

# **Independent Programme Review Report**

## **IICP College**

**Master of Arts in Pluralistic Counselling &  
Psychotherapy (Level 9, 90 ECTS Credits),  
Postgraduate Diploma in Arts in Pluralistic Counselling  
& Psychotherapy (Level 9, 60 ECTS Credits) and  
Minor Award in Cognitive Behavioural Therapy (Level  
9, 10 ECTS Credits)**

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

## Part 1

<b>Provider name</b>	IICP College
<b>Date of site visit</b>	9 <sup>th</sup> May 2019
<b>Date of report</b>	26 July 2019

## Overall recommendations

<b>Principal programme</b>	<b>Title</b>	MA in Pluralistic Counselling and Psychotherapy
	<b>Award</b>	Master of Arts in Pluralistic Counselling and Psychotherapy
	<b>Credit</b>	90 ECTS Credits
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

<b>Embedded programme</b>	<b>Title</b>	Postgraduate Diploma in Arts in Pluralistic Counselling and Psychotherapy
	<b>Award</b>	Postgraduate Diploma in Arts in Pluralistic Counselling and Psychotherapy
	<b>Credit</b>	60 ECTS Credits
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

<b>Embedded programme</b>	<b>Title</b>	Minor Award in Cognitive Behavioural Therapy
	<b>Award</b>	Special Purpose Award in Cognitive Behavioural Therapy
	<b>Credit</b>	10 ECTS Credits
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR</i>	Satisfactory

	Not Satisfactory	
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## Evaluators

Evaluators		
Name	Role	Affiliation
Dr Dermot Douglas	Chair	Higher Education Consultant; former Director of Academic Affairs IOTI (now THEA).
Dr David Mc Carthy	Secretary	Quality Officer, National College of Ireland
Barbara Hannigan	Subject Expert	Assistant Professor & Placement Coordinator, School of Psychology, Trinity College Dublin
Una Coakley	Subject Expert	Lecturer, Department of Applied Social Studies, Cork IT
Colm O'Connell	Learner Representative	MA Counselling & Psychotherapy, Dublin Business School
Antoinette McKeogh	Industry Representative	Clinical Manager, One-in-Four

## Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22	60	10

Enrolment interval (normally 5 years)	Date of first intake	September 2019
	Date of last intake	August 2024
Maximum number of annual intakes	2	
Maximum total number of learners per intake	30	
Programme duration (months from start to completion)	24	
Target learner groups	The target learner group for this programme is qualified Counsellors and Psychotherapists who have completed a professionally recognised training in Counselling and Psychotherapy. It is required that targeted learners will possess A) a Level 8 Degree in Counselling and Psychotherapy; or B) a Level 8 Degree in a cognate field plus a professionally recognised Diploma in Counselling and Psychotherapy. Such awards will be recognised by the Irish Association for	

	Counselling and Psychotherapy and the Irish Association for Humanistic and Integrative Psychotherapists or equivalent. The likely aspirations of targeted learners include a desire to further develop their clinical and research skills. Learners on this programme will have an interest in evidence-based practice and practice-based evidence.	
<b>Approved countries for provision</b>	Republic of Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Part-time	
<b>The teaching and learning modalities</b>	The teaching and learning modality utilised is direct contact via lectures, demonstrations and tutorials. A variety of teaching and learning methods will be employed for this programme. Declarative learning will be addressed through activities such as formal lectures and jigsaw exercises based on pre-reading. Teaching and learning to address functioning intended learning outcomes will be addressed through case-based learning activities, skills practice sessions, group work, reflective practice etc. Learners will also engage in clinical placement as part of this programme, including supervision of clinical work in both one-to-one and group supervision settings.	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	This programme will expand the skills, knowledge and competencies of practitioners in the area of integrative and pluralistic counselling and psychotherapy. Learners will engage in declarative and functioning learning activities related to the theory and practice of Pluralistic counselling and psychotherapy and relevant research principles. The programme involves two years of taught modules. It leads to the Major Award of MA in Pluralistic Counselling and Psychotherapy.	
<b>Summary of specifications for teaching staff</b>	<b>WTE</b>	<b>Qualifications and experience</b>
	1.5	Lecturers will hold a minimum of a Level 9 Master's degree in the subject they are teaching. The majority will be in counselling and psychotherapy, but there are some modules that require a specific qualification in other fields (i.e. Sociology, Philosophy etc.).
	1.5	The Head of Research will hold a Level 10 PhD and will be an experienced researcher with an understanding of research as it applies to counselling and psychotherapy.
	1	Programme Management consists of the academic management support leadership. The College President, Registrar, Head of Academic Studies. All will be qualified to at least Level 9 in the field of counselling and psychotherapy and/or education.
	1	Administration support staff will hold a range of administration qualifications.

Summary of specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1:15	Lecturers
	1:7	Skills practice and tutorials
	1:1	Research Supervision
<b>Overall WTE staff/learner ration</b>	1:7.5	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
<b>PG21047</b>	MA in Pluralistic Counselling and Psychotherapy	Sep 2018

### Embedded programme

#### PGDip in Art in Pluralistic Counselling and Psychotherapy

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22	60	10

Enrolment interval ( <i>normally 5 years</i> )	Date of first intake	September 2019
	Date of last intake	August 2024
<b>Maximum number of annual intakes</b>	2	
<b>Maximum total number of learners per intake</b>	30	
<b>Programme duration (months from start to completion)</b>	24	
<b>Target learner groups</b>	The target learner group for this programme is qualified Counsellors and Psychotherapists who have completed a professionally recognised training in Counselling and Psychotherapy. It is required that targeted learners will possess A) a Level 8 Degree in Counselling and Psychotherapy; or B) a Level 8 Degree in a cognate field plus a professionally recognised Diploma in Counselling and Psychotherapy. Such awards will be recognised by the Irish Association for Counselling and Psychotherapy and the Irish Association for Humanistic and Integrative Psychotherapists or equivalent. The likely aspirations of targeted learners include a desire to further develop their clinical and research skills. Learners on this programme will have an interest in evidence-based practice and practice-based evidence.	
<b>Approved countries for provision</b>	Republic of Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Part-time	
<b>The teaching and learning modalities</b>	The teaching and learning modality utilised is direct contact via lectures, demonstrations and tutorials. A variety of teaching and learning methods will be employed for this programme. Declarative learning will	

	be addressed through activities such as formal lectures and jigsaw exercises based on pre-reading. Teaching and learning to address functioning intended learning outcomes will be addressed through case-based learning activities, skills practice sessions, group work, reflective practice etc. Learners will also engage in clinical placement as part of this programme, including supervision of clinical work in both one-to-one and group supervision settings.	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	This programme will expand the skills, knowledge and competencies of practitioners in the area of integrative and pluralistic counselling and psychotherapy. Learners will engage in declarative and functioning learning activities related to the theory and practice of Pluralistic counselling and psychotherapy and relevant research principles. The programme involves two years of taught modules. It leads to the Major Award of MA in Pluralistic Counselling and Psychotherapy	
<b>Summary of specifications for teaching staff</b>	<b>WTE</b>	<b>Qualifications and experience</b>
	1	Lecturers will hold a minimum of a Level 9 master's degree in the subject they are teaching. The majority will be in counselling and psychotherapy, but there are some modules that require a specific qualification in other fields (i.e. Sociology, Philosophy etc.).
	1	The Head of Research will hold a Level 10 PhD and will be an experienced researcher with an understanding of research as it applies to counselling and psychotherapy.
	1	Programme Management consists of the academic management support leadership. The College President, Registrar, Head of Academic Studies. All will be qualified to at least Level 9 in the field of counselling and psychotherapy and/or education.
	1	Administration support staff will hold a range of administration qualifications.
<b>Summary of specifications for the ratio of learners to teaching-staff</b>	<b>Staff to learner ratio</b>	<b>Learning activity type</b>
	1:15	Lectures
	1:7	Skills practice and tutorials
	1:1	Research supervision
<b>Overall WTE staff/learner ration</b>	1:7.5	

