



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 3 Junior Sophister

Course Handbook 2021-2022

V1.5



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Alternative formats of this handbook can be made available on request by emailing pascoem@tcd.ie

Welcome and Introduction

Welcome to Junior Sophister year! Third year is distinctive in several ways. It is divided into two semesters, with almost all the first semester spent on placement, and most of the second semester devoted to teaching. Theory and practice should become more closely integrated this year as we promote theory-practice links through applied courses, skills workshops, course assignments and tutorials, and your placement will encourage you to look for specialised knowledge and frameworks to support your practice.

Because the timetable is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes and to explain any necessary absences. For that reason, your attendance is monitored both online and in-person. Core themes will run across courses, but substantive topics may be addressed only once - hence the importance of full attendance. And the more actively you participate, the more interesting the year will be for everyone.

This Handbook¹ aims to give you the basic information you need to find your way about the course this year, and in particular:

- course content
- written requirements for the year
- recommended format for coursework assignments
- placement guidelines

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

Most importantly, check your TCD email account very regularly for information about timetable changes / additions, assignments, meetings, seminars and conferences, summer paid / voluntary jobs, health board sponsorship schemes etc.

Wishing you a rewarding and enjoyable year!

A handwritten signature in black ink that reads "Michael Feely". The signature is written in a cursive, slightly slanted style.

Michael Feely, Head of BSS Junior Sophister Year

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

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 all students save at least one emergency contact in their phone under ICE (In Case of Emergency)

Data Protection for Student Data

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

Student Feedback and Evaluation

The feedback students provide about BSS course content and teaching methods are valuable in helping to continuously improve both the course and student experience. The School will request student feedback via in-class feedback forms and online surveys. We would strongly encourage students to participate in the evaluation surveys.

College Maps

The College Maps website is a great resource for finding your way around the Trinity campus. The website also includes information about gate access times, lecture theatres and computer rooms

Web: <https://www.tcd.ie/Maps/>

Student Supports

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.

Social Work Tutor

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and practitioner and who will maintain an ongoing, individual tutorial relationship with you until graduation. Your Social Work Tutor will work with you to clarify your learning needs and placement preferences, visit and monitor each placement, advise you on practice projects, read placement reports, co-mark your practice projects, and can act as a referee for you in job applications.

Tutorial meetings will last up to an hour, and can be as frequent as necessary. Your Social Work Tutor and you will jointly set your agenda and appropriate confidentiality boundaries. Your Social Work Tutor will not enquire into your personal circumstances or difficulties, unless these are raised by you, or clearly impinge on your academic work or placement performance. Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Social work tutorials aim to:

- Promote your academic and professional learning.
- Monitor your progress, jointly plan ways to meet your educational needs, through choice/timing of placements, recommended reading, etc.
- Provide a link between practice & academic courses, placement & College
- Offer personal support

Your Social Work Tutor has a pivotal support role. For example, if concerns are expressed for/about you by academic staff or Practice Teachers, the Tutor will explore these issues with you. If you are concerned about an aspect of placement, or your relationship with the Practice Teacher, your Tutor will support you to address the matter and/or arrange a meeting with your Practice Teacher. The Social Work Tutor is the key person to consult,

promptly, if you have any concerns about your placement or your performance in social work courses. There are also other sources of advice available. Course related matters can be discussed, as appropriate, with your Year Head, the BSS Course Directors, individual lecturers, and Practice Education Coordinators, all of whom will readily arrange to meet with you. Another key support is your College Tutor.

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 offer guidance to tutors and develop initiatives to promote practice teaching at agency and team levels. Using a reflective learning approach they prepare students for placements and help them develop their learning objectives through scheduled class seminars prior to placement.

Trinity College Dublin Students Union (TCDSU)

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students, it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

Web: <https://www.tcdsu.org/>

Student Counselling Services

The SCS offer free, confidential and non-judgmental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns.

Phone: (01) 8961407

Email: student-counselling@tcd.ie

Web: https://www.tcd.ie/Student_Counselling/

Support Provision for Students with Disabilities

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

Examination accommodation and deadlines

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

Student responsibilities for departmental assessments/course tests

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

Professional Learning Education Needs Summary - PLENS

Students with disabilities on the BSS programme in receipt of reasonable accommodations provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required. More Information on placement supports offered are linked [here](#)

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity [Reasonable Accommodation Policy](#).

More detailed text on placement planning and supports can be found at the following link:

<https://www.tcd.ie/disability/services/placement-planning.php>

Student Learning Development

In addition to the guidance offered to students in lectures and tutorials, the college also provides additional student supports to any student who is in need of assistance with their written work, examinations and other course assessments. The webpages of SLD (Student Learning Development) list a variety of workshops and events on a range of academic skills to help you achieve your academic potential. Web: <http://student-learning.tcd.ie/>

Library Facilities

Advice on how to find, borrow, reserve books, access periodicals and search computerised catalogues is provided by library staff. If your efforts to locate reading material fail, consult the Social Work Librarian Siobhán Dunne

Office Location: Ground Floor, Berkeley Library

Telephone: +353 1 8961807

Email: dunnes22@tcd.ie

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

<https://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/>

Carol McIlwaine Fund

This fund was established in 1979 in memory of Carol Elizabeth McIlwaine who read Social Studies in Trinity College from 1968-71. The income is available to assist financially needy BSS students in their Sophister years. Details of how to apply will be circulated to students during Michaelmas term.

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 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 Directors

Title	Name	Email
Co Directors of Bachelor in Social Studies	Dr. Susan Flynn,	Sflynn7@tcd.ie Tel (01) 8963241
	Dr. Simone McCaughren	Smccaugh@tcd.ie Tel (01) 8962627

Course Year Heads

Title	Name	Email
Head of Junior Freshman	Dr. Joe Whelan	jwhelan9@tcd.ie Tel (01) 8964101
Head of Senior Freshman	Dr. Alan Maddock	maddocal@tcd.ie
Head of Junior Sophister	Dr. Michael Feely	mfeely@tcd.ie Tel (01) 8964101
Head of Senior Sophister	Ms Orla Crowe	croweo@tcd.ie

Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman	Amanda Antunes	antunesa@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. Stephanie Holt	sholt@tcd.ie Tel (01) 8963908

Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Dr. Julie Byrne	Byrnej18@tcd.ie Tel (01) 8964648

School Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co-ordination	Dr. Erna O'Connor	connorer@tcd.ie Tel (01) 8962627
	Ruth Elliffe	relliffe@tcd.ie Tel (01) 8962991
		fieldwork.unit@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
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BSS Course Committee

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

- BSS Co Course Directors Dr Susan Flynn and Dr Simone McCaughren (Chairpersons)
- Head of School, Dr Stephanie Holt,
- Director of Teaching & Learning (Undergraduate), Dr Julie Byrne
- Head of Junior Freshman, Dr Joe Whelan
- Head of Senior Freshman, Dr Alan Maddock
- Head of Junior Sophister, Dr Michael Feely
- Head of Senior Sophister, Ms Orla Crowe
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Education Coordinator, Ms Ruth Elliffe
- 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)	Aisling Dillon adillon1@tcd.ie Stephen O'Toole otooles6@tcd.ie
BSS Senior Freshman (Year 2)	Amy Bermingham berminam@tcd.ie Siobhan Anderson anderssi@tcd.ie
BSS Junior Sophister (Year 3)	Niamh Doyle ndoyle3@tcd.ie Charmaine Doyle doylec63@tcd.ie Deargh Armstrong dearmstr@tcd.ie Katie Foley foleyk5@tcd.ie
BSS Senior Sophister (Year 4)	Caoimhe Heffernan hefferc1@tcd.ie
Undergraduate School Convenor	Hannah Charlton charltoh@tcd.ie

Bachelor in Social Studies Practice Panel

A Practice Panel exists, consisting of experienced practitioners with a commitment to, and interest in, practice teaching. The panel members review placement 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 and on the quality of practice teaching and teacher's reports. Their annual report is made available to the External Examiner.

The Practice Panel 2021/22 members are:

- Lavina Temple,
- Karen Burke, Principal Social Worker, TUSLA Child and Family Agency
- Saragh McGarrigle,
- TBC

External Examiner

Professor Michelle Lefevre, Department of Social Work & Social Care, University of Sussex. Bio available <https://profiles.sussex.ac.uk/p28733-michelle-lefevre>

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 standards of proficiency:

- 1: Professional Autonomy and Accountability
- 2: Communication, Collaborative Practice and Teamworking
- 3: Safety and Quality
- 4: Professional development
- 5: Professional Knowledge and Skills

(www.coru.ie)

Aims and Objectives

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

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

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

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 Irish and international codes of social work ethics.
10. engage in social work practice that promotes inclusivity, equality and social justice, and challenge practice that does not.
11. engage in continuing professional development including further study.

Teaching and Learning Methods

Important information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 up to reading week for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person or online classes for smaller groups. The differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning during the second part of Semester 1 and in Semester 2 will be available closer to the time.

Registered students are expected to be available to attend in-person teaching activities. Any request not to attend in person for exceptional reasons (such as travel restrictions or underlying health conditions) will be considered on a case-by-case basis by the relevant Head of School in consultation with College Health and there is no guarantee that these requests can be facilitated. It will depend on whether the programme learning outcomes and modes of assessment can be met through remote attendance.

For those students not currently in Ireland or planning to undertake travel before the start of term, if they are returning from a country that requires mandatory hotel quarantining or self-quarantining/isolating on arrival in Ireland, they are expected to allow for the period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished. When term starts on 13 September (or 27 September for first years), students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.

Timetable

Your Semester 2 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 2021 - 2022 contains information about the regulations governing examinations, as well as the conventions determining the award of grades in examinations, in the Bachelor in Social Studies degree programme.

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

School of Social Work and Social Policy Marking Scale

First class honors

I

70-100

First class honors 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.

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.

----- o -----

Second Class, First Division

II.1

60-69

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

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

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

One essential aspect of an upper second class answer is that it 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.

----- o -----

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 Honors

III

40-49

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

Third class answers demonstrate some knowledge of understanding of the general area but a third

class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

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Fail - 1st Division

F1

30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidencethat the student has attended lectures and done a bare minimum of reading.
The characteristics of a failgrade include:

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

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Fail – 2nd Division

F2

0-29

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

Course Expectations

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

The following are therefore course requirements:

Attendance

Students are expected to attend all components of the course consistently. Full attendance is considered essential for both teaching (both online and in-person) and practice (whether in- person or remote). This is a requirement of both the College and the Health and Social Care Professionals Council (CORU). Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and likely duration within 48 hours of the first day of absence. If a student is absent from a face-to-face lecture or tutorial, they are obliged to record the reason via SEAtS. If a student is absent from an online lecture or tutorial, they are obliged to email antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration. In the case of sickness or exceptional personal circumstances, A limited amount of non-attendance may be allowed if the Course Committee (in consultation with tutor and practice teacher when on placement) is satisfied that the relevant course or practice work can be compensated. Attendance – both online and in-person - will be monitored in all social work modules, lecturers will also report to the Year Head when attendance is low, students arrive late to class or leave early. A BSS Attendance Policy explains how attendance will be monitored and how poor attendance will be addressed. (See Appendix 5 of this handbook).

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 fulfill 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.

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 Year Head / Course Directors 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.

Submission of Coursework

Students are required to complete all assessment components for each module. The unexplained absence of an assessment for a module will result in exclusion from the course. To avoid this, students who are unable to complete or submit an assessment for a module or modules by the due date due to certified illness or other grave cause beyond their control must, through their College Tutor, inform the module lecturer of the absence and seek permission from the lecturer to submit at a later date within the relevant assessment semester(s) or if more appropriate, permission from the Senior Lecturer to defer the submission(s) to the reassessment session.

All coursework must be submitted on Blackboard no later than the deadline set by the lecturer. No hard copies will be accepted by the

School Office. All submissions made to blackboard must be in PDF format in order to retain the original format submitted by the student. Students are responsible for ensuring their coursework is submitted on time.

