

**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. Provider details

Provider name	Irish College of Humanities and Applied Sciences
Date of site visit	26 th November 2020
Date of report	14 th December 2020

Section A. Overall recommendations

Principal programme	Title	Bachelor of Arts (Honours) in Counselling and Psychotherapy (PG24459)
	Award	Bachelor of Arts (Honours)
	Credit	240
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 1 (STREAM)	Title	Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (PG24469)
	Award	Bachelor of Arts (Honours)
	Credit	240
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 2 (STREAM)	Title	Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (PG24470)
	Award	Bachelor of Arts (Honours)
	Credit	240
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 3 (EXIT)	Title	Bachelor of Arts (Honours) in Psychosocial Studies (PG24474)
	Award	Bachelor of Arts (Honours)
	Credit	240
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 4 (EXIT)	Title	Bachelor of Arts in Psychosocial Studies (PG24471)
	Award	Bachelor of Arts
	Credit	180
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 5 (EXIT)	Title	Bachelor of Arts in Counselling and Psychotherapy (PG24472)
	Award	Bachelor of Arts
	Credit	180
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 6 (EXIT)	Title	Higher Certificate in Arts in Counselling and Psychotherapy (PG24473)
	Award	Higher Certificate in Arts
	Credit	120
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 7	Title	Certificate in Foundational Skills & Competence in Counselling & Psychotherapy (PG24455)
	Award	Certificate (Level 6 Minor Award)
	Credit	20
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 8	Title	Certificate in Cultural Competence for Professional Development (PG24456)
	Award	Certificate (Level 6 Minor Award)
	Credit	10
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Embedded programme 9	Title	Certificate in Supporting Positive Parenting (PG24457)
	Award	Certificate (Level 8 Minor Award)
	Credit	15
Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>		Satisfactory subject to proposed conditions

Section B. Expert Panel

Name	Role	Affiliation
Danny Brennan	Chair	Consultant
Dr. Cathy Peck	Secretary	Consultant
Dr. Kevin McKenna	Subject Matter Expert	Dundalk Institute of Technology
Dr. Bill Naylor	Subject Matter Expert	University of Derby
Dr. Siobain O'Donnell	Subject Matter Expert	Dublin Business School
Dale Whelehan	Learner Representative	Trinity College Dublin
Monica Whyte	Industry Representative	HSE

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Minimum number of learners	Maximum number of learners
Irish College of Humanities & Applied Sciences, Walton House, Lonsdale Rd., Castletroy, Limerick.	20	40
Griffith College, South Circular Road, Dublin.	20	40
Wharton House, Waterford.	10	20
Griffith College, Cork.	10	20
Galway Business School, Salthill, Galway.	10	20
Cavan Institute, Cavan.	10	20

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sept 2021	4 Years	1	80	160
Part-Time	Sept 2021	4 years	1	80	160
Intake Schedule		There will be a single annual intake to the Core Programme, with no separate intakes for any of the proposed award titles.			

Panel Commentary on proposed enrolment:

The panel has no specific concerns regarding the proposed enrolment.

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The Programme is designed as an ab initio Bachelors of Arts (Hons) Programme and is designed for learners who meet the specified entry requirements. It is anticipated that the programme will be attractive mainly to mature learners who wish to study both Counselling and Psychotherapy and which will facilitate graduates with opportunities to develop their knowledge, skills and attitudes to prepare them for professional accreditation by relevant Professional Counselling Accreditation Bodies. The Programme will afford the learners opportunities to develop knowledge of the theories and conceptual basis of Counselling and Psychotherapeutic practice as well as the core competencies necessary for entry to professional practice at 'pre-accreditation' levels of practice.

This will permit such students to be prepared for professional practice and employment opportunities.

The Programme comprises 240 ECTS and will involve students successfully completing 60 ECTS across each of the 4 stages of the Programme. Most Modules (as set out in the schedule) are semesterised and as a general rule, each Semester comprises 30 ECTS.

Students will be supported with appropriate opportunities to engage in 5 key thematic Themes.

In summary, on completion of their programme, students will be able to demonstrate acquisition of the Minimum Intended Learning Outcomes (MIPLO's) for each award associated with the programme.

The Programme will involve a minimum of 200 hours of client work in workplace learning contexts (20 ECTS), which will be undertaken under Clinical Supervision structures at a ratio of 1 hour of Clinical Supervision to every 5 Hours of Client work. This direct client engagement will only occur at Stages 3 & 4 of the Programme.

Students will also be required to participate in a minimum of 50 hours of Personal Psychotherapeutic Engagement processes from Stages 2 – 4 of the Programme. Students will be formally advised that costs associated with Clinical Supervision and Personal Psychotherapeutic Engagement processes are additional costs which are not included in Tuition Fees.

Programme Structure:

The proposed core programme will lead to an academic award of BA (Hons) in Counselling & Psychotherapy and there will also be Optional Streams (each of 60 ECTS weighting as set out in the Schedules, leading to the Awards of BA (Hons) in Counselling & Psychotherapy with Addiction Studies or BA (Hons) in Counselling & Psychotherapy with Youth Studies as well as two Embedded (Exit Only awards), namely a Higher Certificate in Counselling & Psychotherapy (Level 6) and a BA in Counselling & Psychotherapy (Level 7) - all of which will meet the requirements of the Counselling and Psychotherapy Award Standards (QQI, 2014). There are also two additional exit awards included, namely the BA in Psychosocial Studies (Level 7) and BA (Hons) in Psychosocial Studies (Level 8). These are academic awards available to learners which reflect their learning at Levels 7 and 8 in cases where it has been established that the learner is not suited to counselling and psychotherapy practice. In order to be eligible for these awards, learners must have completed 15 credits or 30 credits of Psychosocial Studies respectively.

The programme proposed for validation is designed to consolidate and replace existing undergraduate programmes which were revalidated in 2015 and which have been offered in different iterations since 2006. The proposed revised programme comprises 240 ECTS. Students who complete 120 ECTS may exit with a Higher Certificate in Counselling & Psychotherapy Studies and students who exit with 180 ECTS may exit with a BA in Counselling & Psychotherapy.

Target learner groups

This programme will appeal to a broad range of individuals who wish to commence their journey to fully engage in careers in counselling related areas of practice.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Full-time & Part-time

The teaching and learning modalities

The Award may be attained where students, complete their studies over eight academic semesters on a full or part time (evening programme) basis over four years as per the schedule set out for the Core Programme. Students opting to study for the Award of BA (Hons) in Counselling & Psychotherapy (with Addiction Studies) and the BA (Hons) in Counselling & Psychotherapy (with Youth Studies) must complete 60 ECTS specific to their stream which are distinctive to this Award Title.

Theoretical modules will be delivered primarily through a combination of classroom-based learning as well as synchronous blended learning using a Virtual Interactive Real Time Instructor Led (VIRI) classroom, supported by asynchronous online lectures and directed e-learning resources

(in the case of Part time programmes mainly) and work based learning. Workshops and face-to-face tutorials will be delivered at the ICHAS premises at Limerick and approved centres, where student numbers require. The teaching and learning modes will include, but not be limited to the following;

- Lectures
- Class based Presentations
- Seminars
- Tutorials
- Workshops
- Simulated Experiential Learning
- Work based Practice
- Clinical Supervision
- Structured Role Play and Group Work
- Case Studies
- Reflective Practice and Journaling

Summary of specifications for teaching staff		
Role	Profile	WTE
Lecturer	Minimum Level 8 qualification in Counselling & Psychotherapy related area of practice. Those teaching at the award stage of the programme will be required to hold a minimum of a level 9 qualification in relevant areas of practice.	4
Programme Director	With responsibility for programme management, academic quality, research and Professional Placement who will be required to hold a Masters level qualification or higher in Counselling and/or a related area; and considerable professional experience of working in related areas.	1
Programme Co-ordinator	Coordinates programme Minimum qualification requirement - Leaving Certificate	1
E-Learning Support	E-learning support for both staff and learners; Masters and/or equivalent in E-learning.	0.25

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:30
Internal Supervision	1:8
External Supervised Clinical Practice	1:1

Personal Therapy	1:1
Workshops	1:20

Panel Commentary on programme outline and staffing:

The panel is satisfied that the programme outline is sufficiently clear for the principal programme, optional streams and exit awards.