<b>Programmes being replaced (applicable to applications for revalidation)</b>		
<b>Code</b>	<b>Title</b>	<b>Last enrolment date</b>
<b>PG21048</b>	Postgraduate Diploma in Arts in Pluralistic Counselling &	Sept. 2018

	Psychotherapy	
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### Module leading to a QQI Award

#### Minor Award in Cognitive Behavioural Therapy

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22	80	10

<b>Enrolment interval (<i>normally 5 years</i>)</b>	<b>Date of first intake</b>	September 2019
	<b>Date of last intake</b>	August 2024
<b>Maximum number of annual intakes</b>	3	
<b>Maximum total number of learners per intake</b>	30	
<b>Programme duration (months from start to completion)</b>	8 Months	
<b>Target learner groups</b>	<p>The target learner group for this programme is qualified Counsellors and Psychotherapists who have completed a professionally recognised training in Counselling and Psychotherapy. It is required that targeted learners will possess A) a Level 8 Degree in Counselling and Psychotherapy; or B) a Level 8 Degree in a cognate field plus a professionally recognised Diploma in Counselling and Psychotherapy. Such awards will be recognised by the Irish Association for Counselling and Psychotherapy and the Irish Association for Humanistic and Integrative Psychotherapists or equivalent. The likely aspirations of targeted learners include a desire to further develop their clinical and research skills. Learners on this programme will have an interest in evidence-based practice and practice-based evidence.</p>	
<b>Approved countries for provision</b>	Republic of Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Part-time	
<b>The teaching and learning modalities</b>	<p>The teaching and learning modality utilised is direct contact via lectures, demonstrations and tutorials. A variety of teaching and learning methods will be employed for this programme. Declarative learning will be addressed through activities such as formal lectures and jigsaw exercises based on pre-reading. Teaching and learning to address functioning intended learning outcomes will be addressed through case-based learning activities, skills practice sessions, group work, reflective practice etc. Learners will also engage in clinical placement as part of this programme, including supervision of clinical work in both one-to-one and group supervision settings.</p>	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what</b>	<p>This programme will expand the skills, knowledge and competencies of practitioners in the area of integrative and pluralistic counselling and psychotherapy. Learners</p>	

it leads to.)	will engage in declarative and functioning learning activities related to the theory and practice of Pluralistic counselling and psychotherapy and relevant research principles. The programme involves two years of taught modules. It leads to the Major Award of MA in Pluralistic Counselling and Psychotherapy	
Summary of specifications for teaching staff	<b>WTE</b>	<b>Qualifications and experience</b>
	1	Lecturers will hold a minimum of a Level 9 master's degree in the subject they are teaching.
	1	The Head of Research will hold a Level 10 PhD and will be an experienced researcher with an understanding of research as it applies to counselling and psychotherapy.
	1	Programme Management consists of the academic management support leadership. The College President, Registrar, Head of Academic Studies. All will be qualified to at least Level 9 in the field of counselling and psychotherapy and/or education.
	1	Administration support staff will hold a range of administration qualifications.
Summary of specifications for the ratio of learners to teaching-staff	<b>Staff to learner ratio</b>	<b>Learning activity type</b>
	1:15	Lectures
	1:7	Skills practice and tutorials
	1:1	Research supervision
<b>Overall WTE staff/learner ration</b>	1:7.5	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A



Other noteworthy features of the application

Not Applicable

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Not Applicable

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

Not Applicable

## Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

### Criterion 1

#### **The provider is eligible to apply for validation of the programme**

- a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
- b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
- c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 1, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

#### Principal programme

The panel is satisfied that IICP College meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. IICP College has declared that the MA in Pluralistic Counselling & Psychotherapy complies with the applicable statutory and regulatory requirements. The application for validation was signed by Dr Marcella Finnerty, College President.

#### Embedded programme

The panel is satisfied that IICP College meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. IICP College has declared that the PGDip in Arts in Pluralistic Counselling & Psychotherapy complies with the applicable statutory and regulatory requirements. The application for validation was signed by Dr Marcella Finnerty, College President.

#### Module Leading to a QQI Award

The panel is satisfied that IICP College meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. IICP College has declared that the Minor Award in Cognitive Behavioural Therapy complies with the applicable statutory and regulatory requirements. The application for validation was signed by Dr Marcella Finnerty, College President.

### Criterion 2

#### **The programme objectives and outcomes are clear and consistent with the**

### QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
  - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
  - (i) Consistent with the title of the QQI award sought.
  - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
  - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.
  - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Satisfactory (yes, no, partially)	Comment
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 2, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

The programme aims and objectives as expressed in the documentation provided to the panel for the MA in Pluralistic Counselling and Psychotherapy are presented using clear, concise language. It is made explicit that learners who complete the 90 ECTS Credits primary programme will obtain a Level 9 MA in Pluralistic Counselling and Psychotherapy.

The choice of QQI award for the MA is justified by the MIPLOs being mapped against the Level 8 and Level 9 Counselling and Psychotherapy Award standards. The length of the award title is less than 43 characters and complies with QQI's Named Award Stems. The award title is legitimate as it clearly communicates the topic being studied, complies with the applicable statutory and regulatory requirements, and clearly informs prospective learners and other stakeholders of the QQI award attached to the programme. The award does not confer professional body membership.

The MIPLOs for the primary programme are explicitly specified and the panel considers the MIPLOs to be consistent with the standards of the QQI award being sought. The provider has also explicitly specified the MIMLOs for each of the programme's constituent modules.

### Embedded programme

The programme aims and objectives as expressed in the documentation provided to the panel for the PGDip in Arts in Pluralistic Counselling and Psychotherapy are presented using clear, concise language. It is made explicit that learners who complete the 60 ECTS Credits embedded programme will obtain a Level 9 PGDip in Arts in Pluralistic Counselling and Psychotherapy.

The choice of QQI award for the PGDip is justified by the MIPLOs being mapped against the Level 8 and Level 9 Counselling and Psychotherapy Award standards. The length of the award title is less than 43 characters and complies with QQI's Named Award Stems. The award title is legitimate as it clearly communicates the topic being studied, complies with the applicable statutory and regulatory requirements, and clearly informs prospective learners and other stakeholders of the QQI award attached to the programme. The award does not confer professional body membership.

The MIPLOs for the embedded programme are explicitly specified and the panel considers the MIPLOs to be consistent with the standards of the QQI award being sought. The provider has also explicitly specified the MIMLOs for each of the programme's constituent modules.

### Module Leading to a QQI Award

The programme aims and objectives as expressed in the documentation provided to the panel for the Minor Award in Cognitive Behavioural Therapy are presented using clear, concise language. It is made explicit that learners who complete the 10 ECTS Credits programme will obtain a Level 9 Minor Award in Cognitive Behavioural Therapy.

The choice of QQI award for the Minor Award is justified by the MIPLOs being mapped against the Level 8 and Level 9 Counselling and Psychotherapy Award standards. The length of the award title is less than 43 characters and complies with QQI's Named Award Stems. The award title is legitimate as it clearly communicates the topic being studied, complies with the applicable statutory and regulatory requirements, and clearly informs prospective learners and other stakeholders of the QQI award attached to the programme. The award does not confer professional body membership.

The MIPLOs for the embedded programme are explicitly specified and the panel considers the MIPLOs to be consistent with the standards of the QQI award being sought. The provider has also explicitly specified the MIMLOs for the programme's constituent module.

### Criterion 3

**The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.

b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes. <ul style="list-style-type: none"> <li>(i) There is a satisfactory rationale for providing the programme.</li> <li>(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.</li> <li>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</li> <li>(iv) There is evidence of learner demand for the programme.</li> <li>(v) There is evidence of employment opportunities for graduates where relevant.</li> <li>(vi) The programme meets genuine education and training needs.</li> </ul> c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.         d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.         e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 3, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

As part of the preliminary programme review completed during the revalidation process, the provider consulted with the necessary stakeholders and incorporated their opinions when making modifications to the programme and updating its minimum learning outcomes. The evaluation of the current programme is outlined in Section 5 of the Provider Evaluation Report (PER) and involved currently enrolled learners, teaching staff, clinical placement managers and supervisors, and employers. The panel is satisfied that the programme and its minimum learning outcomes, and the learning outcomes of its constituent modules, were developed according to the QQI Level 9 Counselling & Psychotherapy Award standards.

