



**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 2022-2023**

**V3.0**

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**Alternative formats of this handbook can be made available on request by emailing [pascoem@tcd.ie](mailto:pascoem@tcd.ie)**

## Welcome and Introduction

Welcome to Junior Sophister year of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of qualifications (NFQ). 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 Handbook<sup>1</sup> 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 dark ink, reading "Michael Feely". The signature is written in a cursive, flowing style.

Michael Feely, Head of BSS Junior Sophister Year

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<sup>1</sup> 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/](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**

### **Supports within School of Social Work and Social Policy**

If a student has an issue they should, in the first instance, bring this to the attention of their Year Head. The Year Head will then attempt to resolve the issue or if deemed necessary will bring this to the attention of the BSS course committee and all actions will be reviewed by Course Director(s).

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

### **College Tutor**

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

### **Social Work Tutor**

In the Sophister years each BSS student is assigned an individual Social Work Tutor, who is the person primarily concerned with your professional development as a social work student and who will maintain an ongoing, individual tutorial relationship with you throughout your placements. Your Social Work Tutor will work with you to clarify your learning needs, visit and monitor each placement, work with you and your practice teacher to facilitate completion of your Learning Agreement, guide you in relation to your practice projects, review placement reports and can act as a referee for you in job applications.

Your Social Work Tutor will not act as a counsellor but will offer support, advice, and referral to other sources of help, if you so wish.

Your Social Work Tutor has a pivotal support role during placement. For example, if concerns are expressed for/about you by 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 the BSS Course Directors, individual lecturers, and the Practice Education Team, all of whom will readily arrange to meet with you.

### **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 deliver practice teacher initial training and CPD 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. Together with your Social Work Tutor, the Practice Education Team are the primary college-based support to students while on 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](mailto:student-counselling@tcd.ie)

**Web:** [https://www.tcd.ie/Student\\_Counselling/](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 who are registered with the Disability Service and who are in receipt of reasonable accommodations in College should discuss the implications for placement-based learning with their Disability Officer. If required, they will be issued a Professional Learning Needs Education Needs Summary- PLENS with recommended reasonable accommodations for placement. **This should be discussed with the Practice Education team as part of the placement planning process.**

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

**More detailed text 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 Caroline Montgomery

Office Location: Fourth Floor, Ussher Library

Telephone: +353 1 8962985

Email: [cmontgom@tcd.ie](mailto:cmontgom@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,	<a href="mailto:Sflynn7@tcd.ie">Sflynn7@tcd.ie</a> Tel (01) 8963241
	Dr. Simone McCaughren	<a href="mailto:Smccaugh@tcd.ie">Smccaugh@tcd.ie</a> Tel (01) 8962627

### Course Year Heads

Title	Name	Email
Head of Junior Freshman	Dr. Joe Whelan	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a> Tel (01) 8964101
Head of Senior Freshman	Dr. Ruth Elliffe	<a href="mailto:relliffe@tcd.ie">relliffe@tcd.ie</a>
Head of Junior Sophister	Dr. Michael Feely	<a href="mailto:mfeely@tcd.ie">mfeely@tcd.ie</a> Tel (01) 8964101
Head of Senior Sophister	Dr Simone McCaughren	<a href="mailto:Smccaugh@tcd.ie">Smccaugh@tcd.ie</a> Tel (01) 8962627

### Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman	Amanda Antunes	<a href="mailto:antunesa@tcd.ie">antunesa@tcd.ie</a>
Senior Executive Officer BSS Years 3 & 4 i.e. Junior and Senior Sophister	Mairead Pascoe	<a href="mailto:pascoem@tcd.ie">pascoem@tcd.ie</a>

### Head of School

Title	Name	Email
Head of School of Social Work and Social Policy	Dr. Stephanie Holt	<a href="mailto:sholt@tcd.ie">sholt@tcd.ie</a> Tel (01) 8963908

### Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Teaching and Learning (Undergraduate)	Dr. Julie Byrne	<a href="mailto:Byrnej18@tcd.ie">Byrnej18@tcd.ie</a> Tel (01) 8964648

### School Practice Education Team

Title	Name	Email
Practice Learning Development and Placement Co-ordinators	Dr. Erna O'Connor Ms Sinead Whiting	<a href="mailto:Erna.OConnor@tcd.ie">Erna.OConnor@tcd.ie</a> <a href="mailto:Sinead.Whiting@tcd.ie">Sinead.Whiting@tcd.ie</a>
Executive Officer Practice Education	Ms Jen Kelly	<a href="mailto:Swpractice.ed@tcd.ie">Swpractice.ed@tcd.ie</a>

### 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. Ruth Elliffe
- Head of Junior Sophister, Dr Michael Feely
- Head of Senior Sophister, Dr Simone McCaughren
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor
- Assistant Professor in Social Work & Practice Education Coordinator, Ms Sinead Whiting
- Social Work lecturing staff
- Social Policy lecturing representative
- Social Work tutor representative
- External lecturer representative
- Student representatives (BSS Years 1-4 )