The panel is satisfied that ICHAS has suitable processes in place for the recruitment and management of appropriately qualified academic staff. The panel has issued a recommendation to ICHAS pertaining to the College's CPD programme and ongoing staff development (see Part 3 of this report).

Panel Commentary on programme structure and streaming:

The panel is satisfied that the overall programme structure and streaming is appropriate, and that there an appropriate differentiation of ECTS is reflected between streams.

Section D. Other noteworthy features of the application

The panel notes that the programme responds to a significant social need and contains a number of excellent modules that reflect good practice within the domain.

The panel further notes that many of the faculty involved in programme design and delivery are concurrently practitioners. The programme will therefore benefit from the practice informed and aligned perspectives of faculty.

The panel also heard positive comments from current and former learners at ICHAS during the virtual site visit that reflected well on the College's responsiveness to learner feedback.

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable). Having examined appropriate QA / Governance procedures, comment on the case

for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A ICHAS has already been offering these programme areas at these NFQ levels

Embedded programmes distinct from the principal programme and its streams

Embedded programme 7	Title	Certificate in Foundational Skills & Competence in Counselling & Psychotherapy (PG24455)			
	Award	Certificate (Level 6 Minor Award)			
	Credit	20			
Target Learner Group					
<p>The Programme is designed for learners who are anxious to learn fundamental skills and competencies in counselling & psychotherapy practice. It is anticipated that the programme will be attractive mainly to mature learners who wish to study both Counselling and Psychotherapy at foundational level, either to support existing roles they have or as a point of initial discovery as to whether or not a Major Award would be something they should pursue.</p>					
Brief Synopsis of the programme					
<p>The Programme is designed as an Embedded Minor award within the Principal Programme titled the Bachelors of Arts (Hons) in Counselling & Psychotherapy and is designed for learners who meet the specified entry requirements for that programme but who are anxious to learn fundamental skills and competencies in counselling & psychotherapy practice and not necessarily a Major Award. It is anticipated that the programme will be attractive mainly to mature learners who wish to study both Counselling and Psychotherapy at foundational level, either to support existing roles they have or as a point of initial discovery as to whether or not a Major Award would be something they should pursue. It will facilitate graduates with opportunities to develop their knowledge, skills and attitudes to prepare them for further studies on programmes which would lead to professional accreditation by relevant Professional Counselling Accreditation Bodies. The Programme will afford the opportunities to develop foundational knowledge of the theories and conceptual basis of Counselling and Psychotherapeutic practice as well as foundational level skills and competencies.</p> <p>This would permit such students to be prepared for advanced entry to the BA (Hons in Counselling & Psychotherapy) through RPL routes.</p> <p>The Programme comprises 20 ECTS of Modular content from the first Stage of the Principal Programme.</p>					
Maximum number of intake groups/cohorts per annum	8	Minimum Intake p.a.	8	Maximum Intake p.a.	200

Panel Commentary on proposed enrolment:

The panel has no specific concerns regarding the proposed enrolment.

Learning Activity	Ratio of learners to teaching staff
Lectures	1:30
Workshops	1:20

Tutorials	1:15
External Supervised Clinical Practice	1:1

Panel Commentary on programme outline and staffing:

The panel has proposed a special condition of validation pertaining to the outline of/rationale for the embedded programmes (see Part 3 of this report).

The panel is satisfied that ICHAS has suitable processes in place for the recruitment and management of appropriately qualified academic staff. The panel has issued a recommendation to ICHAS pertaining to the College's CPD programme and ongoing staff development (see Part 3 of this report).

Panel Commentary on programme structure and streaming:

The panel has no specific concerns regarding the structure of the Certificate in Foundational Skills & Competence in Counselling & Psychotherapy.

Embedded programme 8	Title	Certificate in Cultural Competence for Professional Development (PG24456)
	Award	Certificate (Level 6 Minor Award)
	Credit	10
Target Learner Group		
The Programme is designed for learners who wish to develop trans and intercultural competencies for both personal and professional development. It is anticipated that the programme will be attractive mainly to mature learners who wish to explore the meaning of diversity in a multi-cultural context.		
Brief Synopsis of the programme		
The Programme is designed as an Embedded Minor award within the Principal Programme titled the Bachelors of Arts (Hons) in Counselling & Psychotherapy and is designed for learners who wish to develop trans and intercultural competencies for both personal and professional development. It is anticipated that the programme will be attractive mainly to mature learners who wish to explore the meaning of diversity in a multi-cultural context. The programme will be delivered with		

an emphasis on experiential and inter-communicational modes of learning. It will facilitate graduates with opportunities to develop their knowledge, skills and attitudes to prepare them for working in diverse minority and multicultural contexts and exploring the nature of stereotypes, prejudice and discrimination. The Programme will afford learners opportunities to develop foundational knowledge of relevant theoretical and conceptual as foundations for developing the skills and competencies required for culturally sensitive practice.

The Programme comprises 10 ECTS of Modular content from the first Stage of the Principal Programme.

Maximum number of intake groups/cohorts per annum	8	Minimum Intake p.a.	8	Maximum Intake p.a.	200
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Panel Commentary on proposed enrolment:

The panel has no specific concerns regarding the proposed enrolment.

Learning Activity	Ratio of learners to teaching staff
Lectures	1:30
Workshops	1:20
Tutorials	1:15
External Supervised Clinical Practice	1:1

Panel Commentary on programme outline and staffing:

The panel has proposed a special condition of validation pertaining to the outline of/rationale for the embedded programmes (see Part 3 of this report).

The panel is satisfied that ICHAS has suitable processes in place for the recruitment and management of appropriately qualified academic staff. The panel has issued a recommendation to ICHAS pertaining to the College's CPD programme and ongoing staff development (see Part 3 of this report).

Panel Commentary on programme structure and streaming:

The panel has no specific concerns regarding the structure of the Certificate in Cultural Competence for Professional Development.

Embedded programme 9	Title	Certificate in Supporting Positive Parenting (PG24457)			
	Award	Certificate (Level 8 Minor Award)			
	Credit	15			
Target Learner Group					
<p>The programme is designed for learners who wish to develop knowledge and competence appropriate to enhance parenting competence and knowledge of the impact of trauma in developmental and parenting contexts for both personal and professional development. It is anticipated that the programme will be attractive mainly to mature learners from a range of disciplines, including, but not limited to counselling, psychotherapy, social care, nursing, teaching, early childhood education and care, social work or other relevant areas who wish to explore the meaning of trauma and its influence on development and parenting.</p>					
Brief Synopsis of the programme					
<p>The programme is designed as an Embedded Minor award within the Principal Programme titled the Bachelors of Arts (Hons) in Counselling & Psychotherapy and is designed for learners who wish to develop knowledge and competence appropriate to enhance parenting competence and knowledge of the impact of trauma in developmental and parenting contexts for both personal and professional development. It is anticipated that the programme will be attractive mainly to mature learners from a range of disciplines, including, but not limited to counselling, psychotherapy, social care, nursing, teaching, early childhood education and care, social work or other relevant areas who wish to explore the meaning of trauma and its influence on development and parenting. The programme will be delivered with an emphasis on experiential and inter-communicational modes of learning. It will facilitate graduates with opportunities to develop their knowledge, skills and attitudes of positive parenting to prepare them for working with parents in a range of professional contexts. The programme will afford learners opportunities to develop knowledge of relevant theoretical and conceptual competencies required for engagement in supporting positive parenting.</p> <p>The Programme comprises 15 ECTS of modular content from the fourth stage of the Principal Programme.</p>					
Maximum number of intake groups/cohorts per annum	8	Minimum Intake p.a.	8	Maximum Intake p.a.	200

Panel Commentary on proposed enrolment:

The panel has no specific concerns regarding the proposed enrolment.

