



**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 4 Senior Sophister**

**Course Handbook 2024-2025**

**V 3.0**



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

## Welcome and Introduction

Welcome to the final year of your Bachelor in Social Studies (Hons) degree which is placed at level 8 on the National Framework of qualifications (NFQ). We hope you will find this a very enjoyable and rewarding year and that it will equip you to feel ready and confident to begin your social work career.

Final 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. All your courses this year are focused on social work theory, practice and policy and will be closely related to your practice experience. You will be encouraged to draw on academic and practice learning from all four years, but your current placement will be linked to most of your course-work projects.

The year is tightly structured, and because this is a professional course, we expect you to keep to deadlines, to attend all classes and to explain all necessary absences. Core themes will run across courses, but substantive issues may be addressed only once - hence the importance of attendance. We also hope you will participate actively and share your ideas in class, as, by final year, your combined experience is considerable and forms the testing ground for much of the teaching.

This Handbook<sup>[1]</sup> aims to provide the basic information you need to find your way about the Senior Sophister programme:

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

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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

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

Also be sure to check your college TCD email account very regularly for information about timetable changes, assignments, meetings, jobs, post-graduate courses, scholarships, conferences and so on. Your feedback on any aspect of the course is, as always, very welcome.

Wishing you a rewarding and enjoyable year!



Dr Joe Whelan, BSS Course Director

## **Anti-Racist and Anti-Discriminatory Statement**

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



## International Students

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

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

- [The Global Room](#), a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of [Global Ambassadors](#), students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity.
- If you are interested in connecting with other TCD offer holders prior to your arrival, download the [Goin' to Trinity](#) where you can connect, ask questions, share information, and much more, including setting up your own interest groups

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

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

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

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



Dr. Susan Flynn, Director of Global Engagement [sflynn7@tcd.ie](mailto:sflynn7@tcd.ie)



Ms. Erin Paullin, Global Officer (Semester 2) [Erin.Paullin@tcd.ie](mailto:Erin.Paullin@tcd.ie)

## **General Information**

### **Emergency Procedure**

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

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

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

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

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

### **Data Protection**

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

### **Student Feedback and Evaluation**

Student feedback will be gathered through module surveys. Student feedback can also be reported to class representatives or to the appropriate year head. A flowchart detailing the feedback form system used is contained in Appendix 13. A copy of the form used to track the review and implementation of our feedback at a course level is contained in Appendix 14.

### **Student Complaint Procedure**

Trinity College Dublin the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality

in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner.

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

General issues to do with the structure or content of the course should be channeled through your student representatives to the Course Director and the BSS Course Committee.

Information about the Trinity College Student Complaints Procedure can be found at: TCD [Student Complaints Procedure](#)

### **Key Campus Locations**

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

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

[IT Services computer rooms](#) are located across campus, with both Windows and Mac computers available. Some rooms are open 24-hours and can be accessed using your Trinity ID card. The 1937 Reading Room contains dedicated facilities for postgraduates. Microsoft 365 applications are installed on all computers and a wider portfolio of specialized software is available in specific rooms. For a complete list of the software available in each room review the [software catalogue](#) It is possible to print from any computer in the computer rooms using the [TCD Print Anywhere service](#).

## **Student Supports**

### **Student Services**

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

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

There are many sources of support and advice available to BSS students. Module related matters should in the first instance be discussed with the lecturer or module coordinator. BSS Course-related matters can be discussed with the BSS Course Director. Placement related matters can be discussed with the Practice Education Coordinators. Other supports include Director of Undergraduate Teaching and Learning or Head of School, all of whom will arrange to meet with students. Another key support is your Class Representative.

### **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 applications 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 your practice teacher 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 a Practice Teacher, 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 Director, 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 and during placement 'call-in' sessions and post placement teaching. 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/>

## Health and Wellbeing Support

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

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

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

Contact Details Email: [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

Phone: (01) 896 1407

Website: [www.tcd.ie/student-counselling](http://www.tcd.ie/student-counselling)

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

Other Health and Wellbeing services include:

Health Centre	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>
Sport	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>
Healthy Trinity	<a href="http://www.tcd.ie/healthytrinity/">http://www.tcd.ie/healthytrinity/</a>
Chaplaincy	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>

## Disability Service

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

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

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

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

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

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



## Professional Learning Education Needs Summary – PLENS

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

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

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

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

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

## Outline of the PLENS process



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



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



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



### **Level 2: Detailed Planning**

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

Step 2: Collaborate with Placement Coordinator to finalise accommodations with all parties.



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



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



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

## Student Learning Development

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

Other academic supports include:

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

## Library Facilities

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

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

## Financial Assistance

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

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

## 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 Semester 2.

## General Programme Information

### Staff Members in the School of Social Work and Social Policy

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

### Course Director

Title	Name	Email
Director of Bachelor in Social Studies	Dr. Joe Whelan	<a href="mailto:jwhelan9@tcd.ie">jwhelan9@tcd.ie</a>

### BSS Junior Freshman Coordinator

Title	Name	Email
BSS Junior Freshman (Year 1) Coordinator	Dr. Leigh-Ann Sweeney	<a href="mailto:sweenele@tcd.ie">sweenele@tcd.ie</a>

### Professional Staff

Title	Name	Email
Executive Officer BSS Years 1 & 2 i.e. Junior and Senior Freshman	Nicola McFarland	<a href="mailto:nmcfarla@tcd.ie">nmcfarla@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. Catherine Conlon	<a href="mailto:conlonce@tcd.ie">conlonce@tcd.ie</a>

### Director of Undergraduate and Learning (Undergraduate)

Title	Name	Email
Director of Undergraduate Teaching & Learning	Dr. Philip Curry	<a href="mailto:pcurry@tcd.ie">pcurry@tcd.ie</a>

### School Practice Education Team

<b>Title</b>	<b>Name</b>	<b>Email</b>
Practice Learning Development and Placement Co-ordinators	Dr. Sinead Whiting	<a href="mailto:Sinead.Whiting@tcd.ie">Sinead.Whiting@tcd.ie</a>
	Ms Nuala Crosse	<a href="mailto:crosseon@tcd.ie">crosseon@tcd.ie</a>
	Dr. Erna O'Connor (On Sabbatical during Semester 1)	<a href="mailto:Erna.OConnor@tcd.ie">Erna.OConnor@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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## Course Committee

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

- BSS Course Director, Dr Joe Whelan (Chairperson)
- Head of School, Dr Catherine Conlon
- Director of Teaching & Learning (Undergraduate), Dr Philip Curry
- BSS Year 1 Coordinator, Dr Leigh-Ann Sweeney
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Erna O Connor (Semester 2 only)
- Assistant Professor in Social Work & Practice Education Coordinator, Dr Sinead Whiting
- Social Work lecturing staff
- Social Policy lecturing representative
- Social Work tutor representative
- External lecturer representative
- Student representatives (BSS Years 1-4 )

## Staff – Student Liaison

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

## BSS Student Representatives

Position	Name
BSS Junior Freshman (Year 1)	Jonathan Balfe <a href="mailto:jbalf@tcd.ie">jbalf@tcd.ie</a>
BSS Senior Freshman (Year 2)	Charlotte Orme <a href="mailto:corme@tcd.ie">corme@tcd.ie</a>
BSS Junior Sophister (Year 3)	Cian Maguire <a href="mailto:maguic18@tcd.ie">maguic18@tcd.ie</a>
BSS Senior Sophister (Year 4)	Megan Cavaliere <a href="mailto:cavaliem@tcd.ie">cavaliem@tcd.ie</a> and Alice Rowe <a href="mailto:alrowe@tcd.ie">alrowe@tcd.ie</a>
Undergraduate School Convenor	Jude Holland-Phelan <a href="mailto:hollanju@tcd.ie">hollanju@tcd.ie</a>

## **Bachelor in Social Studies Practice Panel**

A Practice Panel exists, consisting of experienced practitioners and service users, with a commitment to practice teaching. The panel members review learning agreements, practice teacher reports and projects submitted by students with a view to providing advice to the course team both on the maintenance of standards in relation to placement performance with reference to the CORU Domains of Proficiency and on the quality of practice teaching and practice teachers' reports. The Practice Panel present their report to the Course Director(s), the Practice Education Coordinators and course team. Decisions regarding suggested changes are discussed and approved at the next BSS Course Committee meeting. Programme changes are discussed at tutor meetings, Practice Teacher training and outlined to students in the Preparation for Placement modules. The Practice Panel's annual report is made available to the External Examiner.

The Practice Panel 2024/25 members are:

- Shauna Heron, TUSLA, Child and Family Agency
- Renee Summers, Social Work Dept, National Rehabilitation Hospital
- Michelle Richardson, The Probation Service

## **External Examiner**

Dr Ciarán Murphy, Senior Lecturer in Social Work, Edge Hill University, Lancashire. Bio available: [CIARAN MURPHY — Edge Hill University](#)

## **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.

Prior to completing the degree at the end of the SS Year, we aim to facilitate an integration of learning on the programme from the diverse, yet interconnected, strands that have



contributed to the curriculum over the four years of study. Building on this important process, we will facilitate a reflection on 'endings, transitions and the management of change' as students prepare to leave the programme, say goodbye to staff and each other and prepare for their professional careers.

### **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 all four years 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 bachelor's degree in Social Studies placed at level 8 on the NFQ 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 Progression Regulations and calculation of Award.

