-59**

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

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

-- o --

Third Class Honours   III   40-49

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

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

-- o --

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

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

-- o --

Fail – 2nd Division   F2   0-29

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

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 in the field of social work that students are expected to develop and demonstrate on the course.

The following are therefore course requirements:

Attendance

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who have not satisfied this attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

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

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

Deadlines for Assignments

Students must observe all published deadline dates, which are final and have the status of examination dates. It is not acceptable to submit course work beyond the deadline without the permission of the examiner and 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 examiner in consultation with the BSS Junior Freshman (Year 1) Coordinator will make the final decision on such sanctions. All assignments for modules with a prefix of SS must be submitted to Blackboard as per instructions under the 'submission of Coursework' section below.

Non-submission of coursework and absence from examinations

Students must complete and submit the assessment components specified for the modules that constitute their programme of study. This includes the submission of continuous assessment and attendance at examinations and other tests.

Students who are experiencing difficulties that are affecting their ability to complete their assessment components should contact their College Tutor at the earliest opportunity to discuss the nature of the difficulties and the possible options available in Trinity. Depending on the specific details of a case, options can range from a request for a short extension from a module coordinator to a formal request for a deferral made to the Senior Lecturer. Where the difficulties are serious, a student may need to make a Student Case, through their Tutor, to the Senior Lecturer. During teaching terms, requests for permission to defer to the reassessment period should be made through the Student Cases process. A valid medical certificate should be forwarded to the School within 3 days of the missed exam or assignment deadline.

There are penalties for late submission of written coursework without an agreed extension.

• Up to one week's lateness incurs a penalty of 5 marks;

• One to two week's lateness incurs a penalty of 10 marks.

• After 2 weeks a mark of 0 will be awarded.

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 re-submission and capped at a mark of 40%.

Any modules which do not belong to this School (i.e. Modules ECU11031, ECU11032, POU11021, POU11022, SOU11013 and SOU11014,) are not subject to the above regulations and instead must be submitted in line with the advice from the relevant department.

Requests for extensions where they involve illness extenuating family circumstances and bereavements must come from your College Tutor and must be requested in advance of the deadline.

Student's expectations of staff

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

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice – education links.
- Providing timely, fair, and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. Incases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

Online Student Code of Conduct

As a student on a professional course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses via a blended model. That is, through online and face to face methods. As social workers, and social workers in training, online is just one more social context where we are all trying to learn to be social in respectful and sensitive ways.

While the standards set out below will not be onerous for most students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please see https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf.

When online, students should conduct themselves as they would be expected to do so in person and in line with the ethos of the School of Social Work and Social Policy along with the social work value base. In this respect, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socio-economic status and/or otherwise discriminatory online behaviour is deemed as not acceptable and those deemed to have transgressed in this respect are liable to be disciplined by the School.

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

Netiquette

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

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

That said, it should be recognised that the online environment lacks the face-to-face element of regular discussions and interactions, where people can rely on body language and tone of voice to capture the full meaning. In

the online environment, without these visual cues, miscommunications and misunderstandings can occur and some extra care when interacting can be warranted. Netiquette has slowly developed into an informal standard that helps transmit tone and emphasis when online and helps to address many of these communication issues.

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

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! J'
'I am unable to attend this evening due to work commitments, sorry. :-('

These can be more useful than it first ensures 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 is 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 highly 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 do not 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 especially 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. Do not post irrelevant links, comments, or pictures.

- Read all the comments in the discussion before replying. This helps avoid the same questions or comments being repeated.

- Write full sentences with correct spelling and grammar when communicating with other students and lecturers.

- Remember that online comments will shape how other students and lecturers will perceive you. Think about what you are going to post before submitting.

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.