Learning Activity	Ratio of learners to teaching staff
Lectures	1:30
Workshops	1:20
Tutorials	1:15
External Supervised Clinical Practice	1:1

Panel Commentary on programme outline and staffing:

The panel has proposed a special condition of validation pertaining to the outline of/rationale for the embedded programmes (see Part 3 of this report).

The panel is satisfied that ICHAS has suitable processes in place for the recruitment and management of appropriately qualified academic staff. The panel has issued a recommendation to ICHAS pertaining to the College's CPD programme and ongoing staff development (see Part 3 of this report).

Panel Commentary on programme structure and streaming:

The panel has no specific concerns regarding the structure of the Certificate in Supporting Positive Parenting.

Part 2. Evaluation against the validation criteria

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

Criterion 1. The provider is eligible to apply for validation of the programme

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>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.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.¹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The Panel is satisfied that the provider is eligible to apply for validation of the programme. ICHAS has complied with section 44(7) of the 2012 Act. Specifically, ICHAS has had its procedures for quality assurance (QA) approved by QQI, including quality assurance procedures for the delivery of programmes of education and training in blended learning mode. The provider has submitted procedures for access, transfer and progression, which are discussed under Criterion 4 in this report.</p> <p>A provider authorisation/declaration accompanying the application for validation has been signed by the Chief Executive Officer of ICHAS. This declaration verifies the accuracy of the information provided, as well as providing an assurance that resources are in place to deliver the programme. The declaration further states that the proposed programme complies with applicable statutory, regulatory and professional body requirements.</p>
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme

¹This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (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 <i>Policy and Criteria for Making Awards</i>. 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 <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.² (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. <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.³</p>

Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Partially	<p>The panel is partially satisfied that the application for validation meets this criterion.</p> <p>The panel is of the view that the programme's aims and objectives are expressed plainly, and that there is a satisfactory rationale for the choice of QQI award. The proposed validation reflects the implementation by ICHAS of recommendations made during a 2015 revalidation of its existing programmes that restructuring would open opportunities for specialisation and enable the College to streamline its existing offerings. The panel notes that the programme title is fit for the purpose of informing prospective learners and other stakeholders. The panel is further of the view that the Minimum Intended Programme Learning Outcomes (MIPLOs) are largely consistent with the QQI awards standards for Counselling and Psychotherapy.</p>

² Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

³ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

		<p>However, the panel has identified that the wording of some of the programme MIPLOs requires minor revision. Specifically:</p> <ul style="list-style-type: none"> • MIPLO 1 should be reworded to remove reference to <i>distinguishing professional boundaries between</i> counselling and psychotherapy. The panel suggests that this could be reworded to reflect the guidance provided by the awards standards that refers to awareness of the boundaries, relationships and distinctions between <u>social care</u> and counselling/psychotherapy. • MIPLO 6 should be reworded to remove the reference to <i>eclectic utilisation</i> of a range of skills, knowledge and approaches. This will ensure that the focus of the MIPLO is ability to exercise appropriate judgement in drawing upon a range of approaches. • MIPLO 9 should be reworded to remove the use of the word diagnose. <p>The panel has proposed this as a special condition of validation (see Part 3 of this report).</p>
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Partially	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Partially	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Partially	<p>As per the Principal Programme, except with regard to the panel commentary on MIPLOS. In the case of this certificate, that commentary is specified as:</p> <ul style="list-style-type: none"> • MIPLO 1 should be reworded to remove reference to <i>distinguishing professional boundaries between</i> counselling and psychotherapy. The panel suggests that this could be reworded to reflect the guidance provided by the awards standards that refers to awareness of the boundaries,

		<p>relationships and distinctions between <u>social care</u> and counselling/psychotherapy.</p> <p>The panel has proposed this as a special condition of validation (see Part 3 of this report).</p>
PG24456 Certificate in Cultural Competence for Professional Development	Partially	<p>As per the Principal Programme, except with regard to the panel commentary on MIPLOS. In the case of this certificate, that commentary is specified as:</p> <ul style="list-style-type: none"> • MIPLO 4 should be reworded to remove the reference to <i>eclectic utilisation</i> of a range of skills, knowledge and approaches. This will ensure that the focus of the MIPLO is ability to exercise appropriate judgement in drawing upon a range of approaches. <p>The panel has proposed this as a special condition of validation (see Part 3 of this report).</p>
PG24457 Certificate in Supporting Positive Parenting	Partially	<p>As per the Principal Programme, except with regard to the panel commentary on MIPLOS. In the case of this certificate, that commentary is specified as:</p> <ul style="list-style-type: none"> • MIPLO 4 should be reworded to remove the reference to <i>eclectic utilisation</i> of a range of skills, knowledge and approaches. This will ensure that the focus of the MIPLO is ability to exercise appropriate judgement in drawing upon a range of approaches. <p>The panel has proposed this as a special condition of validation (see Part 3 of this report).</p>

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)

<p>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.⁴</p> <p>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.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(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.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence⁵ of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant⁶.</p> <p>(vi) The programme meets genuine education and training needs.⁷</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>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.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
Programme	Satisfactory ? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The panel is satisfied that there is a satisfactory rationale for the programme, and that the programme responds to an existing social need. The panel notes that the programme will replace existing offerings within the College, and that there is evidence of ongoing learner demand.</p> <p>The panel further notes that ICHAS undertook a systematic mapping exercise that compared the MIPLOs to those of comparative programmes and presented this within the programme documentation.</p>

⁴ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁵ This might be predictive or indirect.

⁶ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁷ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme. The panel further notes that there is an appropriate degree of differentiation (60 ECTS) between streams.
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme. The panel further notes that there is an appropriate degree of differentiation (60 ECTS) between streams.
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme.
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme.
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme.
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme.
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Partially	The panel is partially satisfied that this embedded programme meets this Criterion. The panel is of the view that ICHAS needs to expand its presentation of the programme concept and rationale for this award within the documentation. The panel has proposed this as a special condition of validation (see Part 3 of this report).
PG24456 Certificate in Cultural Competence for Professional Development	Partially	The panel is partially satisfied that this embedded programme meets this Criterion. The panel is of the view that ICHAS needs to expand its presentation of the programme concept and rationale for this award within the documentation. The panel has proposed this as a special condition of validation (see Part 3 of this report).
PG24457 Certificate in Supporting Positive Parenting	Partially	The panel is partially satisfied that this embedded programme meets this Criterion. The panel is of the view that ICHAS needs to expand its presentation of the programme concept and rationale for this award within the documentation. The panel has proposed this as a special condition of validation (see Part 3 of this report).

Criterion 4. The programme’s access, transfer and progression arrangements are satisfactory

<p>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 satisfied⁸.</p> <p>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.</p> <p>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 (CEFR⁹) in order to enable learners to reach the required standard for the QQI award.</p> <p>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).</p> <p>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.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, 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. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>

Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Partially	<p>The panel is partially satisfied that the access, transfer and progression arrangements for the programme are satisfactory.</p> <p>As the programme suite presented for validation is intended to replace existing programme offerings, the panel discussed how ICHAS would manage the transition for currently enrolled learners. ICHAS confirmed that all learners would be able to complete their enrolment on current programmes, and that any additional support needed for learners progressing from the current NFQ Level 7 programme to the Level 8 programme proposed for validation would be supported as required.</p>

⁸ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

⁹ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		<p>Progression to NFQ Level 9 programmes can be facilitated within the College through its postgraduate programmes, and graduates will also have progression options open to them on comparable programmes offered by other providers nationally and internationally.</p> <p>However, the panel noted that the programme entry requirements needed to be revised to ensure they corresponded with QQI's requirements for the corresponding programme profile. The panel has proposed this as a special condition of validation (see Part 3 of this report).</p>
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Partially	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Partially	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	The panel is satisfied that the access, transfer and progression arrangements for the programme are satisfactory.
PG24456 Certificate in Cultural Competence for Professional Development	Yes	The panel is satisfied that the access, transfer and progression arrangements for the programme are satisfactory.
PG24457 Certificate in Supporting Positive Parenting	No	The panel is not satisfied that the access, transfer and progression arrangements for the programme are satisfactory. The panel was of the view that entry to this programme must be restricted to learners who hold an NFQ Level 7 or higher qualification in Counselling and Psychotherapy and are currently practicing. The panel has proposed this as a special condition of validation (see Part 3 of this report).