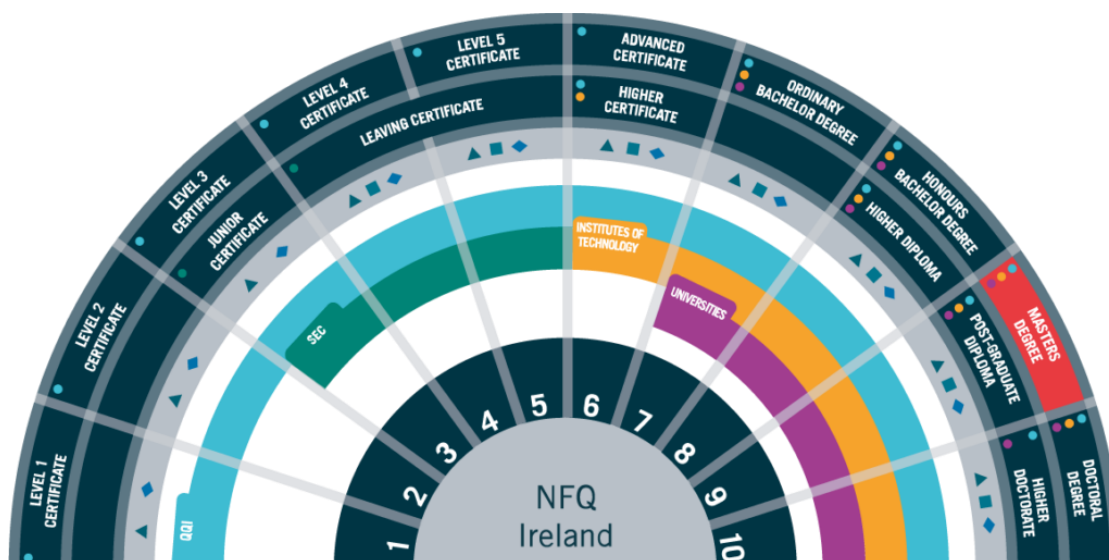
A BSS students final Award and Classification is calculated using the algorithm 70% of Senior Sophister year aggregate marks and 30% of Junior Sophister year aggregate marks.

The BSS Examination Regulations and Conventions Booklet 2024 - 2025 contains information about the regulations governing examinations, progression, 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>

### Award

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



[National Framework for Qualifications](#)

## School of Social Work and Social Policy Marking Scale

**First class honours**

**I**

**70-100**

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

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

**70-76**

**EXCELLENT**

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

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

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

**77-84**

**OUTSTANDING**

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

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

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.

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*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.

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### **Third Class Honours III 40-49**

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

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

class answer tends to be weak in the following ways:

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

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### **Fail - 1st Division F1 30-39**

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

*The characteristics of a failgrade include:*

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

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### **Fail – 2nd Division F2 0-29**

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



## Course Expectations

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

The following are therefore course requirements:

### Attendance

Attendance at lectures, tutorials and other teaching inputs is a vital component of a holistic approach to education and professional development. The School of Social Work and Social Policy must ensure that the Bachelor in Social Studies, as an accredited programme, implements a robust attendance policy. Therefore, attendance is monitored on modules which the School is directly responsible for delivering and minimum attendance of 80% is required to pass a module. This is a minimum requirement which allows for absences in the event of significant life events and students should make every effort to attend 100% of all modules. Students who fail to meet the attendance requirement may be returned as non-satisfactory for the term and may be required by the Senior Lecturer to repeat their year.

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

## **Punctuality**

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

## **Reliability**

Students will be required to make class presentations or prepare material for specific classes and should ensure that they 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. Moreover, our student cohort includes students from diverse backgrounds and so in fostering a supportive and respectful learning environment, use of discriminatory language in the contexts of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the Travelling Community or socio-economic status and/or otherwise discriminatory behaviour is deemed as not acceptable. Because social work education covers and deals with racism and other forms of discrimination, students will occasionally encounter material, themes and language in the classroom that speaks directly to these issues. Where such

materials or themes are covered, teaching staff will always endeavour to do so sensitively and in the context of deepening and enhancing student understanding.

### **Deadlines for Assignments**

Students must 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 penalty of 5 marks on the overall assignment mark if their word count is not within this range.

### **Non-submission of coursework and absence from examinations**

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

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

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

- Up to one week's lateness incurs a penalty of 5 marks;
- One to two week's lateness incurs a penalty of 10 marks.
- After 2 weeks a mark of 0 will be awarded.

### **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.
- Provisional results and feedback on semester 1 assessed work for module SSU44200 and SSU44111 Senior Sophister Placement will be made available to students in January 2025.
- For logistical reasons, provisional results and feedback will not be returned for semester 2 assessed work in advance of the end of year Court of Examiners.

## 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 and during placement. 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 or on placement are liable to face disciplinary measures. For information about the College's Dignity and Respect Policy please see <https://www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf>.

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

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

### **Netiquette**

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

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

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

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

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

1. Typing in 'all caps' (all upper case letters) denotes anger when communicating online. A message delivered in all caps is likely to be read as if sent in an aggressive tone. When possible, refrain from using all caps, even when emphasising certain words in sentences (italics may be used as an alternative for emphasis).
2. Emoticons, also known as emojis, are commonly used in online communication to transmit the tone in which the message was sent. Emoticons/emojis can take the form of a series of characters or be little images of faces which aid in the transmission of the sender's facial expression when communicating. For example:
  - 'I got a great result in my first assignment. Yay! 😊'
  - '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 Senior Sophister Academic Year Structure 2024/25

Cal. Wk.	Dates	2024/25 Academic Year Calendar	Term / Semester
	2024/25 (Week Beginning)		
1	26-Aug-24		←Michaelmas Term begins / Semester 1 begins
2	02-Sep-24	JS & SS Pre Placement Teaching Week	
3	09-Sep-24	BSS JS & SS Professional Placement  (9 <sup>th</sup> September - 13 <sup>th</sup> December)	
4	16-Sep-24		
5	23-Sep-24		
6	30-Sep-24		
7	07-Oct-24		
8	14-Oct-24		
9	21-Oct-24		
10	28-Oct-24		
11	04-Nov-24		
12	11-Nov-24		
13	18-Nov-24		
14	25-Nov-24		
15	02-Dec-24		
16	09-Dec-24		
17	16-Dec-24	Submission of JS / SS Practice Project (Friday 20 <sup>th</sup> December)	
18	23-Dec-24	Christmas Period - College Closed 24 Dec 2024 to 1 Jan 2025 inclusive	
19	30-Dec-24		
20	06-Jan-25	Study Period	
21	13-Jan-25		
22	20-Jan-25	Teaching and Learning	←Hilary / Semester 2 teaching term begins
23	27-Jan-25	Teaching and Learning	
24	03-Feb-25	Teaching and Learning	(Monday, Public Holiday)
25	10-Feb-25	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	
28	03-Mar-25	Study Week	
29	10-Mar-25	Teaching and Learning	
30	17-Mar-25	Teaching and Learning	(Monday, Public Holiday)
31	24-Mar-25	Teaching and Learning	
32	31-Mar-25	Teaching and Learning	
33	07-Apr-25	Teaching and Learning	

34	14-Apr-25	Revision	← Hilary term ends Sunday 20 April (Friday, Public Holiday)
35	21-Apr-25	Examination Week*	Trinity Term Begins
36	28-Apr-25	Trinity Week	Trinity Week (Monday, Public Holiday)
37	05-May-25	Marking / Results	
38	12-May-25	Marking / Results	
39	19-May-25	Marking / Results	
40	26-May-25	Summer Period^	
41	02-Jun-25		
42	09-Jun-25		
43	16-Jun-25		
44	23-Jun-25		
45	30-Jun-25		
46	07-Jul-25		
47	14-Jul-25		
48	21-Jul-25		
49	28-Jul-25		
50	04-Aug-25		
51	11-Aug-25		
52	18-Aug-25		
*Note: additional/contingency days may be required outside of the formal assessment / reassessment weeks.			
^Reassessment may be scheduled within the Summer Period			

## BSS Senior Sophister Course Structure 2024/25

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

<b>Module</b>	<b>Course</b>	<b>ECTS</b>
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	5
SSU44132	The Professional in Context	5
SSU44062	Social Work and Childcare	10
SSU44072	Social Work and Equality Issues	5
SSU44082	Social Work and Mental Health	5
SSU44092	Groupwork	5
SSU44200	Social Work Practice (Capstone)	20
SSU44111	Senior Sophister Placement	20
<b>Total ECTS =</b>		<b>75</b>

### 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 Senior Sophister Course Assessment

Module	Course	Assessment Type
SSU44042	Perspectives in Social Work (Contemporary Discourses in Social Work Practice)	Essay (100% weighting)
SSU44132	The Professional in Context	This module has four assessment components: Part A: reflective analysis (Self in context) 1000 words (40% of grade) Part B: case studies (60% of grade) 1500 words total Part B1: The organisational context (500 words) (20% of grade) Part B2: The regulatory context (500 words) (20% of grade) Part B3: The systems context (500 words) (20% of grade)
SSU44062	Social Work and Childcare	There are two assessment components: (i) Group presentation and submission of minutes of group meetings. Further instructions will be given in class. [50%] (ii) 1,500 word written discussion paper based on a case study [50%]
SSU44072	Social Work and Equality Issues	Essay (100% weighting)
SSU44082	Social Work and Mental Health	Written assignment (100% weighting)
SSU44092	Groupwork	There are two assessment components: 1. A group presentation and submission of presentation notes. Further instructions will be given in class. (60% weighting) 2. Journal (40% weighting)
SSU44200	Social Work Practice (Capstone)	Practice Project Capstone (80% of grade) Due: 20 <sup>th</sup> December 2024  Research Proposal (20% of grade)

SSU44111	Senior Sophister Placement	Placement Performance & Practice Teacher Report PASS / FAIL Due: Friday 20 <sup>th</sup> December 2024
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Students must attempt and pass all components of assessment for each module. Students must also attend a minimum of 80% of lectures / tutorials for each module.

