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

School of Social Work and Social Policy

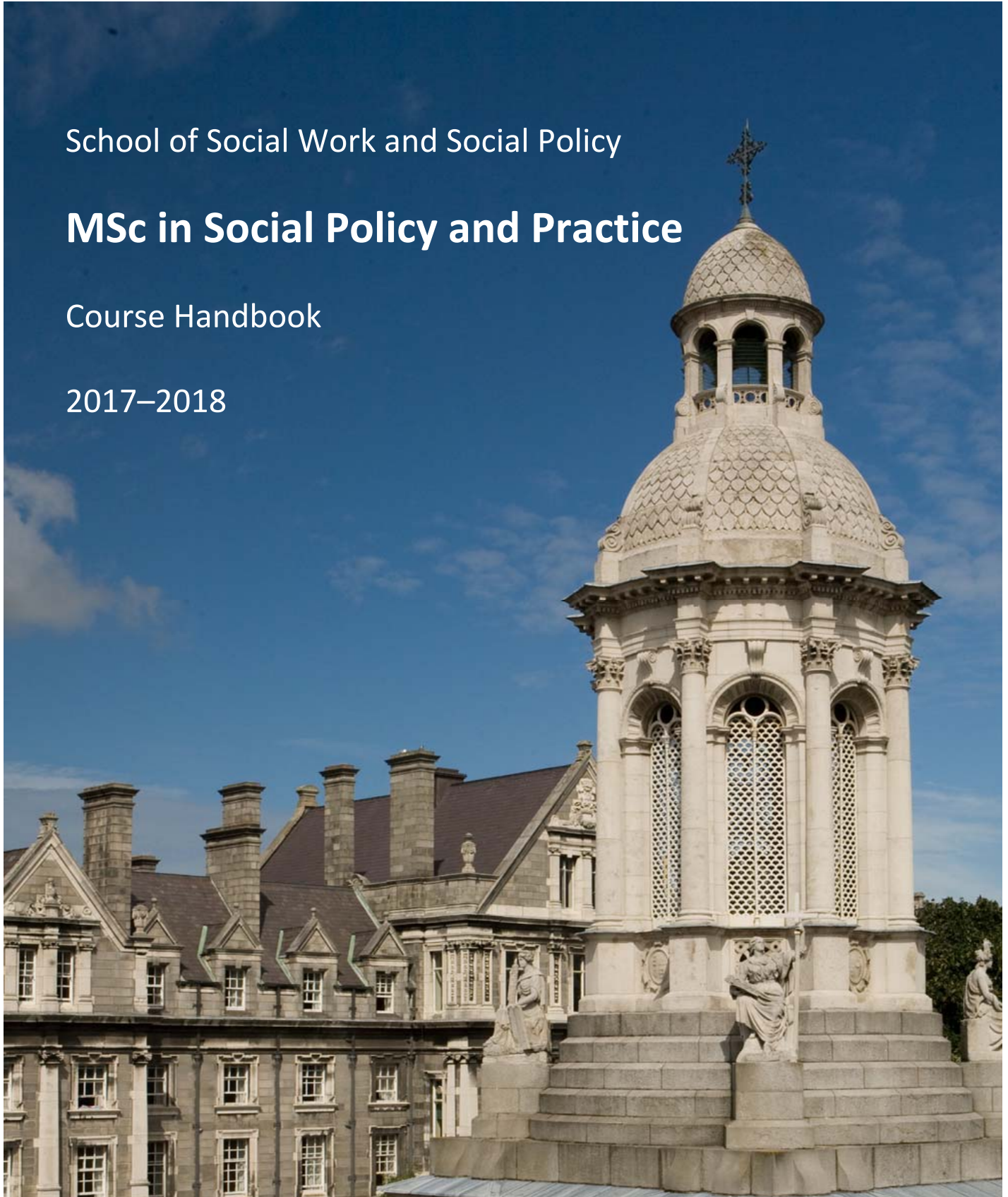# MSc in Social Policy and Practice

Course Handbook

2017–2018

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WELCOME MESSAGE

I am delighted to welcome you back to the University, having successfully completed the Postgraduate Diploma to the standard required for entry into the Masters. This one year Masters allows you to build on your learning in the PGDip year and work both together as a class and with your supervisor in completing a thesis for the award of Masters in Social Policy and Practice!