BSS Junior Freshman Academic Year Structure 2024/25

Cal. Wk.	Dates 2024/25 (Week Beginning)	2024/25 Academic Year Calendar	Term / Semester
1	26 Aug-24		←Michaelmas Term begins / Semester 1 begins
2	02-Sep-24	Orientation (UG new First Years)	
3	09-Sep-24	Teaching and Learning	
4	16-Sep-24	Teaching and learning	
5	23-Sep-24	Teaching and Learning	
6	30-Sep-24	Teaching and Learning	
7	07-Oct-24	Teaching and Learning	
8	14-Oct-24	Teaching and Learning	
9	21-Oct-24	Study Week	
10	28-Oct-24	Teaching and Learning	(Monday, Public Holiday)
11	04-Nov-24	Teaching and Learning	
12	11-Nov-24	Teaching and Learning	
13	18-Nov-24	Teaching and Learning	
14	25-Nov-24	Teaching and Learning	
15	02-Dec-24	Revision	
16	09-Dec-24	Assessment*	←Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
17	16-Dec-24	Christmas Period - College Closed 24 Dec 2024 to 1 Jan 2025 inclusive	
18	23-Dec-24		
19	30-Dec-24		
20	06-Jan-25	Foundation Scholarship Examinations	
21	13-Jan-25	Marking/Results	←Hilary Term begins / Semester 2 begins
22	20-Jan-25	Teaching and Learning	
23	27-Jan-25	Teaching and Learning	
24	03-Feb-25	Teaching and Learning	(Monday, Public Holiday)
25	10-Feb-25	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	
28	03-Mar-25	Study Week	
29	10-Mar-25	Teaching and Learning	(
30	17-Mar-25	Teaching and Learning	(Monday, Public Holiday)
31	24-Mar-25	Teaching and Learning	(Friday, Good Friday)
32	31-Mar-25	Teaching and Learning	Monday, Easter Monday)
33	07-Apr-25	Teaching and Learning	
34	14-Apr-25	Revision	←Hilary Term ends Sunday 21 April 2024

35	21-Apr-25	Assessment *	(Monday, Public Holiday)
36	28-Apr-25	Trinity Week	
37	05-May-25	Marking / Results	
38	12-May-25	Marking / Results	
39	19-May-25		
40	26-May-25		**JF Volunteering Practice Project Submissions 12 midday Friday 30th May**
41	02-June-25		
42	09-Jun-25		
43	16-Jun-25	Summer Period^	
44	23-Jun-25		
45	30-Jul-25		
46	07-Jul-25		
47	14-Jul-25		
48	21-Jul-25		
49	28-Jul-25		
50	04-Aug-25		
51	11-Aug-25		
52	18-Aug-25		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

BSS Junior Freshman Course Structure 2024/25

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

Module	Course	Semester	ECTS
ECU11031	Introduction to Economic Policy A	1	5
ECU11032	Introduction to Economic Policy B	2	5
POU11021	Politics and Irish Society A	1	5
POU11022	Politics and Irish Society B	2	5
SOU11013	Introduction to Sociology 1	1	5
SOU11014	Introduction to Sociology 2	2	5
SSU11030	Introduction to Social Work	1&2	10
SSU11010	Introduction to Psychology	1&2	10
SSU11051	Introduction to Social Policy Concepts	1	10
SSU11072	Introduction to Practice - based Learning	Summer	10
		Total ECTS =	**70**

Module Outlines

An outline of each BSS module is available via the Schools Website https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php

Module Leads and Role Description for Module Lead on the BSS

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

Module Leads are identified within the module outline booklet, available via the Schools Website https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php,

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

European Credit Transfer System (ECTS)

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

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

Workload related to ECTS

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

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

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

Language Options

It may be possible for students to take a French or German language module in addition to the above compulsory modules, however, the   overall year mark will be calculated only on the results of the above list of mandatory modules and not the language elective. If you are interested in taking a language module, please contact the School Office during week commencing Monday 23rd September 2024. Enrolment will be subject to spaces being available on the module and there being no timetable clashes.

SSU11072 JF Introduction to Practice-based Learning (10 ECTS)

Introduction

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

Aims of Placements in general

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

Aims of the Junior Fresh Introduction to Practice Based Learning module

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

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

At the end of the module students will have:

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

Volunteering

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

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

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

Finding volunteering opportunities: Students must find their own volunteering opportunities. However, the suitability of the role must be approved by the Practice Education team. Once you have identified suitable volunteering you should complete the **Volunteering Role Form** in Appendix 2.

This will be reviewed by the Practice Education team who will notify students once their plans have been approved. A sample list of possibilities and contact people in Dublin will be supplied and a range of agencies will come into class to talk to students about volunteering opportunities. Students can also use their own contacts and should pick an area of work that they will enjoy. It would be best if class members choose different settings and do not all congregate in the same service, so that everyone can gain from the varied experiences of their classmates.