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.

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.

Student's expectations of staff

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

Should include the following:

- Providing an enriching learning environment which is stimulating, challenging and involves students as active participants in teaching and learning.
- Linking theory / research to real world /practice situations.
- Supporting practice-academic links.
- Providing timely, fair and constructive responses to students' work.
- Rewarding effort and encouraging students to achieve their potential.
- Being accessible to students and responsive to their concerns and feedback.
- Combining support for students in difficulty with fairness to other students.
- Transparency about rules and procedures.
- Returning individual feedback on assessed coursework no later than twenty working days after the assessment submission deadline or agreed extension. In cases where this is not logistically possible, or academically appropriate, the lecturer will inform the class in advance, and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay. This does not apply to the SSU33090 and SSU33101 Junior Sophister Placement practice project submission.

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>.

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

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

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

Other tips for effective online communication

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

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

- Participate! Interact with other students and don't just 'lurk' in the background. This helps create a community of learners and allows you to better get to know your class. This will be very useful in terms of support as you progress through your course.
- Thank other students for their comments. Be mindful of the time and effort that has gone into posting comments.
- Acknowledge other students before disagreeing with them.
- Help other students. Some students may not have as much experience in communicating online.
- Comment using your own perspective (i.e. It is my opinion) rather than being dogmatic ('it is a fact that').
- Quote other messages when replying to them. This helps other students follow the thread of conversation.
- Stay on topic. Don't post irrelevant links, comments or pictures.
- Read all 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 Sophister Academic Year Structure 2021/22

Cal. Wk.	Dates 2021/22	2021/22 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	30-Aug-21	JS & SS Pre Placement Teaching Week	←Michaelmas Term begins / Semester 1 begins
2	06-Sep-21	BSS JS & SS Professional Placement	
3	13-Sep-21		←Michaelmas teaching begins
4	20-Sep-21		
5	27-Sep-21		
6	04-Oct-21		
7	11-Oct-21		
8	18-Oct-21		
9	25-Oct-21		
10	01-Nov-21		
11	08-Nov-21		
12	15-Nov-21		
13	22-Nov-21		
14	29-Nov-21		
15	06-Dec-21		
16	13-Dec-21	Submission of JS / SS Practice Project (Friday 17 th December)	←Michaelmas Term ends Sunday 19 December 2021/ Semester 1 ends
17	20-Dec-21	Christmas Period - College Closed 24 Dec 2021 to 3 Jan 2022 inclusive	
18	27-Dec-21		
19	03-Jan-22		
20	10-Jan-22	Study Period	
21	17-Jan-22		←Hilary term begins / Semester 2 begins
22	24-Jan-22	Teaching and Learning	←Hilary / Semester 2 teaching term begins
23	31-Jan-22	Teaching and Learning	
24	07-Feb-22	Teaching and Learning	
25	14-Feb-22	Teaching and Learning	
26	21-Feb-22	Teaching and Learning	
27	28-Feb-22	Teaching and Learning	
28	07-Mar-22	Study Week	
29	14-Mar-22	Teaching and Learning	(Thursday, Public Holiday)
30	21-Mar-22	Teaching and Learning	
31	28-Mar-22	Teaching and Learning	
32	04-Apr-22	Teaching and Learning	
33	11-Apr-22	Teaching and Learning	(Friday, Good Friday)

34	18-Apr-22	Revision	← Hilary term ends Sunday 24 April
35	25-Apr-22	Revision	
36	02-May-22	Examination Week	(Monday, Public Holiday)
37	09-May-22	Marking / Results	
38	16-May-22	Marking / Results	
39	23-May-22	Marking / Results	
40	30-May-22	Summer Period^	
41	06-Jun-22		
42	13-Jun-22		
43	20-Jun-22		
44	27-Jun-22		
45	04-Jul-22		
46	11-Jul-22		
47	18-Jul-22		
48	25-Jul-22		
49	01-Aug-22		
50	08-Aug-22		
51	15-Aug-22		
52	22-Aug-22		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

BSS Junior Sophister Course Structure 2021/22

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

Module	Course	ECTS
SSU33502	Child Protection and Disability: Perspectives and Practice	10
SSU33012	Law for Social Workers	5
SSU33202	Criminology: Crime, Punishment, and Irish Society	5
SSU33302	Citizens' Participation in Research and Policy	10
SSU33072	Family and Child Care Studies	10
SSU33402	Biographies of Social Work	5
SSU33090	Social Work Practice	15
SSU33101	Junior Sophister Placement	15
Total ECTS =		75

European Credit Transfer System (ECTS)

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

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

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.

BSS Junior Sophister Assessment & Written Assessment Due Dates

Module	Course	Assessment
SSU33502	Child Protection and Disability: Perspectives and Practice	Case Study (100%) Submission Date: Monday 28th March (4pm)
SSU33012	Law for Social Workers	Case Study (100%) Submission Date: Friday 22nd April (4pm)
SSU33202	Criminology: Crime, Punishment, and Irish Society	Essay (100%) Submission Date: Friday 15th April 2022 (4pm)
SSU33302	Citizens' Participation in Research and Policy	Group Project Presentation on Project Idea (25%) Due: 28th March Group Project Presentation on Design (25%) Due: 11th April Written Summative Evaluation of Project (50%) Due: 13th April
SSU33072	Family and Child Care Studies	Online Posts (10%) Contact Lecturer for Due Dates. Written assignment (90%) Submission Date: Monday 4th April (4pm)
SSU33402	Biographies of Social Work	Presentation (20%): Individual presentations will be delivered in class. Essay (80%) Submission Date: Tuesday 19th April (4pm)
SSU33090	Social Work Practice	Semester 1: Practice Project (50%) Submission Date: Friday 17th December 2021 (Noon) Semester 2: Two x essays (50%) Submission Date: Wednesday 27th April (4pm)
SSU33101	Junior Sophister Placement	Practice Teacher's Student Placement Report (Pass / Fail) Submission Date: for Practice Teacher's report is noon on Wednesday 15th December 2021.

See individual module outlines for further detail on assessments.

Moderation

Junior Sophister assessment for modules SSU33502, SSU33012, SSU33202, SSU33302, SSU33072, SSU33402 and SSU33090 will be moderated.

Moderation is a process separate from the marking of assessed coursework that ensures that an assessment outcome (eg mark or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. Moderation occurs before the External Examiner reviews the operation of the marking and internal moderation processes. Moderation is required for all of the social work components of formative and summative assessment on years 3 and 4 of the degree, irrespective of the level of the work or the credit weighting of the assessments. The exception to moderation is the double marking arrangement of double marking that currently exists and applies to the assessment of SSU33090 student practice projects, where the student's tutor assesses the project first of all, and passes his/her views to an independent marker for consideration. In this case, the latter's view is binding.

Method of Moderation

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

The moderator will review the first marker's marks and comments for the sample, and check that marking for the sample is consistent with the School's marking guidance and criteria including the university's conceptual grade indicators. If the moderator is not satisfied that the recommended mark or comments are fair, his/her view should be discussed with the first marker attempting to reach a consensual view, and then adjust the mark and feedback. If the first marker and moderator cannot reach a consensus on the mark and comments, the matter will be referred to the Course Director, who will review the disputed assessment and reach a final determination. External examiners will not normally be asked to intervene to resolve individual cases of disagreement between the first marker and the moderator.

Module Outlines

SSU33502 – Child Protection and Disability: Perspectives and Practice (10 ECTS)

Module Name	Child Protection and Disability: Perspectives and Practice
Module Lecturer(s)	Dr Susan Flynn sflynn7@tcd.ie
Module aims	To provide students with an introductory understanding of key issues in the area of disability and child protection and welfare. Uptake of current best evidence, insights from seminal inquiry reports, innovations and insights from disability theory, research and activism as well as practice wisdom will be instrumental in achieving this.
Module learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of the history of key disability, child welfare and child protection contexts, issues and practices. 2. Be able to apply key insights from research, literature and inquiry reports to inform social work child protection and welfare practice with children and adults with disabilities. 3. Have an awareness of unique strengths and risk factors associated with disability in a child protection context. 4. Have an awareness of the needs of children and parents with disabilities in a child protection context. 5. Be able to apply a theoretical framework to understand disability and child protection issues.
Module Content	The module will begin by introducing students to the historical context of disability and child protection in Ireland. This will involve exploring the history, legislation, policies and practices of child protection and welfare and disability. Rather than treating the historical development of disability services and child protection services as distinct foci, these will be dealt within in an integrated manner, to reflect the historically complex, interwoven and sometimes hidden pathways to resolving matters pertaining to disability and child protection in Ireland, as alluded to in existing literature.

	<p>Following this, the module will engage with the strongest current research evidence, seminal inquiry reports, practice wisdom and contemporary understanding related to disability and child protection. This will be complemented by provision of important foundational knowledge in the area such as the different recognised kinds of abuse as well as the meaning of common terminology. Within this, predominant and focussed attention will also be given to three areas. Specifically, central will be child protection and welfare practice for children with disabilities including extra-familial abuse and child victimisation, as well as parental disability and child protection, and perpetration of abuse by individuals labelled as having a disability. Particular concerns and challenges for social work practice in this field will be explored, such as conducting authoritative parenting capacity assessments, working well in multidisciplinary contexts and capturing credible accounts from individuals with verbal inarticulacy or intellectual disability. Exploration of key contemporary trends and perspectives on the subject matter of disability and child protection will include a strong focus on implications of disability theory and children's rights for social work. Here, students will be provided with a comprehensive introduction to one helpful theoretical framework for understanding disability and child protection. This framework is grounded heavily in an affirmative non-tragedy model of disability that draws upon and retains many important aspects of the well-known social model of disability.</p>
<p>Teaching and learning format</p>	<p>Child Protection and Disability: Perspectives and Practice will be delivered through a mix of pre-recorded online lectures and live interactive tutorial sessions and classes that may be delivered in-person or online. Students will also be asked to engage with learning resources provided on the relevant module Blackboard page. Vignettes, real case examples and real case inquiries will be used to encourage critical thinking about complex scenarios that could be encountered in practice.</p>
<p>CORU domains of proficiency addressed</p>	<ol style="list-style-type: none"> 1. Professional Autonomy and Accountability (Standards 1.1, 1.3, 1.5, 1.9, 1.10, 1.20) 2. Communication, Collaborative Practice and Teamworking (Standards 2.2, 2.13, 2.14, 2.15) 3. Safety and Quality (3.4, 3.7, 3.10) 4. Professional Development (4.4) 5. Professional Knowledge and Skills (5.9, 5.17, 5.18)

Assessment	Case-study based written assignment worth 100% of the overall grade
Re-assessment	Students who fail the assessment will be reassessed by way of an alternative case study assessment.
Indicative bibliography (if available) 4-5 titles max.	<p>Flynn, S., & McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. <i>Child Care in Practice</i>, 23, 258-274.</p> <p>Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. <i>Child Care in Practice</i>.</p> <p>Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T., & Officer, A. (2012). Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. <i>The Lancet</i>.</p> <p>Morgan, P. (2017). <i>Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability</i>. London: Jessica Kingsley Publishers.</p> <p>Vanderminden, J., Cameron, A., Fry, D., & Lannen, P. (2017). <i>Child protection and disability: Ethical, methodological and practical challenges for research</i>. Edinburgh: Dunedin Academic Press Ltd.</p>
Useful web-based content	For this module, a reading list has been created through Trinity's 'myreadinglist' function.
Relevant Journals	<p>Child Care in Practice</p> <p>Child Abuse Review</p> <p>Child Abuse & Neglect</p> <p>Child Maltreatment</p> <p>Child and Youth Services Review</p> <p>Disability and Society</p>

SSU33202 – Criminology: Crime, Punishment and Irish Society: (5 ECTS)