## **Staff – Student Liaison**

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

## BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	Tanya King <a href="mailto:KINGT4@TCD.IE">KINGT4@TCD.IE</a>
BSS Senior Freshman (Year 2)	Ruth Lennon <a href="mailto:RULENNON@TCD.IE">RULENNON@TCD.IE</a> Katie Cahill <a href="mailto:CAHILLK4@TCD.IE">CAHILLK4@TCD.IE</a>
BSS Junior Sophister (Year 3)	Ciara Duffy <a href="mailto:DUFFYC20@TCD.IE">DUFFYC20@TCD.IE</a> Hannah Griffin <a href="mailto:HGRIFFIN@TCD.IE">HGRIFFIN@TCD.IE</a>
BSS Senior Sophister (Year 4)	Charmaine Doyle <a href="mailto:DOYLEC63@TCD.IE">DOYLEC63@TCD.IE</a>
Undergraduate School Convenor	Aisling Dillon <a href="mailto:ADILLON1@TCD.IE">ADILLON1@TCD.IE</a>

## 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 learning agreements, practice teacher reports and projects submitted by students with a view to providing advice to the course team both on the maintenance of standards in relation to placement performance with reference to the CORU Domains of Proficiency and on the quality of practice teaching and practice teachers' reports. Their annual report is made available to the External Examiner.

The Practice Panel 2022/23 members are:

- Lavina Temple, TUSLA, Child and Family Agency
- Karen Burke, TUSLA Child and Family Agency
- Saragh McGarrigle
- A representative from hospital based social work

## 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](http://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.

### **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 2022 - 2023 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.

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### Second Class, First Division

### II.1

60-69

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

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

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

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

----- O -----

### 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.

----- O -----

### Fail – 2nd Division

### F2

0-29

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

## Course Expectations

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

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 2022-23, 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'. The expectation in the first instance therefore is that students will attend all lectures and tutorials whether in person or online. If this is not achieved, there are processes in place to monitor and respond to attendance where non-attendance approaches problematic levels. Please ensure to read the The BSS Attendance Policy which can be found at 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 complete and submit all assessment components for each module by the deadline set by the lecturer. Completion includes the submission of continuous assessment and attendance at examinations and other tests.

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 and that the correct version is submitted.

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.

## Assessment: procedure for the non-submission of coursework and absence from examinations

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

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

should be forwarded to the School within 3 days of the missed exam or assignment deadline.

In situations where a student does not complete an assessment component, that is, where they do not submit or do not attend for assessments, including examinations and / or online assessments, specified for their programme of study, the College Assessment: Procedures for the non-submission of coursework and absence from examinations will be applied.

If a student does not complete specified assessment component(s), the following outcomes may take place:

1. Permission to defer to the reassessment session, provided a student submits a valid medical certificate within three working days of the missed exam or assignment deadline.
2. Where a student does not submit a valid medical certificate, the student will be required to be re-assessed in relation to the missed component(s), subject to capping at the pass mark, provided the missed components are in modules totalling no more than 20 ECTS.
3. Where a student misses assessment components in modules amounting to more than 20 ECTS, and does not provide a valid medical certificate, the student is required to repeat the year in full.

The scope of this procedure may not apply to some semester 1 assessment components for modules with a prefix of SSU, which if submitted late within semester 1, without an agreed extension, may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The School will only accept work until the last day of semester 1 as defined by the Academic Year Calendar, any coursework submitted after this date will NOT be marked or accepted. The examiner in consultation with Year Head / Course Directors will make the final decision on such sanctions.

Late submission with penalties is not permitted for semester 2 assessment components, instead the College Assessment: Procedures for the non-submission of coursework and absence from examinations will be applied.

The procedures can be found here : [non submission of coursework and absence from examinations](#)

## 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 2022/23

Cal. Wk.	Dates 2022/23	2022/23 Academic Year Calendar	Term / Semester
	(Week Beginning)		
1	29-Aug-22	JS & SS Pre Placement Teaching Week	←Michaelmas Term begins / Semester 1 begins
2	05-Sep-22	BSS JS & SS Professional Placement	
3	12-Sep-22		
4	19-Sep-22		
5	26-Sep-22		
6	03-Oct-22		
7	10-Oct-22		
8	17-Oct-22		
9	24-Oct-22		
10	31-Oct-22		
11	07-Nov-22		
12	14-Nov-22		
13	21-Nov-22		
14	28-Nov-22		
15	05-Dec-22		
16	12-Dec-22	Submission of JS / SS Practice Project (Wednesday 14 <sup>th</sup> December)	←Michaelmas Term ends Sunday 18 December 2021/ Semester 1 ends
17	19-Dec-22	Christmas Period - College Closed 23 Dec 2022 to 2 Jan 2023 inclusive	
18	26-Dec-22		
19	02-Jan-23		
20	09-Jan-23	Study Period	
21	16-Jan-23		←Hilary term begins / Semester 2 begins
22	23-Jan-23	Teaching and Learning	←Hilary / Semester 2 teaching term begins
23	30-Jan-23	Teaching and Learning	
24	06-Feb-23	Teaching and Learning	
25	13-Feb-23	Teaching and Learning	
26	20-Feb-23	Teaching and Learning	
27	27-Feb-23	Teaching and Learning	
28	06-Mar-23	Study Week	
29	13-Mar-22	Teaching and Learning	(Friday, Public Holiday)
30	20-Mar-23	Teaching and Learning	
31	27-Mar-23	Teaching and Learning	
32	03-Apr-23	Teaching and Learning	(Friday, Good Friday)
33	10-Apr-23	Teaching and Learning	