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

Volunteering must involve direct work with people. Volunteering roles such as working in a shop or packing food in a food bank will not count as suitable volunteering and this type of work will not be sufficient to pass this module.

The aims of volunteering are to:
- provide all students with some 'hands on' experience of working with people in a befriending or support capacity

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

Duration - 40 hours volunteering is a minimum guideline, and you can of course do more. You must keep a record of your hours in your **Volunteering Log** including a brief outline of the work you were involved in each week (Appendix 3).

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

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

Advice: Advice will be available in social work tutorials and from the Practice Education team. At the end of your involvement, you should ask a worker in the agency to complete the **Confirmation of Volunteering** form (see appendix below). (Appendix 2) confirming your volunteer activity. You should submit both this and a copy of your Volunteering Log (Appendix 3), as an appendix with your JF Volunteering Project via Blackboard under JF Volunteer Placement Module (SSU11072) no later than mid-day on Friday 30th May 2025 in Semester 2.

Assessment of SSU11072 JF Introduction to Practice based Learning Module

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

Volunteering Project Format

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

A. Introduction (guide word count 200 words)

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

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

This section should include:

- The name and aims of the agency where you were volunteering.

- Discuss the range of services provided by the agency.

- The people/communities the agency support, including details about how people access the service.

- You should also provide additional context by explaining (with reference to the literature) why there is a need for the service/s provided. For example, if you are working with a homeless service,

you could discuss the issues in the context of literature relating to people who experience homelessness and current issues with homelessness in Ireland.

- Describe the range of roles and work that volunteers, and where applicable staff, engage in within the agency

- Are there paid staff in the agency/service? What are their roles and their training?

- How are volunteers recruited?

- What training and support is provided to volunteers within this agency?

C. Assessment of your work and learning

Part A: (guide word count 800 words)

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

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

Part B: (guide word count 800 words)

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

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

This section should include:

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

- Details about an example of an interaction you had with this service user.

- Describe a key skill that you demonstrated in this interaction. Include reference to social work literature to provide context as to why this skill is important in the context of social work practice.

- Briefly outline one theory that helps you to understand the circumstances of the person or helps you to plan how services should intervene with this service user.

- An example of a skill includes (but not limited to) active listening, clear communication, advocacy, boundary setting, task setting, clear record keeping.

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

- Reflect on your experience working as a volunteer.

- Outline the key skills you developed across the duration of your time as a volunteer.

- Discuss what you now understand about the people you were working with that you did not understand when you started.

- What if any personal impact did this experience have on you?

- Having reflected on your experience identify the key skills you know you need to continue to develop and work on across the next three years of the BSS (Social Work) degree programme.

E. Bibliography

Guidelines for volunteer work

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

If you feel the work might not suit you, choose a different area of work that interests you more, that you will enjoy and maintain. Location is also an important consideration. You need to be able to complete the 40 hours by the end of May 2025 and this may include volunteering over the Christmas or easter break, for example.

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

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

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

•*Confidentiality:*   You are likely to learn personal information about people you are

befriending. You should not disclose this information to others without permission, and even then, only with great discretion and for good reason. However, if you learn something that causes you concern for the welfare or safety of any individual, or for yourself, get advice from the person in the agency to whom you report, as soon as possible.

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

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

Next Steps:

- Consider the areas where you would like to volunteer and begin to make enquiries with relevant organizations. We have some suggestions we will share in class, but you can also find volunteering opportunities using your own contacts and connections.

- Complete the Volunteering Role Form (Appendix 2) and upload via Blackboard by Friday 8th November 2024.

- Begin volunteering with your chosen organization as soon as possible and once you have completed your 40 hours submit the Volunteering Confirmation Form (Appendix 2) via Backboard.

- Read the guidance on the Junior Fresh Volunteering based Practice Learning Assignment

You must complete the 40 hours of volunteering and pass your volunteering related assignment in order to pass this module. However, we also do believe that you will find your volunteer experience enjoyable, interesting and confidence-building. It will be beneficial to you as you

progress in your social work degree programme. It will be an opportunity for you to begin to learn some key skills in relationship building and team working and to identify what you are good at and areas where you will need to gain more experience and learning.

If you have any queries, please do not hesitate to contact Sinead (swhiting@tcd.ie) Nuala (crosseon@tcd.ie)
 Jen swpractice.ed@tcd.ie in the Practice Education Unit.