Criterion 5. The programme’s written curriculum is well structured and fit-for-purpose

<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹⁰.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>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.¹¹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Partially	<p>The panel is partially satisfied that the programme is suitably structured and coherently oriented toward the achievement by learners of the MIPLOs.</p> <p>During the site visit, the panel commented on each individual module descriptor, and offered commendations and praise with regard to a significant number of the module descriptors. The panel noted multiple examples of good practice reflected in specific modules.</p> <p>However, the panel noted some omissions and inconsistencies within specific modules and streams that needed to be addressed. These were outlined by the panel to ICHAS representatives. The panel further identified that there was a need to ensure that MIMLOs were consistently articulated in alignment to the NFQ Level of modules, and that some reading and reference lists needed to be expanded and/or updated.</p>

¹⁰ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹¹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		<p>The panel was of the view that Trauma Informed Care needed to be included as a core module within the three BA (Hons) in Counselling and Psychotherapy programmes. The panel also concurred that a revision of the programme's module descriptors was needed to ensure that the focus on ethics within all stages was made more prominent.</p> <p>The panel has proposed these points as special conditions of validation (see Part 3 of this report).</p>
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Partially	As per the Principal Programme.
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Partially	As per the Principal Programme.
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme.
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme.
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme.
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme.
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Partially	As per the Principal Programme.
PG24456 Certificate in Cultural Competence for Professional Development	Partially	As per the Principal Programme.
PG24457 Certificate in Supporting Positive Parenting	Partially	<p>As per the Principal Programme.</p> <p>The panel further notes that the content of this programme should be revised and updated to include, for example, NVR.</p>

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

<p>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).</p> <p>b) The programme has an identified complement of staff¹² (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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 development¹³ opportunities¹⁴.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The panel is satisfied that ICHAS meets this Criterion in full.</p> <p>The panel notes that ICHAS have a full complement of academic, administrative, support and technical staff in place to sustain current provision, and that the programmes proposed for validation will replace these. The panel further notes that the profile of ICHAS faculty largely consists of lecturers who are also practitioners, and are therefore able to inform their teaching by drawing upon practice-based insights.</p> <p>The panel identified one additional recommendation for ICHAS in relation to this Criterion. This was that the College should ensure its CPD programme aligns</p>

¹² Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹³ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁴ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

		well to current and emerging developments in practice (see Part 3 of this report).
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Criterion 7: There are sufficient physical resources to implement the programme as planned

<p>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).</p> <p>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:</p> <ul style="list-style-type: none"> (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 <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	The panel is satisfied that ICHAS meets this Criterion in full. The panel notes that ICHAS have an existing infrastructure to support a Blended Learning mode of delivery, and that substantial investment has been made in this area by the College. The College’s primary library resources are available online, and this is complemented by a physical collection in Limerick as well as access to the Griffith College library in Dublin. ICHAS has existing relationships and systems in place to support learner placements.
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme

PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Criterion 8. The learning environment is consistent with the needs of the programme's learners

<p>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.</p> <p>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.</p> <p>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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The panel is satisfied that ICHAS meets this Criterion in full.</p> <p>The panel explored this Criterion with a particular emphasis on the supervision and placement aspects of the programme. Dialogue encompassed the frequency of supervision meetings, supervision ratios, liaison with clinical supervisors and the emphasis on safety for clients and learners during placements. The panel was confident that the arrangements in place to monitor and support this aspect of the programme were satisfactory.</p> <p>During the virtual site visit, the panel also had the opportunity to interact with a current and a former learner of the College. Both learners identified that they felt supported and that communication between learners and the College was easy. A responsiveness from the College to issues raised was also noted.</p>
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme

PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>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).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁵ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The panel is satisfied that ICHAS meets this Criterion in full.</p> <p>ICHAS representatives identified that a key reference for the College was Fink's Taxonomy of Significant Learning, which was considered to be appropriate to the domain. Notably, the principal programme structure also incorporated a module focused on study skills for higher education, which explicitly oriented toward the objective of learning to learn.</p> <p>During the virtual site visit, the panel discussed how the College had responded to the challenges of the COVID-19 pandemic with ICHAS representatives. Discussion encompassed the use of breakout rooms in online synchronous platforms, additional lecturer supports and challenges specific to the delivery of skills-based modules. It was noted that the College implemented a co-teaching policy where learner numbers exceeded 30 students in a group to provide additional support to lecturers.</p>

¹⁵ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁶</p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>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.¹⁷</p> <p>d) The programme includes formative assessment to support learning.</p> <p>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.¹⁸</p> <p>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.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>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.¹⁹</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Partially	<p>The panel is partially satisfied that ICHAS has met this Criterion.</p> <p>The panel notes that the programme's assessment procedures interface effectively with the provider's approved QA procedures. The panel is satisfied that the programme and modules incorporate opportunities for formative assessment.</p> <p>However, the panel was of the view that in multiple instances the assessment strategies of individual modules were not consistent with the workload indicated by the ECTS allocation. The panel noted that in some instances modules of 5 ECTS appeared to have a similar or heavier assessment load than modules of 10 ECTS, and this needed to be addressed at programme level. The panel additionally noted that it was not always transparent how continuous assessments were undertaken, as essays at the end of modules were effectively summative, terminal assessments.</p>

¹⁶ See the section on transitional arrangements.

¹⁷ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁸ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

¹⁹ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

		The panel has proposed these points be addressed as special conditions of validation (see Part 3 of this report).
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Partially	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Partially	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Partially	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Partially	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Partially	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Partially	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Partially	As per the Principal Programme

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 disabilities²⁰.

²⁰ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²¹ 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.</p> <p>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).</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	<p>The panel is satisfied that ICHAS meets this Criterion in full.</p> <p>During the virtual site visit the panel explored dimensions of learner support and representation relevant to this Criterion. This included discussion of how learners enrolled in the current NFQ Level 7 programme at ICHAS would be facilitated to progress to the NFQ Level 8 programme proposed for validation. As noted previously in this report, ICHAS representatives made a commitment to supporting learners individually to transition between programmes if desired. The availability of formal learner support services, augmented by informal communications and a culture of individualised support, was also discussed. This included discussion of how reasonable accommodations and additional supports were accessed and provided, and the extent to which assistance was provided by ICHAS to learners struggling with academic writing.</p> <p>The panel further discussed how learners were supported to engage with the technologies used by the College. It was noted that in addition to information communicated to learners as part of the application process a differentiated induction is provided, complemented by optional weekly sessions to allow learners to develop confidence using the technologies at their own pace.</p> <p>At the conclusion of these discussions, the panel was satisfied that the supports provided by ICHAS were satisfactory and reflected those identified within the provider's approved QA procedures.</p>
PG24469 Bachelor of Arts (Honours) in Counselling and	Yes	As per the Principal Programme

²¹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Psychotherapy with Addiction Studies (STREAM)		
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

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 assurance²² 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.

²² See also QQI's Policy on Monitoring (QQI, 2014)

Programme	Satisfactory? (yes, no, partially)	Comment
PG24459 Bachelor of Arts (Honours) in Counselling and Psychotherapy (PRINCIPAL)	Yes	The Panel is satisfied that the provider's application meets this criterion. ICHAS has established governance structures and central quality assurance procedures in place. ICHAS has successfully reengaged with QQI for approval of its QA, including for the delivery of programmes of blended learning. The management and procedures outlined for the proposed programme fully comprehend the provider's QA procedures.
PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)	Yes	As per the Principal Programme
PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)	Yes	As per the Principal Programme
PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)	Yes	As per the Principal Programme
PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)	Yes	As per the Principal Programme
PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy	Yes	As per the Principal Programme
PG24456 Certificate in Cultural Competence for Professional Development	Yes	As per the Principal Programme
PG24457 Certificate in Supporting Positive Parenting	Yes	As per the Principal Programme

Part 3. Overall recommendation to QQI

3.1 Principal programme: Bachelor of Arts (Honours) in Counselling and Psychotherapy

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. The panel has offered several commendations to ICHAS regarding the programmes proposed for validation. However, the panel is of the view that there are discrete areas that need to be addressed by ICHAS prior to the implementation of the programme. These are discussed under Criteria 1 – 12 in this report and identified in the sections below.