The rationale for the continued provision of the programme is based on the findings of the stakeholder engagement detailed in Section 5 of the PER. The panel is satisfied that the programme compares favourably with existing programmes delivered by other providers as outlined in Section 2.7.1 and 2.7.2 of the programme document. The panel is also satisfied that the programme meets genuine education and training needs as identified by the Interpretative Phenomenological Analysis of graduates and engagement with employers in Section 3.3.1 and Section 5.4.3., respectively, of the PER. The panel is satisfied that there is ongoing learner demand for the programme and suitable employment opportunities for learners who complete the programme. All documentation provided to the panel confirms that practitioners and professional bodies were systematically consulted in the review and modification of the MA.

As outlined in Section 6.13 of the PER, the MA was modified based on consultation with existing learners and lecturers, clinical placement managers and supervisors, and employers (see Section 5 of the PER). The programme team explained how the updates and revisions to the programme arose from engagement with these stakeholders. The panel is satisfied that there are suitable mechanisms in place to ensure the programme is kept up-to-date as outlined in Section 9.3.1 of the programme

document. The provider's monitoring processes include learner satisfaction surveys, feedback from placement managers and clinical supervisors, and programme boards, thus ensuring that internal and external stakeholders are consulted on an ongoing basis. As the majority of the programme team are research-active practitioners, the panel is satisfied that the learning outcomes and the constituent module learning content and assessment methods will consequently remain informed by the most current developments in the field. The research activities of IICP College faculty involved in the programme are listed in Appendix 1.2.

### Embedded programme

As part of the preliminary programme review completed during the revalidation process, the provider consulted with the necessary stakeholders and incorporated their opinions when making modifications to the programme and updating its minimum learning outcomes. The evaluation of the current programme is outlined in Section 5 of the PER and involved currently enrolled learners, teaching staff, clinical placement managers and supervisors, and employers. The panel is satisfied that the programme and its minimum learning outcomes, and the learning outcomes of its constituent modules, were developed according to the QQI Level 9 Counselling & Psychotherapy Award standards.

The rationale for the continued provision of the programme is based on the findings of the stakeholder engagement detailed in Section 5 of the PER. The panel is also satisfied that the programme meets genuine education and training needs as identified by the Interpretative Phenomenological Analysis of graduates and engagement with employers in Section 3.3.1 and Section 5.4.3., respectively, of the PER. The panel is satisfied that there is ongoing learner demand for the programme and suitable employment opportunities for learners who complete the programme. All documentation provided to the panel confirms that practitioners and professional bodies were systematically consulted in the review and modification of the PGDip.

As outlined in Section 6.13 of the PER, the PGDip was modified based on consultation with existing learners and lecturers, clinical placement managers and supervisors, and employers (see Section 5 of the PER). The programme team explained how the updates and revisions to the programme arose from engagement with these stakeholders. The panel is satisfied that there are suitable mechanisms in place to ensure the programme is kept up-to-date as outlined in Section 10.3 of the programme document. The provider's monitoring processes include learner satisfaction surveys, feedback from placement managers and clinical supervisors, and programme boards, thus ensuring that internal and external stakeholders are consulted on an ongoing basis. As the majority of the programme team are research-active practitioners, the panel is satisfied that the learning outcomes and the constituent module learning content and assessment methods will consequently remain informed by the most current developments in the field. The research activities of IICP College faculty involved in the programme are listed in Appendix 1.2.

### Module Leading to a QQI Award

As part of the preliminary programme review completed during the revalidation process, the provider consulted with the necessary stakeholders and incorporated their opinions when deciding to include an embedded Minor Award in Cognitive Behavioural Therapy within the primary programme. The panel is satisfied that the programme and its minimum learning outcomes, and the learning outcomes of its constituent modules, were developed according to the QQI Level 9 Counselling & Psychotherapy Award standards.

The rationale for the provision of the programme is based on the findings of the stakeholder engagement detailed in Section 5 of the PER. The panel is satisfied that the programme compares favourably with existing programmes delivered by other providers as outlined in Section 2.7.1 and 2.7.2 of the programme document. The panel is also satisfied that the programme meets genuine education and training needs of its target learners, and that internal and external stakeholders were appropriately consulted during the development of the programme and in particular its minimum learning outcomes. The programme contains strong theoretical and clinical components, thereby meeting the need amongst target learners for improved theoretical and clinical competencies, and responding to the requirements of graduates and employers identified in the PER.

The panel is satisfied that there are suitable mechanisms in place to ensure the programme is kept up-to-date as outlined in Section 9.3 of the programme document. The provider's monitoring processes include learner satisfaction surveys, feedback from placement managers and clinical supervisors, and programme boards, thus ensuring that internal and external stakeholders are consulted on an ongoing basis. As the majority of the programme team are research-active practitioners, the panel is satisfied that the learning outcomes and the constituent module learning content and assessment methods will consequently remain informed by the most current developments in the field. The research activities of IICP College faculty involved in the programme are listed in Appendix 1.2.

## Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

**Satisfactory**  
(yes, no,

**Comment**

partially)	
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 4, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

Procedures for access, transfer and progression relating to the MA in Pluralistic Counselling and Psychotherapy are explicitly stated in Section 4 of the programme validation document and are consistent with QQI's policy and criteria. The programme-specific criterion regarding entry requirements is clearly stated in Section 4.2, while there are no programme-specific transfer or progression destinations. Section 4.2.1 outlines the programme-specific entry procedures for the MA. The panel was also provided with the Application Form, Desk Review template, and the interview template and score sheet (see Appendix 2.1). Enrolled learners are provided with a programme handbook on registration and given access to the programme's VLE.

The minimum language proficiency requirement is at least 6.5 (IELTS) or B2+ (CEFR) as required. The minimum entry requirement of a H2.2 Level 8 Honours Degree in Counselling and Psychotherapy specifies the learning that target learners are expected to have achieved before they are enrolled in the programme. In particular, as target learners are qualified therapists who are accredited by a relevant professional body or at pre-accreditation stage, prospective learners are expected to have completed at least 120 hours of supervised clinical practice and at least 50 hours of personal therapy. As there is an additional entry route for qualified therapists who hold a Level 8 Degree or equivalent plus at least a Professionally Recognised Diploma in Counselling, applicants will be accepted from professionally recognised diploma/Level 7 programmes, provided that they can also evidence attainment of at least 2.2 in a BA (Hons) programme in another field.

The provider's RPL arrangements for advanced entry or access to the award, and for module exemptions, are outlined in Section 4.2.9 of the programme document.

The programme title reflects the PLOs and is consistent with the standard and purposes of the QQI award sought, is meaningful to learners and of long-term significance to internal and external stakeholders, and is legitimate as it complies with the applicable statutory and regulatory body requirements.

### Embedded programme

Procedures for access, transfer and progression relating to the PGDip in Arts in Pluralistic Counselling and Psychotherapy are explicitly stated in Section 5 of the programme validation document and are consistent with QQI's policy and criteria. The programme-specific criterion regarding entry requirements is clearly stated in Section 5.2, while there are no programme-specific transfer or progression destinations. Section 5.2.1 outlines the programme-specific entry procedures for the PGDip. The panel was also provided with the Application Form, Desk Review template, and the interview template and score sheet (see Appendix 2.1). Enrolled learners are provided with a programme handbook on registration and given access to the programme's VLE.

As the PGDip is an Exit Award only, the same entry requirements as the primary programme apply to the embedded programme. This award is available to learners who successfully complete all modules on the primary programme, excluding Practice Based Issues and the Research Portfolio.



The provider's RPL arrangements for advanced entry or access to the award, and for module exemptions are outlined in Section 5.2.8 of the programme document.

The programme title reflects the PLOs and is consistent with the standard and purposes of the QQI award sought, is meaningful to learners and of long-term significance to internal and external stakeholders, and is legitimate as it complies with the applicable statutory and regulatory body requirements.