Module Name	Criminology: Crime, Punishment and Irish Society
Module Lecturer	Vivian Geiran
Module Aims	The module will introduce students to criminological theory and critically examine crime and punishment in Ireland, particularly from a social work perspective. It will give a historical overview of the approaches of the state to criminal justice and explore trends, policies, key issues and discourses pertinent to considering pathways into and out of offending, and the practice of social work within the criminal justice context. It will facilitate the students in gaining a broad understanding of the Irish criminal justice system, including the role of the Probation Service, along with considering critical debates concerning the challenge of delivering effective, equitable and humane criminal justice processes.
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Outline the historical development of criminological theories and societal approaches to crime and related themes and issues; 2. Critically assess and analyse key criminological concepts, theories and practices; 3. Discuss how Ireland and other societies and their institutions view and respond to crime, those who commit crime, and their victims; 4. Discuss the role of punishment and the penal system, the criminal justice institutions, including sentencing and the various penal and other responses to offending, including the Probation Service; 5. Analyse the implications for social work of specific approaches in responding to crime and offenders - including diversion and non-custodial measures, youth justice, specific categories of offending, victimology, and restorative justice.
Module Content	<ul style="list-style-type: none"> • Indicative content includes; Overview of major criminological theories and their impact on punishment, rehabilitation and criminal justice

	<ul style="list-style-type: none"> • Defining crime • Measuring crime • Crime trends • Punishing crime (community-based, and custodial sanctions, including coercive confinement) • Youth Justice • Drugs and criminal justice • An overview of the historical development of the Probation Service in Ireland. • Key current and emerging practice issues impacting on social work including; a focus on offender risk and need assessment, victim issues, restorative justice, and responses to and with specific offender categories
Teaching and Learning Format	<p>Face to Face</p> <p>This module will be delivered over eleven, weekly, face to face sessions, of two hours per session, in Hilary Term. Students will also be required to undertake independent study to support their learning each week and in preparation for their assessment for this module.</p>
Assessment	<p>Essay:</p> <ul style="list-style-type: none"> • Word count: 2,000 words. • Due: 15 April 2022.
CORU domains of proficiency addressed	<p>5.1: Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities.</p> <p>5.9: Demonstrate an awareness and critical understanding of how social work practice is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which effects social work practice.</p> <p>5.22: Demonstrate skills in evidence informed practice, including translation of theory, concepts and methods to professional practice.</p>
Re-assessment	Resubmission of essay.
Indicative bibliography (if available) 4-5 titles max.	<p>Core readings:</p> <p>Healy, D., Hamilton, C., Daly, Y. and Butler, M (eds) (2016) <i>The Routledge Handbook of Irish Criminology.</i></p>

	<p>London: Routledge.</p> <p>Liebling, A., Maruna, S. and McAra, L. (eds) (2017) <i>The Oxford Handbook of Criminology: Sixth Edition</i>. London: Oxford University Press.</p> <p>Supplementary readings: Geiran, V. & McCarthy, S. (2021) <i>Probation and Parole in Ireland: Law and Practice</i>, Dublin: Clarus Press. [Note: This book is due to be published in late 2021].</p> <p>Kilkelly, U. (2008) Youth Courts and Children's Rights: The Irish Experience. <i>Youth Justice</i>, 8(1): 39-56.</p> <p>O'Sullivan, E. and O'Donnell, I. (2007) Coercive Confinement in the Republic of Ireland: The Waning of a Culture of Control. <i>Punishment and Society</i>, 9 (1): 27-48.</p> <p>O'Donnell, I., Teljeur, C., Hughes, N., Baumer, E. and Kelly, A. (2007) When Prisoners go Home: Punishment, Social Deprivation and the Geography of Reintegration. <i>Irish Criminal Law Journal</i>, 17, 4, 3-9.</p> <p>O'Donnell, I. (2008) Stagnation and Change in Irish Penal Policy. <i>The Howard Journal of Criminal Justice</i> 47(2): 121-133.</p> <p>Rogan, M. (2011) <i>Prison Policy in Ireland: Politics, Penal-Welfarism and Political Imprisonment</i>. London: Routledge.</p> <p>Irish Probation Journal</p>
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SSU33072: Family and Child Care Studies (10 ECTS)

Module Name	SSU33072 Family and Child Care Studies Social Work and Gender Based Violence: Theories, Interventions and Practice
Module Lecturer(s)	Dr Stephanie Holt. SHOLT@TCD.IE Dr Ruth Elliffe. relliffe@tcd.ie
Module aims	<p>This module explores the various contexts within which domestic and gender-based violence occurs, locating this exploration against the backdrop of best social work practice. While the impact of this experience on <i>all</i> those who live with violence is explored (children, women and men), focused and specific attention is given to the child's experience, taking a systemic and child centred approach to understanding impact and informing practice responses in a holistic and community-based setting. The experience of male victims of domestic violence and of adults in in same sex relationships is also considered. Service user participation in classroom discussion is also facilitated and practitioner inputs enhance student understanding of the particular challenges and concerns for social work practice.</p>
Module learning Outcomes	<p>On successful completion of this section of the module, students should be able to:</p> <ol style="list-style-type: none">1. Articulate a theoretical understanding of the prevalence, dynamics and nature of domestic and gender based violence;2. Understand the relevance of domestic and gender based violence for social work practice in a child protection and welfare context;3. Appreciate the issues and debates social work encounters when responding to domestic and gender based violence;4. Describe the elements of good practice when responding to domestic and gender based violence.5. Appreciate the service user experience of both domestic and gender-based violence and social work involvement in their lives.

Module Content	<ul style="list-style-type: none"> • Overview of prevalence, dynamics and nature of domestic and gender-based violence (GBV); • An appreciation of impact across the life span; • Understanding the intersectional nature of GBV, in particular the multiple adversities that families can experience and the culminative impact; • Exploring the issues and dilemmas facing social work practitioners in responding to these complex issues, with a particular focus on Coercive Control; • An appreciation of the broader relationships within which domestic abuse can occur including; child to parent violence, elder abuse and abuse within same-sex couples.
Teaching and learning format	<p>This module takes a blended approach to learning with a mix of online and in-person teaching. Recorded lectures and exercises are delivered and accessed through blackboard and completed by the students individually in their own time and reviewed by the module leader. It is anticipated that student engagement in the online platform would involve approximately two hours per week. Weekly one and two hour tutorials in real time will offer opportunities for debate and discussion, strengthening learning and promoting best practice.</p>
CORU domains of proficiency addressed	<p>3. Safety and Quality 5. Professional Knowledge and Skills</p>
Assessment	<p>Online Posts: 10% Written Assignment: 90%</p>
Indicative bibliography (if available) 4-5 titles max.	<p>Callaghan, J.E.M., Alexander, J.H., Sixsmith, J. & Fellin, L.C. (2018) 'Beyond "Witnessing": Children's Experiences of Coercive Control in Domestic Violence and Abuse'. <i>Journal of Interpersonal Violence</i>, 33(10): 1551-1581.</p> <p>Holt, S., Overlien, C. & Devaney, J. (2018)(eds) <i>Responding to Domestic Violence: Emerging Challenges for Policy, Practice and Research in Europe</i>, London: Jessica Kingsley.</p> <p>Heward-Belle, S. (2017) 'Exploiting the 'good mother' as a tactic of coercive control: Domestically violent men's assaults on women as mothers'. <i>Afflia</i>, 32(3): 374-389</p>

	<p>Lamb, K., Humphreys, C. & Hegarty, K. (2018) “Your behaviour has consequences”: Children and young people’s perspectives on reparation with their fathers after domestic violence’. <i>Children and Youth Services Review</i>, 88: 164-169</p> <p>Stanley, N. & Humphreys, C. (Eds)(2015) <i>Domestic Violence and Protecting Children: New Thinking and Approaches</i>. London: Jessica Kingsley Publications.</p>
Useful web-based content	To be advised in class
Relevant Journals	<p>Journal of Family Violence Child Abuse and Neglect Child Abuse Review Child & Family Social Work Children & Youth Services Review</p>

SSU33012: Law for Social Workers: (5 ECTS)

Module Name	SSU33012 Law for Social Workers
Module Lecturer	Sonya Bruen and Mason Hayes and Curran LLP Solicitors. Orla Keegan, Tutorial Assistant.
Module aims	This module aims to build on learning from Year 2 through further examination of the legal framework for child protection
Module learning Outcomes	On successful completion of this module, students will be able to: 1. Apply their understanding of the Child Care Act 1991 to case examples in preparation for practice 2. Preparation for long term care applications 3.. Apply their learning on parental rights and children’s rights to practice. 4. Examine more complex areas of child protection law, such as criminal proceedings , domestic violence, secure care and risk assessments. 5. Explore and practice assessment skills in report writing with specific reference to presentation of evidence in court.
Module Content	Week 1; Revision of Child Care Act 1991 with focus on the threshold for each application. Case examples Week 2 Preparation for long term care orders- special requirements Week 3 ; Exploration of fair process for parents in child protection. Case examples Week 4 Domestic violence Legislation and child protection Week 5 Secure care for minors – special legal considerations Week 6 Criminal proceedings and social work Week 7; After Care for young people, Week 8; Report writing for court Week 9/ 10- Moot Court / Workshop
Teaching and learning format	Tutorials and seminars via online, learning journal, case examples
CORU domains of proficiency addressed	1, 4 and 5
Assessment	Case Study
Indicative bibliography (if available) 4-5 titles max.	Child Care Act 1991 Child Welfare Removals by the State, 2018 Further readings forwarded by MHC for each topic.
Useful web-based content	Child Law Reporting Project

SSU33302: Citizens' Participation in Research and Policy: (10 ECTS)

Module Name	SSU33302 Citizens' Participation in Research and Policy
Module Lecturer(s)	Dr Edurne García Iriarte. iriartee@tcd.ie
Module aims	Citizen science is becoming the umbrella term for a suite of participatory research approaches and it is increasingly being recognised as a valuable source of information for policy making. Citizen science has been defined as “the general public engagement in scientific research activities when citizens actively contribute to science either with their intellectual effort or surrounding knowledge or with their tools and resources” (Socientize, 2014, p. 8). This module explores the theoretical foundations and various applications of citizen science and other relevant participatory research approaches, their emerging relevance in the European research landscape, and the challenges and opportunities they face in the development, implementation and evaluation of policy. The module will use a project-based approach to facilitate active engagement of students in the co-design of citizen science/participatory research ideas to advance social policy and to participate in ongoing citizen science initiatives with a critical focus on policy.
Module learning Outcomes	By the end of the module, students should: <ul style="list-style-type: none"> - Understand the theoretical foundations of citizen science and other participatory research approaches - Develop a critical understanding of the possibilities, challenges and dynamics of citizens' participation in research and policy - Be familiar with key applications of participatory research and citizen science to policy development, implementation and evaluation - Have knowledge of key issues in the design, ethics and evaluation of participatory research and citizen science - Be able to engage with various knowledge co-production methods from an ethical perspective
Module Content	<ol style="list-style-type: none"> 1. Introduction to participatory research approaches 2. The emergence of citizen science 3. The research, citizens and policy interface 4. Design of participatory research and citizen science

	<ol style="list-style-type: none"> 5. Use of knowledge co-production in research and policy making 6. Ethics of conducting participatory research and citizen science 7. Evaluation of participatory research and citizen science
Teaching and learning format	Online and Face to Face
CORU domains of proficiency addressed	<ol style="list-style-type: none"> 1. Professional Autonomy and Accountability (10) 5. Professional Knowledge & Skills (15), (21), (25)
Assessment	<p>This module will be assessed through formative and summative evaluation methods.</p> <ol style="list-style-type: none"> 1. Formative evaluation of group projects takes place through two presentations. <ol style="list-style-type: none"> a. Project idea: students are required to present their idea for a participatory research/citizen science initiative to address a policy issue. The presentation should provide a rationale based on a literature review conducted by the group and consultation with a relevant group of citizens. 25% b. Project design: students are required to present a proposal for the initiative with a focus on co-production methods, ethical issues, and evaluation of the initiative to a panel of relevant researchers, citizens and policymakers. Students are encouraged to explore a variety of formats for their presentations (e.g., oral presentation, poster, video). 25% 2. Summative evaluation, students are required to submit a written version of their proposal. 50%
Indicative bibliography (if available) 4-5 titles max.	<p>Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., et al. (2009). <i>Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report</i>: Online Submission.</p> <p>Chesser, S., Porter, M. M., & Tuckett, A. G. (2020). Cultivating citizen science for all: ethical considerations for research projects involving diverse and marginalized populations. <i>International Journal of Social Research Methodology</i>, 23(5), 497-508.</p>