Postgraduate studies are both challenging and rewarding and provide an opportunity to develop new insights about the world and about yourself. We hope that your interactions with staff and fellow students on the Masters in Social Policy and Practice and conducting your own research will enhance your research and academic learning and skills, lead you to further opportunities and help you contribute to change in society.

If we in the School can be of assistance along the way, please just let us know.

Steph Holt

Dr. Steph Holt
Course Director

1.   CONTACT DETAILS

Course Director	Dr Stephanie Holt Email: sholt@tcd.ie Telephone: +353 1 896 3908
Course Administrator	Louise O'Brien Email: obriel10@tcd.ie Telephone: +353 1 896 3593
Office Location	School of Social Work and Social Policy Room 3063, Arts Building Trinity College Dublin Dublin 2 Ireland
Web	http://www.tcd.ie/swsp/postgraduate/social-policy-practice/

2.   COURSE COMMUNICATION

On all course related matters we will communicate with you primarily using the Blackboard learning environment and your TCD email account.

In Blackboard we use the 'Announcement' and 'Discussion Forum' in the module *SS8503 Research Methods* to interact with you about course issues.

From time to time other services in college may use your telephone number or postal address.

You can communicate with us using the 'Discussion Forum' channels, email and telephone. We will endeavour to reply to your communication promptly. Unless otherwise advised you can expect staff to respond to queries in normal business hours i.e. 9.00am – 5.00pm, Monday to Friday.

3.   STUDYING ONLINE

Online Student Code of Conduct

As a student in a post-graduate course in Trinity College, you are expected to behave appropriately when communicating and interacting with colleagues and staff. This expectation applies to all students, including those completing their courses online. While the standards set out below will not be onerous for the vast majority of students, those who exhibit inappropriate behaviours when interacting with colleagues and staff are liable to face disciplinary measures. Should you need to read more on your school's policy, please refer to elsewhere in your school's handbook for further details.

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 has to 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:

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

Privacy considerations

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

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

Student Services

Students can see a full range of the services available to them at http://www.tcd.ie/students. This includes library services, careers advisory, etc.

Trinity Online

Trinity Online are responsible for the quality and the delivery of the content to the online students. They will also be the point of contact for resolving any issues relating to the online environment that arise throughout the running of the course. Issues that can arise include access to material, submission of assignments etc. The preferred way of contacting Trinity Online for issues regarding the use of the online learning environment is through the following channels within the course itself:

- the discussion forum dedicated for this purpose in module *SS8130 Introduction to Social Research* on Blackboard

- the Course Administrator

These channels are monitored on an ongoing basis during College business hours. Trinity Online also can be contacted by emailing helponed@tcd.ie.

4.   COURSE LEARNING OUTCOMES

The overall objective of this Masters programme is to provide graduates of the Postgraduate Diploma in Social Policy and Practice with an opportunity to apply their understanding of social studies and social policy to a societal issue or specific social service. On successful completion of the M.Sc. in Social Policy and Practice, the students should be able to:

- Identify a suitable topic for research and design a project proposal which will outline aims, objectives, methodology, outcomes and address ethical considerations within a suitable time frame

- Relate the specific research topic appropriately to wider issues, debates or concerns in the general fields of social studies and social policy

- Carry out a comprehensive literature review, critically evaluate previous studies carried out and use this information to enhance the project design

- Select and apply suitable research methods to carry out the data collection

- Collect and analyse data, using appropriate methods

- Interpret the research findings and draw appropriate conclusions based on the research outcomes, in response to the research question

- Present the research undertaken in the form of a written dissertation (and oral presentation where required) in accordance with scientific conventions

- Sustain a coherent argument that draws on an engagement with and critical appraisal of existing knowledge relevant to the research project

5. COURSE STRUCTURE

The M.Sc. comprises a designated Research Methodology module with materials on research methodology and regular contact with the student's assigned academic supervisor.

5.1 Research Methodology Module

This module aims to introduce students to the principles and methods of both quantitative and qualitative social research. The focus throughout is on providing students with the tools necessary to conduct their own research and to critically evaluate the work of others. Students learn how to formulate research questions and design a research project. They are introduced to the importance of ethical considerations when conducting research. A range of quantitative and quantitative data collection methods are discussed and students learn how to appropriately analyse data. Finally, students are taught how to present their own research findings in the form of a research report.