### Module Leading to a QQI Award

Procedures for access, transfer and progression relating to the Minor Award in Cognitive behavioural Therapy are explicitly stated in Section 4 of the programme validation document and are consistent with QQI's policy and criteria. The programme-specific criterion regarding entry requirements is clearly stated in Section 4.2, while there are no programme-specific transfer or progression destinations. Section 4.2.1 outlines the programme-specific entry procedures for the Minor Award. The panel was also provided with the Application Form, Desk Review template, and the interview template and score sheet (see Appendix 2.1). Enrolled learners are provided with a programme handbook on registration and given access to the programme's VLE.

As the Minor Award is being offered as a stand-alone *ab initio*, professional development programme, the same entry requirements that apply to the major awards will apply to it. Learners who are enrolled on and complete the Cognitive Behavioural Therapy (10 ECTS credits) module are eligible for this award without completing any other component of the primary programme.

The provider's RPL arrangements for advanced entry or access to the award are deemed by the panel to be consistent with national standards and are outlined in Section 4.2.10 of the programme document. As the Minor Award consists of a single module, there are no RPL arrangements for exemptions.

The programme title reflects the PLOs and is consistent with the standard and purposes of the QQI award sought, is meaningful to learners and of long-term significance to internal and external stakeholders, and is legitimate as it complies with the applicable statutory and regulatory body requirements.

## Criterion 5

### The programme's written curriculum is well structured and fit-for-purpose

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.

Satisfactory (yes, no, partially)	Comment
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 5, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

The programme team has clearly outlined the structure of the MA in Pluralistic Counselling and Psychotherapy, providing both a stage (Section 5.1.1) and module-level (Section 5.1.4) outline of the programme, the rationale for the programme structure (Section 5.2), and an indicative breakdown of learner effort hours (Sections 5.3.1 and 5.3.2). The panel is satisfied, therefore, that each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes, and that their respective objectives and purposes are coherently expressed.

Section 6 of the programme document contains descriptions for each module, which map the MIMLOs against both the MIPLOS and QQI Award standards, outline the learner effort and allocated credits, and list the indicative module content and structure.

The panel is satisfied that the credit allocated to the programme and each constituent module is consistent with the difference between the entry standard and the minimum intended learning outcomes. The credit allocated to each module is properly reflected in the required learning effort and Section 2.4 in each module description clearly explains the rationale for its inclusion in the programme and its contribution to the overall MIPLOs. Programme duration and the equivalent contact time are consistent across all modules.

Clinical placements are included within Pluralistic Clinical Skills, Acceptance and Commitment Therapy, and Cognitive Behavioural Therapy, and Section 5.7 of the programme document explains how work-based learning is integrated into the teaching, learning and assessment strategy of the

programme. The panel is satisfied that practise placement components of the programme are provided with the same rigour and attentiveness as the theoretical elements of the programme and the programme document explains the placement preparation, module requirements and reporting structure.

### Embedded programme

The programme team has clearly outlined the structure of the PGDip in Arts in Pluralistic Counselling and Psychotherapy, providing both a stage (Section 6.1.1) and module-level (Section 6.1.4) outline of the programme, the rationale for the programme structure (Section 6.2), and an indicative breakdown of learner effort hours (Sections 6.3.1 and 6.3.2). The panel is satisfied, therefore, that each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes, and that their respective objectives and purposes are coherently expressed.

Section 7 of the programme document contains descriptions for each module, which map the MIMLOs against both the MIPLOS and QQI Award standards, outline the learner effort and allocated credits, and list the indicative module content and structure.

The panel is satisfied that the credit allocated to the programme and each constituent module is consistent with the difference between the entry standard and the minimum intended learning outcomes. The credit allocated to each module is properly reflected in the required learning effort and Section 2.4 in each module description clearly explains the rationale for its inclusion in the programme and its contribution to the overall MIPLOS. Programme duration and the equivalent contact time are consistent across all modules.

As the PGDip has the same clinical placement requirements as the MA, the same arrangements for work-based learning outlined above apply. The panel is satisfied that practise placement components of the programme are provided with the same rigour and attentiveness as the theoretical elements of the programme.

### Module Leading to a QQI Award

The programme team has clearly outlined the structure of the Minor Award in Cognitive Behavioural Therapy, providing a module-level outline of the programme in Section 5.1.3, the rationale for the programme structure (Section 5.2), and an indicative breakdown of learner effort hours (Sections 5.3). The panel is satisfied, therefore, that the constituent module is suitably structured and coherently oriented towards the achievement by learners of the intended programme learning outcomes.

Section 6 of the programme document contains the description for the constituent module, which maps the MIMLOs against both the MIPLOS and QQI Award standards, outlines the learner effort and allocated credits, and lists the indicative module content and structure.

The panel is satisfied that the credit allocated to the programme and its constituent module is consistent with the difference between the entry standard and the minimum intended learning outcomes. The credit allocated to the module is properly reflected in the required learning effort and the module description clearly explains the rationale for its inclusion in the programme and its contribution to the overall MIPLOS.

As the Minor Award has a clinical placement requirement, the same arrangements for work-based learning outlined above apply. The panel is satisfied that the placement component of the programme is provided with the same rigour and attentiveness as the theoretical elements of the programme. Given that learners following either of the major awards will be able to use learning and skills obtained from the CBT module in other areas of their clinical practice, the panel recommend that QQI can be satisfied that the requirement for 25 hours clinical placement is appropriate for this module. However, in the context of the CBT module being offered as a stand-alone Minor Award, the panel recommends that the clinical placement requirement is 50 hours.

## Criterion 6

### **There are sufficient qualified and capable programme staff available to implement the programme as planned**

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 6, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

## Principal programme

The specification of the staffing requirements for the MA in Pluralistic Counselling and Psychotherapy is precise, rigorous and consistent with the programme and its defined purpose. The programme team explained how the MA will be delivered by the provider's existing team of lecturers, teaching assistants and tutors. The programme's complement of staff is outlined in Section 7.2 of the programme document, with CVs provided in Appendix 1.6. The panel is satisfied that the programme's complement of staff are qualified and experienced to ensure learners achieve the intended programme learning outcomes and to assess learners' achievements as required. Arrangements for the appointment of staff to the programme is explained in Section 7.5 of the programme document and as all staff necessary are deliver the programme ae already in place, there is no recruitment plan for staff not already in post.

The panel is satisfied that there are sufficient performance management and professional development arrangements in place for staff involved in delivering the programme. Section 7.4 outlines the programme-specific staff performance management arrangements and the opportunities for peer-to-peer learning, professional knowledge pedagogy workshops available to all staff.

The panel is satisfied that the specification of the staffing requirements is consistent with the programme and its defined purpose. The complement of staff was discussed with the programme team, which explained that the provider currently has the capacity to deliver the programme to the maximum number of learners indicated in the programme document. As all faculty are research active, each is also eligible to supervise research projects based on the proposals developed by learners in the Advanced Research Methods module. The provider also explained how clinical placements are coordinated by placement managers and how supervisors are provided with the necessary information about pluralistic therapy to appropriately evaluate learners' performance.

### Embedded programme

The specification of the staffing requirements for the PGDip in Art in Pluralistic Counselling and Psychotherapy is precise, rigorous and consistent with the programme and its defined purpose. The programme team explained how the PGDip will be delivered by the provider's existing team of lecturers, teaching assistants and tutors. The programme's complement of staff is outlined in Section 8.2 of the programme document, with CVs provided in Appendix 1.6. The panel is satisfied that the programme's complement of staff are qualified and experienced to ensure learners achieve the intended programme learning outcomes and to assess learners' achievements as required. Arrangements for the appointment of staff to the programme is explained in Section 8.5 of the programme document and as all staff necessary are deliver the programme ae already in place, there is no recruitment plan for staff not already in post.

The panel is satisfied that there are sufficient performance management and professional development arrangements in place for staff involved in delivering the programme. Section 8.4 outlines the programme-specific staff performance management arrangements and the opportunities for peer-to-peer learning, professional knowledge pedagogy workshops available to all staff.

The panel is satisfied that the specification of the staffing requirements is consistent with the programme and its defined purpose. The complement of staff was discussed with the programme team, which explained that the provider currently has the capacity to deliver the programme to the maximum number of learners indicated in the programme document. The provider also explained how clinical placements are coordinated by placement managers and how supervisors are provided with the necessary information about pluralistic therapy to appropriately evaluate learners' performance.