### **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 2024 - 2025 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**

Moderation is required for all of the academic components of formative and summative assessment on year 4 of the degree.

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.



## SSU44111: Senior Sophister Placement (20 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 **1000 professional social work placement hours** over the Sophister years of the programme. This builds on **foundation level practice learning placement hours undertaken across the first and second years of the BSS programme.**

The Senior 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 2023/24 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 Professional Placements include:**

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

### **Approval of Placement Sites**

The process for the engagement and approval of placement sites is outlined in Appendix 9.

### **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 modules in their Senior Freshman Year.
- 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 placement experience and areas of interest, review feedback from previous Practice Teacher Reports.
- Practice Education Coordinators work with all social work service providers to secure an appropriate set of placements to meet students' learning needs
- Preliminary matching of students with available placements is undertaken
- Targeted placement opportunities are sought
- A draft placement list is developed and approved by the Course Team.
- Prospective practice teachers are contacted and provided with a student's CV and details and asked to confirm if placement is suitable for the prospective student
- Students are consulted when a placement becomes available. Information is provided on learning opportunities at the placement site, geographical location and the fit with the student's learning needs is discussed
- The placement is confirmed with student, practice teacher and tutor agreement
- Detailed placement information is forwarded to Practice Teachers
- A tutor is allocated. The student meets with the tutor and separately with the Practice Teacher (in-person or online) in advance of placement

See Allocation of Placement Flow Chart in Appendix 7

In a small number of placements where there is no CORU registered practice teacher available, the Practice Education coordinators arrange for an onsite supervisor and external CORU registered practice teacher to work together to provide a placement aligned with the CORU Domains of Proficiency (see Appendix 10)

### **Allocation of International Placements**

International placement options are limited, and international placement sites need to be approved by the course team (see Appendix 11). Students considering an international placement should contact the Practice Education Coordinators in the first instance and complete an International Placement Application Form (Appendix12). This application must be approved by the BSS Course Team. Students undertaking an international

placement must have passed all previous placements, have successfully completed all course work and have excellent attendance in college.

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 in-person or online 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
- Provision of ongoing support to students and practice teachers, promotion of open communication
- Attendance at Tutor Meetings and ongoing liaison with the college Practice Education team.

## Placement Structure

The Senior Sophister placement is the final 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 9th September 2024 and continues 5 days per week (Monday-Friday) to the end of Semester 1 (Friday 13th December 2024).

## Academic Requirements

Placement related lectures and workshops take place in college during the Preparation for Placement Week (2<sup>nd</sup> September to 6<sup>th</sup> September 2024)

Successful completion of Social Work Practice modules SSU44200 and SSU44111, and therefore the final year as a whole, depends on students passing both the Placement and the Practice Project.

In order to concentrate on academic work in the second semester, **students must complete their Practice Project by the end of placement - which must be submitted by noon on Friday 20<sup>th</sup> December 2024.**

## Practice based Teaching and Learning Curriculum

The curriculum for 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 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 and should be discussed at all placement meetings.

### **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 35 - 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. Participation in pre-placement week classes, documented with reference to reflective learning, in the student Pre-placement Week Log, contributes to overall placement hours and are submitted as an appendix to the Practice Project.

Further to this, 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 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 the Trinity College 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 8.



## **Hybrid Placement Model**

Due to ongoing implications of 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 all 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.

Many students will engage in some off-site practice including working from home and off-site meetings and visits. All students must maintain a daily log, as discussed above, outlining the work undertaken each day, including reading 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 contributes to overall placement hours and is not time off. Study time should support specific placement learning, and may be taken on or off-site. Study time allocation is a guideline - how it is scheduled should be negotiated with the Practice Teacher and must accommodate student workload and agency requirements. Study time also introduces some flexibility into an otherwise tight timetable, for example, if students are ill and have days to make up, study time may be used as described above. Students must then use their own time for placement reading and work on their placement project.

## **Needing more time**

Placements are due to be completed by Friday 13<sup>th</sup> December 2024. 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. 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, or other person nominated by the Course Director 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 review their learning aligned to the CORU Domains of Proficiency
- To discuss experiences on placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways to address them.
- To discuss future learning goals or, where relevant, additional 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 identify any action to be taken.
- To discuss ongoing evaluation of the student's progress, the final assessment and future learning needs.
- To discuss links between teaching on placement and in college.
- To obtain feedback on the placement as a learning environment, and avail of the college's support for practice teaching offered on placement.

#### For Social Work Tutor

- To ensure completion and subsequent review of the Learning Agreement
- 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 and discussed by all three in a safe and constructive manner.
- To establish the outcome (Pass / Fail) of the placement.

### **Guidelines for Placement Reviews**

It is helpful to agree a broad agenda at the beginning of each visit, 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 Meeting**

- 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.
- Discuss at least one direct observation experience, review direct observation report, including service user feedback
- Review supervision process
- 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 Meeting**

- Establish whether the student has passed the placement
- Check that Placement Report and Practice Project are in preparation
- Identify the student's strengths, progress and learning needs yet to be met
- Discuss second direct observation report, including service user feedback
- Review what will best meet learning needs in subsequent placement /academic learning/ professional practice.
- 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 Tutor 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 may be arranged as needed.

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

In addition to the support provided by the Social Work Tutor, as discussed above, the Practice Education Coordinators 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. Practice Teachers are asked to complete a minimum of two direct observations, one before the mid placement meeting and one before the final placement meeting, and to complete the Direct Observation Report (Appendix 2), including service user feedback. Students will submit these two Direct Observation Reports as an appendix to their Practice Projects.

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

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

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

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

## Assessment of Social Work Practice: Guidelines for Placement Evaluation

Placement evaluation comprises 4 elements:

- Learning Agreement
- 2 Direct Observation Reports (the first to be submitted to the tutor before the midway review and the second to be submitted to the tutor before the final placement meeting)
- Practice Teacher's Evaluation Report.
- Student's Practice Project (including the two Direct Observation Reports as appendices)

Students should be evaluated in relation to the learning objectives agreed at the beginning of the placement and set out in the Learning Agreement, both in relation to the individual student's learning needs and the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates.

### Assessment of Students

Students should be able to integrate knowledge, skills and values pertaining to each domain of proficiency in their practice. They should recognize and respond appropriately to complexities arising in practice and be aware of their ongoing continuing professional development needs. At the end of a final year placement students must be deemed to be ready for professional practice.

The student's Practice Project is graded separately, but forms part of the overall placement evaluation. It should therefore be drafted *before* the Practice Teacher's Report, to enable the practice teacher to cite specific examples of practice that illustrate student progress.

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

**The Practice Teachers Report by Friday 20<sup>th</sup> December 2024**

**Practice Project by Noon on Friday 20<sup>th</sup> December 2024**



## 1. Learning Agreement (see Appendix 1)

As already discussed, 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.

## 2. Practice Teacher's Evaluation Report (see Appendix 6)

The structure of the Practice Teacher's Evaluation Report, now called the Performance evaluation report, is based on the CORU/Social Workers Registration Board's Domains and Standards of proficiency for social work graduates. A template, including detailed guidance on the completion of the PER is provided in Appendix 6

**The report must include a Pass or Fail recommendation.**

The standard of work displayed towards the end of a final placement should be that expected of a newly qualified social worker.

The primary aim of the report is for the Practice Teacher to provide evidence for the Pass or Fail recommendation they are making in relation to the student's practice as aligned to the CORU Standards of Proficiency.

In the PER 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 also includes details about the students practice, including methods of assessment and evaluation used, the student's engagement in teaching and learning, including their engagement in supervision. In addition, the Practice Teacher is asked to comment on;

- Review of Learning Agreement and any issues arising from previous placement.
- Outcomes of the formal Direct Observations undertaken during the placement (the reports completed following the Direct Observations will be submitted by the student as an appendix to their Practice Project).
- 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 next placement/continuing professional development as appropriate

Observations about student performance should be evidenced 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).

### **Grading Placement Performance: Pass / Fail**

Practice teachers should state whether a Pass or Fail is recommended. This recommendation carries great weight with the Court of Examiners. Confirmation or modification of the recommendation will be based on evidence provided by practice teacher and student in their reports but may also draw on evidence from the tutor and other relevant sources.

Reports and Projects may be read by a Practice Panel, and are also available to the External Examiner, who may interview any student about whose performance there is doubt and who may also meet with Practice Teacher and Social Work Tutor. The final responsibility for confirming the overall result for the student belongs to 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. **On the Final Placement, Pass indicates fitness to practice as a professional social worker.**

## **Fail Grade**

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

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

- If Fail grade is obtained, a repeat placement may be provided subject to the student's readiness to proceed to another placement (see sections on Supplementary Placements and Fitness to Practice)
- If a student wishes to contest a placement grade they should notify their Social Work Tutor, the Practice Education Team and the Course Director 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.