5.2 Dissertation

During this year, students complete a dissertation (18,000 - 20,000 words). It must include:

- A summary of the completed project
- Clear and appropriate research question and aims

- A comprehensive literature review which maps the conceptual framework of the topic selected, relates the topic to wider issues, debates and concerns in the fields of social studies and social policy and critically evaluates previous studies
- A full and critical account of the methodology adopted, its theoretical and practical rationale and background to validated tools used to collect data
- A description and evaluation of the outcome/findings of the project and their implications for future research and practice in relation to the particular theme
- A complete and accurate bibliography

- Appendices as appropriate, including the tool(s) used to collect data

5.3 Supervision

Students will be allocated a research supervisor based on the research outline they submit as part of the application process. For direction and feedback purposes students will be required to submit written outlines and draft chapters to their supervisor. The supervisor will advise students of these requirements and the expected date for submission of written material and expected date for feedback. In addition to email feedback, supervisors may avail of the Collaborate software in Blackboard, which is equipped with microphone and webcam functionality, to conduct research meetings with their students.

5.4   Submission Deadlines

The MSc. in Social Policy and Practice is awarded on the basis of the Dissertation (30 ECTS).

1. The dissertation is due for submission on June 1st 2018.

Students undertaking research in the School of Social Work & Social Policy must successfully apply for ethical approval from the School's Research Ethics Committee:

2. The ethics form due for submission on 11th January 2018;

Students may also be required to seek ethical approval from organisations/institutions other than TCD, including applications to Tusla, the Child and Family Agency or medical boards within individual hospitals.

6.   COURSE STAFF

Dr. Stephanie Holt

Stephanie is an Associate Professor in Social Work at the School of Social Work and Social Policy and Course Director for the MSc. in Social Policy and Practice, and the Postgraduate Diploma/MSc in Child Protection and Welfare. Stephanie led in the introduction of online education to TCD, as Course Director for the University's first fully online programme – the Postgraduate Diploma in Social Policy and Practice which commenced in 2014. Her academic and research interests primarily focus on a range of issues pertinent to domestic violence, including: child contact, mothering and fathering capacity, intimate partner homicide and risk assessment. She has a particular interest in ascertaining and representing the voice of the child in research. Prior to coming to TCD in 2000, Stephanie practiced as a social worker with responsibility for a Family Support Service in West Dublin. She is currently Chair of the Irish branch of BASPCAN (British Association for the Study and Prevention of Child Abuse and Neglect).

Assistant Professor Eavan Brady

Eavan Brady is an Assistant Professor in Social Work in the School of Social Work and Social Policy. She holds a Masters in Social Work from Trinity College Dublin, a Higher Diploma in Psychology from Trinity College Dublin, and a Bachelor of Arts from Trinity College Dublin. Eavan is currently pursuing her PhD exploring the educational pathways of adults who were in out-of-home care as children. Prior to joining the School of Social Work & Social Policy, Eavan worked in the homelessness, housing, and mental health sectors in both Dublin and Toronto, Canada. Eavan also spent two years working with Practice and Research Together (PART) in Toronto – a knowledge mobilisation organisation – where she was heavily involved in supporting child welfare staff across Canada in using evidence-informed practices in their work. Eavan's research interests are located in the field of child welfare with a particular focus on the long-term well-being and outcomes of children in care, care leavers, and children experiencing disadvantage. In addition, Eavan is also interested in researching the role of research utilisation in social work practice.

7.   COURSE SCHEDULE

MICHAELMAS TERM				
Activity	**Detail**	**Material Release Date**	**Collaborate Session**	**Led by**
Online Learning Induction	Blackboard & Collaborate	20 September 2017	28 September 2017 7.15pm – 8.15pm	Trinity Online
Course Induction	Regulations and Schedule	20 September 2017	28 September 2017 8.15pm – 8.45pm	Dr. Steph Holt
Research Methods	1. What is social research	06 October 2017	12 October 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	2. Key concepts in social research	20 October 2017	26 October 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Contact with supervisor	First meeting	by 31 October 2017		
Research Methods	3. Choosing your research topic and developing research questions	03 November 2017	09 November 2017 6.30pm – 7.30pm	Ms. Eavan Brady
Reading week		06-10 November 2017		
Research Methods	4. Ethical research	17 November 2017	23 November 2017 6.30pm – 7.30pm	Ms. Eavan Brady
END OF MICHAELMAS TERM				
HILARY TERM				
Activity	**Detail**	**Material Release Date**	**Collaborate Session**	**Led by**
Research Methods	5. Reviewing the literature	05 January 2018	11 January 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	6. Qualitative data collection	19 January 2018	25 January 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	7.Quantitative data collection	02 February 2018	08 February 2018	Ms. Eavan Brady