### Module Leading to a QQI Award

The specification of the staffing requirements for the Minor Award in Cognitive Behavioural Therapy is precise, rigorous and consistent with the programme and its defined purpose. The programme team explained how the Minor Award will be delivered by the provider's existing team of lecturers, teaching assistants and tutors. The programme's complement of staff is outlined in Section 7.2 of the programme document, with CVs provided in Appendix 1.6. The panel is satisfied that the

programme's complement of staff are qualified and experienced to ensure learners achieve the intended programme learning outcomes and to assess learners' achievements as required. Arrangements for the appointment of staff to the programme is explained in Section 7.5 of the programme document and as all staff needed for the delivery of the programme are already in place, there is no recruitment plan for staff not already in post.

The panel is satisfied that there are sufficient performance management and professional development arrangements in place for staff involved in delivering the programme. Section 7.4 outlines the programme-specific staff performance management arrangements and the opportunities for peer-to-peer learning, and professional knowledge and pedagogy workshops available to all staff.

The panel is satisfied that the specification of the staffing requirements is consistent with the programme and its defined purpose. The complement of staff was discussed with the programme team, which explained that the provider currently has the capacity to deliver the programme to the maximum number of learners indicated in the programme document. The provider also explained how clinical placements are coordinated by placement managers.

## Criterion 7

### **There are sufficient physical resources to implement the programme as planned**

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
  - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
  - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
  - (iii) printed and electronic material (including software) for teaching, learning and assessment
  - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
  - (v) technical support
  - (vi) administrative support
  - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
  - (i) Planned intake (first five years) and
  - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 7, and its

	sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.
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### Principal programme

The panel is satisfied that the physical resources provided by IICP College meets the requirements of the programme. All lectures and small-group activities are accommodated in tutorial rooms. Section 8 of the programme document specifies the physical resources available to the programme, which include 7 tutorial/training rooms with AV equipment, a library and a student room. Learners have access to EBSCO's Psychological and Behavioural Science Collection for academic journals and the library currently contains approximately 1,100 titles.

The provider's VLE is provided by Moodle and is used as the central online resource for disseminating learning materials and submitting assessments. Teaching and learning resources are distributed through the VLE. Technical support is provided by a dedicated Technology Manager, while administrative support is provided to learners by the Registry and Administration Team. The roles of the Registry and Administration Team are outlined in Section 9.2.5 of the programme document. During the site visit, the programme team explained that IICP College is in the process of migrating to a centralised system for all administrative functions following a period of consultation with other HECA institutions.

Section 7.3 of the programme document outlines the arrangements for the interface of work-placement of employer-based personnel. To date, IICP has vetted 121 centres where learners can complete their clinical placements. There is also a procedure for learners to recommend an organisation to complete their placement in, which is assessed by the provider to determine its suitability for the learner's needs. The provider's clinical placement policy and procedure were provided to the review panel in Appendix 2.8. The panel, therefore, is satisfied that there are sufficient resources to enable learners to complete the clinical component of the programme.

During the site visit, the programme team discussed the five-year plan for the programme as outlined in the validation document (3.12). The plan charts the projected enrolment figures and the associated income generated by course fees. Contribution to IICP is calculated by subtracting the total costs involved in delivering the programme from projected income generated by registration fees. The provider believes that the programme will continue to be financially viable as it has been to date.

Entitlement to use the property required is stated by the provider (Section 8.5), who have a long term lease of the buildings and related physical resources and holds the intellectual property to use and distribute all of the related programme learning materials.

### Embedded programme

The panel is satisfied that the physical resources provided by IICP College meets the requirements of the programme. All lectures and small-group activities are accommodated in tutorial rooms. Section 9 of the programme document specifies the physical resources available to the programme, which include 7 tutorial/training rooms with AV equipment, a library and a student room. Learners have access to EBSCO's Psychological and Behavioural Science Collection for academic journals and the library currently contains approximately 1,100 titles.

The provider's VLE is provided by Moodle and is used as the central online resource for disseminating learning materials and submitting assessments. Teaching and learning resources are



distributed through the VLE. Technical support is provided by a dedicated Technology Manager, while administrative support is provided to learners by the Registry and Administration Team. The roles of the Registry and Administration Team are outlined in Section 9.2.4 of the programme document. During the site visit, the programme team explained that IICP College is in the process of migrating to a centralised system for all administrative functions following a period of consultation with other HECA institutions.

Section 8.3 of the programme document outlines the arrangements for the interface of work-placement of employer-based personnel. To date, IICP has vetted 121 centres where learners can complete their clinical placements. There is also a procedure for learners to recommend an organisation to complete their placement in, which is assessed by the provider to determine its suitability for the learner's needs. The provider's clinical placement policy and procedure were provided to the review panel in Appendix 2.8. The panel, therefore, is satisfied that there are sufficient resources to enable learners to complete the clinical component of the programme.

Entitlement to use the property required is stated by the provider (Section 9.5), who have a long term lease of the buildings and related physical resources and holds the intellectual property to use and distribute all of the related programme learning materials. As the PGDip is an exit award, there is no five-year plan for programme.

### Module Leading to a QQI Award

The panel is satisfied that the physical resources provided by IICP College meets the requirements of the programme. All lectures and small-group activities are accommodated in tutorial rooms. Section 8 of the programme document specifies the physical resources available to the programme, which include 7 tutorial/training rooms with AV equipment, a library and a student room. Learners have access to EBSCO's Psychological and Behavioural Science Collection for academic journals and the library currently contains approximately 1,100 titles.

The provider's VLE is provided by Moodle and is used as the central online resource for disseminating learning materials and submitting assessments. Teaching and learning resources are distributed through the VLE. Technical support is provided by a dedicated Technology Manager, while administrative support is provided to learners by the Registry and Administration Team. The roles of the Registry and Administration Team are outlined in Section 8.2.4 of the programme document. During the site visit, the programme team explained that IICP College is in the process of migrating to a centralised system for all administrative functions following a period of consultation with other HECA institutions.

Section 7.3 of the programme document outlines the arrangements for the interface of work-placement of employer-based personnel. To date, IICP has vetted 121 centres where learners can complete their clinical placements. There is also a procedure for learners to recommend an organisation to complete their placement in, which is assessed by the provider to determine its suitability for the learner's needs. The provider's clinical placement policy and procedure were provided to the review panel in Appendix 2.8. The panel, therefore, is satisfied that there are sufficient resources to enable learners to complete the clinical component of the programme.

During the site visit, the programme team discussed the five-year plan for the programme as outlined in the validation document (3.10). The plan charts the projected enrolment figures and the associated income generated by course fees. Contribution to IICP is calculated by subtracting the total costs involved in delivering the programme from projected income generated by registration



fees. The provider believes that the programme will be financially viable based on projected enrolment figures.

Entitlement to use the property required is stated by the provider (Section 8.5), who have a long term lease of the buildings and related physical resources and holds the intellectual property to use and distribute all of the related programme learning materials.

## Criterion 8

### **The learning environment is consistent with the needs of the programme's learners**

- a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 8, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

## Principal programme

The panel is satisfied that the learning environment at IICP College is consistent with the intended learning outcomes of the MA in Pluralistic Counselling and Psychotherapy. The learning environment accommodates both theoretical teaching and skills-based learning. As the programme is delivered via face-to-face tutorials and small-group teaching activities, learners frequently interact with and are supported by faculty, while the skills-based modules allow learners to interact with peer learners. The clinical placement component of the programme means learners interact with clinical supervisors, while the research component means learners are assigned a supervisor from amongst the provider's faculty.