	<p>Haklay, M. (2015). <i>Citizen Science and Policy: A European Perspective</i>. Commons Lab: The Woodrow Wilson Center.</p> <p>Hecker, S., Bonney, R., Haklay, M., Hölker, F., Hofer, H., Goebel, C., et al. (2018). Innovation in Citizen Science – Perspectives on Science-Policy Advances. <i>Citizen Science: Theory and Practice</i>, 3(1). DOI: https://doi.org/10.5334/cstp.114.</p> <p>Katapally, T. R. (2019). The SMART Framework: Integration of Citizen Science, Community-Based Participatory Research, and Systems Science for Population Health Science in the Digital Age. <i>Jmir Mhealth and Uhealth</i>, 7(8), 12.</p> <p>King, A. C., Winter, S. J., Sheats, J. L., Rosas, L. G., Buman, M. P., Salvo, D., et al. (2016). Leveraging Citizen Science and Information Technology for Population Physical Activity Promotion. <i>Translational journal of the American College of Sports Medicine</i>, 1(4), 30-44.</p> <p>Ottinger, G. (2010). Buckets of Resistance: Standards and the Effectiveness of Citizen Science. <i>Science, Technology, & Human Values</i>, 35(2), 244.</p> <p>Salmon, Nancy, Garcia Iriarte, Edurne, Donohoe, Brian, Murray, Laura, Singleton, Greg, Barrett, Mary, & Dillon, Marie. (2019). "Our Homes: An inclusive study about what moving house is like for people with intellectual disabilities in Ireland". <i>British Journal of Learning Disabilities</i>, 47(1): 19-28. https://doi.org/10.1111/bld.12251</p> <p>Socientize. (2014). <i>White Paper on Citizen Science for Europe</i>. Retrieved from https://digital-strategy.ec.europa.eu/en/news/project-socientize-announces-white-paper-citizen-science-their-final-conference.</p> <p>Sorensen, A. E., Jordan, R. C., LaDeau, S. L., Biehler, D., Wilson, S., Pitas, J.-H., et al. (2019). Reflecting on efforts to design an inclusive citizen science project in West Baltimore. <i>Citizen Science: Theory and Practice</i>, 4(1). DOI: http://doi.org/10.5334/cstp.170.</p> <p>Swantz, M. L. (2008). Participatory Action Research as Practice. In P. Reason & H. Bradbury (Eds.), <i>The Sage Handbook of Action Research. Participatory Inquiry and Practice</i>. (pp. 31-48). Thousand Oaks: California: Sage.</p> <p>Tuckett, A. G., Freeman, A., Hetherington, S., Gardiner, P. A., & King, A. C. (2018). Older adults using Our Voice citizen science to create change in their neighborhood environment. <i>International Journal</i></p>
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	<p><i>of Environmental Research and Public Health</i>, 15(12).</p> <p>Vholand, K., Land-Zandstra, A., Ceccaroni, L. Lemmens, R., Perello, J., Ponti, M., Samson, R., Wagenknecht, K. (2021). <i>The Science of Citizen Science</i>. Springer. DOI: https://doi.org/10.1007/978-3-030-58278-4</p> <p>Walmsley, Jan, Strnadova, Iva, & Johnson, Kelly. (2018). "The added value of inclusive research" <i>Journal of Applied Research in Intellectual Disabilities</i>, 31(5): 751-759. DOI: 10.1111/jar.12431.</p>
Useful web-based content	
Relevant Journals	

SSU33402: Biography, Identity, Narrative and Professional Practice (5 ECTS)

Module Name	SSU33402 Biography, Identity, Narrative & Professional Practice
Module Lecturer	Dr Simone McCaughren smccaugh@tcd.ie
Module aims	The aim of this module is to give students the opportunity to reflect on their own life courses and histories. It encourages reflection on the importance of boundaries between the professional self and the personal self. Students will be encouraged to explore the social context within which lives are lived and to gain a greater insight into and awareness of others' lives. The module will be taught through a social constructionist lens.
Module learning Outcomes	On completion of this module, students will be able to: <ul style="list-style-type: none"> • Understand and analyse how social context, power, culture and society shape and inform our identities. • Reflect on and examine individual narratives and explore their impact on social work practice contexts. • Reflect on and examine both similarities and difference between the self and others • Experience the challenges of self-disclosure using reflective practice frameworks • Develop understandings of the broader structural challenges and human distress within its wider social context • Understand narrative as a research method and skill for social work practice
Module Content	Based on social constructionist perspective, this module encourages students to reflect on their own life histories and relationships in making the connection between the personal, the political and the professional. Students will have the opportunity to make public their autobiographies in creating awareness of where they come from and what they bring to the practice context. Students will have the opportunity to examine their own life histories and reflect on the relationship between self and society, including structures of social inequality. Students will have the opportunity, through creative teaching methods, to develop their self-awareness. As part of this module students will be required to keep a reflective journal.

Teaching and learning format	Face-to-Face 22 hours
CORU domains of proficiency addressed	Specifically: 4. Professional Development 5. Professional Knowledge & Skills (2), (3), (5), (11), (19)
Assessment	Presentation (20% weighing) 1,500- 2,000 word essay (80% weighting)
Re-assessment	Same as above.
Indicative bibliography (if available) 4-5 titles max.	Titles will be given in class.
Useful web-based content	N/A
Relevant Journals	Journal articles will be posted on Blackboard.

SSU33090: Social Work Practice (15 ECTS)

This module is comprised of four sections:

- Counselling and Practice Approaches for Social Work including:
 - A. Bereavement, Loss and Trauma
 - B. Therapeutic Work with Families
- C. Research Methods
- D. Social Work Skills Programme

Social work practice is multi-faceted and involves advocacy, community work, groupwork, family and individual work. The specific emphasis of this module is on theories that inform and guide social work practice with individuals and families. This module builds on the Senior Freshman Social Work Theory, Values and Skills course and complements the Junior Sophister Social Work Skills Programme. While the emphasis of this module is on work with individuals, the theories and approaches covered can also be applied to couples, families and groups.

Assessment:

Semester 1: 50% - Practice Project (50%)

Semester 2: 50% - Students are required to submit two 1,500 word essays from a range of topics based on the 3 sections of this module (A, B & C).

Module Name	SSU33090 Social Work and Social Practice (Counselling and Practice Approaches for Social Work) Section A Bereavement, Loss and Trauma
Module Lecturer(s)	Assistant Professor Erna O'Conner connorer@tcd.ie
Module Aims	<ul style="list-style-type: none">• To explore the nature of bereavement, loss and trauma and consider implications for social work practice.• To examine a range of contemporary bereavement theories and explore how they inform social work practice in the context of adult grief.

	<ul style="list-style-type: none"> • To consider the needs of children who are bereaved and how best to meet these needs. • To critically review approaches in understanding and responding to trauma. • To examine the potential of relationship-based social work in responding to bereavement, loss and trauma.
Module learning Outcomes	<p>On successful completion of this section of the module, students should:</p> <ul style="list-style-type: none"> • Be familiar with a range of contemporary theories of bereavement and loss. • Understand and be able to critically analyse a range of perspectives on trauma. • Understand traumatic bereavement. • Be resourced to identify and respond to the needs of people experiencing bereavement, loss and trauma in social work practice.
Module Content	<ul style="list-style-type: none"> • Bereavement and culture • Adult bereavement theories • Approaches in working with children who are bereaved • Perspectives on trauma and PTSD • Trauma-informed practice • Relationship-based social work in the context of bereavement, trauma and loss.
Teaching and learning format	Face to Face
CORU domains of proficiency addressed	CORU SWRB Domains 2, 4 & 5
Assessment	Students are required to submit two short essays from a range of topics based on the 3 sections of this module SSU33090 Social Work and Social Practice (A, B & C)
Indicative bibliography (if available) 4-5 titles max.	<ul style="list-style-type: none"> • Goldsworthy, K. (2005) Grief and Loss in Social Work Practice. <i>Australian Social Worker</i> 58:2:167-178 • Johns, L., Blackburn, P., & McAuliffe, D. (2020). COVID-19, prolonged grief disorder and the role of social work. <i>International Social Work</i>, 63(5), 660-664. • Stroebe M & Schut, H (2010) The Dual Process Model of Coping with Bereavement: A Decade On. <i>OMEGA</i>, Vol. 61(4) 273-289 • Wilson, K., Ruch, G., Lymbery, M., Cooper, A., 'Relationship-based and reflective approaches for contemporary social work practice' in <i>Social Work, An</i>

	<p>introduction to contemporary practice in K. Wilson, G. Ruch, M Lymbery and A Cooper (eds) (2008) London: Pearson</p> <ul style="list-style-type: none"> • Worden, J. W. (2018). Grief counseling and grief therapy: A handbook for the mental health practitioner. springer publishing Company.
Useful web-based content	<ul style="list-style-type: none"> • www.childhoodbereavement.ie/ • www.hospicefoundation.ie • https://anamcara.ie/
Relevant Journals	<p>Bereavement Care Death Studies Grief Matters Illness, Crisis and Loss Journal of Social Work in End-of-Life & Palliative Care Mortality Omega: Journal of Death and Dying</p>

Module Name	<p>SSU33090 Social Work and Social Practice (Counselling and Practice Approaches for Social Work)</p> <p>Section B Therapeutic Work with Families</p>
Module Lecturer(s)	<p>Ms Diane Hanly - dhanly@tcd.ie</p>
Module Overview	<p>Systemic theory and practice is often used in the practice of social work to conceptualise, understand and address challenges for families. A systemically informed approach can help provide a fuller understanding of the complexities of people’s lives. This section of the module will introduce students to ideas from systemic family therapy, from its roots in cybernetics, through to postmodern practices such as narrative and dialogical therapy. Other complementary theories of therapeutic family work such as attachment theory and working with children will also be considered. Students will have an opportunity to engage with theories in an experiential way, and the focus throughout will be on the application of systemic ideas to social work practice with children, young people and families.</p> <p>1. The aim is to build a foundation of knowledge regarding family functioning and systemic approaches as well as understanding the origins of this approach. Through a</p>

<p>Module aims</p>	<p>combination of presentations, lectures and experiential practice students will develop a working knowledge of:</p> <ul style="list-style-type: none"> • Introduce the philosophical ideas underpinning systemic practice as it relates to social work. • Family Life Cycles and Family Roles. • Systemic Theory, tools and interventions for assessing and understanding family dynamics and patterns. • Integration of systemic approaches into social work practice – focusing on narrative, solution-focused and collaborative ideas. • Working with children and young people.
<p>Module learning Outcomes</p>	<p>On successful completion of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> • Understand the origins of systemic practice and have an understanding of social constructionism as it relates to systemic approaches in social work. • Implement the core conditions for relationship-based practice, engaging clients in direct work with an appropriate therapeutic focus, depending on the context as evidenced by their participation in class and role-plays. • Name, describe and apply key techniques from each of these approaches and applied models, as evidenced by their participation in role-plays. • Describe their use and understanding of social work skills and practice approaches as evidenced by their case studies. • Critically evaluate their work and review how this may impact on the families they are working with. • Demonstrate and articulate their application of systemic ideas in clinical practice, and show an ability to demonstrate ethical and reflexive engagement with their work.