Health and safety

Students should adhere to the health and safety guidance of the agency where they are on placement or engaged in volunteering. All students MUST adhere to all TCD and local agency Covid-19 protocols. Failure to do so will be taken very seriously and will result in disciplinary procedure.

Health Screening:

Health screening requirements must be completed by all new students in the bachelor's in social studies.

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. The Health Screening Booklet can be downloaded via the following link:

https://www.tcd.ie/students/orientation/assets/pdf/Health%20Screening%20Form%202022%202023%20.pdf

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.

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

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:

- It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require students to be vaccinated against Covid-19 and failure to have a Covid-19 vaccination may impact upon your ability to undertake placements, including mandatory professional placements at this time. If you do not intend to have a Covid-19 vaccine you should contact the course directors and placement coordinators to discuss the implications of this

- The School will require Hepatitis B vaccination, after College Registration.

- The School recommends that students are also protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

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

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

1st Vaccine, Thursday 3rd October 2024 9.30am-16.30pm - Occupational health Review. (Attendance is mandatory).

2nd Vaccine, Wednesday 6th November 2024 9.30am-12.30pm (all appointment based)

3rd Vaccine, Thursday 20th March 2025 09.00am-12.45pm (all appointment based)

Those students, who have previously had Hep vaccine or have arrangements made for that vaccination elsewhere, must attend and bring written evidence of same. Cost is approximately €120 for all three vaccinations.

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

to commencing placements.

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

Critical incidents

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

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

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

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 serving children and vulnerable people require staff and students to have Garda clearance. College will request the Garda Vetting Bureau to vet all students for criminal convictions and your Clearance should be available in time for your summer placement, though possibly not for your Volunteer Work.

If clearance is required for your Volunteer work, the agency may need to apply for Garda Clearance on your behalf. Be aware that this process takes time and may delay the start of your volunteering.

If you have lived in a different jurisdiction at any time, remember to request, well in

advance, police clearance from the relevant police authority to cover that period as the Garda Vetting Bureau does not cover other jurisdictions. Police clearance certificates from other jurisdictions should be submitted to the Admissions Office. Please remember to keep a copy for your records.

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

Access to Agency Held Information

When on placements or when volunteering, you may have access to confidential information about service users.

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

If you write about someone you worked with in your project, use a pseudonym for them and do not reveal any identifying information.

Guidelines for the Presentation of Written Work

General Points

The following advice refers to *essay-type assignments:*

- Blackboard module ACADEMIC SKILLS FOR SUCCESSFUL LEARNING is an online resource designed by Student Learning Development available to all students from http://mymodule.tcd.ie It is highly recommended that you visit this website and use the resources that are available there when you are preparing written work and assignments.

- Plan: Answer the question and address a specific topic. Don't put down everything you know unless it is clearly relevant. A good outline plan is vital. If you want to take a specific approach, say so, but show you are aware of other angles too.

- Structure: Structure your answer clearly, so that an argument emerges. Introductions and conclusions are important to outline and pull your argument together. New points or topics should be marked by a new paragraph. Avoid long paragraphs. Use sub-headings to signpost your argument.

- **Plagiarism** of any kind is unacceptable in academic work and is penalised (see next section for more details). Acknowledge every author or source that you quote or paraphrase, including text that is unpublished or from the internet. Signal quotations with quotation marks, page references, and indentation. Don't quote long passages. When paraphrasing, give the precise source and page reference.

- Each piece of work that you submit for marking must be original. You are not permitted to repeatedly submit the same piece of work for different assignments. **Unacknowledged reproduction of your own personal work is unacceptable so please avoid it.**

- Enjoy and benefit from working together in study groups, but do not produce 'clone like' essays. **All work must be your own**.

- In an effort to ensure that students are submitting their own work and that they are appropriately referencing the work of other authors, students will be required to submit all assignments through **Blackboard** which has software that detects plagiarism by comparing the work that is being submitted to previously submitted work and to internet-published material. Failure to submit through Blackboard will result in your assignment not being corrected or marked.

- Evidence: Be specific. Avoid vague generalisations such as "research shows". Refer to a named author or source to back up your statements.

- Reference carefully. Give each author's name, publication date, and page numbers which refer to the specific point or quotation, either in brackets after the reference e.g.: (Davies, 2002: 3) or in a numbered footnote.