### **3. Student's Practice Project**

The student's Practice Project is assessed and graded by the college but forms part of the overall placement evaluation. 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. Both the Learning Agreement and Direct Observation Reports should be included as appendices to the Student Practice Project and both should be co signed by the student and the practice teacher.

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

**The Practice Teachers Report by Friday 20<sup>th</sup> December 2024**

**Practice Project by Noon on Wednesday 20<sup>th</sup> December 2024**

## **SSU44200 Social Work Practice (Capstone) Senior Sophister Practice Project**

The practice project, which counts as 80% of assessment for module SSU44200, must be passed in order to pass your placement. It combines a summary of your practice and learning on placement with a focused analysis of one piece of work.

It should aim to:

- Provide evidence of competent and reflective practice, knowledge gained, skills developed, and key learning from your practice experience.
- Integrate relevant theory with practice in a detailed analysis of one piece of work
- Evidence development in two core social work skills within the detailed analysis of one piece of work

### **Project Format:**

**Maximum project word count = 9000 words.**

### **Project Format:**

#### **Introduction (word count c. 250 words)**

Provide a brief introduction summarizing previous experience and learning goals for this placement. Include name of the placement site and sector, why you chose to undertake a placement in this sector, what skills and knowledge you brought to the placement and what was the key learning you hoped to develop across the 14 weeks on placement.

#### **Section A Placement Context and Learning (word count guide 4000 words)**

##### ***Agency and Community Context (c. 700 words)***

*In this section you should:*

1. Provide a brief profile of community in which the agency is based: e.g. relevant current geographic / demographic / socio-economic indicators; diversity; community supports.

2. Provide a brief profile of agency e.g. status, structure, funding, aims, personnel, impact of resourcing and practices on service users and service delivery.
  
3. Discuss the role of social work in the agency: e.g.: status, legal base, roles & relationships; main pressures on social workers. If you are part of an interprofessional/multi-disciplinary team discuss how social work related to other disciplines in the agency and what made the social work role unique.
  
4. Outline your role as a student social worker and how typical it was of social work in the agency.

### **Placement Learning**

1. Tables (not included in the word count)

*Workload Table (not included in word count).* Provide a brief table of all work undertaken. Tabulate briefly, all cases using the following headings: Client name/age/gender; Reason for Referral and Key Issues; Brief Summary of Work Undertaken/Intervention; Frequency/duration of involvement and Outcome. Please keep all information brief. This table should be no more than one page.

***Please state at the start of this section that all names have been changed and all information has been anonymized in order to protect the confidentiality of service users.***

<b>Client Details Name/Age/Gender</b>	<b>Reason For Referral/Key Issues</b>	<b>Brief Summary of Work Undertaken (Bullet points)</b>	<b>Frequency/Duration of Involvement and outcome</b>

*Table of Key theories (not included in word count)*

Provide a brief table outlining 4/5 key theories that you referred to throughout your placement. All information should be bullet pointed.

Please keep all information brief. This table should be no more than one page.

Name of theory	Cases where it was relevant in (Simply provide pseudonyms from Workload table)	Briefly describe in 2/3 bullet points, how this theory was useful	Briefly identify in 2/3 bullet points any deficits in this theory.

2. Discuss your overall learning from this placement with respect to each of the following CORU / The Social Workers Registration Board Domains of Proficiency. Please specify a *minimum* of two proficiencies under each domain (you only need to provide numbers not the full details of the proficiency), but feel free to incorporate all proficiencies developed across the placement. Refer to the learning goals documented in the Learning Agreement. You must use specific examples from your practice to evidence achievement of competence in the proficiencies. **(c. 2500 words)**

The Domains of Proficiency are:

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

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

Discuss your experience of supervision. Outline the supervision model used and if/how this supported you as you progressed your learning, your understanding of the work and

your capacity to reflect and be reflexive. How did your approach to supervision develop across the 14 weeks on placement.

Discuss how you engaged in reflective practice and how your capacity for reflexivity developed through this placement as a progression from your previous placement. Provide one example of a case where you used a specific reflective practice tool (e.g. Process Recoding, Reflective Journal, Gibbs Cycle) and discuss how this progressed your learning. Link your example of reflective practice explicitly to your chosen reflective practice tool by referencing the tool precisely and directly (directly quoted words will not go towards word count in this instance).

Discuss your experience of Direct Observations and your learning from the practice teacher and service user feedback. (Your Direct Observation Reports should be included as an Appendix to the Project)

## **Section B Practice Study (word count guide 4000 words)**

In this section we want to learn about how you engaged in the practice of social work with reference to one case. We want to know more about how you theorized the work (theories to inform and theories to intervene), how you utilised and practiced new skills, how you encountered values, ethics and dilemmas, how you adapted your skills and approaches to suit the work and the methods you used to reflect on the work and how this process of reflection progressed your overall social work learning. We also want to understand how you considered key practice issues and relevant social policies. *You should keep the background information brief and focus on your work and development through the chosen case.*

Describe and analyse one piece of work (e.g. work with an individual / group work), in the following terms, though not necessarily in this order:

1. Social history and profile of service user/s; personal, interpersonal, social networks;
2. Background to intervention; agency perspective; initial aims;
3. The account of your work should:



- Discuss relevant social work practice theories and how and why you chose these theories.
- Describe two key social work skills used giving specific examples in relation to this case.
- Outline how you utilised supervision and reflective practice tools to progress your learning and understanding in this case.
- Apply a social policy perspective/framework (e.g. where does the service offered at your placement site fit in a mixed economy of welfare? what key social policy concepts can you identify in the context of this case? – think: needs/risk/ - equality/inequality – inclusion/exclusion).
- Identify the key practice issue (e.g. domestic violence) and discuss relevant key social science research evidence and how it informs your understanding of the issue.
- Illustrate how you negotiated key ethical or professional issues.
- Consider issues of anti-oppressive practice and how these are relevant to this case.
- Evaluate and reflect on the outcome of your involvement. How will your learning from this case influence your future practice (whether the outcome is judged successful or not)?

## **Section C Conclusion**

### **Summary of Key Learning (c. 500 words)**

- Critically reflect on your placement learning;
- Identify the special features of the placement which contributed to or limited your learning;
- Critically assess overall learning and progress from start of placement and identify areas for future learning as you progress into professional practice.

**Maximum project word count = 9000 words**

**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 maximum word length of 9000 words. Projects over this word length will be penalised in the final mark given (-1% per 200 words over)**

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

**The Practice Teachers Report by **Friday 20<sup>th</sup> December 2024****

**Practice Project by Noon on **Wednesday 20<sup>th</sup> December 2024****

### **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.

### **Supplementary placements**

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.

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 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 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 director 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 a recommendation for the academic year 2024/25 that all students receive the Flu vaccine.
- A record of vaccinations must be submitted to the Practice Education Administrator, 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 occur, 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.

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

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

## **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 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 all 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.

## Academic Integrity - Guidelines on Plagiarism

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

We ask you to take the following steps:

- I. Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it in [this library guide](#)
- II. You should also familiarize yourself with the Calendar entry on Academic Integrity and the sanctions which are applied which is located at: [Undergraduate Studies](#) (also set out below).
- III. **Complete the [‘Ready, Steady, Write’](#) online tutorial on plagiarism. Completing the tutorial is compulsory for all students.**
- IV. Familiarise yourself with the School’s PG Plagiarism Declaration Form that you are required to submit at the start of the year.
- V. Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

## Detection of Plagiarism

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

## College Regulations on Academic Integrity

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

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

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

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

### ***University of Dublin Calendar Part II, 96 - 105***

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

##### *96 General*

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

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

- (i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;
- (ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;
- (iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;

- (iv) falsification/fabrication;
- (v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;
- (vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;
- (vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation. Further examples of the above available at [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity).

#### *97 Academic misconduct in the context of group work*

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

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

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

#### *98 Avoiding academic misconduct*

*Students should ensure the integrity of their work by seeking advice from their module coordinator, tutor or supervisor on avoiding academic misconduct. All schools and*

departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at <https://libguides.tcd.ie/academic-integrity>.

#### *99 Procedure in cases of suspected academic misconduct*

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

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

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

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

*Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place. If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student*



*disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.*

#### *100 Academic integrity meeting*

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

- (i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity)) within an appropriate timeline determined by the School;*
- (ii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date.*

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

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

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

*The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via [www.tcd.ie/teaching-learning/academic-integrity](http://www.tcd.ie/teaching-learning/academic-integrity)), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the*

*consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.*

#### *101 Consequences in cases of suspected academic misconduct*

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

- (i) Level 1: (0 - 200): poor academic practice/conduct - Mandatory academic integrity training is required - Informal warning – a record is kept for the duration of the learner’s enrolment on the programme of study to inform any future instances of concern - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;*
- (ii) Level 2: (201 - 350): academic misconduct (minor infringement) - Mandatory academic integrity training is required - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner’s enrolment on the programme of study - The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;*
- (iii) Level 3: (351 - 500): academic misconduct (major infringement) - Mandatory academic integrity training is required - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner’s enrolment on the programme of study - The work must be resubmitted at the reassessment session. The student is required*

*to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;*

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

## **BSS Course Code of Conduct**

### **Code of Conduct and Disciplinary Procedures**

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

#### **Introduction**

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

#### **Expectations of Students**

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

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

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

The Bachelor in Social Studies course requires that students:

- Attend all classes, tutorials and practice learning days, offering apologies and reasons for non-attendance at the earliest possible time. See Appendix 4.