Module Content	<p>Broad areas include:</p> <ul style="list-style-type: none"> • Introduction to Family Therapy Skills – Genograms, circular questioning, hypothesising, curiosity. • Narrative Skills and role of Therapist. • Exploring collaborative approaches to family work. • Working with Children in a developmentally appropriate way.
Teaching and learning format	This module will be delivered as a hybrid of both face to face and online over seven sessions in Semester 2.
CORU domains of proficiency addressed	<p>Specifically:</p> <ol style="list-style-type: none"> 1. Professional Autonomy and Accountability (2), (3), (9), (11), (18), (20), (21) 2. Communication, Collaborative Practice and Teamworking (1), (2), (3), (9), (11), (14), (15) 3. Safety and Quality (4), (13) 4. Professional Development (1), (2), (4) 5. Professional Knowledge & Skills (3), (6), (10), (12), (13), (14), (24)
Assessment	Students are required to submit two short essays from a range of topics based on the 3 sections of this module SSU33090 Social Work and Social Practice (A, B & C)
Indicative bibliography (if available) 4-5 titles max.	<p>General Reading</p> <p>Carr, A. (2000). Family Therapy, Concepts, Process and Practise. New York: Wiley & Sons.</p> <p>Dallos, R & Draper, R., (2005). An Introduction to Family Therapy, systemic theory and practise. New York: Open University Press.</p> <p>McGoldrick, M, Carter, B. & N.Garcia-Preto (2010). The Expanded Life Cycle: Individual, Family & Social Perspectives.</p> <p>Payne, M. (2014). Modern Social Work Theory. 4th. Edition. London: Macmillan.</p> <p>Ruch, G., Turney, D. And Ward, A. (eds.) (2010). Relationship-based Social Work: getting to the Heart of Practice. London: Jessica Kingsley.</p> <p>Trevithick, P. (2012). Social Work Skills and Methods: a practice handbook. 3rd edition. Buckingham: Open University Press.</p> <p>Specific readings will be given over the course of the weeks</p>
Relevant Journals	<p>Journal of Family Therapy.</p> <p>Family Process.</p> <p>Feedback.</p>

Module Name	SSU33090 Social Work and Social Practice Section C Research Methods
Module Lecturer(s)	Dr Joe Whelan jwhelan9@tcd.ie ; Dr Simone McCaughren smccaugh@tcd.ie
Module aims	To provide opportunities for students to develop an understanding of research and how to approach a research project.
Module learning Outcomes	<ul style="list-style-type: none"> • Understand and recognise the impact and importance of research for social work practice. • Understand how to examine and respond to research questions relevant to social work. • Distinguish between the key qualitative and quantitative methods and engage in debate about their application to social work research. • Be aware of and research ethics and integrity • Be able to outline and discuss the relative advantages and disadvantages of particular research methods.
Module Content	This module will provide students with basic knowledge and skills necessary to do and understand social research.
Teaching and learning format	Face to face lectures
CORU domains of proficiency addressed	Domain 5: 1, 2, 9, 14, 20, 21, 22, 25.
Assessment	Students are required to submit two short essays from a range of topics based on the 3 sections of this module SSU33090 Social Work and Social Practice (A, B & C)
Indicative bibliography (if available) 4-5 titles max.	<input type="checkbox"/> Bryman, A. (2012) <i>Social Research Method</i> . Oxford: Oxford University Press. <input type="checkbox"/> Gronmo, S. (2020) <i>Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches</i> . London: Sage. <input type="checkbox"/> Kara, H. (2020) <i>Creative Research Methods: A practical guide 2nd Ed.</i> Sage: London.
Useful web-based content	Bryman (2012) Social Research Methods online resources Gronmo, S. (2020) Social Research Methods online resources
Relevant Journals	Sociological Research and Methods Qualitative Social Work

Module name	SSU33090 Social Work and Social Practice Section D. Social Work Skills Developing & Integrating Skills & Practice Approaches for Social Work This section of the module builds on the social work skills component of the Social Work Theory, Values & Skills module in Senior Fresh year, and complements the Junior Sophister Counselling and Practice Approaches in Social Work module.
Module lecturer(s)	Adjunct Assistant Professor Pamela McEvoy PMCEVOY@tcd.ie Dr Ruth Elliffe relliffe@tcd.ie Ms Katie O’Sullivan katiedosullivan@gmail.com
Module aims	This module aims to: <ul style="list-style-type: none"> • Explore placement practice and experience. • Provide a forum to explore and practice meta-skills in social work in a safe environment. • Facilitate the further development of self-awareness and reflective practice skills. • Explore the value of openness to different perspectives in social work. • Examine the relationship between social work theory and practice. • Refine, explore and develop professional identity. • Enhance clinical social work skills and understanding. • Provide an opportunity for student peer learning.
Module learning outcomes	On successful completion of this section of the module, students should be able to: <ul style="list-style-type: none"> • Integrate social work theory to their practice experience. (CORU Domain:5.1,5.2,5.14) • Develop this understanding through active engagement in their small group workshops. (CORU Domain:1.11,2.6,2.7,2.9,5.22,5.25,5.26,5.27) • Critically reflect on their own and others direct practice with clients. (CORU Domain:3.4,3.8,3.9,5.5,5.6) • Give, receive and utilise constructive feedback. (CORU Domain:1.2,2.13,2.14,2.15,3.5,3.6,3.10,4.4,4.5) • Demonstrate a level of self-awareness. (CORU Domain:1.2,1.5,1.9,1.10,2.15,4.3,4.4,5.11)

	<ul style="list-style-type: none"> • Identify areas of professional expertise in relation to the process of direct social work practice with individuals and families. (CORU Domain: 1.2,1.18,2.4,2.12,5.10,5.11,5.12,5.14) • Identify areas of professional expertise in practice for further development. (CORU Domain: 4.1,4.3)
Module content	<p>The workshops will facilitate critical reflection on previous practice related experiences presented for reflective discussion in the small groups. Space is provided for students to deepen their understanding about practice connections with social work theory, values and knowledge. The workshop facilitators provide guidance and support to help foster an interactive and dynamic student led learning approach. Students will be encouraged to:</p> <ul style="list-style-type: none"> • Identify their own learning needs and actively engage in exploring agreed areas of interest. • Raise professional issues / concerns for which they would like feedback / support. • Bring practice examples from placement and their own observations to explore in the workshops. • Contribute to creating a supportive, inclusive and respectfully curious learning environment for their group.
Teaching and learning format	<p>The workshops are planned to occur face to face, however, depending on governmental health advice relating to Covid precautions, they may move to online if necessary. The workshop format is suitable for either setting.</p> <p>The class is divided into small learning groups and each group attends a fortnightly workshop of two hours duration with their facilitator for five weeks. The initial class will focus on settling into the small group, becoming familiar with the framework to be used in the remaining four sessions and to plan for same. The reflective practice framework is used to help deepen the learning, with students taking turns to try out different roles in the process, including sharing a short excerpt from their own social work placement experience, group observer and being a reflective group participant within their small group. The process will be guided by the skills facilitator. Further details of this process are explained more fully on Blackboard. To be best prepared for the introduction class, it is recommended that you take some time to read this in advance.</p>

CORU domains of proficiency addressed	Domains 1,2,3,4&5
Assessment	No distinct assessment will be required for this section of the module.
Indicative bibliography (if available) 4-5 titles max.	<p>Adams, R., Dominelli, L. & Payne, M. (Eds) (2009) <i>Social Work: themes, issues and critical debate</i>, 2nd Edition. Hampshire: Palgrave</p> <p>Houston, S., <i>Engaging with complexity in Social Work: Four Essential Conceptual Skills, The Irish Social Worker</i>, 2020</p> <p>Lishman, J. (ed) (2015) <i>Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory</i>. Jessica Kingsley.</p> <p>Pages 1-7 of Kurtz, A. (2020) Chapter one: Introduction on how to run reflective practice groups. How to Run Reflective Practice Groups, in A. Kurtz, <i>How to Run Reflective Practice Groups: A Guide for Healthcare Professionals</i>, 1st Edition, pp.1-16.</p> <p>Please Note: Additional reading materials may be recommended throughout the course of the module in-keeping with student’s developing learning needs.</p>
Useful web-based content	Irish Association of Social Workers: https://www.iasw.ie/
Relevant Journals	<p>British Journal of Social Work Practice: Social Work in Action Journal of Social Work Journal of Social Work Practice International Social Work European Journal of Social Work Child and Family Social Work Qualitative Social Work</p>

SSU33101 Junior Sophister Practice Placement (15 ECTS)

Placement Overview

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

Practice teachers are CORU/SWRB registered social workers who have a minimum of two years post qualifying social work experience and have successfully completed Practice Teacher training.

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete a minimum of 1000 hours on assessed, professional placements, in order to fulfill the practice education requirements for the Bachelor in Social Studies course.

Students must pass the placement to the satisfaction of the BSS Court of Examiners to be awarded the Bachelor in Social Studies (Hons) degree. The practice teacher holds a key role in ensuring standards of professional social work practice are attained and upheld by the student. The practice teacher's evaluation of the student's performance constitutes a key recommendation to the Court of Examiners, though other material may also be taken into account.

Satisfactory completion is contingent on two criteria being met:

- (i) the first is a recommendation by the designated practice teacher that the student has reached required standards for the course; and
- (ii) the second is the submission by the student of a practice project which is deemed to be satisfactory both by an initial examiner and the external examiner.

As already outlined, the responsibility for the arrangement and approval of suitable practice education placements rests with the practice education team, in consultation with the Course Directors and Course Team. The Practice Education Team and course team seek to develop students' range of knowledge and skills through contrasting

placement settings (e.g child and family, adult, statutory (a setting where practice is set within statutory frameworks), non-statutory, structured and less structured settings, drawing from the full range of available social work sectors. Decisions regarding placement allocation are taken on the basis of the student's learning needs, prior experience and areas of interest. Placement planning is carried out in consultation with students, tutors and the course team and in the context of available placement opportunities.

The course team in conjunction with the designated tutor play an active role in the monitoring of and communication with the student on placement, whether it be in Dublin or further afield. Each student is allocated a Social Work Tutor who undertakes liaison, mentoring and quality assurance roles. The Social Work Tutor provides information and support to both the student and practice teacher and liaises with the course team for the duration of each placement. Students should maintain regular contact with their tutor throughout placement. In addition they should meet their tutor formally in advance of each placement, participate with their tutor and practice teacher in three placement reviews and have a post placement meeting with their tutor to review learning achieved and clarify continuing learning needs. Ideally these meetings should be held in person, however, should Covid-19 related restrictions or Covid-19 guidelines in an agency not allow this they can take place using a video platform such as Zoom or MS Teams. When placements are undertaken abroad, liaison is maintained through email, telephone and Skype and where possible the student is also linked to a local university School of Social Work.

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

Aims and Objectives of the Junior Sophister Placement

- To develop and refine social work practice skills, such as engaging clients, data gathering, assessment, goal-setting, planning, specific counselling and group work approaches, accessing resources, liaison and consultation, recording, report-writing, evaluation etc.
- To work collaboratively, creatively and effectively with service users.
- To apply relevant research, practice theory & approaches, and to learn from practice.
- To gain a working knowledge of community resources and how to harness them.
- To understand agency aims, context, procedures & the agency social worker's role, and to learn to use procedures appropriate to the agency and to its service users.

- To become sensitised to ethical and professional issues and to apply ethical principles in practice situations.
- To identify and aim for best practice.
- To develop self-awareness and reflective practice.

Placement Preparation

It is College's responsibility, delegated to Social Work Tutors, to ensure that the practice experience offered to students on placement is appropriate, meets their learning needs, and offers adequate opportunities for students to develop and demonstrate their competence and skills.