Commendations

1. The panel commend ICHAS on bringing forward proposed programmes for validation that meet a demonstrable social need.
2. The panel commend ICHAS on the quality of a number of the modules within the programmes. These are considered in several cases to be innovative, well-structured and to represent best practice in the domain.
3. The panel commends ICHAS on its efforts to employ faculty who are concurrently practitioners and whose contributions to programme design and delivery is therefore heavily informed by current, practice-based insights.
4. The panel notes that the learners who engaged with the panel during the virtual site visit spoke highly of their experience at ICHAS and outlined an institutional environment that was responsive to learner feedback.

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise the programme entry requirements to ensure that these are consistent with QQI's requirements for the corresponding programme profile.
2. Revise wording the wording of MIPOs as outlined under Criterion 2.
3. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
4. Ensure that Trauma Informed Care is included as a core module within the three BA Hons Counselling and Psychotherapy programmes.
5. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
6. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to

ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.

- c. Ensure that MIMLOs are consistent with the NFQ Level of the module
- 7. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 1: PG24469 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Addiction Studies (STREAM)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise the programme entry requirements to ensure that these are consistent with QQI's requirements for the corresponding programme profile.
2. Revise wording the wording of MIPLOs as outlined under Criterion 2.
3. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
4. Ensure that Trauma Informed Care is included as a core module within the three BA Hons Counselling and Psychotherapy programmes.
5. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
6. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
7. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 2: PG24470 Bachelor of Arts (Honours) in Counselling and Psychotherapy with Youth Studies (STREAM)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise the programme entry requirements to ensure that these are consistent with QQI's requirements for the corresponding programme profile.
2. Revise wording the wording of MIPLOs as outlined under Criterion 2.
3. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
4. Ensure that Trauma Informed Care is included as a core module within the three BA Hons Counselling and Psychotherapy programmes.
5. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
6. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
7. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 3: PG24474 Bachelor of Arts (Honours) in Psychosocial Studies (EXIT)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise wording the wording of MIPLOs as outlined under Criterion 2.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
3. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
4. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
5. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 4: PG24471 Bachelor of Arts in Psychosocial Studies (EXIT)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise wording the wording of MIPLOs as outlined under Criterion 2.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
3. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
4. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
5. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 5: PG24472 Bachelor of Arts in Counselling and Psychotherapy (EXIT)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise wording the wording of MIPLOs as outlined under Criterion 2.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
3. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
4. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
5. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 6: PG24473 Higher Certificate in Arts in Counselling and Psychotherapy (EXIT)

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Revise wording the wording of MIPLOs as outlined under Criterion 2.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
3. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
4. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
5. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Embedded programme 7: PG24455 Certificate in Foundational Skills & Competence in Counselling & Psychotherapy

Select one	
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	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Throughout the documentation the rationale and other explanatory/descriptive content for the embedded programmes must be included/expanded to ensure that how these stand independently of the principal programme is made clear. This must include a clear identification of the target learners.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.

Embedded programme 8: PG24456 Certificate in Cultural Competence for Professional Development

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

2. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Throughout the documentation the rationale and other explanatory/descriptive content for

the embedded programmes must be included/expanded to ensure that how these stand independently of the principal programme is made clear. This must include a clear identification of the target learners.

2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.

Embedded programme 9: PG24457 Certificate in Supporting Positive Parenting

Select one	
	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;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) 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

1. As per the Principal Programme

Commendations

1. As per the Principal Programme

Special Conditions of Validation (directive and with timescale for compliance)

1. Throughout the documentation the rationale and other explanatory/descriptive content for the embedded programmes must be included/expanded to ensure that how these stand independently of the principal programme is made clear. This must include a clear identification of the target learners.
2. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
3. The panel is not satisfied that the access, transfer and progression arrangements for the programme are satisfactory. The panel was of the view that entry to this programme must be restricted to learners who hold an NFQ Level 7 or higher qualification in Counselling and Psychotherapy and are currently practicing.

Summary of Special Conditions of Validation

1. Throughout the documentation the rationale and other explanatory/descriptive content for the embedded programmes must be included/expanded to ensure that how these stand independently of the principal programme is made clear. This must include a clear identification of the target learners.
2. Revise the programme entry requirements to ensure that these are consistent with QQI's requirements for the corresponding programme profile.
3. Revise wording the wording of MIPLOs as outlined under Criterion 2.
4. Undertake a comprehensive review of the documentation to address typographical errors and inconsistencies throughout.
5. Ensure that Trauma Informed Care is included as a core module within the three BA Hons Counselling and Psychotherapy programmes.
6. Revise the curriculum to ensure that a focus on ethics, including the distinction between process and content ethics, ethical positioning and representational ethics is made more prominent within the programme documentation across all stages.
7. Written Curriculum
 - a. Address omissions of key concepts, theories and approaches within some of the modules.
 - b. Address inconsistencies in workload on modules (including assessment load) to ensure that there is an appropriate distinction between modules of 5 ECTS and 10 ECTS in relation to learning hours.
 - c. Ensure that MIMLOs are consistent with the NFQ Level of the module
8. Address reading and reference lists, which are in some instances brief and in other instances need to be updated to include more current and relevant sources.

Summary of Recommendations to the provider

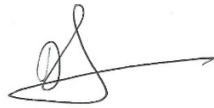
1. Focus on staff development to ensure that the College's CPD programme aligns well to current and emerging developments in the practice and enables staff to draw upon evidence-based best practice that will inform programme development and delivery.

Declarations of Evaluators' Interests

No interests have been declared by the evaluators.

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

Panel chairperson:



Danny Brennan

Date: 14 December 2020

3.2 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.

Part 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*

5.11 Proposed programme and stage schedules

5.11.1 Proposed Programme Schedule Template for Stage 1 – BA (Hons) in Counselling & Psychotherapy

Name of Provider:		Irish College of Humanities & Applied Sciences													
Programme Title		BA (Hons) in Counselling & Psychotherapy													
Award Title		Bachelor of Arts (Hons) in Counselling & Psychotherapy													
Stage Exit Award Title³															
Modes of Delivery (FT/PT):		Full Time & Part Time													
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning													
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Stage 1				60 ECTS	1st September 2021	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status ⁴²	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	

⁴² Mandatory (m) or elective (E)

									Work-based learning				
Study Skills for Higher Education	1	M	6	5 Credits	125	18	6	95		100%			
Theoretical Perspectives in Counselling & Psychotherapy	1	M	6	10 Credits	250	24	6	214		50%			50%
Essential Counselling & Psychotherapeutic Skills	1	M	6	10 Credits	250	24	6	214		50%		50%	
Group Facilitation	1	M	6	5 Credits	125	18	6	95		100%			
Human Development across the Lifespan	2	M	6	10 Credits	250	24	6	214		100%			
Ethics & Professional Issue	2	M	6	5 Credits	125	18	6	95					100%
Understanding Mental Health	2	M	6	10 Credits	250	24	6	214		100%			
Introduction to Personal Development	2	M	6	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.2 Proposed Programme Schedule Template for Stage 2 – BA (Hons) in Counselling & Psychotherapy

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		BA (Hons) in Counselling & Psychotherapy											
Award Title		Bachelor of Arts (Hons) in Counselling & Psychotherapy											
Stage Exit Award Title³		Higher Certificate in Counselling & Psychotherapy Studies											
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					