- Bibliography: List all authors you have cited in a comprehensive bibliography. Do not include books you have read but not mentioned in your main text. The bibliography should be in alphabetical order by first author's name and in a consistent format which includes: author's name, year of publication, title of book, or title of article and journal, place of publication, and publisher - for example:

- Davies, M. (ed) (2002). *The Blackwell Companion to Social Work*. Oxford: Blackwell.

- Carroll, J. (2002). Play Therapy: the children's views. *Child and Family Social Work*, 7(3): 177-187.

- Presentation: Keep to recommended word lengths and state your word count on the front page of your assignment submission.

- Word-process all written work, print on one side of the page, and use margins that allow for the lecturer to insert short comments if they need to do so when marking.

- Proof-Read: Always check your work before handing it in, so you can correct mistakes in spelling, grammar, and referencing. Run a spell-check and grammar-check. Careless presentation can spoil the impact of what you have written and lose you marks.

- Put your name on all pages, unless specifically told to do otherwise.

- Number the pages.

- State word count on front page of submission.

- Deadlines: Hand work in on time. If you are ill, tell the lecturer or your college tutor, and arrange an agreed extension. Mark penalties will be applied if work is submitted late without an agreed extension.

- Keep copies of all course work.

Referencing Guidelines

In general, all assignment at third level must be referenced. Some lecturers may request that you use a particular style of referencing; however different versions of the Harvard Reference style are commonly used in college. A Study skill Web Seminar on referencing is available to students on the Trinity Website: https://www.tcd.ie/sld/services/workshops/past-webinar-recordings/

Citations in the Text

References should include the author, (by surname only) followed by year of publication in brackets in the text. e.g. Whelan (202) states that ….. "

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

If a point has been made by several authors, then they should be listed either alphabetically or chronologically i.e. (Clarke, 2000; Holt, 2002; Torode et al., 2001; Whelan, 2021; Dukelow and Considine, 2017) or (Holt, 2002; Torode *et al.,* 2001; Clarke, 2000).

Quotes in the Text

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

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

'It is one thing to promote ethical principles of equality and inclusiveness but quite another to test and implement these principles in complex practice situations, where

there are conflicts of interest, and where the information and resources needed for good practice may be lacking' (p.5).

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

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

Reference Lists

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

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

Journal article:

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

Electronic information:

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

Book with multiple authors

Buckley, H., Skehill, C. & O'Sullivan, E. (1997) *Child Protection Practices in Ireland: A Case Study.* Dublin: Oak Tree Press
Book with an editor and a revised edition:

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

Chapter in an edited book

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

Journal article - print

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

Conference Proceedings

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

Report/Government Reports

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

Thesis/Dissertation

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

Lecture

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

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

Website

'Research Ethics' (2009) School of Social Work and Social Policy, Trinity College (online). Available at URL: [Research Ethics Application Management System - Trinity Research - Trinity College Dublin (tcd.ie)](#) (Accessed 8 Feb 2010)

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. Tutorialson the use of Endnote are available to post graduate students.

Academic Integrity – Guidelines on Plagiarism

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information in this library guide

We ask you to take the following steps:

I. Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it in this library guide

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

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

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

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

Detection of Plagiarism

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

College Regulations on Academic Integrity

Aligned with the **College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024),** available here , the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage

should be acknowledged and appropriate cited, as per [Library guidelines on acknowledging and reference GenAI.](#)

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

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

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

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

University of Dublin Calendar Part II, 96 - 105

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

96 General

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

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

(i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which

has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;

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

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

(iv)　falsification/fabrication;

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

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

(vii)　contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation. Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

97 Academic misconduct in the context of group work

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

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the

procedure in cases of suspected academic misconduct must be followed for each student.

98 Avoiding academic misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator, tutor or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at https://libguides.tcd.ie/academic-integrity.