Section 5.8 of the programme document describes the learning environment at IICP College, which includes spaces for collaborative working in addition to the physical resources identified above in relation to Criterion 7. The panel is also satisfied that the provider has appropriate procedures in place to ensure clinical placements are subject to the same rigours as all other components of the programme. Learners can complete their clinical placement in Village Counselling Service (VCS), which is located in the same building as IICP College. This means learners are guaranteed access to a clinical placement in a safe and supportive environment. IICP College also accommodates requests by learners to complete their clinical placements in alternative therapeutic centres, which is subject to the same standards as VCS. Section 5.7 of the programme document outlines the integration, organisation and oversight of work-based learning and explains how the provider is responsible for managing this component of the programme. IICP College has appropriate procedures in place for contracting with clinical supervisors, approving placements in agencies and private-practice, and

managing placements with a dedicated Placement Coordinator. The panel is satisfied, therefore, that the provider treats work-based learning as an extension of the conventional learning environment and ensures that learners' clinical placements take place in an environment that supports their learning and their acquirement of the related learning outcomes.

### Embedded programme

The panel is satisfied that the learning environment at IICP College is consistent with the intended learning outcomes of the PGDip in Art in Pluralistic Counselling and Psychotherapy. The learning environment accommodates both theoretical teaching and skills-based learning. As the programme is delivered via face-to-face tutorials and small-group teaching activities, learners frequently interact with and are supported by faculty, while the skills-based modules allow learners to interact with peer learners. The clinical placement component of the programme means learners interact with clinical supervisors, while the research component means learners are assigned a supervisor from amongst the provider's faculty.

As the PGDip is an exit award and includes the same clinical placement modules as the primary programme, the panel is satisfied that the provider has appropriate procedures in place to ensure clinical placements are subject to the same rigours as all other components of the programme as discussed above.

### Module Leading to a QQI Award

The panel is satisfied that the learning environment at IICP College is consistent with the intended learning outcomes of the Minor Award in Cognitive Behavioural Therapy. The learning environment accommodates both theoretical teaching and skills-based learning. As the programme is delivered via face-to-face tutorials and small-group teaching activities, learners frequently interact with and are supported by faculty, in addition to interacting with peer learners through during skills-based activities. The clinical placement component of the programme means learners interact with clinical supervisors.

Section 5.7 of the programme document describes the learning environment at IICP College, which includes spaces for collaborative working in addition to the physical resources identified above in relation to Criterion 7. The panel is also satisfied that the provider has appropriate procedures in place to ensure clinical placements are subject to the same rigours as all other components of the programme. Learners can complete their clinical placement in Village Counselling Service (VCS), which is located in the same building as IICP College. This means learners are guaranteed access to a clinical placement in a safe and supportive environment. IICP College also accommodates requests by learners to complete their clinical placements in alternative therapeutic centres, which is subject to the same standards as VCS. Section 5.6 of the programme document outlines the integration, organisation and oversight of work-based learning and explains how the provider is responsible for managing this component of the programme. IICP College has appropriate procedures in place for contracting with clinical supervisors, approving placements in agencies and private-practice, and managing placements with a dedicated Placement Coordinator. The panel is satisfied, therefore, that the provider treats work-based learning as an extension of the conventional learning environment and ensures that learners' clinical placements take place in an environment that supports their learning and their acquirement of the related learning outcomes.

## Criterion 9

### There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
- d) Learning is monitored/supervised.
- e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

Satisfactory (yes, no, partially)	Comment
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 9, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

The panel is satisfied that the MA in Pluralistic Counselling and Psychotherapy is supported by a teaching and learning strategy that supports achievement of its intended programme learning outcomes. Section 5.6 of the programme document describes how the MA was developed according to constructive alignment between MIPLOs, assessment tasks and learning activities. The programme also includes both self-directed and collaborative learning, while the learning activities include both formative assessments and peer learning. The panel, therefore, is satisfied that the MA provides a variety of authentic learning opportunities to enable learners to attain the MIPLOs.

As the MA requires learners to acquire declarative knowledge and clinical skills, there is a suitable mixture of conventional didactic teaching, triad workshops and active learning activities. As work-based learning is an integral activity on the programme, teaching and learning takes place in the placement and supervision setting. Learners are required to apply their learned skills in a real-world context and must complete learning activities such as completion of clinical logs and reports on practice placements. Furthermore, there is a requirement to be in external supervision, on a one-to-one basis, which is viewed as a teaching and learning activity.

The panel is satisfied that all types of learning on the MA are monitored and supervised appropriately, through the combination of small-group teaching activities and formative and summative continuous assessments for the theoretical components, and the management of clinical placements by learners, the provider, the supervisor and the placement manager. Section 5.9.2 outlines how learning is generally monitored on the programme, while Section 5.7 outlines the particular procedures in place for the monitoring and supervision of work-based learning on the programme. As the MA includes a research component, the panel is satisfied that learners are appropriately supervised by experienced lecturers who have an in-depth familiarity with the real-world application of research principles and have sufficient opportunities for ongoing formative feedback based on the structure of the module (see Section 6.9).

Each module description includes a unique teaching and learning strategy that is suited to the content and intended learning outcomes, and also contains the mapping of MIMLOS against MIPLOS and the relevant QQI Award Standards. Content for each module is presented in a coherent manner,

while teaching and learner effort hours are clearly outlined. The panel, therefore, is satisfied that the programme enables learners to attain the minimum learning outcomes in an efficient and manageable manner. Learner attainment of learning outcomes is assessed by continuous assessment and each module includes sufficient guidance and support in the form of formative assessments and supervision of work-based learning.

### Embedded programme

The panel is satisfied that the PGDip in Art in Pluralistic Counselling and Psychotherapy is supported by a teaching and learning strategy that supports achievement of its intended programme learning outcomes. As the PGDip is an exit award of the MA, the same teaching and learning strategy applies as discussed above. The panel, therefore, is satisfied that the PGDip provides a variety of authentic learning opportunities to enable learners to attain the MIPLOs.

As the PGDip requires learners to acquire declarative knowledge and clinical skills, there is a suitable mixture of conventional didactic teaching, triad workshops and active learning activities. As work-based learning is an integral activity on the programme, teaching and learning takes place in the placement and supervision setting. Learners are required to apply their learned skills in a real-world context and must complete learning activities such as completion of clinical logs and reports on practice placements. Furthermore, there is a requirement to be in external supervision, on a one-to-one basis, which is viewed as a teaching and learning activity.

The panel is satisfied that all types of learning on the PGDip are monitored and supervised appropriately, through the combination of small-group teaching activities and formative and summative continuous assessments for the theoretical components, and the management of clinical placements by learners, the provider, the supervisor and the placement manager. The procedures discussed above for the monitoring and supervision of work-based learning on the programme apply to the PGDip.

Each module description includes a unique teaching and learning strategy that is suited to the content and intended learning outcomes, and also contains the mapping of MIMLOS against MIPLOS and the relevant QQI Award Standards. Content for each module is presented in a coherent manner, while teaching and learner effort hours are clearly outlined. The panel, therefore, is satisfied that the programme enables learners to attain the minimum learning outcomes in an efficient and manageable manner. Learner attainment of learning outcomes is assessed by continuous assessment and each module includes sufficient guidance and support in the form of formative assessments and supervision of work-based learning.

### Module Leading to a QQI Award

The panel is satisfied that the Minor Award in Cognitive Behavioural Therapy is supported by a teaching and learning strategy that supports achievement of its intended programme learning outcomes. Section 5.5 of the programme document describes how the Minor Award was developed according to constructive alignment between MIPLOs, assessment tasks and learning activities. The programme also includes both self-directed and collaborative learning, while the learning activities include both formative assessments and peer learning. The panel, therefore, is satisfied that the Minor Award provides a variety of authentic learning opportunities to enable learners to attain the MIPLOs.

As the Minor Award requires learners to acquire declarative knowledge and clinical skills, there is a suitable mixture of conventional didactic teaching, triad workshops and active learning activities. As work-based learning is an integral activity on the programme, teaching and learning takes place in the placement and supervision setting. Learners are required to apply their learned skills in a real-world context and must complete learning activities such as completion of clinical logs and reports on practice placements. Furthermore, there is a requirement to be in external supervision, on a one-to-one basis, which is viewed as a teaching and learning activity.

The panel is satisfied that all types of learning on the Minor Award are monitored and supervised appropriately, through the combination of small-group teaching activities and formative and summative continuous assessments for the theoretical components, and the management of clinical placements by learners, the provider, the supervisor and the placement manager. As the Minor Award consists of a module that features on the primary programme, the same procedures for the monitoring and supervision of work-based learning on the programme as discussed above apply. Section 5.8.2 outlines the procedures for the general monitoring of learning on the programme.