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

Information about the Dignity and Respect Policy can be found at: [TCD Dignity and Respect Policy](#)

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

A student whose behaviour does not meet the standards outlined above will be advised by the Course Director in the first instance of these concerns and given support and guidance in addressing them to a satisfactory standard. 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 Director, normally by the practice teacher, social work tutor or lecturer.

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

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

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

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

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

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

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

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

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



## **Appeals Procedures**

The normal appeals procedures, as outlined in the College Calendar Part 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 [Fitness to Practice Policy](#). 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 [College Fitness to Study Policy](#). 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 Sinéad Whiting: [swhiting@tcd.ie](mailto:swhiting@tcd.ie)

MS Nuala Crosse: [CROSSEON@tcd.ie](mailto:CROSSEON@tcd.ie)

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

Contact Details	Telephone	Email
Student Name:		
Practice Teacher Name:		
Tutor Name:		

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

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

**Health and Safety Procedures:** Including infection control, lone working policy and any other relevant health and safety procedures as relevant to the agency.

### SUMMARY OF STUDENT’S RELEVANT SKILLS AND EXPERIENCE TO DATE

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

### Learning Recommended from Previous Placement/Past Practice Experience

## Practice Learning Plan

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

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

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

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

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

## Domain 1 Professional Autonomy and Accountability

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

## Domain 2 Communication, Collaborative Practice and Teamworking

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



### Domain 3. Safety and Quality

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

## Domain 4. Professional Development

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

## Domain 5. Professional Knowledge and Skills

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

## Additional Key Personal Learning Goals

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

<b>LEARNING GOALS</b>  <i>Identify two or more goals in relation to this Domain</i>	<b>Proficiencies related to this Learning Goal</b>	<b>LEARNING PLAN IN RELATION TO THIS GOAL</b>  <i>Identify areas of practice or other opportunities that will enable learning in relation to each goal</i>	<b>INDICATORS/EVIDENCE OF PROFICIENCY DEVELOPMENT</b>  <i>At the end of the placement, the student will be able to.....</i>

## Workload

Please indicate the range of work to be undertaken including individual, family, group or community work as relevant to the setting and any additional projects or tasks.

## Key Theories and Practice Approaches, Policies & Legislation relevant to the work including policies on whistleblowing.

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

## Student Supervision

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

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

Discuss and note learning styles of: Student		
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.

--

## Personal Issues

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

## College Related Issues

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

## Agency-Related Issues

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

## Safety Statement

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

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

- To maintain a safe and healthy work environment for students, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable students perform their work safely and efficiently.
- To maintain a vigilant and continuing interest in all Health & Safety matters relevant to both the company and staff including students on placement.
- Students undertaking placements must:
  - Strictly adhere to School Social Work and Social Policy, placement agency and Public Health Protocols in relation to COVID-19.
  - Co-operate with the placement provider in maintaining a safe workplace.

- Report any potential risks to management and not work in any conditions they deem to be a risk to themselves, the company or the client.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.

#### Signatures

We agree that this placement will be undertaken in compliance with the above safety requirements and in accordance with the Code of Professional Conduct and Ethics for Social Workers (Social Workers Registration Board, CORU.) and Code of Conduct of the 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 including a Direct Observation Report.

**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>Review of Direct Observation Report including Service User Feedback</b>

<p><b>Supervision:</b></p> <p><b>Confirm that weekly supervision of 90 minutes is taking place:</b>  <i>If weekly supervision is not taking place, please provide brief explanation and plan for remainder of placement.</i></p> <p><b>Outline Supervision plan for the remainder of the placement:</b></p> <p><b>Discuss issues and themes arising in Supervision regarding the following key supervision objectives:</b></p> <ul style="list-style-type: none"> <li>• Support with the emotional &amp; practical demands of the work</li> <li>• Teaching and learning</li> <li>• Case management</li> <li>• Supporting student engagement in the service</li> </ul>	<p>Yes [ ]      No [ ]</p>
<p><b>Establish whether the evidence indicates that the student is likely to pass the placement and outline very clearly what objectives are set for the second half of placement.</b></p>	

<b>Objectives / Plan for remainder of placement</b>
<b>Student Issues/Concerns</b>
<b>Practice Teacher Issues/Concerns</b>

### Signatures

Student: _____
Practice Teacher _____
Tutor: _____
Date: _____

## BSS Placement Learning Agreement Part 3: Final Placement Meeting

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

<b>Date of Meeting:</b>
-------------------------

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>Review of Direct Observation Report including Service User Feedback</b>
<b>Review of Supervision</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: Direct Observation Report Template



### Direct Observation Template

Two formal direct observation must take place during each placement.

The first should take place in advance of the mid-placement meeting and the second in advance of the final placement meeting.

The direct observations should be discussed with the tutor at placement meetings.

Name of Student	
Name of Observer	
Date of Observation	
Point in Placement (e.g. week 5)	
Confirm that agreement of Service User has been obtained	YES: NO:

Event Observed

Comment on how student prepared for the session

Comment on student's communication skills

--

How did the student demonstrate values in their practice?

--

Did the student meet their objectives? Please provide evidence

--



How did the student respond to unanticipated events?

Comment on student's overall performance

Service User Feedback: Please seek and document service user feedback

## Student's Reflection on the Direct Observation

Student's reflection on the session

Student's response to service user feedback

Student's response to practice teacher feedback

<b>Discussion of the Direct Observation at the mid placement review</b>	
Date of Discussion:	
Key Learning:	

Signed :

Student	
Practice Teacher	
Tutor	
Date	



### Appendix 3 : Practice Placement Log

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

You should **specify hours on placement each day and the total number of placement hours completed that week**. Please provide a brief outline of the work undertaken, indicating if the work was undertaken on-site or off-site.

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

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

### Student Weekly Placement Log

Student Name	Practice Teacher	Placement	Tutor

	Date	Hours on Placement	Location Morning	Location Afternoon	Tasks & Outcomes
Monday					<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> <li>• ..</li> </ul>
Total Placement Hours					

**Signed:**

**Student:**

**Practice Teacher:**

**Date:**



## Appendix 4 : BSS Attendance Policy

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

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

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

<b>Module Code</b>	<b>Module Name</b>
SSU11030	Intro to Social Work
SSU11010	Introduction to Psychology
SSU11072	Introduction to Practice Based Learning
SSU22041	Inclusive Disability
SSU22101	Introduction to Child Protection
SSU22091	Introduction to Family Law



SSU22092	Psychology for Social Workers
SSU22151	Group Work
SSU22070	Social Work Theory and Practice
SSU22112	Senior Freshman Placement
SSU33012	Law for Social Workers
SSU33072	Family & Child Care Studies
SSU33202	Criminology
SSU33402	Biography, Identity and Professional Practice
SSU33502	Child Protection & Disability: Perspectives and Practice
SSU33090	Social Work Practice
SSU33101	Junior Sophister Placement
SSU44111	Senior Sophister Placement
SSU44200	Social Work Practice (capstone)
SSU44042	Perspectives on Social Work
SSU44132	The Professional in Context
SSU44062	Social Work & Child Care
SSU44072	Social Work & Equality Issues
SSU44082	Social Work & Mental Health
SSU44092	Groupwork

## **How Attendance is Monitored**

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

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

## **SEAtS software**

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

A separate SEAtS user guide is available to all BSS students.

## **Reporting Absences**

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

### **Absences on placement**

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

## **Appendix 5 : Student Consent Protocol when Acting as a Service User in Learning Activities**

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

#### **Purpose**

This document sets out the protocol for obtaining student consent to participate in learning activities where students act as service users on the professional education programme, 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 6 : Practice Teacher Evaluation Report Template



## Guidance Document for the completion of the Performance Evaluation Report (PER)

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### Introduction

This document provides guidance to Practice Teachers to support them in the completion of the Performance Evaluation Report (PER) and should be read before commencing the report.

The Performance Evaluation Report, is the standardised report adopted in 2024 by the six Higher Education Institutions (University College Dublin, Trinity College Dublin, University of Galway, Maynooth University, University College Cork and Atlantic technological University Sligo) delivering social work education in Ireland. This document is a collaboration between each of the HEIs, however, please note that there may be some minor variations to allow for individual university regulations.

### In this guidance document information will be provided about:

- The CORU/SWRB Standards of Proficiency and Competencies as they relate to the evaluation of a student's performance on placement. CORU (2019) outlines that evidence must be provided regarding 'the standards required of graduates for the safe and effective practice of social work'. These Domains are viewed as a framework or a reference for development and are used to identify the students' learning needs and are central to evidencing student learning and progression on placement. More details can be found here: [swrb-standards-of-proficiency-for-social-workers.pdf \(coru.ie\)](https://www.coru.ie/standards-of-proficiency-for-social-workers.pdf).
- How to evidence the student's learning achieved while on placement in the context of the CORU/SWRB and university requirements.
- Guidance on the types of evidence required to demonstrate that the student has reached the appropriate level of competence in each CORU/SWRB Domains across the 14 weeks of placement.
- The key differences of expectations between a first placement and second placement student.