⁴³ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Major	8	6	Stage 2	6	5	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status ⁴⁴	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁴⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Core Competencies in Counselling & Psychotherapy	1	M	6	5 Credits	125	18	6	95		100%			
Cultural Issues in Professional Practice	1	M	6	5 Credits	125	18	6	95			100%		
Case Formulation	1	M	6	10 Credits	250	24	6	214		100%			
Psychosocial Assessment	1	M	6	10 Credits	250	24	6	214					100%
Group Process	2	M	6	5 Credits	125	18	6	95		100%			
Psychodynamic Approaches in Interpersonal Practice	2	M	6	10 Credits	250	24	6	214		100%			
Humanistic Approaches in Interpersonal Practice	2	M	6	10 Credits	250	24	6	214		100%			
Personal Development & Self Caring Practices	2	M	6	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.3 Proposed Programme Schedule Template for Stage 3 – BA (Hons) in Counselling & Psychotherapy

Name of Provider:	Irish College of Humanities & Applied Sciences
Programme Title	BA (Hons) in Counselling & Psychotherapy

⁴⁴ Mandatory (m) or elective (E)

⁴⁵ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Award Title		Bachelor of Arts (Hons) in Counselling & Psychotherapy											
Stage Exit Award Title³		B.A. in Counselling & Psychotherapy											
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Stage 3	7	6	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status⁴⁶	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁴⁷	C.A. %	Supervised Project %	Proctored practical demonstration %
Research Approaches in Counselling & Psychotherapy		1	M	7	5 Credits	125	18	6	95		100%		
Integrative Approaches in Interpersonal Practice		1	M	7	10 Credits	250	24	6	214		100%		
Mood, Stress and Emotional Disorders		1	M	7	5 Credits	125	18	6	95		100%		
Family Systems Theory & Psychotherapeutic Interventions		1	M	7	10 Credits	250	24	6	114		100%		
Theory/Practice Integration		1 & 2	M	7	10 Credits	250	24	6	114	100	100%		
Cognitive Behavioural Approaches in Interpersonal Practice		2	M	7	10 Credits	250	24	6	214		30%		70%

⁴⁶ Mandatory (m) or elective (E)

⁴⁷ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Personal Psychotherapeutic Experiences 1	2	M	7	5 Credits	125	18	6	95		100%			
Psychopathology	2	M	7	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.4 Proposed Programme Schedule Template for Stage 4 (Award) – BA (Hons) in Counselling & Psychotherapy

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		BA (Hons) in Counselling & Psychotherapy												
Award Title		Bachelor of Arts (Hons) in Counselling & Psychotherapy												
Stage Exit Award Title³														
Modes of Delivery (FT/PT):		Full Time & Part Time												
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning												
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award Stage		8	6	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation of Marks (from the module assessment strategy)			
			Status ⁴⁸	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁴⁹	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Trauma Informed Care		1	M	8	10 Credits	250	24	6	114					100%

⁴⁸ Mandatory (m) or elective (E)

⁴⁹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Contemporary Discourses in Counselling and Psychotherapy.	1	M	8	5 Credits	125	18	6	95		100%			
Bereavement, Loss and Grief	1	M	8	5 Credits	125	18	6	95		70%	30%		
Applied Practice	1&2	M	8	10 Credits	250	24	6	114			30%	70%	
Final Year Project	1&2	M	8	10 Credits	250	24	6	114	100		100%		
Personal Psychotherapeutic Experience 2	1&2	M	8	5 Credits	125	18	6	95		100%			
Emotion Focused therapy	2	M	8	10 Credits	250	24	6	114			100%		
Elective - Principles & Practice of Group Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Brief Therapy for Emotional Health and Wellness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Psychoses & Personality Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Inner Child Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Play Therapy and Psychotherapeutic Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Motivational Interviewing	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Community Reinforcement Approaches in Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Personality Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Occupational Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Theories and Practice of Mindfulness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Eating Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Independent Study	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Developing and Managing a professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Recovery Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Families aspects of Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Theory & Practice of the Minnesota Model Approach to Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Adolescent Mental Health Screening	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Engaging with Parents in Professional Practice	2	E	8	5 Credits	125	18	6	95		100%			

Elective – Principles and Practice of Technologically Facilitated Therapeutic Engagement	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Prevention and Health Promotion Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.5 Proposed Programme Schedule Template for Stage 1 – BA (Hons) in Counselling & Psychotherapy (with Addiction Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		BA (Hons) in Counselling & Psychotherapy												
Award Title		BA (Hons) in Counselling & Psychotherapy (with Addiction Studies).												
Stage Exit Award Title³														
Modes of Delivery (FT/PT):		Full Time & Part Time												
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Stage 1			60 ECTS	1st September 2021	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status⁵⁰	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁵¹	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Study Skills for Higher Education		1	M	6	5 Credits	125	18	6	95		100%			
Theoretical Perspectives in Counselling & Psychotherapy		1	M	6	10 Credits	250	24	6	214		50%			50%
Essential Counselling & Psychotherapeutic Skills		1	M	6	10 Credits	250	24	6	214		50%		50%	
Group Facilitation		1	M	6	5 Credits	125	18	6	95		100%			
Human Development across the Lifespan		2	M	6	10 Credits	250	24	6	214		100%			
Ethics & Professional Issue		2	M	6	5 Credits	125	18	6	95					100%
Understanding Mental Health		2	M	6	10 Credits	250	24	6	214		100%			

⁵⁰ Mandatory (m) or elective (E)

⁵¹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Introduction to Personal Development	2	M	6	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.6 Proposed Programme Schedule Template for Stage 2 – BA (Hons) in Counselling & Psychotherapy (with Addiction Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences													
Programme Title		BA (Hons) in Counselling & Psychotherapy													
Award Title		BA (Hons) in Counselling & Psychotherapy (with Addiction Studies).													
Stage Exit Award Title³		Higher Certificate in Counselling & Psychotherapy Studies													
Modes of Delivery (FT/PT):		Full Time & Part Time													
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning													
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code							
Major	8	6	Stage 2	6	5	60 ECTS	1st September 2021	0923							
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status ⁵²	NFQ Level ¹	Credit Units	Total Hour	Class	Direct	Indirect	Hours of Work	% C.A.	Practical	Supervised	Written	Practical

⁵² Mandatory (m) or elective (E)

⁵³ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

			where specified										
Core Competencies in Counselling & Psychotherapy	1	M	6	10 Credits	250	24	6	214		100%			
Cultural Issues in Professional Practice	1	M	6	5 Credits	125	18	6	95			100%		
Case Formulations	1	M	6	10 Credits	250	24	6	214		100%			
Psychosocial Assessment	1	M	6	5 Credits	125	18	6	95					100%
Theoretical Aspects of Addiction	2	M	6	10 Credits	250	24	6	214		100%			
Group Process	2	M	6	10 Credits	250	24	6	214		100%			
Substance related Addictions	2	M	6	10 Credits	250	24	6	214		100%			
Personal Development & Self Caring Practices	2	M	6	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.7 Proposed Programme Schedule Template for Stage 3 – BA (Hons) in Counselling & Psychotherapy (with Addiction Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		BA (Hons) in Counselling & Psychotherapy											
Award Title		BA (Hons) in Counselling & Psychotherapy (with Addiction Studies).											
Stage Exit Award Title³		B.A. in Counselling & Psychotherapy											
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Stage 3	7	6	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable.	Module	Credit Number⁵	Total Student Effort Module (hours)		Allocation Of Marks (from the module assessment strategy)						

	(Semester 1 or Semester2)	Status ⁵⁴	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁵⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Research Approaches in Counselling & Psychotherapy	1	M	7	5 Credits	125	18	6	95		100%			
Psychosocial Intervention Modalities In Addiction	1	M	7	10 Credits	250	24	6	114		100%			
Mood, Stress & Emotional Disorders	1	M	7	5 Credits	125	18	6	95		100%			
Family Systems Theory & Psychotherapeutic Interventions	1	M	7	10 Credits	250	24	6	114		100%			
Theory/Practice Integration	1 & 2	M	7	10 Credits	250	24	6	114	100	100%			
Non-substance Related Addictions	2	M	7	10 Credits	250	24	6	114		100%			
Personal Psychotherapeutic Experiences 1	2	M	7	5 Credits	125	18	6	95		100%			
Psychopathology	2	M	8	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.8 Proposed Programme Schedule Template for Stage 4 (Award) – BA (Hons) in Counselling & Psychotherapy (with Addiction Studies)