In order to facilitate matching of placement to student, the following steps are taken:-

- Students complete a placement preference form.
- Students update their Curriculum Vitae, following guidelines of TCD Careers Advisory Service, tcd.ie/Careers/students/international/CVs.php
- The Practice Education Team then allocates placements from within our placement offers, which are likely to meet student learning needs and preferences.
- The Practice Education Team sends the Practice Teacher the following documentation: student CV, copy of previous placement report, letter re Garda Vetting and course information, TCD School of Social Work and Social Policy Covid-19 Health and Safety documents.
- Social Work Tutors arrange the first three-way placement review within a fortnight of placement beginning.
- Practice Teachers prepare for the placement, using the above material to identify specific work and learning opportunities appropriate for the student.
- The first placement review takes place within the first fortnight of placement and a Learning Agreement is drawn up.
- Students brief their Social Work Tutors fortnightly (by email or by telephone) about their progress on placement and at greater length before the mid-way review or if the student has any concerns.
- Social Work Tutors undertake three placement reviews per placement; normally two site visits and one by telephone conference. Social work tutors may also meet students for tutorials in college during the placement.

Placement Structure

The Junior Sophister placement comprises of a full-time block placement of 14 weeks (70 days) full-time equivalent. Before students set out on placement, they are provided with a full week Induction Programme in college. Full attendance is mandatory.

Placement begins on Monday 6th September 2021 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 10th December 2021).

Academic Requirements

Academic courses and skills workshops take place in college during Induction Week (30th August to 3rd September 2021).

Successful completion of Social Work Practice modules SSU33101 and SSU33090 depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Friday 17th December 2021.**

Working Hours

Students are required to work a normal working week – 7.5 hours per day - but precise hours are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu, and are entitled to Bank Holidays in the normal way.

Hybrid Placement Model

As a result of Covid-19 and social distancing restrictions it will not be possible for all students to be on site each day of placement. To ensure that student learning on placement is not compromised the School has produced a Hybrid Placement Model to support practice learning. This is aimed at ensuring that learning through on-site practice, off-site practice, on-line practice and reflective practice are maximized. This model will not be a part of all placements, but it will be relevant in the many cases.

Most students will have to engage in off-site practice including working from home and off-site meetings and visits. All students must maintain a daily log (see Appendix 3) outlining the work undertaken each day, including your reading half day. This log must be included as an appendix to the student's Practice Project.

Reading Time

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

The allocated Reading Time is not time off. Reading Time should support specific placement learning, and should be taken on-site, unless space is a problem, or in the college library. Reading Time allocation is a guideline - how it is scheduled should be negotiated with Practice Teachers and must accommodate student workload and agency requirements. Reading Time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, Reading Time may be used, and students must then use their own time for placement reading and preparation.

Absences whilst on placement

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his / her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absence of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment (see below). If absence seems likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications at the earliest possible time.

If necessary, students may use some of their Reading Time allotment (as above). If absence is likely to be prolonged, student, Practice Teacher and Social Work Tutor should discuss the implications as soon as possible.

Students must follow all Covid-19 protocols while on placement. Students should submit daily responses on the TCD covid-19 app by 8am each day of placement. All students should read the Student Placement Information on Placement during the Covid 19 (Health and Safety) document sent to you by the Practice Education Team and you should be familiar with all of the relevant protocols, paying particular attention to the symptoms of Covid-19 and what you should do, should you have any symptoms of Covid-19 or be a close contact of anyone who has received a positive test result. 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.

Needing more time

Placements are due to be completed by Friday 11th December 2020. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified to the Practice Education Team and the Course Directors.

Attendance Record

A **record of attendance** on placement (including Reading Time) must be kept by the student and Practice Teacher and appended to the Practice Teacher's Evaluation Report.

Placement Reviews

Social Work Tutors review students' progress on placement three times during the Sophister placements. Two reviews are carried out through meetings held either at the placement site where possible or online using a platform such as Zoom or MS Teams and a further review is undertaken by telephone conference. If necessary, additional reviews are arranged to support practice learning.

If a student and Practice Teacher disagree substantially about placement performance and outcome, the Social Work Tutor is the primary mediator. However, other sources of back-up support are available (e.g.: Course Directors, Practice Education Team, Head of School) and, if required, the External Examiner may also be involved at the end of the year.

Students must pass the placement to the satisfaction of the Court of Examiners in order to proceed to final year. The Practice Teacher's evaluation constitutes a key recommendation to the Court of Examiners, though other evidence may also be taken into account.

Objectives of Placement Reviews

For Social Work Tutors

- To monitor the practice experience offered to students and its fit with their learning needs and stage in training.
- To ensure that students have sufficient opportunities to gain necessary experience and to establish their competence.
- To assess students' learning needs for future placements.
- To obtain feedback from Practice Teachers on the fit between the academic programme and its arrangements and the requirements of practice teaching.

For Practice Teachers

- To discuss students' performance: to acknowledge progress and strengths and to discuss any difficulties in time for remedial action to be taken.
- To discuss the final assessment and any future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and evidence of the college's interest in, and support for, the practice teaching offered on placement.

For Students

- To air their views about the placement and learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways to meet them.
- To discuss future learning goals and future placement needs.

For all parties

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

Guidelines for Placement Reviews

It is helpful to agree an agenda, based on the Placement Learning Agreement, at the start of each review, although this does not preclude discussion of other issues. Students have the responsibility of drafting and updating the Learning Agreement following discussion. The updated Learning Agreement and assessment guidelines should be to hand during reviews as a point of reference. Students should also have available a list of work in progress with sample case records. These may be shown to the Social Work Tutor or used as an aid for reviewing progress.

Outline Agenda for Placement Reviews

Initial Meeting:

- Link previous experience to this placement;
- Establish student's learning needs and expectations of all three parties;
- Draft the Learning Agreement: facilities for student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings / other learning opportunities; methods of assessment to be used, etc.
- The student subsequently 'types up' the Learning Agreement, within a week of the meeting being held, and provides copies for Practice Teacher and Social Work Tutor before the next review.

Mid-Placement Review:

- Establish whether student is on track to pass the placement;
- If there are concerns, identify what needs to be done, and by whom & when, to address them;

- Review the Learning Agreement: what has been achieved and areas to be worked on;
- Review workload and any adjustment needed;
- Draft the Mid-term review section of the Learning Agreement;
- Decide if additional meetings / contacts are required prior to the final review.

Final Review:

- Establish whether student has passed the placement;
- Identify strengths and progress and learning needs yet to be met;
- Review what will best meet learning needs in the next placement;
- Check that Placement Report and Practice Project are in progress;
- Identify what has been most helpful in the placement and what might have been different.

Contact with College

In addition to the three-way placement reviews:

- Students should contact their Social Work Tutor fortnightly - by email or phone - to let them know how the placement is going.
- Students should review their placement experience with their Social Work Tutors before the Mid-Way Placement Review.
- Social Work Tutors should review placements with Practice Teachers before the Mid-Way Review.

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

Additional Placement Review Meetings can be arranged as needed.

Practice Teaching and Learning Curriculum

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

The individual learning needs of each student should also be established in the Learning Agreement and addressed throughout the placement. The Learning Agreement should be reviewed at regular intervals throughout the placement and reviewed formally at placement review meetings. It is submitted to college at the end of placement in conjunction with the student's placement project and the practice teacher's report.

Teaching and learning are ongoing processes throughout each placement. However it is a CORU requirement of placement that each student receives 90 minutes per week of formal Supervision with their Practice Teacher. Supervision should include formal

teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

Evidence for passing the placement

In order to facilitate student learning and an accurate all-round evaluation of student progress by practice teachers, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the Evaluation Report. These may include: self-reports, process recordings, direct observation of student work by practice teacher or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can help students greatly in preparing the Practice Project, with advice, discussion, references and other resources. They should be consulted about the project and are asked to read and sign it as a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is marked by College staff. Practice Teachers are not responsible for directing or editing students' projects.

The Practice Teacher's Report will refer to the student's Practice Project and so the student should provide a draft of their project including the workload table, to the practice teacher in advance of the end of placement.

Supplementary placements

The regulations for Passing or Failing the Placement can be found in the following section: *Assessment of Social Work Practice*.

Situations may arise in which students are required to undertake a supplementary placement: for example, where:-

- For health or other pressing reasons, students start placement late or take time out of placement and are unable to complete the full number of placement days.
- A student's performance at the end of placement is judged to be marginal, or has not clearly reached a passing standard by the end of placement (F1).

In the case where a student is unable to complete the full number of placement days, for health or other extenuating reasons, they will be required to apply to the Senior Lecturer, with assistance from the Practice Education Team and College Tutor, for permission to defer completion of their first attempt until after the summer examinations and a

supplementary examination board will be held at the end of August / beginning of September.

In the situation where a student fails placement at first attempt, students will normally be given the opportunity to undertake a supplementary (2nd attempt) 14-week block placement after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

Health and safety

Covid 19 Coronavirus: A detailed health and safety document has been prepared by the Practice Education Team. All students must read and sign this document to indicate they have understood the content, will adhere to all agency protocols and public health advice and that there is no reason why the student should not undertake a placement at this time. All protocols are subject to change depending on the most up-to-date public health guidance. It is the student's responsibility to remain aware of public health advice and to follow this at all times.

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 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 protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).

- A record must be submitted to the Course Executive, prior to commencing placements.
- BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.

Critical incidents

If any incident occurs on placement which affects a student's health or well-being, Student and Practice Teacher should notify the Social Work Tutor, Practice Education Team and the Directors 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 services.

Health Concerns

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

Garda Vetting

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

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

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

Access to Agency Held Information

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

Students must not take confidential material electronic or hardcopy out of the placement agency - either to write up records or to prepare written assignments - as the risk of losing this material has serious implications for service users and agency staff.

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

The identities of service users and any of their details should not be shared with anyone who has no reason to have access to such information. This includes casual conversations or sharing of information through any social media. Information about service users that students work with should only be shared with others on a need-to-know basis. If a student is in any doubt about sharing information with other professionals, service agencies or extended family of the service user, they are advised to check in the first instance with their Practice Teacher.

Assessment of Social Work Practice: Guidelines for Placement Evaluation

Assessment of Students

Placement evaluation comprises 3 elements:

- Learning Agreement
- Practice Teacher's Evaluation Report
- Student's Practice Project

The Student Practice Project is assessed independently, but forms part of the overall evaluation. It should therefore be drafted before the Practice Teacher's Evaluation Report, and this draft should be made available to the Practice Teacher, in advance of the end of placement, to enable the Practice Teacher to refer to specific examples of practice which illustrate progress.

- An electronic copy of the student's practice project and Learning Agreement should be submitted by noon on 17th December 2021 to Blackboard.
- One electronic copy of the practice teacher's evaluation report should be submitted by email to Fieldwork.Unit@tcd.ie by 15th December 2021. This electronic copy must be signed by both student and practice teacher.

Learning Agreement

Learning Agreements set the initial agenda for placements and the baseline for reviewing progress at the end.

A copy of Learning Agreement form is appended to this handbook (Appendix I).

Learning Agreements include the following information:

- Name of Student
- Name of Practice Teacher
- Name of Agency - and address of placement
- Name of Social Work Tutor
- Placement dates
- Working hours / days for student and time-in-lieu arrangements
- Transport, travel, expenses, accommodation, dress code
- Student's skills and experience to date
- Learning / Work opportunities available on placement
- Workload - content and size
- Induction arrangements
- Recommended Reading
- Learning Objectives: skills, theory/knowledge, ethical awareness, other.
- Supervision frequency and duration; preparation required

- Methods of student assessment (direct and indirect evidence)
- Personal / Related Issues that may impact on the placement
- Placement review arrangements: e.g.: date for mid-placement and final reviews
- Provision for additional consultation and support, if required
- Evidence of student's work required by Social Work Tutor prior to placement meetings
- Mid-Placement Review
- Final Review
- Signatures and dates.

Practice Teacher's Evaluation Report

The Evaluation Report is written by the Practice Teacher after discussion with the student.

The structure of the Practice Teacher's Evaluation Report is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

Please discuss your student's learning, knowledge, skills and ethical awareness as applicable in relation to each of the five domains of proficiency. The standards in relation to each domain are included. Please illustrate and provide evidence of the student's performance, in relation to each domain, with examples from more than one source, including specific examples from the student's practice. And with reference to specific proficiencies identified under each domain in the student's Learning Agreement.