34	17-Apr-23	Revision	← Hilary term ends Sunday 23 April
35	24-Apr-23	Revision	Trinity Week
36	01-May-23	Examination Week	(Monday, Public Holiday)
37	08-May-23	Marking / Results	
38	15-May-23	Marking / Results	
39	22-May-23	Marking / Results	
40	29-May-23	Summer Period^	
41	05-Jun-23		
42	12-Jun-23		
43	19-Jun-23		
44	26-Jun-23		
45	03-Jul-23		
46	10-Jul-23		
47	17-Jul-23		
48	24-Jul-23		
49	31-Jul-23		
50	07-Aug-23		
51	14-Aug-23		
52	21-Aug-23		
*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 2022/23

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
SSU33902	Global Social Policy and Comparative Welfare States	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

### Module Outlines

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

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

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

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

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

## **European Credit Transfer System (ECTS)**

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

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

Module	Course	Assessment
SSU33502	Child Protection and Disability: Perspectives and Practice	Case-study based written assignment (100%) <b>Due: Thursday 30<sup>th</sup> March 2023 (4pm)</b>
SSU33012	Law for Social Workers	Case Study (100%) <b>Due: Thursday 20<sup>th</sup> April 2023 (noon)</b>
SSU33202	Criminology: Crime, Punishment, and Irish Society	Essay: 2,000 words (100%) <b>Due: Thursday 13 April 2023 (noon)</b>
SSU33902	Global Social Policy and Comparative Welfare States	Group Project (40%) <b>Due: Friday 14 April 2023</b>  Group Presentations (10%) <b>Due: In class during semester 2</b>  Individual Assignments (50%) <b>Due: 20<sup>th</sup> February and 27<sup>th</sup> March 2023</b>
SSU33072	Family and Child Care Studies	Online Posts (10%) <b>Due: between 31<sup>st</sup> Jan – 11<sup>th</sup> April 2023</b>  Written Assignment (90%) <b>Due: Tuesday 18<sup>th</sup> April 2023</b>
SSU33402	Biographies of Social Work	Presentation (20% weighing) <b>Will be delivered in class during semester 1</b>  Essay (80% weighting) <b>Due: Friday 7<sup>th</sup> April 2023</b>
SSU33090	Social Work Practice	Junior Sophister Placement Project (50%) <b>Due: Wednesday 14<sup>th</sup> December 2022</b>  Sem 2 Essays (50%) <b>Due: Tuesday 25<sup>th</sup> April 2023 [tbc]</b>
SSU33101	Junior Sophister Placement	Practice Teacher's Student Placement Report (Pass / Fail) <b>Due: Wednesday 14<sup>th</sup> December 2022</b>

## **Non Compensatable Modules**

All modules taken by Junior Sophister and Senior Sophister students are central to the achievement of the programme learning outcomes and are non compensatable. Students must attempt and pass all components of assessment to pass the module overall. Failure of a non compensatable module cannot be compensated by achievement in other modules.

The BSS Examination Regulations and Conventions Booklet 2022 - 2023 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: <https://www.tcd.ie/swsp/undergraduate/social-studies/structure-content.php>

## **Moderation**

Junior Sophister assessment for modules SSU33502, SSU33012, SSU33202, SSU33902, SSU33072, SSU33402, SSU33090 and SSU33101 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 academic components of formative and summative assessment on year 4 of the degree, and the Social Work components on year 3 of the degree, irrespective of the level of the work or the credit weighting of the assessments.

### **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.

On the BSS programme, following the receipt of monitoring feedback, a number of processes are in place through which recommendations are evaluated, actions identified, responsibility assigned, along with evidence of the outcomes of these actions, with respect to monitoring of assessments (including moderation). In the case of practice projects for both JS and SS, markers are provided with a proforma template for marking. There is a record of the provision of a final feedback and grade provided to student. A sample of practice projects may be moderated. Marking moderation does not include review of the actual assessment design, but rather review of the feedback and grade provided to students, and this is conducted in line with the present moderation policy. Assessment design is at the discretion of the lecturer, and is overseen by module convener where relevant, at curriculum review meetings whereby any actions are minuted, as well as subject to oversight of the director of undergraduate teaching and learning and the BSS course committee members.

In the case of external examiner recommendations regarding moderation of coursework and assessment strategies, these are evaluated and minuted at the next BSS Course Committee where any actions identified are allocated to the course director with respect to assigning and taking responsibility for their actioning, in line with the course co-director role document, version August 2022. The course director then reports to the course committee again following the completion of actions and this is minuted as evidence of action completion.