Name of Provider:	Irish College of Humanities & Applied Sciences
Programme Title	BA (Hons) in Counselling & Psychotherapy

⁵⁴ Mandatory (m) or elective (E)

⁵⁵ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Award Title		BA (Hons) in Counselling & Psychotherapy (with Addiction Studies).											
Stage Exit Award Title³													
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award Stage	8	6	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation of Marks (from the module assessment strategy)			
			Status⁵⁶	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁵⁷	C.A. %	Supervised Project %	Proctored practical demonstration %
Contemporary Discourse in Counselling and Psychotherapy.		1	M	8	5 Credits	125	18	6	95		100%		
Bio-physiological Aspects of Addiction		1	M	8	10 Credits	250	24	6	114		60%		40%
Bereavement, Loss and Grief		1	M	8	5 Credits	125	18	6	95		70%	30%	
Applied Practice		1&2	M	8	10 Credits	250	24	6	114			30%	70%
Final Year Project		1&2	M	8	10 Credits	250	24	6	114	100		100%	
Personal Psychotherapeutic Experience 2		1&2	M	8	5 Credits	125	18	6	95		100%		
Trauma informed Care in Addiction Practice		2	M	8	10 Credits	250	24	6	114		100%		

⁵⁶ Mandatory (m) or elective (E)

⁵⁷ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Elective - Principles & Practice of Group Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Brief Therapy for Emotional Health and Wellness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Psychoses & Personality Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Inner Child Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Play Therapy and Psychotherapeutic Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Motivational Interviewing	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Community Reinforcement Approaches in Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Personality Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Occupational Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Theories and Practice of Mindfulness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Eating Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Independent Study	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Developing and Managing a professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Recovery Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Families aspects of Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Theory & Practice of the Minnesota Model Approach to Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Adolescent Mental Health Screening	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Engaging with Parents in Professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles and Practice of Technologically Facilitated Therapeutic Engagement	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Prevention and Health Promotion Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.9 Proposed Programme Schedule Template for Stage 1 – BA (Hons) in Counselling & Psychotherapy (with Youth Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		BA (Hons) in Counselling & Psychotherapy												
Award Title		BA (Hons) in Counselling & Psychotherapy (with Youth Studies).												
Stage Exit Award Title³														
Modes of Delivery (FT/PT):		Full Time & Part Time												
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Stage 1			60 ECTS	1st September 2021	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status⁵⁸	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁵⁹	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Study Skills for Higher Education		1	M	6	5 Credits	125	18	6	95		100%			
Theoretical Perspectives in Counselling & Psychotherapy		1	M	6	10 Credits	250	24	6	214		50%			50%
Essential Counselling & Psychotherapeutic Skills		1	M	6	10 Credits	250	24	6	214		50%		50%	
Group Facilitation		1	M	6	5 Credits	125	18	6	95		100%			
Human Development across the Lifespan		2	M	6	10 Credits	250	24	6	214		100%			
Ethics & Professional Issue		2	M	6	5 Credits	125	18	6	95					100%
Understanding Mental Health		2	M	6	10 Credits	250	24	6	214		100%			

⁵⁸ Mandatory (m) or elective (E)

⁵⁹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Introduction to Personal Development	2	M	6	5 Credits	125	18	6	95		100%		
Special Regulations (Up to 280 characters)												

5.11.10 Proposed Programme Schedule Template for Stage 2 – BA (Hons) in Counselling & Psychotherapy (with Youth Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		BA (Hons) in Counselling & Psychotherapy											
Award Title		BA (Hons) in Counselling & Psychotherapy (with Youth Studies).											
Stage Exit Award Title³		Higher Certificate in Counselling & Psychotherapy Studies											
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Stage 2	6	5	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status⁶⁰	NFQ Level¹	Credit Units	Total Hour	Class	Direct	Indirect	Hours of Work	% C.A.	Practical	Supervised

⁶⁰ Mandatory (m) or elective (E)

⁶¹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

			where specified										
Core Competencies in Counselling & Psychotherapy	1	M	6	5 Credits	125	18	6	95		100%			
Cultural Issues in Professional Practice	1	M	6	5 Credits	125	18	6	95			100%		
Case Formulation	1	M	6	10 Credits	250	24	6	214		100%			
Psychosocial Assessment	1	M	6	5 Credits	125	18	6	95					100%
Group Process	1	M	6	10 Credits	250	24	6	214		100%			
Youth and Society	2	M	6	10 Credits	250	24	6	214		40%		60%	
Integrative Approaches in Adolescence	2	M	6	10 Credits	125	18	6	95		100%			
Personal Development & Self Caring Practices	2	M	6	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.11 Proposed Programme Schedule Template for Stage 3 – BA (Hons) in Counselling & Psychotherapy (With Youth Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		BA (Hons) in Counselling & Psychotherapy											
Award Title		BA (Hons) in Counselling & Psychotherapy (with Youth Studies).											
Stage Exit Award Title³		B.A. in Counselling & Psychotherapy											
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Stage 3	7	6	60 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status⁶²	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁶³	C.A. %	Supervised Project %	Proctored practical demonstration %
Research Approaches in Counselling & Psychotherapy		1	M	7	5 Credits	125	18	6	95		100%		
Creative Therapeutic Approaches		1	M	7	10 Credits	250	24	6	114		40%	60%	
Family Systems Theory & Psychotherapeutic Interventions		1	M	7	10 Credits	250	24	6	114		100%		

⁶² Mandatory (m) or elective (E)

⁶³ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Mood Stress & emotional Disorders	1	M	7	5 Credits	125	18	6	95		100%			
Theory/Practice Integration	1 & 2	M	7	10 Credits	250	24	6	114	100	100%			
Crime, deviance and Youth Justice	2	M	7	10 Credits	250	24	6	114		40%			60%
Personal Psychotherapeutic Experiences 1	2	M	7	5 Credits	125	18	6	95		100%			
Psychopathology	2	M	7	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

5.11.12 Proposed Programme Schedule Template for Stage 4 (Award) – BA (Hons) in Counselling & Psychotherapy (with Youth Studies)

Name of Provider:		Irish College of Humanities & Applied Sciences													
Programme Title		BA (Hons) in Counselling & Psychotherapy													
Award Title		BA (Hons) in Counselling & Psychotherapy (with Youth Studies).													
Stage Exit Award Title³															
Modes of Delivery (FT/PT):		Full Time & Part Time													
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning													
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code							
Major	8	6	Award Stage	8	6	60 ECTS	1st September 2021	0923							
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation of Marks (from the module assessment strategy)				
			Status ⁶⁴	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv)	Directed e-Learning	Hours of Independent Learning	Work-based learning effort ⁶⁵	C.A. %	Supervised Project %	Proctored practical demonstration	Proctored written exam %	

⁶⁴ Mandatory (m) or elective (E)

⁶⁵ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Contemporary Discourses in Counselling and Psychotherapy.	1	M	8	5 Credits	125	18	6	95		100%			
Trauma Informed Care for Youth at Risk	1	M	8	10 Credits	250	24	6	114					100%
Bereavement Loss and Grief	1	M	8	5 Credits	125	18	6	95		70%	30%		
Applied Practice	1&2	M	8	10 Credits	250	24	6	114			30%	70%	
Final Year Project	1&2	M	8	10 Credits	250	24	6	114	100		100%		
Personal Psychotherapeutic Experience 2	1&2	M	8	5 Credits	125	18	6	95		100%			
Leadership, Management and Empowerment in a youth Context	2	M	8	10 Credits	250	24	6	114		30%			70%
Elective - Principles & Practice of Group Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Brief Therapy for Emotional Health and Wellness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Psychoses & Personality Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Inner Child Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Play Therapy and Psychotherapeutic Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Motivational Interviewing	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Community Reinforcement Approaches in Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Personality Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Occupational Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Theories and Practice of Mindfulness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Eating Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Independent Study	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Developing and Managing a professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Recovery Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			