			6.30pm – 7.30pm	
Research Methods	8. Documents as data	16 February 2018	22 February 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Reading Week		26 February – 02 March 2018		
Research Methods	9. Data analysis	23 March 2018	29 March 2018 6.30pm – 7.30pm	Ms. Eavan Brady
Research Methods	10. Writing up and dissemination	0064 April 2018	12 April 2018 6.30pm – 7.30pm	Ms. Eavan Brady

Activity	Detail	Date
Submission Deadline	Research Proposal submitted	24 November 2017
Contact with supervisor	Draft ethics form to supervisor	15 December 2017
Submission Deadline	Ethics form submitted	11 January 2018
Contact with supervisor	As required	February - May 2018
Contact with supervisor	Last date for supervisor feedback	25 May 2018
Submission Deadline	Dissertation submitted	1 June 2018

8.   MODULE DETAILS

MODULE TITLE	RESEARCH METHODOLOGY
Module Coordinator	Dr Stephanie Holt
Academic Lead	Ms. Eavan Brady
Module Code	SS8503
Module Description	This module provides an introduction to the theory, knowledge, and skills of social research. During this module students will be introduced to the planning, design, and implementation of research projects. In so doing, the module aims to equip students with knowledge of what each stage of research consists of and will support students in developing skills to undertake their own research projects. There will be an emphasis on qualitative research methods however, quantitative approaches will also be addressed. Students will produce a final report of their research project, in the form of a Masters dissertation, which will document each stage of the research project and interweave findings with the established evidence base.
Module Learning Outcomes	After completing this module, you should be able to: • Undertake a critical appraisal of social research and evidence • Explain the key concepts of the research process • Demonstrate knowledge of a variety of data collection methods including interviewing and surveys • Appraise the suitability of employing different methodologies and data collection methods dependent on research needs • Develop a viable research proposal based on existing research literature • Apply fieldwork skills so as to undertake a small-scale research project • Undertake a literature review • Carry out an analysis of data gathered for a small-scale research project • Write-up the process, findings, and conclusions of this research project in the form of a Masters dissertation
Start Date	Michaelmas Term
Length	10 sessions delivered over Michaelmas (x4) and Hilary term (x6)
Assessment	The module will be assessed by the dissertation (100%).
Indicative	Bryman, A. (2012). Social Research Methods (4th Edition). Oxford: Oxford

Bibliography	University Press. Carey, M. (2013). The Social Work Dissertation: Using Small-scale Qualitative Methodology. Berkshire: Open University Press. Gray, D. E. (2014). Doing Research in the Real World. London: Sage Publications. Whittaker, A. (2012). Research Skills for Social Work. London: Sage Publications.

9. COURSE REGULATIONS

College Calendar

As well as containing key dates, part 3 of the College Calendar contains all information concerning graduate studies in Trinity College, Dublin including all general regulations. See http://www.tcd.ie/calendar*.*

College Policies

Students are expected to familiarise themselves with and adhere to the College's policies. Details available at http://www.tcd.ie/about/policies/.

Participation

It is well established in educational research, especially involving adult learners, that members of a group learn a great deal from their peers. Without physical interaction it can require extra effort for members of an online class to feel like members of a group. To build an effective group and enhance everyone's learning it's important that each individual makes an effort to participate in group discussions whether on the discussion forum or during tutorials. This will involve sharing your experiences and opinions. Students are encouraged to be prepared for group interactions by studying the relevant materials and thinking about their contributions and those of others. Fulfilling these commitments will enhance the learning experience.

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. For effective group learning, class members need to know that interactions will be conducted in a safe and confidential environment. Please be respectful of others' contribution and don't discuss individual details outside of the class. Refer to section 3 of the handbook for information on netiquette and privacy.

Non – Satisfactory Report

Students are expected to attend scheduled tutorials and to complete all course work assignments on time. All students must fulfil the course requirements as communicated in this handbook and on Blackboard with regards to course work and attendance. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit more than a third of the required course work in any term.

At the end of the teaching term, students who have not satisfied the School requirements may be reported as non-satisfactory for that term. This may mean that the student is required to repeat some or all of the term. If illness or severe domestic upheaval are affecting your participation on the course you should inform the Course Director.