## 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, are in their current post for at least one year and have successfully completed Practice Teacher training.

All placements are undertaken in accordance with the Code of Professional Conduct and Ethics for Social Workers. (Social Workers Registration Board, CORU.) Students are required to successfully complete a minimum of 1000 **professional social work placement hours** over the Sophister years of the programme. This builds on **560 foundation level placement hours undertaken across the first and second years of the BSS programme.**

The Junior Sophister placement (500 hours) is generally undertaken from September - December of the Senior Sophister year.

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

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

Students must ensure that they notify the Practice Education Team and the Course Director of any health and safety issues which may compromise their ability to undertake their placement. It is expected that students will have received any necessary vaccinations in earlier years of their course for placements in health and social care settings. As of the academic year 2022/23 it is recommended that students attending clinical placement receive the Flu vaccine. It is recommended that all students will make arrangements to have this vaccine once it becomes available. It is expected that students will be vaccinated against Covid-19 in line with public health recommendations. Many placement sites require proof of vaccination in order for students to progress to placement. If you do not intend to have a Covid-19 vaccine you should contact the course director and placement coordinators to discuss the implications of this. Students must complete a Health and Safety declaration at the commencement of placement. The College Health Service is available to students, if they have any queries or concerns about their health or preventative health measures such as vaccinations.

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

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

### **Aims and Objectives of the Junior Sophister Placement include:**

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

## Allocation of Placements

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

- Students attend preparation for placement module
- Students complete the **Placement Planning Form** which includes details of previous placements, volunteering and other relevant practice experience; learning needs, identification of relevant issues (health, disability, personal), areas of interest for placement, preferred location, mode of transport
- Students submit an up-to-date CV
- Practice education coordinators analyse students' learning needs, previous experience and areas of interest and discuss with tutors and course team
- Practice Education Coordinators work with all social work service providers to secure an appropriate set of placements to meet students' learning needs
- Preliminary matching of students with available placements is undertaken
- Targeted placement opportunities are sought
- A draft placement list is developed
- Prospective practice teachers are contacted and provided with a student's CV and details and asked to confirm if placement is suitable for the prospective student
- Students are consulted when a placement becomes available. Information is provided on learning opportunities at the placement site, geographical location and the fit with the student's learning needs is discussed
- The placement is confirmed with student, practice teacher and tutor agreement
- Detailed placement information is forwarded to Practice Teachers
- A tutor is allocated. The student meets with the tutor and separately with the Practice Teacher (in-person or online) in advance of placement

See Flow Chart in Appendix 8

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

## Role of the Social Work Tutor during Placement

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

This is achieved through;

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



Key elements of the role include:

- Monitoring and evaluation of practice learning experiences and quality of placements
- Ensuring achievement of learning aims and objectives, as per the Learning Agreement
- Supporting the student to make links between classroom learning and practice
- Provide ongoing support to students and practice teachers, promote open communication
- Ongoing liaison with the Practice Education

### Placement Structure

The Junior Sophister placement is the first professional social work placement of the four years of the BSS degree programme. It comprises of a full-time block placement of 14 weeks (70 days / 500 hours). Before students set out on placement, they are provided with a week-long Pre Placement Programme in college. **Full attendance is mandatory.**

Placement begins on Monday 5th September 2022 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 9th December 2022).

### Academic Requirements

Placement related lectures and workshops take place in college during the Preparation for Placement Week (29<sup>th</sup> August to 2<sup>nd</sup> September 2022)

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 Wednesday 14<sup>th</sup> December 2022.**

### Practice based Teaching and Learning Curriculum

The curriculum for practice teaching and learning on placement is informed by the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. These domains are reflected in the college Learning Agreement to be 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. Supervision of 90 minutes per week is a required part of placement and should include formal teaching and learning, critical reflection and case management. Arrangements for Supervision are agreed as part of the Learning Agreement.

## **Placement Hours**

Students must complete 1000 hours of social work supervised, professional practice. These are completed across two placements, each of 500 hours duration. To meet this requirement students usually undertake 37.5 practice learning hours per week - but precise hours in the agency are negotiated by student and Practice Teacher to suit their needs and those of the agency. If students work over-time, they should receive time-off-in-lieu.

Students, practice teachers and tutors are issued with a Student Placement Log (see Appendix 3) which documents hours and practice learning activities completed each day and week of placement.

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

## **Compensating for time missed on placement**

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

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

Mechanisms include:

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

Absences of three days or more must be medically certified

See flow chart in Appendix 9

### Hybrid Placement Model

Due to Covid-19 it may not be possible for all students to be on site each day of placement. To ensure that student learning on placement is not compromised the School has produced a Hybrid Placement Model to support practice learning which will be made available to students. This is aimed at ensuring that learning opportunities 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 some cases.

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

### Study Time

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

The allocated study time is not time off. Study time should support specific placement learning and may be taken on or off-site. Study time allocation is a guideline - how it is scheduled should be negotiated with the Practice Teacher and must accommodate student workload and agency requirements. Study time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make

up, study time may be used, as described above. Students must then use their own time for placement reading and work on their practice project.