The module description includes a unique teaching and learning strategy that is suited to the content and intended learning outcomes, and also contains the mapping of MIMLOS against MIPLOS and the relevant QQI Award Standards. Module content is presented in a coherent manner, while teaching and learner effort hours are clearly outlined. The panel, therefore, is satisfied that the programme enables learners to attain the minimum learning outcomes in an efficient and manageable manner. Learner attainment of learning outcomes is assessed by continuous assessment and the constituent module includes sufficient guidance and support in the form of formative assessments and supervision of work-based learning.

## Criterion 10

There are sound assessment strategies	
<ul style="list-style-type: none"> <li>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i></li> <li>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</li> <li>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.</li> <li>d) The programme includes formative assessment to support learning.</li> <li>e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.</li> <li>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</li> <li>g) There are sound procedures for the moderation of summative assessment results.</li> <li>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.</li> </ul>	
Satisfactory (yes, no, partially)	Comment
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 10, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

## Principal programme

The panel is satisfied that the assessment strategy for the MA in Pluralistic Counselling and Psychotherapy was developed in accordance with the guidelines, conventions and protocols for programmes leading to QQI Awards and that the constituent modular assessment strategies provide learners appropriate and authentic opportunities to demonstrate attainment of the learning outcomes. Section 5.10 of the programme document outlines the robust procedure through which the programme's summative assessment strategy was developed. In particular, Section 5.10.3 describes how the programme team ensured that the assessment strategy, and its constituent components, is valid and reliable by allowing for repeat assessment of key components of the MA that relate directly to the MIPLOs. The panel is satisfied that the assessment strategy as presented in the programme document will ensure learners meet the Level 9 Award Standard in the Knowledge and Know-how & Skills domain. The structure of the programme ensures that knowledge is assessed across a variety of modules, with some assessment tasks focusing primarily on knowledge, whereas other modules include knowledge as one aspect of the assessment strategy but focus more heavily on the area of skills and competencies. The panel, therefore, is satisfied that there is constructive alignment between Assessment Tasks, Teaching and Learning Activities and Learning Outcomes across the programme and that learners progress toward attainment of the MIPLOs through the completion of tasks that assess theoretical knowledge, practical competencies, and advanced research and clinical skills.

Section 5.10.7 outlines the arrangements in place to ensure fair and consistent evaluation of learner attainment of MIMLOs and MIPLOs through the moderation of summative assessments, while each module descriptor includes a specific grading rubric that explains what learners must achieve in their assessment in order to demonstrate attainment of the MIMLOs and MIPLOs. The panel is also satisfied that the programme's assessment procedures effectively interface with the provider's QQI approved quality assurance procedures so that learners are only put forward for certification for a particular award once they have been specifically assessed against the standard for that award. Each module includes formative assessment activities, with particular attention paid to the clinical skills and research components of the programme as learners are provided with numerous opportunities and methods of receiving feedback and reflecting on their attainment of the learning outcomes through individual and group supervision, reviews and reports, and reflective exercises. The panel, therefore, is satisfied that there are sufficient opportunities for formative assignments to be completed in advance of summative assessments and that learner progression within and between modules is effectively monitored by the programme staff.

## Embedded programme

The panel is satisfied that the assessment strategy for the PGDip in Art in Pluralistic Counselling and Psychotherapy was developed in accordance with the guidelines, conventions and protocols for programmes leading to QQI Awards and that the constituent modular assessment strategies provide learners appropriate and authentic opportunities to demonstrate attainment of the learning outcomes. As the PGDip is an embedded exit award of the MA in Pluralistic Counselling and Psychotherapy, the same programme assessment strategy discussed above applies here.

The panel is also satisfied that the programme's assessment procedures effectively interface with the provider's QQI approved quality assurance procedures so that learners are only put forward for certification for a particular award once they have been specifically assessed against the standard for that award. Each module includes formative assessment activities, with particular attention paid to

the clinical skills component of the programme as learners are provided with numerous opportunities and methods of receiving feedback and reflecting on their attainment of the learning outcomes through individual and group supervision, reviews and reports, and reflective exercises. The panel, therefore, is satisfied that there are sufficient opportunities for formative assignments to be completed in advance of summative assessments and that learner progression within and between modules is effectively monitored by the programme staff.

### Module Leading to a QQI Award

The panel is satisfied that the assessment strategy for the Minor Award in Cognitive Behavioural Therapy was developed in accordance with the guidelines, conventions and protocols for programmes leading to QQI Awards and that the constituent module assessment strategy provides learners with appropriate and authentic opportunities to demonstrate attainment of the learning outcomes. The panel is also satisfied that the programme's assessment procedures effectively interface with the provider's QQI approved quality assurance procedures so that learners are only put forward for certification for a particular award once they have been specifically assessed against the standard for that award. The module includes formative assessment activities, with particular attention paid to the clinical skills component of the programme as learners are provided with numerous opportunities and methods of receiving feedback and reflecting on their attainment of the learning outcomes through individual and group supervision, reviews and reports, and reflective exercises. The panel, therefore, is satisfied that there are sufficient opportunities for formative assessments to be completed in advance of summative assessments and that learner progression within the module is effectively monitored by the programme staff.

## Criterion 11

### **Learners enrolled on the programme are well informed, guided and cared for**

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully



participate in the programme. j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
<b>Yes</b>	The panel evaluated the primary and embedded programmes in regard to Criterion 11, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

### Principal programme

Arrangements are in place at both the programme and institutional level to ensure that enrolled learners are fully informed in a timely manner about the programme including the schedule of learning activities and assessments. Section 5 of each module description outlines the information provided to learners, which also includes the teaching and learning strategy, the grading rubric and the recommended reading list. The panel is also satisfied that there are arrangements to ensure that learners enrolled on the programme are supervised and individualised support is provided as discussed above in relation to Criterion 9.

The panel is satisfied that IICP College has appropriate arrangements for accommodating learners with special educational needs and learners with a disability. The policy and procedure for supporting such learners are outlined in Section 4.6 of their Quality Assurance Manual. The panel is satisfied that IICP College provides equal opportunities to learners with special educational needs and learners with a disability through reasonable accommodations in assessment, modifications to the learning environment and the provision of additional supports.

During the site visit, the programme team discussed the impact that the growth of the College has had on the quality of the student support. To this end, IICP College has developed the "By-Your-Side" programme, which offers learners a formalised programme of free inputs hosted during 'student care hour' in the morning and evening to suit the different cohorts. The learners met with during the site visit commented on the high quality of support they received in all aspects of the MA, while the programme team confirmed that learner welfare is a priority of all faculty involved in the programme.

As the MA contains both research and clinical placement components, IICP College has made additional monitoring considerations to ensure learners are suitably supported during these parts of the programme. Section 5.9.3 outlines how learners are supported during the Research Portfolio module, while Section 5.9.4 explains how learners are supervised and supported during their clinical placements by placement managers, site visits from faculty and external supervision. The panel is also satisfied that IICP appropriately assesses the locations of work-based learning to ensure that learners are safe and supported during their placements (see Section 7.3 and Appendix 2.8).

The provider states that it has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses in accordance with section 65 (4) of the Qualifications and Quality Assurance (Education and Training) Act 2012, whereby in the event of IICP College ceasing to provide the programme for any reason, enrolled learners may transfer to a similar programme at another provider, or, in the event that this is not practicable, the fees most recently paid will be refunded



## Embedded programme

Arrangements are in place at both the programme and institutional level to ensure that enrolled learners are fully informed in a timely manner about the programme including the schedule of learning activities and assessments. Section 5 of each module description outlines the information provided to learners, which also includes the teaching and learning strategy, the grading rubric and the recommended reading list. The panel is also satisfied that there are arrangements to ensure that learners enrolled on the programme are supervised and individualised support is provided as discussed above in relation to Criterion 9.

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As the PGDip is an exit award within the primary programme, the same additional monitoring considerations for the clinical placement components of the programme as discussed above apply.