Please start by indicating Recommendation:

Pass / Fail

The report should then read as evidence for this recommendation.

Domain 1 Professional Autonomy and Accountability

Domain 2 Communication, Collaborative Practice and Teamworking

Domain 3 Safety and Quality

Domain 4 Professional Development

Domain 5 Professional Knowledge and Skills

[Full document listing the proficiencies can be found here](#)

Summary

- Review of Learning Agreement and any issues arising from previous placement.
- Areas where progress has been made and skills acquired or consolidated.
- Any special strengths, gaps or weaknesses in student's performance.

- Priority learning goals for employment or, if relevant, further placement.

Observations about student performance should be illustrated by examples of work taken from any appropriate source (direct observation, observation by others, client feedback, case-records, tapes, supervision notes, student's process recordings and self-reports). Please indicate sources.

Confirmation of Recommendation

Please state whether the student's performance merits a Pass or a Fail, bearing in mind the student's stage in training. See the next section on Assessment for grading guidelines.

Appendices: Learning Agreement and Attendance Record

(NB: An attendance record must be attached to the Practice Teacher Evaluation Report.)

Provision of the Student's Practice Project to the Practice Teacher.

The Practice Project, particularly the workload section, should be drafted before the Practice Teacher's Evaluation Report. It should present the workload succinctly and clearly, so that the Practice Teacher can refer easily to examples of work in support of his/her evaluation.

The Practice Teacher is required to sign one copy of the Student's Practice Project as confirmation that all information contained in the Project is an accurate account of the work undertaken by the student during the placement.

Assessment of Student's practice: Pass / Fail

Practice Teachers should state whether a Pass, Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation is based on evidence provided by Practice Teacher and student in their Evaluation Report and Practice Project, but may also draw on evidence from the Social Work Tutor and other relevant sources, such as samples of student work. Placement Evaluation Reports and Student Projects are read by the BSS Practice Panel, and are also made available to the External Examiner, who may interview students whose performance is in doubt. Final responsibility rests with the Court of Examiners, after consultation with the External Examiner.

Pass Grade

Pass applies when the student has accomplished agreed placement tasks to a satisfactory standard for the relevant stage of training.

Fail Grade There are two divisions in the fail grade: **F1 & F2**.

F1 applies in any of the following situations:

- The student has not clearly reached the required standard, but has demonstrated willingness and capacity to improve, and needs additional time to progress.

- The student has displayed personal or health problems which impacted negatively on their practice and / or professional behaviour.
- Placement did not afford the student sufficient opportunities to achieve and demonstrate the required standard of practice.
- Performance has been deemed satisfactory, but the student's Practice Project has either not been submitted or has been failed. In this case college recommends an F1.

F2 applies in the following situation:

- The student has clearly not reached a satisfactory standard (for example, has displayed major difficulties in completing agreed social work tasks or has acted in a seriously non-professional manner)
and
- Has demonstrated no obvious signs of being able to do so in the short-term.

Regulations for 'Failed' Placements in Junior Sophister Year

- Practice Teachers may recommend F1 / F2, but the Court of Examiners must ratify it.
- Students receiving an F.1 will normally be allowed a supplementary (repeat) placement.
- Students receiving an F.2 may be allowed a repeat placement, if they have approached the failed placement in a serious manner and undertake to address the problems identified either before or during a repeat placement.
- If the repeat placement is also failed, permission to proceed to final year and final year placement will not be granted.
- Normal College Appeals procedures apply.

Student's Practice Project

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. It should be drafted, therefore, before the Practice Teacher's Report, to enable the Practice Teacher to cite specific examples of practice which illustrate student progress.

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

**The Practice Teachers Report by Wednesday 15th December 2021
Practice Project by Noon on Friday 17th December 2021.**

Junior Sophister Practice Project

Practice Project Aims

The Practice Project should demonstrate your

- understanding of the community and agency context of your work
- developing competence in practice and your learning from experience
- ability to explain and to reflect critically on your practice
- choice and application of relevant theory, frameworks and research evidence
- awareness of ethical and professional issues and of the need for inclusive practice

Practice Project Guidelines

- The Practice Project must be passed in order to pass the Practice Placement.
- It also counts as 50% of assessment for the Social Work Practice module.
- Demographic and social data cited in Section A should be up-to-date.
- The workload table in B.1 should simply indicate the size and nature of your workload. If you have a large workload, group types of work (eg: 3 social welfare enquiries)
- The list in D.1. of ethical / professional issues should be very succinct.
- Change all names and identifying information about service-users and colleagues and insert a statement at the start of Section B stating that all client/service user names have been changed in order to protect anonymity.
- Use appropriate academic and professional language
- Project must be signed by your Practice Teacher as a fair account of your work.

Project Format

Brief Introduction (name of placement; what you brought to it, hoped from it, etc)

Section A Agency and Community Context c 1000 words

- Provide a brief profile of community in which agency / workload is based: e.g. relevant geographic, demographic, socio-economic indicators; diversity; community resources.
- Provide a brief profile of the agency: e.g. statutory/voluntary status, structure, aims, personnel, service users and services offered; impact of resourcing & practices on service users and service delivery (NB: for agency, focus on the section in which you worked)
- Place of social work within agency: e.g., status, legal base, roles & relationships; main pressures on social workers. Your role & how typical of social work in the agency.

- Outline how Covid-19 has impacted social work practice within the agency and how this has had an impact on the service users and community the agency serves.

Section B Workload

c 2500 words

An example of this table is in Appendix 2.

- Tabulate briefly all cases / tasks undertaken / main practice theory / reflective learning and length of involvement in each
- Summarise 2 of the main pieces of work you undertook, and include for each:
- Brief history / background & profile of service user/s, including their support networks.
- Reason for your intervention; your task & aims
- Nature of your involvement and the outcome
- Nature & impact of co-work / interdisciplinary / interagency collaboration
- Main knowledge and practice approach you used, why & how effective it was
- Main reflective/ personal / professional learning from this piece of work

Section C Application of a Practice Approach

c 2500 words

- Present 1 piece of work in which you used a specific practice approach
- Provide a brief context for your use of the approach in this case
- Highlight main elements of the approach relevant to this piece of work
- Illustrate how and to what extent you used it in this piece of work
- Briefly evaluate the value and relevance of this approach to the work

Section D Ethical Issues

c 1000 words

- List briefly the main ethical & professional challenges you faced on this placement.

Inclusive Practice Exercise:

Discuss briefly an incident in which you participated, where you noted

Either

(a) Discrimination against an individual / group of service-users or workers

Or

(b) An example of positive, inclusive / anti-oppressive practice.

- Context or background to the incident
- What happened including details of key exchanges in the incident
- Behaviour and reactions of the people concerned, including yourself
- Factors which may have precipitated, affected, or compounded the incident

- Repercussions of the incident on those concerned
- Steps that were or might have been taken to create a respectful and inclusive climate
 - (a) at individual level;
 - (b) at agency level.

Section E Placement Learning

c 1000 words

- Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Standards of Proficiency highlighting the specific proficiencies that are most relevant. You should include specific examples from your practice to demonstrate your competence.

Domain 1 Professional Autonomy and Accountability

Domain 2 Communication, Collaborative Practice and Teamworking

Domain 3 Safety and Quality

Domain 4 Professional Development

Domain 5 Professional Knowledge and Skills

- Identify any special features of the placement which contributed to or limited your learning
- Outline if/how the Hybrid Model of placement was relevant to your placement and the positive and negative impact of this on your practice learning.
- Supervision: frequency; support offered; main issues raised; key learning
- Reflective summary of what you feel you have gained from this placement:

eg:-

 - Understanding of the potential & limits of social work in this setting
 - Knowledge you have gained and how this has affected your view of social work
 - Skills and approaches you are using more confidently or in a new way
 - Difficulties and dilemmas you confronted and how you see them now
 - Assessment of your overall learning and progress from the start of this placement.

The word allowance per section is a guide and therefore a 10% over or under allowance will be allowed within sections. However, students must observe the overall minimum and maximum word length of between 7000 – 8000 words. Projects over or under this range will be penalised in final mark given (-1% per 200 words over / under). There is NO allowance either way on word count in this assignment as max and min word count is clearly stipulated.

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

**The Practice Teachers Report by Wednesday 15th December 2021
Practice Project by Noon on Friday 17th December 2021.**

General Guidelines for Completion of Practice Projects

- Observe overall word-length. Overall word-length excludes contents page, tables, diagrams & appendices.
- Include a Contents page.
- Include a Bibliography.
- Ensure the project reads as an integrated whole (e.g.: include an introduction & conclusion.)
- Anonymity: Change all names and identifying information relating to service users and colleagues, and state in the text that you have done so. Give people fictitious names rather than numbers or initials, as this humanizes the narrative.
- Use clear, precise language throughout. Avoid jargon and slang except in direct quotes. Explain any technical terms or abbreviations you use.
- Reference correctly all texts cited in the Project. Aim to use recent publications.
- Appendices are not essential. If included, they should be brief, self-explanatory, relevant but not essential to the main text. (e.g.: agency diagrams; key extracts from process recordings). Do not include lengthy reports, case-notes, or letters.
- Explain with a key or notes any tables, diagrams, genograms or eco-maps and, if possible, insert them at the relevant point in the text rather than in appendices.
- Practice projects are submitted electronically through Blackboard.

Guidelines for the Presentation of Written Work

General Points

- Structure all written work, with Introduction and Conclusion framing your argument, separate paragraphs for new themes, and subheadings for sections.
- Use practice examples, where relevant, to illustrate arguments. This demonstrates your ability to integrate theory and practice and gains credit. Credit will also be given for work that shows breadth as well as depth, by drawing on relevant material addressed in other courses.
- Disguise all names and identifying information concerning service users and colleagues when using practice examples, and state that you have done so.
- Avoid vague generalisations such as "research shows". Refer to specific authors or sources to support your statements.
- Reference carefully. For direct quote, cite author's name, publication date and page number [e.g. (Skehill 1999: 37) in brackets in the text. For general reference (Skehill 1999). Multiple references cited in the text should be referenced either chronologically or alphabetically and done so consistently.
- Detail all authors cited in your text in a comprehensive bibliography. Omit references not cited in the text. The bibliography should be presented alphabetically and in a consistent format, which includes: author's name, year of publication, title of book, or of article with its source book / journal, place of publication, and publisher. [e.g. Skehill, C. (1999) *The Nature of Social Work in Ireland: a Historical Perspective*. Lewiston, New York: Edwin Mellen Press.] Where available, primary source of your reference should always be used.
- Acknowledge any author or source, including unpublished and internet sources, whose ideas you cite or paraphrase. Plagiarism is unacceptable in academic work and is penalised. Please see further information on plagiarism in handbook. Mark quotations with quotation marks, page references, and appropriate indentation. Avoid using long or multiple quotations from any text.
- Use Appendices judiciously and sparingly.
- Observe word lengths and include word count on cover page. Work that is very short or exceeds the recommended length may be returned for resubmission, penalized or both.
- Word-process all written work - in 1.5 or double spacing - on one side of the page - with adequate margins on each side.
- Number your pages.
- Proof-read carefully before submitting work. Careless spelling, grammar and referencing errors will lower your grade or result in resubmission and penalties.
- Observe published deadline dates, which have the status of examination dates.

- Keep electronic copies of all written work as it is retained by the School for the External Examiner.
- You are required to submit every written assignment to TURNITIN to check for plagiarism and to Blackboard .

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:

http://www.tcd.ie/Student_Counselling/Seminar/Referencing/rdf2.shtml

Citations in the Text

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

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

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

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.

Electronic article

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

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: <http://www.socialwork-socialpolicy.tcd.ie/rsarch/ethics.php> (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. Tutorials on the use of Endnote are available to post graduate students.