### **Needing more time**

Placements are due to be completed by Friday 9<sup>th</sup> December 2022. If a student needs to compensate for time missed during placement, the arrangement put in place must be agreed in advance of the scheduled finishing date by the student, Practice Teacher and Social Work Tutor. This agreed plan must be notified for approval to the Practice Education Team and the Course Director.

### **Covid 19 Protocols**

Students must follow all Covid-19 protocols while on placement. Students also complete a college Health and Safety declaration on commencement of placement. Failure to adhere to either TCD or placement agency Covid-19 protocols constitutes a serious breach of placement contract and will result in a disciplinary process.

## Placement Reviews

Placement meetings/reviews are facilitated by the student's social work tutor, and attended by the student and their practice teacher(s). It is preferable that these meetings are held in person but where this is not possible, some meetings may be held online. The aims of these meetings are:

### Objectives of Placement Reviews

#### For Students

- To complete, and subsequently review, the Learning Agreement
- To discuss their experiences of placement and learning achieved aligned to the CORU Domains of Proficiency.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways they may be addressed.
- To discuss future learning goals and future placement needs.

#### For Practice Teachers

- To complete, and subsequently review, the Learning Agreement
- To discuss the student's performance aligned to the CORU Domains of Proficiency: to acknowledge progress and strengths and to discuss any difficulties in time to address them.
- To discuss ongoing evaluation of the student's progress, 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 avail of the college's support for the practice teaching offered on placement.

#### For Social Work Tutor

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

For all parties

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

### **Guidelines for Placement Reviews**

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

#### **Initial Meeting:**

- Link previous experience and / or experience on last placement to current one
- Establish the student's learning needs and expectations of all three parties
- Agree learning goals in accordance with the 5 CORU domains.
- Draft the Learning Agreement to include: facilities for the student; ways to meet learning needs; workload size & content; opportunities to try out methods of intervention; access to meetings and other learning opportunities; supervision arrangements, criteria for assessment and evaluation of student learning; methods of assessment to be used and if relevant how the student's placement will be structured in relation to the Hybrid Placement Model.

#### **Mid-Placement Review:**

- Review the learning goals aligned to the CORU Domains of Proficiency, as documented in the Learning Agreement and progress achieved in relation to each goal
- Review workload and agree any adjustment needed
- Review how the Hybrid Placement Model if relevant is impacting placement and agree any adjustments that are required.
- Identify what has been achieved so far and areas to be worked on
- Establish whether the student is on track to pass the placement

#### **Final 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;
- Share feedback on the experience of the placement between all parties

## **Ongoing Contact with Social Work Tutor**

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 and submit their Student Placement Logs.
- 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 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.

## **Additional supports while students is on placement**

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

A student call-in day is held mid-way through the placement to assist students in integrating their placement learning and to provide for peer support and learning. The Practice Education and Course Team are available to students throughout the day.

## **Evaluation and Assessment of Practice**

Evaluation of student progress is ongoing over the duration of the placement and should be discussed in weekly supervision, at placement meetings with the tutor and evidenced in the Practice Teacher's Evaluation Report. Sources of evidence may include; self-reports by the student, process recordings, reflective writing, engagement in supervision, direct observation of student work by the practice teacher or colleagues, audio or video recordings, service-user feedback, feedback from team/agency colleagues, and written or other materials produced by the student in the course of their practice.

Satisfactory completion is contingent on two criteria being met:

- (i) a recommendation by the designated practice teacher that the student has reached required standards for the course aligned to the CORU/SWRB Domains of Proficiency; and

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

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



## 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 Wednesday 14<sup>th</sup> December 2022 to Blackboard.
- One electronic copy of the practice teacher's evaluation report should be submitted by email to [swpractice.ed@tcd.ie](mailto:swpractice.ed@tcd.ie) by 14<sup>th</sup> December 2022. This electronic copy must be signed by both student and practice teacher.

### Learning Agreement

The Learning Agreement sets the initial agenda for placements and the baseline for reviewing progress at the end. It should be attached to the placement project.

**A copy of Learning Agreement form is appended to this handbook (Appendix 1).**

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 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. A template is provided please see Appendix 7

**The report opens with a Pass or Fail recommendation.**

The report should then read as evidence for this recommendation.

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

Domain 1 Professional Autonomy and Accountability

Domain 2 Communication, Collaborative Practice and Teamworking

Domain 3 Safety and Quality

Domain 4 Professional Development

Domain 5 Professional Knowledge and Skills

[A document listing the domains and proficiencies can be found here](#)

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

**The report concludes with a summary to include:**

- 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 the student's final placement.

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

### **Confirmation of Recommendation**

Please re-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 (Student Placement Log) signed by the Practice Teacher.

(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 Student 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**

A Pass grade applies where there is **sufficient evidence** that a student has accomplished agreed placement objectives aligned to the CORU Domains of Proficiency, to a satisfactory standard for the relevant stage of training.