In all instances prior to completing the PER, Practice Teachers, should refer to the students' learning goals set out in the Placement Agreement/Learning Agreement and the minutes of the three tripartite meetings. The purpose of the Performance Evaluation Report/Practice Teacher Report is to evidence how the student has progressed with meeting their learning goals as aligned to the CORU/SWRB Standards of Proficiency.

#### Evidencing the student's progress:

- Practice Teachers should evidence the student's learning throughout the placement by providing at least two examples of the student's practice in relation to each of the five Domains, with reference to specific practice examples.
- Practice Teachers should acknowledge the importance of skills, values and theories in their report.
- Evidence to support the Practice Teacher's recommendation is gathered from the start of placement. Evidence should relate to specific descriptions about how the student demonstrated skills while working on their allocated cases and can be drawn from; Practice Teacher's observations, feedback from team members, feedback from service users and those supported by the service, examples from student's group work experience, examples from times when the student has provided presentations to the team, the standard of written work including record keeping, emails, letters and report writing and other pieces of work.
- Evidence is also gathered from weekly supervision sessions, direct observations, reflective learning exercises, case records, written reports and assessments including, for example, process recordings and informal supervision opportunities.
- Further guidance will be provided at Practice Teacher Preparation Workshops that take place prior to the commencement of the student's placement and Practice Teacher support sessions that take place during the placement cycle.

#### Compilation of the PER:

- The compilation of the PER is a collaboration between the Practice Teacher and the student. Weekly supervision sessions provide a good opportunity to discuss the intended content for the report.
- As with any professional report, all comments made should be documented in a respectful, professional manner.
- The Practice Teacher's assessment should provide a comprehensive account of the student's learning over the course of the placement. It is important to remember that all students will demonstrate both strengths in their practice and areas where they need to improve. The PER should reflect this.
- The practice teacher should aim to type at least **500 words per Domain** referencing the methods and examples of assessment and referring specific cases that the student was involved. The PER will be returned for review if there is insufficient evidence provided.
- The Practice teacher should share the completed PER with the student upon completion and the report is read and signed by both the Practice Teacher and the student. Any concerns the Practice Teacher has about the student's practice should be raised prior to writing the report. No new or additional information should be provided by the Practice Teacher in the PER that has not been discussed with the student and the tutor.
- Individual social work programmes may also require the practice tutor to review the PER, provide feedback to the practice teacher and student and sign the report. Both practice teacher and student should be cognisant that the report will be shared with the practice teacher on the student's next placement to guide the student's learning.

### **Evidencing Competence:**

- Students must demonstrate competence in all the key areas to achieve a pass recommendation.
- An unsatisfactory rating in one or more of the key areas must result in a fail recommendation.
- The sources of evidence must be provided in detail to support the recommended outcome of the placement. The consensus is that whereas the domains and proficiencies listed are indicators of good practice they are not the only dimensions of good social work practice. Social work is more than the development of domains, proficiencies and competencies. Positive social work practice has additional and distinctive dimensions to the practice which if required can be discussed within the conclusion section of the PER.
- The final placement result is a recommendation to the School Examination Board, which includes the external examiner. The recommendation of the school examination board is presented to the College Examination board for final approval. A student who fails a placement may be permitted to undertake a repeat placement on the recommendation of the examination board.
- Some programmes may operate a Practice Assessment Panel (PAP) to review the full placement report in the event of a student not reaching a pass recommendation.

### **Other advice for completing the PER:**

- Please use the student's name throughout the report.
- Where relevant please ensure you use the same pseudonyms in the PER as the student uses in their project.
- Provide specific examples of evidence of the students practice that you/team members observed (this ensures the report is personalised to the student and supports the outcome of the placement).
- Explicitly link evidence from the student's practice to the CORU/SWRB competencies under each heading.
- Refer to the student's learning agreement.
- Please use different examples to demonstrate the competencies achieved.

When completing the PER the Practice Teacher should take account of the year and the stage of study of the student, the report should be balanced and fair and examples from the student's practice should be used to evidence the recommendation made.

## Performance Evaluation Report

This Performance Evaluation Report is now the standardised Practice Teacher placement report used by all social work programmes from the universities named above. Please note that individual social work programmes operate according to their specific university regulations and there may be requirements specific to each programme that Practice Teachers will have to follow.

*Please complete this Performance Evaluation Report following the detailed information on the CORU competencies in the Practice Learning / Fieldwork Handbook.*

Date of Report:	
Student Name:	
Student Year:	
Student ID number:	
Placement Dates:	
Practice Teacher Name:	
Practice Teacher CORU number:	
Practice Agency Name and address:	
Tutor name:	
I confirm that supervision of 90 minutes has occurred weekly:	
Student absences (if any) List absences.  I can/can not confirm that the student has met the placement attendance requirement of 500 hours.	

**Role and Mandate of the organisation:**

Briefly outline the work of the placement agency (c. 500 words).



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<b>Section 1: Statement of Teaching and Assessment Methods</b>	
Please identify the methods used to gather evidence for the assessment of the student's practice Tick as appropriate:	
Weekly formal supervision	
Informal supervision	
Direct Observations	
Informal observations	
Process Recordings (if required by the University)	
Reflective Learning Exercises	
Feedback from colleagues	
Feedback from those supported by services / service users / patients.	
Other (please specify)	

<b>Section 2: Practice Learning Opportunities</b>	
The Practice teacher should identify the learning opportunities experienced by the student. Tick as appropriate:	

Shadowing social work colleagues	
Shadowing other members of the team	

Working with individuals	
Working with families	
Group work experience	
Attendance at social work meetings / MDT meetings / Inter agency meetings.	
Attendance at case conferences / family welfare conferences / meitheal meetings, care planning meetings	
Intake, Duty cover	
Attendance at court	
Recording contemporaneous notes / report writing / completing forms	
Presentation to team:	
Reading of written work (case notes / reports / letters / emails)	
Agency visits	
Other ( please specify)	

**Practice Settings:**

Please outline the range of Practice Settings experienced by student e.g. home visit/ hospital visit / prison visit.

<p><b>Learning goals for placement:</b> Please outline the learning goals for the placement as recorded in the student's learning agreement or placement contract:</p>

### Section 3: Performance Evaluation Report

In Year 1, a beginning ability to apply values, knowledge and skills is required learning for the student on placement. In Year 2 the student should be able to develop a more integrated, confident and competent application of the skills developed in their previous placement.

In addition to the notes in the form below please also see the more detailed document attached describing each of the competencies. Please refer to these CORU Standards of Proficiency for social workers when writing the report. Further information can also be accessed at Social Work Registration Board Standards of Proficiency for Social Workers July 2019

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

Please remember to clearly state if the student has or has not demonstrated evidence of reaching the standard in each Domain.

**Comment on the two Direct Observations including overview as to the skills demonstrated during the direct observations, the student's response to feedback from service user and practice teacher, including how they adjusted their practice in response. (c. 300 words)**

### **1. Professional Autonomy and Accountability:**

Guidance:

Year 1 – The student should be observing and shadowing their practice teacher and other social workers and team members. The student should be familiar with policies and procedures and the legal framework underpinning the service. They should be clear about their learning needs and goals for the placement. They should also carry a small caseload overseen by their Practice Teacher. They should be able to write concise, accurate case notes and reports which articulate and justify professional decisions made.

Year 2 - The student should be demonstrating confidence in their professional self. They should be able to show their skills in assessment, case analysis, interviewing, and feeding back to PT and colleagues. They should be able to write concise, accurate case notes and reports which articulate and justify professional decisions made.

**The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain.** (Delete as appropriate)

**Details of Evidence of competency achieved:** (c. 500 words referring to specific examples from the student's practice)

## 2. Communication, Collaborative Practice and Team Working:

Guidance:

Year 1- The student should be able to carry out assessments/ develop care plans and begin to express professional, informed, and considered opinions to service users, their families, team members, and others. They should understand the impact of effective interdisciplinary work and create professional relationships based on mutual respect and trust. They should be able to produce clear, concise, accurate, and objective documentation.

Year 2- The student should have further understanding of self within the profession. They should be questioning the professional social work role. They should be extending their ability to gather knowledge and plan, carry out and evaluate casework in a more confident and independent way. They should be able to draw on appropriate knowledge and skills in order to make professional judgements. They should be setting timelines, and evaluating, auditing, and reviewing practice.

**The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain.** (Delete as appropriate)

**Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)**

### 3. Safety and quality:

Guidance:

Year 1- The student should be able to gather appropriate background information from a variety of sources, relevant to the service users' needs. They should be able to undertake and record a thorough detailed and sensitive assessment. They should be able to demonstrate an ability to analyse and critically reflect on the information collected.

Year 2- The student should be able to work independently on several cases. They should be able to demonstrate logical reasoning and problem-solving skills to determine appropriate goals and action plans. They should be able to show that they have been able to agree these with the service user/ family.

**The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain.** (Delete as appropriate)

**Details of Evidence of competency achieved:** (c. 500 words referring to specific examples from the student's practice)

### 4. Professional Development:

Guidance:

Year 1- The student should be able to demonstrate a development in their practice skills and knowledge through personal reflection. They should be engaging with feedback, mentoring, and coaching provided by the practice teacher, other senior colleagues, and peers. They should be creative in looking for opportunities to extend their knowledge through on-site visits or giving presentations or engaging in staff group discussions.