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 at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> You should also familiarize yourself with the 2021-21 Calendar entry on plagiarism and the sanctions which are applied which is located at <http://tcd-ie.libguides.com/plagiarism/calendar> (also set out below)
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the coversheet declaration that you will be asked to sign at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Directors, or your Lecturer if you are unsure about any aspect of plagiarism.

Coversheet Declaration

In line with the University policy on plagiarism, all Social Studies students are required to sign a coursework declaration form and return it to the School. Rather than asking you to add the declaration form to every assignment, essay, project or dissertation you submit, we ask that you complete the appended declaration form once at the beginning of the year and return a soft copy by email to the School by email to pascoem@tcd.ie. **The deadline to return the form is noon on Wednesday December 1st, 2021.**

The Coursework Declaration Form can be found In Appendix 4 of this handbook

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 some assignments electronically, such as through Blackboard. For further information see <http://tcd-ie.libguides.com/plagiarism/detecting-plagiarism>

College Regulations on Plagiarism

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 Directors 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, 82 - 91

"Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) Copying another student's work;*
- (b) Enlisting another person or persons to complete an assignment on the student's behalf;*

- (c) *Procuring, whether with payment or otherwise, the work or ideas of another;*
- (d) *quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;*
- (e) *Paraphrasing, without acknowledgement, the writings of other authors.*

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

- (i) *fail to distinguish between their own ideas and those of others;*
- (ii) *Fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;*
- (iii) *Fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;*
- (iv) *Come across a distinctive methodology or idea and fail to record its source.*

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

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

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

86 Avoiding plagiarism

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

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- (c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

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

When using the work of others you must either

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

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

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

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

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

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

Resources for Students

<http://www.cite.auckland.ac.nz/>

<http://www.coventry.ac.uk/caw>

http://cad.auckland.ac.nz/index.php?p=quoting_and_paraphrasing

Websites that help with English and grammar include

<http://owl.english.purdue.edu>

<http://unilearning.uow.edu.au/main.html>

<http://www.hull.ac.uk/awe>

Resources for Academic Staff

<http://www.learnhigher.ac.uk/learningareas/referencing/resourcesforstaff.htm>

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

Neville, C. (2007). *The Complete Guide to Referencing and Avoiding Plagiarism*

'Ready, Steady, Write'

All students **must** complete the online tutorial on avoiding plagiarism , located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

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 5.

- Contribute to group discussions, practice simulations, supervision, tutorials, self and peer evaluations and any other group activity deemed appropriate by the programme.
- Take responsibility for their own learning. This includes seeking appropriate support from tutors, practice teachers, dissertation supervisors and colleagues;
- Take responsibility for contributing to a climate of adult learning by offering support to and sharing learning resources with other students
- Handle information about others (including peers, agency and university staff) in a sensitive and confidential manner;
- Treat every person as a unique human being. This should include
 - Respecting the privacy and dignity of others;
 - Being open and honest in learning and working with others;
 - Demonstrating personal qualities of warmth, genuineness and trustworthiness
 - Behaving in an anti-oppressive manner
- Present themselves in a manner appropriate to the specific professional 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 Directors in the first instance of these concerns and given support and guidance in addressing them to a satisfactory standard. Should these concerns persist, the Course Committee will be consulted with a view to invoking internal disciplinary procedures.

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.

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

Professional and ethical practice requires that social workers and social work students respect the confidentiality of service users, carers, family members, colleagues and

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

Disciplinary Procedures

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

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

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

In such situations, the following procedures will be followed:

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

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

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

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

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

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

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

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

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

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

Appeals Procedures

The normal appeals procedures, as outlined in the College Calendar Part 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 programme to apply for admission to another academic course within the College. It is the student's responsibility to investigate such possibilities and make any necessary applications.

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 and after graduation, and in particular, applies to matters relating to students' fitness to participate in clinical or other placements which are an essential component of their course of study.

Fitness to Study

The full text of the Fitness to Study Policy can be found on the College website and can be accessed here

[https://www.tcd.ie/about/policies/assets/pdf/Fitness to Study Policy 2018.pdf](https://www.tcd.ie/about/policies/assets/pdf/Fitness%20to%20Study%20Policy%202018.pdf) 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 Director of the BSS programme, to the BSS Student in the Sophister years who achieves the highest mark in Mental Health Social Work.

Value: c €100

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: Learning Agreement For Placement

BSS Learning Agreement

Placement Coordinators:

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

Sinéad Whiting: sinead.whiting@tcd.ie

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

Contact Details	Telephone	Email
Student		
Practice Teacher		
Tutor		

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

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

Covid Health and Safety Procedures

SUMMARY OF STUDENT'S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

--

Learning Recommended from Previous Placement/Past Practice Experience

--

Practice Learning Plan

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

(for a more in-depth discussion of the 5 Domains of proficiency follow this link:

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

Students should select two or more proficiencies under each domain. Additional learning goals can be added as the placement progresses. The learning goals selected should target a range of learning needs and duplication of learning goals should be avoided. As each learning goal is identified a plan for how learning will be achieved should be outlined below and indicators of competence in relation to the goal should be clarified.

Domain 1 Professional Autonomy and Accountability

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of the placement, the student will be able to.....</p>

Domain 2 Communication, Collaborative Practice and Teamworking

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of placement the student will be able to.....</p>

Domain 3. Safety and Quality

LEARNING GOALS	LEARNING PLAN IN RELATION TO THIS PROFICIENCY	INDICATORS/EVIDENCE OF PROFICIENCY
<p>Identify two or more goals in relation to this proficiency</p>	<p>Identify areas of practice or other opportunities that will enable learning in relation to each goal</p>	<p>At the end of placement the student will be able to.....</p>

Domain 4. Professional Development

LEARNING GOALS Identify two or more goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY At the end of placement the student will be able to.....

Domain 5. Professional Knowledge and Skills

LEARNING GOALS Identify two or more goals in relation to this proficiency	LEARNING PLAN IN RELATION TO THIS PROFICIENCY Identify areas of practice or other opportunities that will enable learning in relation to each goal	INDICATORS/EVIDENCE OF PROFICIENCY At the end of placement the student will be able to.....

Additional Key Personal Learning Goals

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

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

Workload

--

Key Theories and Practice Approaches, Policies & Legislation Relevant to the work

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

--

Student Supervision

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

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

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

Student Assessment/Sources of Evidence

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

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

--

Personal Issues

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

--

College Related Issues

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

Agency-Related Issues

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

Safety Statement

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

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

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

Signatures

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

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Mid Placement Meeting Arrangements

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

Date of Mid Placement Meeting:

Time:

BSS Placement Learning Agreement Part 2

Mid Placement Meeting

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

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills
Additional Personal Learning Goals
Supervision: Discuss supervision arrangements and issues arising in relation to the key objective of supervision (support, teaching and learning, case management and supporting student engagement in the service).
Establish whether student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.

Objectives / Plan for remainder of placement

Student Issues/Concerns

Practice Teacher Issues/Concerns

Signatures

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Placement Learning Agreement Part 3: Final Placement Meeting

Date of Meeting:

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

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills
Additional Personal Learning Goals
Other Issues Discussed
Areas of Strength identified
Recommendations for learning in next placement/ongoing professional development

Student: _____

Practice Teacher _____

Tutor: _____

Date: _____

Appendix 2 : Workload Table Template

Service User Details	Aims and Purpose of Referral	Work Undertaken	Length of Involvement	Theories	Reflections
Name Age Gender	Why was referral made and what was the primary issue you were asked to address when the case was allocated to you.	What were the primary individual pieces of work undertaken? Include direct work, planning, inter agency/professional work	Number of meetings Duration of involvement	Name the theory and how it helped you understand the situation or How it helped you plan your intervention.	What are your reflections about the work and how you managed the work and any issues or challenges that arose .

Appendix 3 : Placement Log

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

You should provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

Students should share this log with their practice teacher at each supervision session and with the tutor at placement meetings. It should be attached as an appendix to your Practice Project.

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

Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor

	Date	Location Morning	Location Afternoon	Tasks & Outcomes
Monday				<ul style="list-style-type: none"> • ... • ... • ...
Tuesday				<ul style="list-style-type: none"> • ... • ... • ...
Wednesday				<ul style="list-style-type: none"> • ... • ... • ...
Thursday				<ul style="list-style-type: none"> • ... • ... • ...
Friday				<ul style="list-style-type: none"> • ... • ... • ...

Appendix 4 : Coursework Declaration Form



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

UG DECLARATION

- I hereby declare that all submissions that I will submit during the academic year 2021/22 will be entirely my own work, free from plagiarism and will not have been submitted as an exercise towards a degree at this or any other university
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

Student Name

Date

Student Number

Course

Note to Students

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2021-22 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Directors, or your Lecturer if you are unsure about any aspect of plagiarism.

Appendix 5 : BSS Attendance Policy

The School of Social Work and Social Policy are bound to comply with the following College Regulation.

'For professional reasons lecture and tutorial attendance in all years is compulsory for the B.S.S in the School of Social Work and Social Policy' (Calendar 2021-22, P.32)'

The School is also bound to comply with CORU the Regulating Health & Social Care Professionals Council requirements and guidelines which state 'the process of monitoring student attendance is declared, together with the implications of non-attendance'

This policy explains how attendance will be monitored and how poor attendance will be addressed.

Practice & Escalation Procedures - Lectures and Tutorials

Group and individual attendance, both online and in-person, will be formally monitored in social work modules*

Lecturers and Year Heads will monitor group and individual attendance at teaching sessions, whether online or in-person. If group or individual attendance is unsatisfactory, the Year Head and/ or BSS Course Directors will meet with the student to discuss and address issues that may be affecting attendance. If non-attendance persists the course directors will escalate matters as appropriate (see section on Persistent Excused /Unexcused Absences).

Reporting Absences During Teaching Term:

Any student who is unable to attend a lecture or tutorial (whether online or face-to-face) is obliged to explain the reason for his/her absence and likely duration within 48 hours of the first day of absence. If a student is absent from a face-to-face lecture or tutorial, they are obliged to record the reason via SEAtS. If a student is absent from an online lecture or tutorial, they are obliged to email antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister) to explain the reason and likely duration.

Excused Absences During Teaching Term:

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, if absent for 3 or more consecutive days, students must provide a medical certificate from a registered General

Practitioner or from College Health to antunesa@tcd.ie (Junior and Senior Freshman) or pascoem@tcd.ie (Junior and Senior Sophister), as soon as possible after illness, ideally within 3 days.

Absences Whilst on Placement:

If students are ill or need compassionate leave, their Practice Teacher must be notified as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both Practice Teacher and Social Work Tutor (or college). Absences of 2 or more days must be made up in a purposeful manner negotiated with the Practice Teacher. If necessary, students may use some of their Reading Time allotment. If absence seems likely to be prolonged student, practice teacher and social work tutor should discuss the implications at the earliest possible time.

Persistent Excused /Unexcused Absences

Individual students with a number of absences (both excused and unexcused) will be contacted and will be required to discuss their attendance record with the B.S.S Course Directors, Year Head and Director of Teaching & Learning. Where students miss more than a third of a module in any term or fail to submit a third of the required course work in any term, the student's tutor will be contacted and will result in the student being returned to the Senior Lecturer as 'non-satisfactory'.

Students who are reported as 'non-satisfactory' will have this noted on their University record and transcripts. Students who are reported as 'non-satisfactory' to the Senior Lecturer for Semester 1 & 2 of the same academic year may have permission to take annual examinations withdrawn.

SEATS software

The school utilises SEATs software to monitor student attendance at face to face social work lectures. A blue tooth signal device called an iBeacon has been installed in all teaching venues, students are required to download the SEATS app on their phone and check in on arrival at social work lecture and tutorial. A separates SEATs user guide is available to all BSS students.

Notes

* This policy does not apply to lectures and tutorials delivered by the Departments of Economics, Sociology, Political Science, Social Policy.

* Individual lecturers may implement their own attendance monitoring system if attendance forms part of an overall module mark.