#### **Fail Grade**

Practice teachers may recommend a Fail grade where there is **insufficient evidence** that a student has accomplished agreed placement objectives aligned to the CORU Domains of

Proficiency, to a satisfactory standard for the relevant stage of training. The grade must be ratified by the Court of Examiners.

### **Regulations when a Fail grade is obtained**

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see sections on Supplementary Placements and Fitness to Practice)
- If a student wishes to contest a placement grade they should notify their Social Work Tutor, the Practice Education Team and the Course Director before commencement of the next academic term. The Course Director refers the placement documents i.e the student practice project, the practice teacher's report and the tutor's report to the External Examiner for review. The External Examiner may also meet with the Student, Practice Teacher and Social Work Tutor. The recommendation of the External Examiner in relation to the placement grade is presented at the the BSS Court of Examiners for ratification.
- Normal College Appeals procedures apply, as outlined in the College Calendar Part Two for Undergraduate Studies.
- Should a repeat placement be required, the repeat placement and project must be completed successfully in order to progress on the BSS programme. Only one attempt to repeat a failed placement is permitted.

### **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 14<sup>th</sup> December 2022**

**Practice Project by Noon on Wednesday 14th December 2022.**

## 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's 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.

**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 14<sup>th</sup> December 2022  
Practice Project by Noon on Wednesday 14<sup>th</sup> December 2022.**

## 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.

## Practice Teacher Input: Student Practice Project

The Practice Project is designed to demonstrate the student's professional competence and reflective integration of theory and practice. Practice Teachers can guide students' work on their project through, discussion, suggested references and signposting to other resources. They are asked to read and sign the project to confirm it is a fair account of the student's work while on placement. The Project, however, remains the student's responsibility, and is graded by college staff. Practice Teachers are not responsible for directing or editing students' projects.

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

Students who fail a placement engage in a reflective practice process with their Social Work Tutor and the Practice Education team in order to provide evidence of readiness for practice. They may then be permitted to undertake a repeat placement and the related practice project after the summer examinations and a supplementary examination board will be held at the end of August / beginning of September.

**Only one attempt to repeat a failed placement is permitted. The repeat placement and the related practice project must be passed in order for students to progress within their BSS programme.**

## Health and safety

**Covid 19 Coronavirus:** Students must follow all Covid-19 protocols while on placement. Students also complete a college Health and Safety declaration on commencement of placement. Failure to adhere to either TCD or placement agency Covid-19 protocols constitutes a serious breach of placement contract and will result in a disciplinary process.

**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. BSS students must arrange vaccination for Hepatitis B through their own GP or with College Health Service. Costs must be met by the students.
- The School recommends that students are protected against Tuberculosis (TB), Mumps, Measles & Rubella (MMR) and Varicella (Chicken Pox).
- It is recommended for the academic year 2022/23 that all students receive the Flu vaccine, when it becomes available. This is in response to public health advice in relation to the current pandemic. We recommend that students arrange to have this vaccine when it becomes available.
- A record of vaccinations must be submitted to the Course Executive, prior to commencing placements.

## Critical incidents

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

## Impact of Personal or Health Issues while on Placement

If personal issues or physical/ mental health difficulties which impact negatively on a student's practice or professional behaviour, this should be discussed with the practice teacher, tutor and Practice Education Team to ensure the student has access to required support. If relevant the student may be required to submit a medical / psychological report certifying their fitness to practice at this time.

## Garda Vetting

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

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

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

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

## Access to Agency Held Information

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

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

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

**Under no circumstances should the identities of service users or any of their details be shared with anyone who has no reason to have access to such information. Information about service users that students work with should only be shared with others on a need-to-know basis. If a student is in any doubt about sharing**

**information with other professionals, services or extended family of the service user, they are advised to check in the first instance with their Practice Teacher.**

**Where practice experience is discussed in the classroom for learning purposes names and any identifying information should be omitted.**

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

## 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](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 2022-23 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](mailto:pascoem@tcd.ie). **The deadline to return the form is noon on Thursday December 1<sup>st</sup>, 2022.**

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

## **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_to_Study_Policy_2018.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](mailto:erna.oconnor@tcd.ie)

Sinéad Whiting: [sinead.whiting@tcd.ie](mailto: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	

<p><b>Covid Health and Safety Procedures</b></p>          
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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
Identify two or more goals in relation to this proficiency	Identify areas of practice or other opportunities that will enable learning in relation to each goal	At the end of the placement, the student will be able to.....



## Domain 2 Communication, Collaborative Practice and Teamworking

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

## Domain 3. Safety and Quality

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

## Domain 4. Professional Development

LEARNING GOALS  Identify two or more goals in relation to this 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

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## 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.