Elective – Families aspects of Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Theory & Practice of the Minnesota Model Approach to Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Adolescent Mental Health Screening	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Engaging with Parents in Professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles and Practice of Technologically Facilitated Therapeutic Engagement	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Prevention and Health Promotion Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

Please note: Stage 1 and Stage 2 of the BA(hons) in Psychosocial Studies is the same as Stage 1 and Stage 2 of the BA(hons) in Counselling and Psychotherapy

5.11.20 Proposed Programme Schedule Template for Stage 3 – BA (Hons)in Psychosocial Studies (Exit Award)

Name of Provider:		Irish College of Humanities & Applied Sciences						
Programme Title		BA (Hons) in Counselling & Psychotherapy						
Award Title		Bachelor of Arts (Hons) in Psychosocial Studies (Exit Award)						
Stage Exit Award Title³		BA in Psychosocial Studies (Exit Award)						
Modes of Delivery (FT/PT):		Full Time & Part Time						
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning						
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	Stage 3	7	5	60 ECTS	1st September 2021	0923

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status ⁸⁰	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁸¹	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Research Approaches in Counselling & Psychotherapy	1	M	7	5 Credits	125	18	6	95		100%			
Integrative Approaches in Interpersonal Practice	1	M	7	10 Credits	250	24	6	214		100%			
Mood, stress and Emotional Disorders	1	M	7	5 Credits	125	18	6	95		100%			
Family Systems Theory & Psychotherapeutic Interventions	1	M	7	10 Credits	250	24	6	114		100%			
Evidence Based Psychosocial Interventions in Mental Health Care	2	M	7	10 Credits	250	24	6	214		100%			
Cognitive Behavioural Approaches in Interpersonal Practice	2	M	7	10 Credits	250	24	6	214		30%			70%
Conceptual basis for Psychosocial Interventions in Mental Health Care	2	M	7	5 Credits	125	18	6	95		100%			
Psychopathology	2	M	7	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													
As per the Special Considerations for Award Standards leading to Counselling & Psychotherapy Awards, learners would be eligible for the Exit Award of BA in Psychosocial Studies where they have the ability to qualify for an academic qualification reflecting their learning at this level, but discover or it is found that they are not suited to counselling or psychotherapy practice, having commenced their studies. Any applicant for Professional Accreditation would be required to have completed a minimum of 100 hours of Direct client work and 50 hours of Personal Psychotherapeutic Experience. Therefore, for students to be eligible for the Award of BA in Psychosocial Studies, they would be required, as a special regulation to undertake 15 Credits of Study in Psychosocial Studies at Stage 3 of their Programme as an alternative pathway.													

⁸⁰ Mandatory (m) or elective (E)

⁸¹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

5.11.21 Proposed Programme Schedule Template for Stage 4 (Award) – BA (Hons) in Psychosocial studies (Exit Award)

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		BA (Hons) in Counselling & Psychotherapy												
Award Title		Bachelor of Arts (Hons) in Psychosocial studies (Exit Award)												
Stage Exit Award Title³														
Modes of Delivery (FT/PT):		Full Time & Part Time												
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning, Work Based Learning & Blended Learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Award Stage	8	6	60 ECTS	1st September 2021	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation of Marks (from the module assessment strategy)				
			Status⁸²	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁸³	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Trauma Informed Care		1	M	8	10 Credits	250	24	6	114					100%
Contemporary Discourses in Counselling and Psychotherapy.		1	M	8	5 Credits	125	18	6	95		100%			
Bereavement, Loss and Grief		1	M	8	5 Credits	125	18	6	95		70%	30%		

⁸² Mandatory (m) or elective (E)

⁸³ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Competencies for the implementation of Psychosocial Interventions in Recovery - Orientated Mental Health Care	2	M	8	10 Credits	250	24	6	114		100%			
Final Year Project	1&2	M	8	10 Credits	250	24	6	214		100%			
Recovery-Orientated Mental Health Care	2	M	8	5 Credits	125	18	6	95		100%			
Emotion Focused therapy	2	M	8	10 Credits	250	24	6	114		100%			
Elective - Principles & Practice of Group Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Brief Therapy for Emotional Health and Wellness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Psychoses & Personality Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Inner Child Therapy	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Play Therapy and Psychotherapeutic Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Motivational Interviewing	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Understanding Community Reinforcement Approaches in Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Personality Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles of Occupational Assessment	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Theories and Practice of Mindfulness	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Eating Disorders	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Independent Study	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Developing and Managing a professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Recovery Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Families aspects of Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Theory & Practice of the Minnesota Model Approach to Addiction Treatment	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Adolescent Mental Health Screening	2	E	8	5 Credits	125	18	6	95		100%			
Elective - Engaging with Parents in Professional Practice	2	E	8	5 Credits	125	18	6	95		100%			
Elective – Principles and Practice of Technologically Facilitated Therapeutic Engagement	2	E	8	5 Credits	125	18	6	95		100%			

Elective – Prevention and Health Promotion Approaches in Addiction	2	E	8	5 Credits	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													
As per the Special Considerations for Award Standards leading to Counselling & Psychotherapy Awards, learners would be eligible for the Award of BA (Hons) in Psychosocial Studies where they have the ability to qualify for an academic qualification reflecting their learning at this level, but discover or it is found that they are not suited to counselling or psychotherapy practice, having commenced their studies. Any applicant for Professional Accreditation would be required to have completed a minimum of 100 hours of Direct client work and 50 hours of Personal Psychotherapeutic Experience. Therefore, for students to be eligible for the Award of BA (Hons) in Psychosocial Studies, they would be required, as a special regulation to undertake 30 Credits of Study in Psychosocial Studies at Stages 3 & 4 of their programme as an alternative pathway.													

5.11.25 Proposed Programme Schedule Template for Certificate in Foundational Skills & Competence in Counselling & Psychotherapy

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		Certificate in Foundational Skills & Competence in Counselling & Psychotherapy												
Award Title		Certificate in Foundational Skills & Competence in Counselling & Psychotherapy												
Stage Exit Award Title³														
Modes of Delivery (FT/PT):		Full Time & Part Time												
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	6	5				20 ECTS	1st September 2021	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status⁹⁰	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁹¹	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Theoretical Perspectives in Counselling & Psychotherapy			M	6	10 Credits	250	24	6	214		50%			50%
Essential Counselling & Psychotherapeutic Skills			M	6	10 Credits	250	24	6	214		50%		50%	
Special Regulations (Up to 280 characters)														

⁹⁰ Mandatory (m) or elective (E)

⁹¹ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

5.11.26 Proposed Programme Schedule Template for Certificate in Cultural Competence for Professional Development

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		Certificate in Cultural Competence for Professional Development											
Award Title		Certificate in Cultural Competence for Professional Development											
Stage Exit Award Title³													
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Minor	6	5				10 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status⁹²	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁹³	C.A. %	Supervised Project %	Proctored practical demonstration %
Cultural Issues in Professional Practice		1	M	6	5 Credits	125	18	6	95		100%		
Personal Development & Self Caring Practices		1	M	6	5 Credits	125	18	6	95		100%		
Special Regulations (Up to 280 characters)													

⁹² Mandatory (m) or elective (E)

⁹³ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

5.11.27 Proposed Programme Schedule Template for Certificate in Supporting Positive Parenting

Name of Provider:		Irish College of Humanities & Applied Sciences											
Programme Title		Certificate in Supporting Positive Parenting											
Award Title		Certificate in Supporting Positive Parenting											
Stage Exit Award Title³													
Modes of Delivery (FT/PT):		Full Time & Part Time											
Teaching and learning modalities		Classroom Teaching, Simulated Experiential Learning & Blended Learning											
Award Class ⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level ²	Stage EQF Level ²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Minor	8	6				15 ECTS	1st September 2021	0923					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status ⁹⁴	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁹⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Trauma Informed Care	1	M	8	10 Credits	250	24	6	114					100%
Engaging with Parents in Professional Practice	2	E	8	5 Credits	125	18	6	95	100%				
Special Regulations (Up to 280 characters)													

⁹⁴ Mandatory (m) or elective (E)

⁹⁵ Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.