The provider states that it has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses in accordance with section 65 (4) of the Qualifications and Quality Assurance (Education and Training) Act 2012, whereby in the event of IICP College ceasing to provide the programme for any reason, enrolled learners may transfer to a similar programme at another provider, or, in the event that this is not practicable, the fees most recently paid will be refunded

## Module Leading to a QQI Award

Arrangements are in place at both the programme and institutional level to ensure that enrolled learners are fully informed in a timely manner about the programme including the schedule of learning activities and assessments. Section 5 of the module description outlines the information provided to learners, which also includes the teaching and learning strategy, the grading rubric and the recommended reading list. The panel is also satisfied that there are arrangements to ensure that learners enrolled on the programme are supervised and individualised support is provided as discussed above in relation to Criterion 9.

The panel is satisfied that IICP College has appropriate arrangements for accommodating learners with special educational needs and learners with a disability. The policy and procedure for supporting such learners are outlined in Section 4.6 of their Quality Assurance Manual. The panel is satisfied that IICP College provides equal opportunities to learners with special educational needs and learners with a disability through reasonable accommodations in assessment, modifications to the learning environment and the provision of additional supports.

During the site visit, the programme team discussed the impact that the growth of the College has had on the quality of the student support. To this end, IICP College has developed the “By-Your-Side” programme, which offers learners a formalised programme of free inputs hosted during ‘student care hour’ in the morning and evening to suit the different cohorts. The learners met with during the site visit commented on the high quality of support they received in all aspects of the MA, while the programme team confirmed that learner welfare is a priority of all faculty involved in the programme.

As the Minor Award is an embedded award within the primary programme, the same additional monitoring considerations for the clinical placement components of the programme as discussed above apply.

## Criterion 12

### The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.
- b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.
- e) Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes	The panel evaluated the primary and embedded programmes in regard to Criterion 12, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance.

## Principal programme

The panel is satisfied that the programme includes sufficient quality assurance and enhancement procedures. Section 9.1.1 explains how the Programme Board is responsible for the monitoring, operational management and quality review of its programme and constituent modules, and report directly to Academic Council. The Programme Board is responsible for annually reviewing programme data, including enrolment, retention, completion and attrition rates; awards

classifications and results; and where possible benchmark against similar programmes, and for maintaining appropriate records. As evidenced in the programme review, the provider actively monitors learner attainment at the module and programme level as part of its programme delivery and management procedures. There are no programme-specific criteria for selecting physical resources or for selecting persons that meet the programme's physical resource and staffing requirements, respectively.

The provider has just completed a complete review of their quality assurance policies and procedures as part of their re-engagement with QQI and the MA has been developed in accordance with the revised versions. While the provider has decided to make its quality assurance and enhancement policies and procedures institutionally, rather than programme, specific, programme-specific arrangements are in place for research supervision and the quality assurance of work-based learning, while the provider's "Readiness to Practice" (6.4 QAM) and "Quality Assurance of Work-Based Learning" (QAM 6.2) do not apply to the MA. The panel is also satisfied that these programme-specific policies and procedures successfully interface with the institutional quality assurance policies and procedures, which have all recently been reviewed and modified accordingly to ensure compliance with QQI's statutory core and sector-specific QA guidelines.

Based on the documentation provided to the panel and discussions with the programme team during the site visit, the panel is satisfied that quality assurance and enhancement is intrinsic to the programme's maintenance arrangements and that the programme operation and management arrangements are coherently documented. The provider has demonstrated robust procedures for interfacing with QQI certification, in particular in relation to programme validation and programmatic review. Section 9.4 of the programme document outlines the provider's compliance with special validation criteria attached to the applicable awards standards.

### Embedded programme

The panel is satisfied that the programme includes sufficient quality assurance and enhancement procedures. Section 10.1.1 explains how the Programme Board is responsible for the monitoring, operational management and quality review of its programme and constituent modules, and report directly to Academic Council. The Programme Board is responsible for annually reviewing programme data, including enrolment, retention, completion and attrition rates; awards classifications and results; and where possible benchmark against similar programmes, and for maintaining appropriate records. As evidenced in the programme review, the provider actively monitors learner attainment at the module and programme level as part of its programme delivery and management procedures. There are no programme-specific criteria for selecting physical resources or for selecting persons that meet the programme's physical resource and staffing requirements, respectively.

The provider has just completed a complete review of their quality assurance policies and procedures as part of their re-engagement with QQI and the PGDip has been developed in accordance with the revised versions. While the provider has decided to make its quality assurance and enhancement policies and procedures institutionally, rather than programme, specific, programme-specific arrangements are in place for research supervision and the quality assurance of work-based learning, while the provider's "Readiness to Practice" (6.4 QAM) and "Quality Assurance of Work-Based Learning" (QAM 6.2) do not apply to the PGDip. The panel is also satisfied that these programme-specific policies and procedures successfully interface with the institutional quality

assurance policies and procedures, which have all recently been reviewed and modified accordingly to ensure compliance with QQI's statutory core and sector-specific QA guidelines.

Based on the documentation provided to the panel and discussions with the programme team during the site visit, the panel is satisfied that quality assurance and enhancement is intrinsic to the programme's maintenance arrangements and that the programme operation and management arrangements are coherently documented. The provider has demonstrated robust procedures for interfacing with QQI certification, in particular in relation to programme validation and programmatic review. Section 10.4 of the programme document outlines the provider's compliance with special validation criteria attached to the applicable awards standards.

### Module Leading to a QQI Award

The panel is satisfied that the programme includes sufficient quality assurance and enhancement procedures. Section 9.1.1 explains how the Programme Board is responsible for the monitoring, operational management and quality review of its programme and constituent modules, and report directly to Academic Council. The Programme Board is responsible for annually reviewing programme data, including enrolment, retention, completion and attrition rates; awards classifications and results; and where possible benchmark against similar programmes, and for maintaining appropriate records. As evidenced in the programme review, the provider actively monitors learner attainment at the module and programme level as part of its programme delivery and management procedures. There are no programme-specific criteria for selecting physical resources or for selecting persons that meet the programme's physical resource and staffing requirements, respectively.

Based on the documentation provided to the panel and discussions with the programme team during the site visit, the panel is satisfied that quality assurance and enhancement is intrinsic to the programme's maintenance arrangements and that the programme operation and management arrangements are coherently documented. The provider has demonstrated robust procedures for interfacing with QQI certification, in particular in relation to programme validation and programmatic review. Section 9.4 of the programme document outlines the provider's compliance with special validation criteria attached to the applicable awards standards.

## Overall recommendation to QQI

### Principal programme

Select one	
<b>X</b>	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

### Reasons for the overall recommendation

The MA in Pluralistic Counselling and Psychotherapy is in compliance with all validation criteria as demonstrated above.

### Embedded programme

Select one	
<b>X</b>	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

### Reasons for the overall recommendation

The PGDip in Arts in Pluralistic Counselling and Psychotherapy is in compliance with all validation criteria as demonstrated above.

### Module leading to a QQI Award

Select one	
<b>X</b>	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

### Reasons for the overall recommendation

The Minor Award in Cognitive Behavioural Therapy is in compliance with all validation criteria as demonstrated above.

### Summary of recommended special conditions of validation

There are no special conditions of validation for the MA in Pluralistic Counselling and Psychotherapy, the PGDip in Arts in Pluralistic Counselling and Psychotherapy or the Minor Award in Cognitive Behavioural Therapy.

### Summary of recommendations to the provider

There are no recommendations for MA in Pluralistic Counselling and Psychotherapy, the PGDip in Arts in Pluralistic Counselling and Psychotherapy or the Minor Award in Cognitive Behavioural Therapy.

### Declarations of Evaluators' Interests

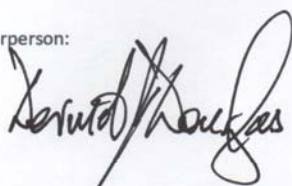
No interests have been declared by members of the revalidation panel that would affect the impartiality of the panel and its ability to make a recommendation to QQI regarding the revalidation of the primary programme and the two embedded programmes.

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson:

Date: 27/07/2019

Signed:



### Disclaimer

The report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.