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## 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:		
<b>Supervision Arrangements:</b>	<b>Day:</b>	
	<b>Time:</b>	
<b>Other Student Supports</b>		

## 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.

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## Personal Issues

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

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## 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:

<b>1. Professional Autonomy and Accountability</b>
<b>2. Communication, Collaborative Practice and Teamworking</b>
<b>3. Safety and Quality</b>
<b>4. Professional Development</b>
<b>5. Professional Knowledge and Skills</b>
<b>Additional Personal Learning Goals</b>
<b>Supervision:</b>  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:

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

Student: \_\_\_\_\_

Practice Teacher \_\_\_\_\_

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2 : Workload Table Template

<b>Service User Details</b>	<b>Aims and Purpose of Referral</b>	<b>Work Undertaken</b>	<b>Length of Involvement</b>	<b>Theories</b>	<b>Reflections</b>
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 **specify hours on placement each day and the total number of placement hours completed that week**. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

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

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

### Student Weekly Placement Log

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

**Signed**

**Student:**

**Practice Teacher:**

**Date:**

## Weekly Placement Log Summary Sheet

Week Ending	Total Hours Completed on Placement
<b>Final Total Hours Completed</b>	

**Signed**

**Student:**

**Practice Teacher:**

**Date:**

## 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 2022/23 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>

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Student Name

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Date

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Student Number

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Course

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### **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 2022-23 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

This policy explains the attendance requirements for the BSS, how attendance is monitored, and how poor attendance is addressed.

### Requirements and expectations

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'. The expectation in the first instance therefore is that students will attend **all** lectures and tutorials whether in person or online. If this is not achieved, there are processes in place to monitor and respond to attendance where non-attendance approaches problematic levels.

### How Attendance is Monitored and Procedure where Students at Risk of Unsatisfactory Attendance

Attendance is monitored by the School of Social Work and Social Policy using the SEAtS software application (see below). This requires students to log their attendance at each lecture or tutorial. If students cannot attend, the expectation is that they will inform the relevant lecturer, tutor, or administrator. Students are expected to do this for all absences whatever the reason.

Year heads will review the attendance records of all students at **week 4** and **week 8** each term via a report generated through the SEAtS application. Where a student has missed more than **25%** of required lectures or tutorials at either of these points in the term, the Year head will contact them to arrange a meeting to discuss the absences and to inform the student that their absence is approaching the unsatisfactory mark. The student will be encouraged to improve attendance and to discuss any issues impacting attendance so that any relevant supports can be signposted. The student will also be encouraged to link-in with their College Tutor.

### SEAtS software

As noted above, 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 separate SEAtS user guide is available to all BSS students.



## **Reporting Absences**

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, if the absence is likely to continue beyond the initial absence, provide a sense of the likely duration. Students should seek to do this 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 for this absence via the SEAtS application. 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 where absences are likely to continue beyond the initial absence. In the event students foresee a difficulty with further attendance, they should contact their College Tutor and/or their Year Head to discuss options and supports.

## **Unsatisfactory Attendance and Consequence**

Where students miss more than a third of a module in any term, the student and the student's tutor will be contacted and informed that because the student has fallen below the level for satisfactory attendance the Senior Lecturer will be informed. This effectively means that the student will be returned to the Senior Lecturer as 'non-satisfactory'. Non-satisfactory attendance, as defined in the College calendar (page 32-33) is where students miss more than a third of their course of study in any term and can have very serious consequences. 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. Furthermore, students should note that attendance records form part of any reference they will receive from the programme directors.

## **Absences on placement**

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

## **Appendix 6 : Student Consent Protocol when Acting as a Service User in Learning Activities**

### **Purpose**

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

### **Scope**

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

### **Background**

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

### **Procedure**

- Each student's consent to participate in such activities is sought in writing at the beginning of each academic year.
- The student consent form should be submitted to the Course Administrator (link to Consent Form).
- A class list indicating each student's consent decision is collated by the Course Administrator and shared with the Year Head and relevant academic staff.
- The Year Head will ensure that students are aware of this protocol and explain the reasons for using such learning activities and seeking their consent. The Year Head will encourage students to contact them if they wish to discuss any aspect of consent and may connect the student with support services where relevant.
- If students choose to either not give consent or withdraw consent, this may have implications for their learning progression.
- Lecturers and course staff will explore the issues impacting on a student's reluctance to engage with the particular learning activity.
- Lecturers and course staff may consider referrals to student supports such as Disability Services, Counselling and or Teaching and Learning supports.

## **Appendix 7 : BSS Practice Teacher Report Template**

**Trinity College Dublin**

**School of Social Work and Social Policy Bachelor of Social Studies**

**Practice Teacher Report**

Name of Practice Teacher:

Name of Placement Site:

Name of Student:

Year of Study:

Dates of Placement:

Date of the Report:

Practice Education Coordinators:

Dr Erna O'Connor: [erna.oconnor@tcd.ie](mailto:erna.oconnor@tcd.ie)

Sinead Whiting: [sinead.whiting@tcd.ie](mailto:sinead.whiting@tcd.ie)

### **Recommendation: Pass / Fail**

I recommend that [student name] pass/fail their [year and course e.g. MSW 2/BSS Senior Sophister] placement.