99 Procedure in cases of suspected academic misconduct

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

(i)   Level 1: (0 - 200) poor academic practice/conduct
(ii)   Level 2: (201 - 350) academic misconduct (minor)
(iii)   Level 3: (351 - 500) academic misconduct (major)
(iv)   Level 4: (501+) academic misconduct (severe)

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

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

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended

consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place. If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100 Academic integrity meeting

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

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

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

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

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

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

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting

decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101 Consequences in cases of suspected academic misconduct

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

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

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

(iii)   *Level 3: (351 - 500): academic misconduct (major infringement) - Mandatory academic integrity training is required - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study - The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;*

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

BSS Course Code of Conduct

Code of Conduct and Disciplinary Procedures

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

Introduction

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

Expectations of Students

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

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

This document therefore sets out the course's expectations of students' conduct in college and on placement in relation to colleagues, academic staff, managers and fellow students. The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix 1.
- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency, and university staff)in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
    - Respecting the privacy and dignity of others;
    - Being open and honest in learning and working with others;
    - Demonstrating personal qualities of warmth, genuineness, and trustworthiness
    - Behaving in an anti-oppressive manner

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

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

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

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

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

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

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

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 (X), 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 / Appeals Procedures

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

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

It may be possible for a student excluded from the Bachelor in Social Studies programmeto 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.

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 trades or professions during their courses of student andafter 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.

Fitness to Study

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

BSS Prizes

Pauline McGinley Prize

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

Value: c €100

Marian Lynch Medal

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

Anne Williams Memorial Prize

This prize was instituted in 1988, to honour the memory of Anne Williams, a BSS student who graduated in 1987 and died in the same year. It is awarded to the Junior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year. **Value: c €172**

Mary Lynch Prize

This prize was instituted in 1983, by friends and colleagues of the late Mary Lynch to commemorate her outstanding work in the development of this Department and its courses and of social work generally in Ireland. It is awarded to the Senior Sophister BSS student who achieves the highest aggregate mark over all written assignments and examinations during the year.. **Value: c €381**

Vivienne Darling Prize

This prize was instituted in 1992-3, by friends, colleagues, and students of Vivienne Darling to mark her retirement after 41 years in College. During that time, Vivienne steered and supported dynamic developments in Social Studies and made a major contribution to Irish childcare policy and practice in the field of adoption. The prize is awarded to the Senior Sophister BSS student who achieves the highest mark, over 65%, for the final placement Practice Study. **Value: c €127**

Appendix 1: BSS Attendance Policy 2024/25

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who fail to meet the attendance requirement will fail the module and will need to retake it fully, including assessment, to progress.

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

The BSS Attendance Policy applies to the following modules in 2024/25:

Module Code	Module Name
SSU11030	Introduction to Social Work
SSU11010	Introduction to Psychology
SSU11072	Introduction to Practice Based Learning

How Attendance is Monitored

Attendance is monitored using the SEAtS software application (see below). Any student

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

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

SEAtS software

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

Reporting Absences

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

Absences on placement

Absences can also occur when students are on practice placement. If the need for an absence from placement arises, the student's first obligation is to their Practice Teacher who must be notified as early as possible on the first day of absence to explain the reason for his/her absence, and, if absences are likely to continue beyond the initial absence, to give an estimate of probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor.

Absences of 2 or more days must be made up in a purposeful manner and will be negotiated
with the Practice Teacher and the Social Work Tutor. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged, the student, their practice teacher and their social work tutor should discuss the implications for the continuation of the placement at the earliest possible time.

What to do if you encounter racist or discriminatory behaviour entry

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.

Appendix 2: BSS JF Volunteering Role Form

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

School of Social Work
and Social Policy

Appendix I

BSS JF Volunteering Role Form

Name	
Email :	
Contact Number	

Details of Planned Volunteering	
Name of agency	
Date you first made contact with agency	
Main role/tasks you will undertake	
Details of any training or induction you must undertake prior to beginning your volunteering role:	
Date you will commence your role	
Days and times you will attend	
Name of primary contact person	
Any additional information you need before taking up this role	

Please upload this form on Blackboard under module SSU11072

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

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

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

Intended date to commence volunteering role:

Signature of Student:
Date:

PLEASE UPLOAD THIS FORM TO BLACKBOARD UNDER MODULE SSU11072.

Appendix 3: Volunteering Log

Student Name	Volunteer Supervisor	Agency

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

Appendix 4: Student Consent Protocol when Acting as a Service User in Learning Activities

Purpose

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

Scope

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

Background

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

Procedure

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

The student consent form should be submitted to the Course Administrator (link to Consent Form).