Year 2- The student should have a further understanding of self within the profession. They should be questioning the professional social work role. They should understand the link between their personal life experiences and personal value systems and the impact of these on one's own decision-making ability and

actions. They should be able to draw on appropriate knowledge and skills in order to make professional judgments. They should be setting timelines, and evaluating, auditing, and reviewing practice.

**The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain.** (Delete as appropriate)

**Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)**

#### **5. Professional Knowledge and Skills:**

Guidance :

Year 1- The student should be able to demonstrate the ability to transfer knowledge and skills from academic classes to practice-based learning. They should be demonstrating an awareness of and ability to access new and emerging information which affects social work practice.

Year 2- The student should be growing in their confidence in making professional judgments. They should be using supervision to reflect on their practice and can demonstrate an ability to identify and manage any challenges that arise. They should be demonstrating an ability to advocate on behalf of service users. They should have a greater ability in demonstrating evidence-informed practice and the linking of theory to practice knowledge.

**The student has / has not demonstrated evidence of reaching the standard of proficiency in this domain.** (Delete as appropriate)

**Details of Evidence of competency achieved: (c. 500 words referring to specific examples from the student's practice)**





### Section 4: Summary / Overview

Please provide an overview of the student’s approach and progression in learning on placement, including their participation in supervision. (c. 300 words)

### Conclusion:

Where this is a first placement, the practice teacher should indicate the student’s learning needs for the second placement. Where this is a second placement, the practice teacher should indicate the student’s future learning goals and areas for professional development in their professional practice. (C. 200 words)

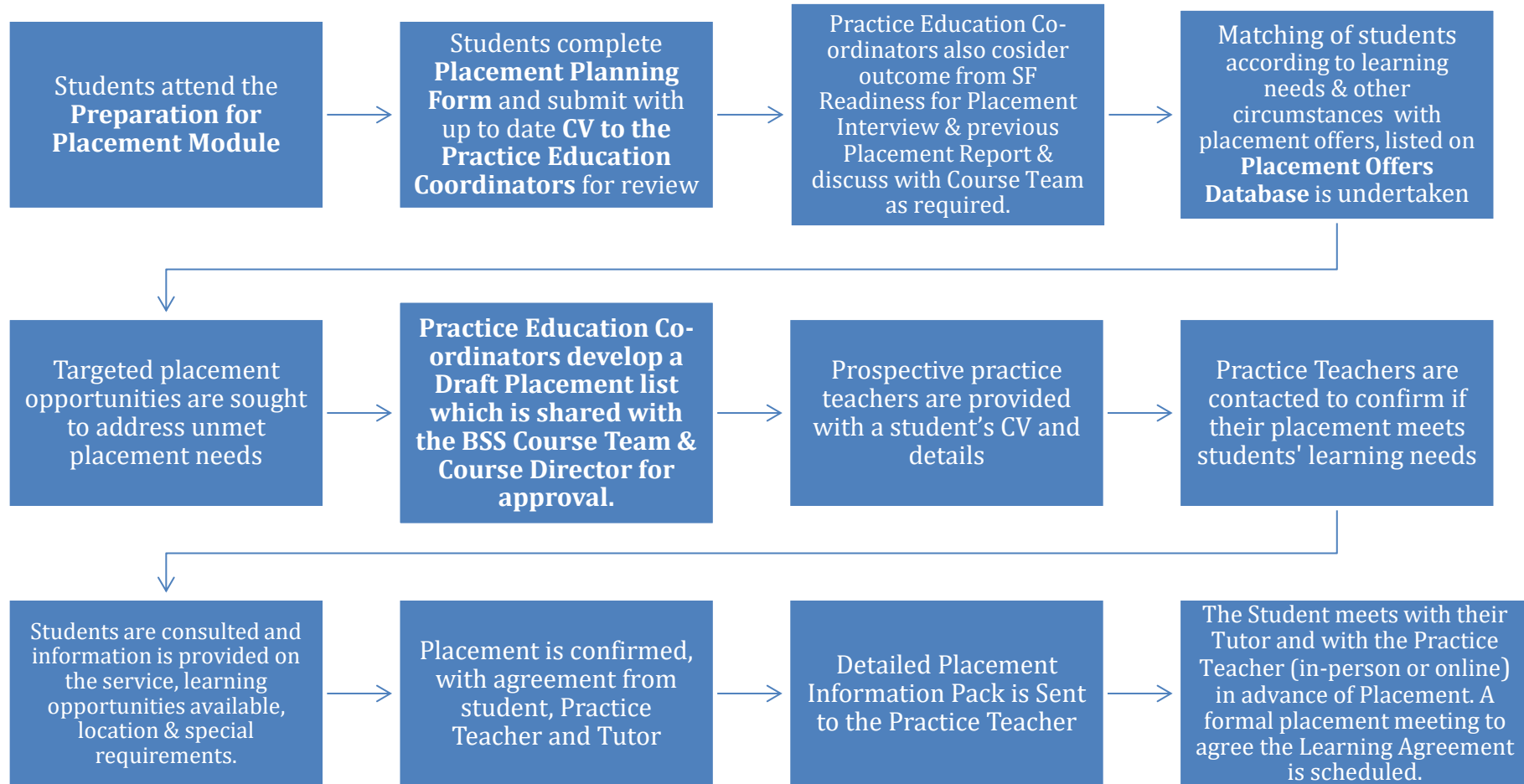
<b>Practice Teacher’s recommendation:</b>		
This section must state the practice teacher’s overall judgement, specifying a pass or fail recommendation for the School Examinations Board. Please note if there is a dissenting opinion regarding the recommendation.		
A pass recommendation on the first placement indicates readiness to proceed to the second placement.		
A pass on a second placement indicates that the student has achieved the standards of proficiency to allow them to enter the CORU register.		
<b>Delete two of the recommendations below as appropriate.</b>		
<b>I am recommending a PASS outcome to the school and college examinations board.</b>	<b>I am recommending a fail outcome to the school and college examinations board.</b>	<b>I am recommending an incomplete outcome to the school and college examinations board. (This option does not apply to all SW programmes)</b>

### SIGNATURES:

<b>Practice Teacher:</b>	<b>Date:</b>
<b>Student:</b>	<b>Date:</b>
<b>Practice Tutor (where applicable):</b>	<b>Date:</b>

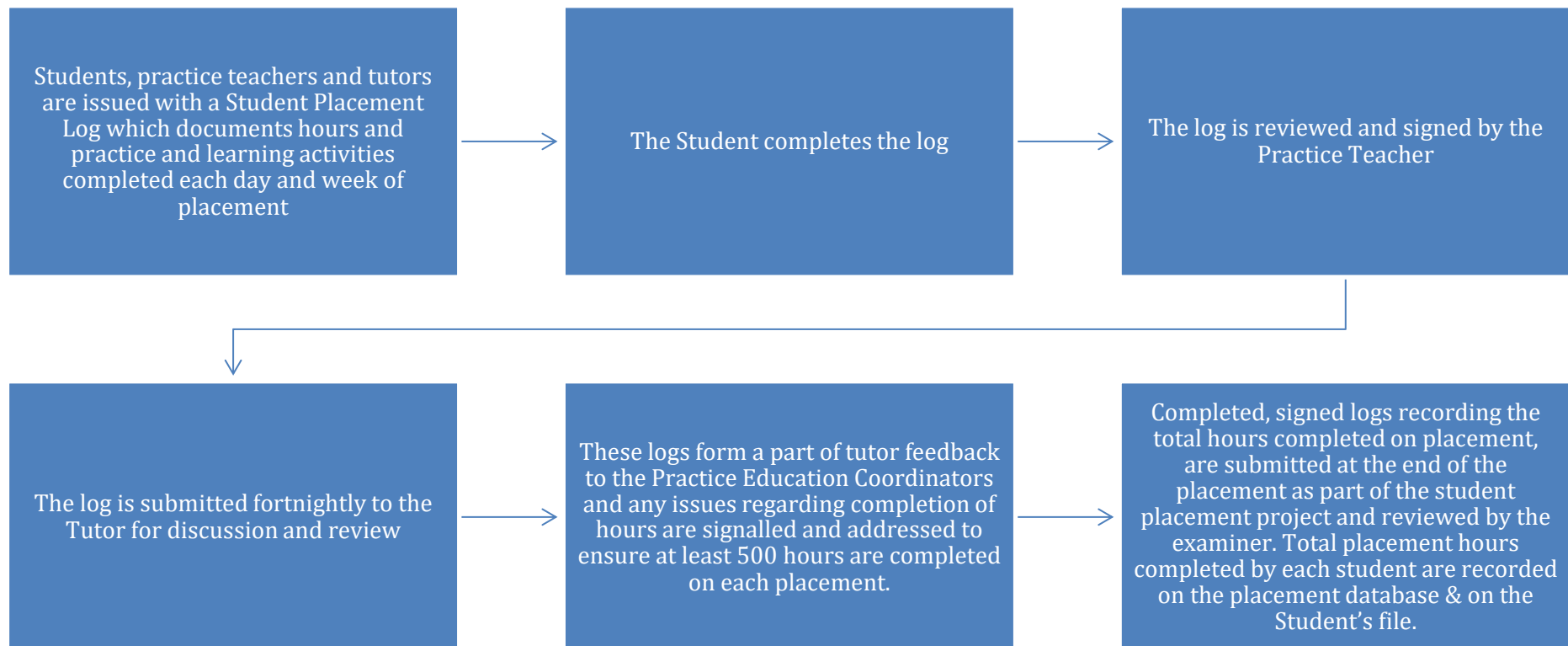
*Please ensure that all parties have signed the PER. Practice teachers please return the report within the time specified by the social work programme to: (Enter specific SW programme dates of submission and Practice Learning Coordinator details here)*