### **Introduction:**

Please include

a short introduction to the work of the placement agency

a brief overview of the student's prior experience and state

the key learning objectives for this placement (as documented in the Learning Agreement)

the learning plan (please specify range of work allocated, supervision arrangements & other learning opportunities)

<b>Evidence of Student Learning and Progress</b>
Please comment on the student's approach to learning and their engagement in supervision and discuss the student's learning and development in relation to the following 5 CORU Domains of Proficiency. Please refer to the learning goals set out in the Learning Agreement and provide practice-based evidence of the student's development in relation to two or more proficiencies within each of the 5 Domains
<b>Overview of student's approach to learning and their engagement in supervision.</b>

<b>Professional Autonomy and Accountability</b>

<b>Communication Collaborative Practice and Teamworking</b>

<b>Safety and Quality</b>



<b>Professional Development</b>

<b>Professional Knowledge and Skills</b>

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### Summary

Please summarise key learning on placement and comment on the student's strengths and areas for continuing development.

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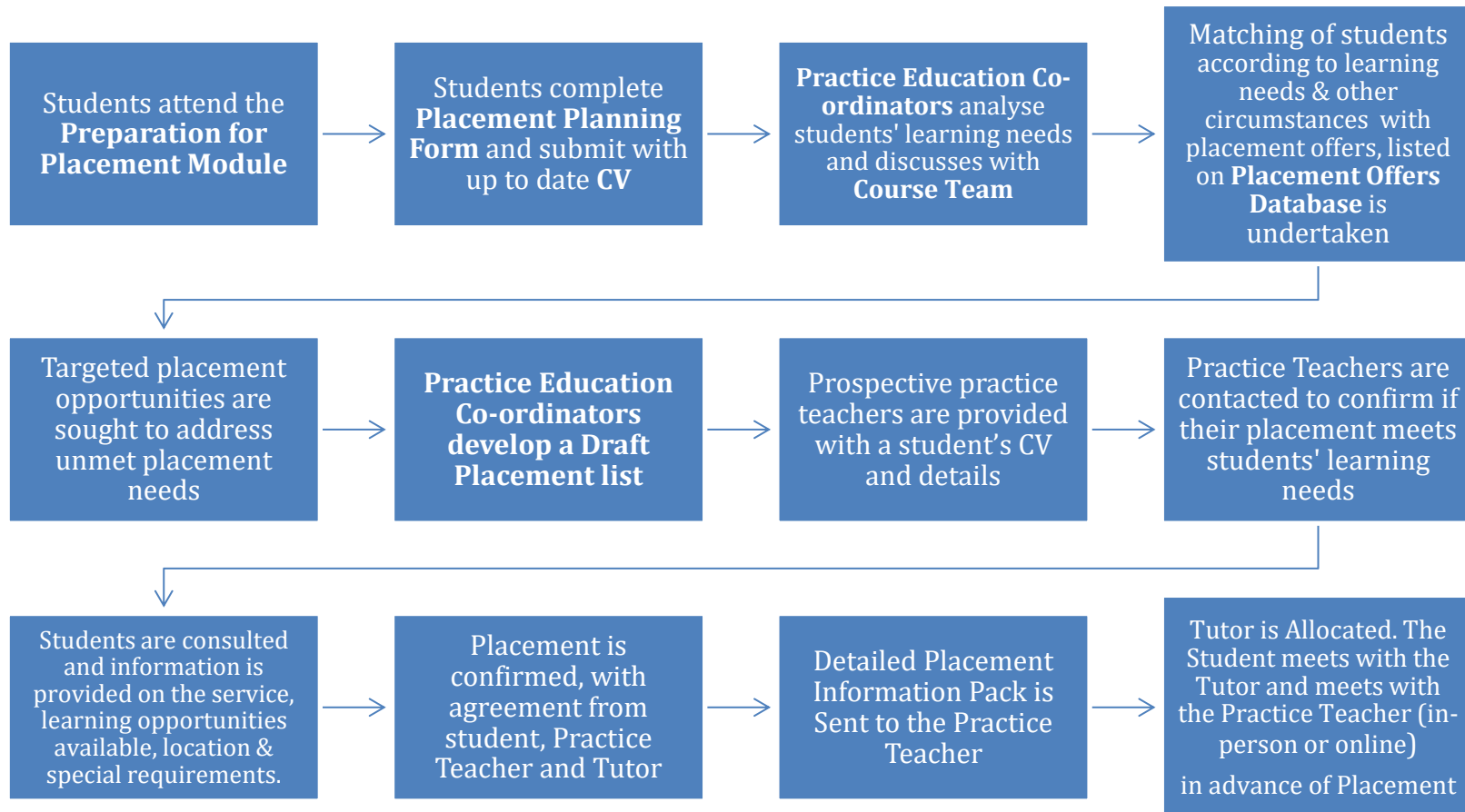
### Confirmation of Recommendation:

I confirm that [student name] has passed/failed this placement.

Signatures	
Practice Teacher	
Student	
Date	

## Appendix 8 : Placement Allocation Process Flow Chart

### Placement Planning Process



## Appendix 9 : Monitoring Placement Hours

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