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

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

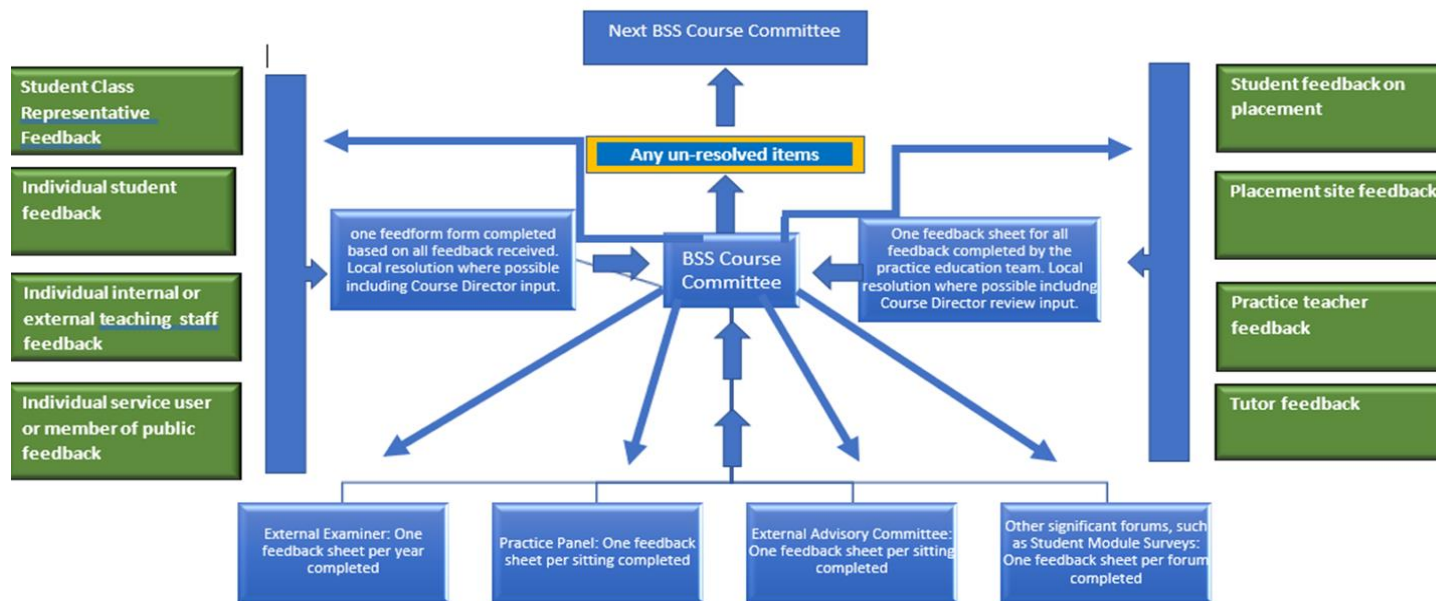If students choose to either not give consent or withdraw consent, this may have implications for their learning progression.

Lecturers and course staff will explore the issues impacting on a student's reluctance to engage

with the particular learning activity.

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

Appendix 5: Feedback Flow Chart

Next BSS Course Committee

Any un-resolved items

Student Class Representative Feedback

Individual student feedback

Individual internal or external teaching staff feedback

Individual service user or member of public feedback

one feedform form completed based on all feedback received. Local resolution where possible including Course Director input.

BSS Course Committee

One feedback sheet for all feedback completed by the practice education team. Local resolution where possible includng Course Director review input.

Student feedback on placement

Placement site feedback

Practice teacher feedback

Tutor feedback

External Examiner: One feedback sheet per year completed

Practice Panel: One feedback sheet per sitting completed

External Advisory Committee: One feedback sheet per sitting completed

Other significant forums, such as Student Module Surveys: One feedback sheet per forum completed

Appendix 6: Feedback Record Response Form

Bachelor in Social Studies Feedback Response Record Form
Version 1.1.

Form number:	
Date feedback received:	
Origin of feedback:	
Summary of recommendations from feedback: *	
Feedback evaluation **Outcomes** **(i)Actions agreed as a result of feedback** **Evidence of outcomes** **(ii)Any recommendations not deemed possible or beneficial to implement and rationale**	
Name of academic/staff member responsible for managing/conducting implementation and evaluation:	
Course Committee review of feedback date:	
Any further actions identified out of Course Committee review:	See feedback evaluation section
Review date:	

This form and procedure was adopted by the BSS course committee on 19th January 2023. Standing item at BSS Course Committee meeting.