Problems, Complaints and Grievances

If you have an academic-related problem you should discuss it first with the lecturer or supervisor concerned. General issues affecting the class should be channelled through your student representative to the Course Director. If you have a course related problem you should contact the Course Administrator who may refer it to the relevant service. If you have a problem with a Trinity service, you should contact the relevant service.

If you have a complaint which discussion with the relevant academic, Course Administrator or Trinity Service cannot resolve, you should contact the Course Director. If the problem remains, you should consult the Head of School or the Dean of Graduate Studies.

Assessments

Award of a M.Sc. in Social Policy and Practice

To qualify for the award of the Masters degree students must, as a minimum:

- have successfully completed the Postgraduate Diploma at a 2.1 level, and

- achieve a pass mark of 50% in the research dissertation

- Where a fail grade is being considered, students are entitled to an oral examination via collaborate with webcam functionality. Students whose dissertations have been awarded a fail grade have two options: re-register on the course as a continuing student to resubmit a dissertation for consideration for the award of M.Sc. in Social Policy and Practice; or exit with the Postgraduate Diploma in Social Policy and Practice.

In order to qualify for the award of Masters with Distinction students must achieve a final overall mark of at least 70% in the dissertation.

Marking Conventions

The Court of Examiners is composed of the Course Director, Head of the School of Social Work and Social Policy, the Director of Teaching and Learning (Post-Graduate), the teaching staff on the Postgraduate Diploma in Social Policy and Practice and the External Examiner. Marks given throughout the course are provisional marks only until such time as the external examiner has approved them at the corresponding Exam Board. Under the regulations of the University, the external examiner can raise or lower the marks of students.

For the purpose of assessment feedback, lecturers may use the following grading scheme:

I   Distinction: 70-100%

II   Pass: 50-69%

III   Fail: 0-49%

Students will receive their marks on a transcript given when the Court of Examiners has met.

10. SUBMITTING ASSESSMENTS

Blackboard Submission

All written assignments should be submitted electronically via Blackboard. Please refer to your induction material for detailed information on the Blackboard submission procedure and ensure that you are familiar with the procedure.

It is your responsibility to learn how to accurately submit your course work via Blackboard. We will not accept submissions via email, post or hand delivery.

You are strongly advised to give yourself an adequate margin of time when you are submitting via Blackboard.

Course work can be read by the lecturer, any moderators, staff on the course and the External Examiner. The course work of all students is held by the Course Administrator to be read by the External Examiner.

Please include a cover sheet on each assignment with your name, student number and assignment details (you may choose your own format). **You must also include the coursework declaration document (see Appendix A) when submitting coursework, thesis, placement reports and/or group work projects. Assignments will not be accepted without a copy of the signed declaration.**

Formatting

The writing up stage of the dissertation is crucially important in the case of all research projects and is time consuming. The data analysis must be clearly written using appropriate heading, the findings clearly presented, and appropriate conclusions drawn. The report must be word processed and professionally presented.

See Appendix B for introductory page layout.

11. ACADEMIC WRITING

The Skill of Academic Writing

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work. There are many resources available to help and guide you on writing at a postgraduate level. Please explore this resource: http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php.

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 2015-16 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 declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration

iv.   Contact your Course Director, or your Supervisor if you are unsure about any aspect of plagiarism.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 at http://tcd-ie.libguides.com/plagiarism.

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

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

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:
(a)   Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
(b)   Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
(c)   Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

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

penalty, or seek further information before making a decision. If he/she considers that the penalties provided for the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

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

See here for more information on avoiding plagiarism.

12. COMMENCEMENTS

All candidates for conferral of degree must make application by completing a Notice of Candidature form, and submitting it to the Student & Graduate Records Team by the specified closing date.

Conditional application may be made in advance of the publication of final degree results, but must be confirmed fourteen days prior to the beginning of the relevant commencement session.

Candidates are advised that closing dates are very strictly adhered to, and late applicants will not be admitted to the selected ceremony; however, they may be admitted to the next available commencement session.

Please mark with an X

I hereby declare that this submission is entirely my own work and that it has not 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

Please ensure that this declaration is attached to all assessment submissions.

APPENDIX B

Full Title of Dissertation

Your Name

Month Year

This thesis is submitted to the School of Social Work and Social Policy, Trinity College Dublin, in partial fulfilment of the requirements for the degree of

Masters in Social Policy and Practice

Under the supervision of Dr./Professor ….

DECLARATION

I declare that this thesis is entirely my own work. It has not been submitted to this or any other institution for degree or publication.

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