## Appendix 7 : Placement Allocation Process Flow Chart



## Appendix 8 : Monitoring Placement Hours

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



## Appendix 9 : Engaging and Approving Placement Sites



## **Appendix 10 : Placement with an onsite supervisor and an external social work practice teacher**

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

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

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

### **On-Site Supervisor:**

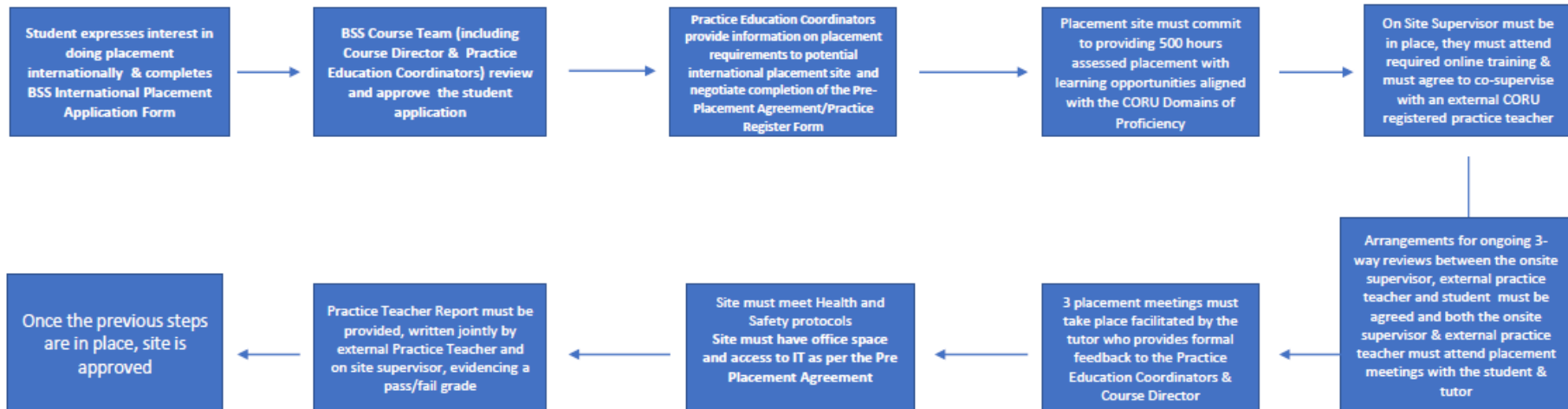
- Attends On-Site Supervisor training with Practice Education Coordinators
- Coordinates the allocation of day-to-day workload to the student
- Provides input into the student's Learning Agreement, including working with the student to identify learning goals and ensuring suitable work can be allocated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

### **External CORU Registered Practice Teacher**

- Completes Practice Teacher Training Workshop
- Provides 90 mins of social work supervision each week throughout the placement
- Arranges three-way supervision sessions with the onsite supervisor
- Has input into the student's Learning Agreement identifying appropriate learning needs and practice opportunities as aligned to the CORU Domains of Proficiency

- Attends all placement meetings with the student, tutor and the on-site supervisor to review the Learning Agreement and the student's progress
- Remains in regular contact with the on-site supervisor and the student's tutor regarding the student's progress on placement and addresses learning needs as they emerge
- Provides regular feedback to the students regarding their progress in relation to their learning as aligned to the CORU Domains of Proficiency
- Takes responsibility with input from the onsite supervisor for the completion of the Practice Teacher Report including the final decision regarding the student's pass/fail grade based on available evidence.

## Appendix 11 : Approval of International Placement Sites



## Appendix 12 : International Placement Application Form

# BSS International Placement Application

International placements give rise to opportunities and challenges some of which are different to those arising from placement opportunities in Ireland.

Please complete this application form to help you and the course team assess the suitability of an international placement for you at this time. Each section should be a **maximum length** of 150 words.

### Student Details:

Student Name:	
Student Number	
Year of Study	
Email	
Contact Phone Number	

### Student Motivation and Placement Plans

*Please Complete each section:*

1. Discuss your motivation and aims in seeking an international placement



2. Give details of the location and nature of the service where you hope to undertake your placement

3. What do you know about the approach and roles of the host service and the issues for service users? What contribution do you think you could make to this area of work?

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

5. Discuss some of the challenges you envisage in undertaking a placement abroad and identify personal and other resources you would draw on in managing these challenges

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

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7. Give an example of a new and challenging situation you have managed in the past and explain how your experience of that situation might be of benefit in undertaking an international placement

--

8. What are your strengths and what helps you to develop in areas that you find more difficult?

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9. Comment on the financial costs associated with undertaking this international placement and whether incurring these costs is viable for you at this time.

**Health and Safety Related Questions:**

1. Have you completed the health screening process with student health in Trinity College Dublin? If not please explain the delays and how you are planning to progress this.
2. Have you received your Covid-19 vaccination and boosters?
3. What are the health implications/vaccination requirements (if any) of travelling to the host country and working with the client population?

4. What are the visa entry requirement (if any)?

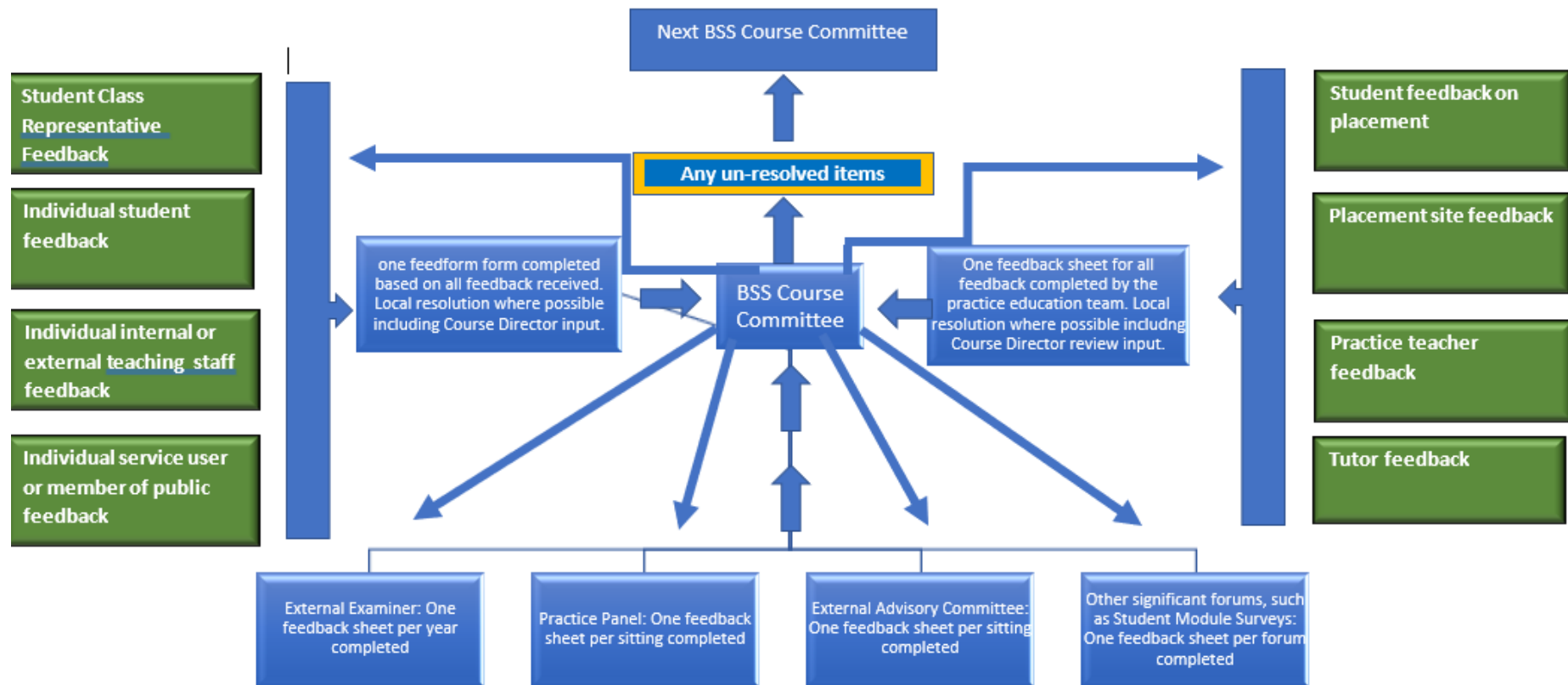
Living and working in a different cultural environment may pose additional challenges in relation to personal safety and health.

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

**Signed:**

**Date:**

## Appendix 13 : Feedback Flow Chart



## Appendix 14 : Feedback Response Record Form

### Bachelor in Social Studies Feedback Response Record Form

Version 1.1.

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

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

