

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

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

a) Provider details

Provider name	Irish College of Humanities & Applied Sciences (ICHAS)
Date of site visit	8 th December 2020
Date of report	6 th January 2021

Section A. Overall recommendations

Principal programme	Title	There are five distinct titles associated with this programme: <ul style="list-style-type: none">• MA in Counselling & Psychotherapy (Person Centred Modalities)• MA in Counselling & Psychotherapy (Integrative Modalities)• MA in Counselling & Psychotherapy (Family Therapy)• MA in Counselling & Psychotherapy (Psychodynamic Modalities)• MA in Counselling & Psychotherapy (Cognitive Behavioural Modalities)
	Award	Master of Arts
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1	Title	Postgraduate Diploma in Counselling & Psychotherapy
	Award	Postgraduate Diploma
	Credit	60

	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions
Embedded programme 2	Title	MA in Psychosocial Studies
	Award	Master of Arts
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions
Embedded programme 3	Title	Postgraduate Diploma in Psychosocial Studies
	Award	Postgraduate Diploma
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions
Embedded programme 4	Title	Certificate in Technologically Facilitated Therapeutic Engagement
	Award	Certificate
	Credit	20
	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	Former Registrar, Letterkenny IT; DNB Consulting
Dr. Siobain O'Donnell	Subject Matter Expert	Counselling & Psychotherapy, Dublin Business School
Prof. Elizabeth Hughes	Subject Matter Expert	School of Healthcare, Leeds University
Ian McKenna	Subject Matter Expert	Former Director of SNMCI
Dr Catherine Peck	Report Writer	Education Consulting
Naomi Algeo	Learner Representative	Trinity Centre for Health Sciences
Séan Harty	Industry Representative	Accredited Supervisor, National Chair of ACI

Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College, South Circular Rd, Dublin, 8 Griffith College, Wellington Rd, Montenotte, Cork Wharton House, 8 Catherine St, Waterford Galway Business School, Salthill, Galway. Cavan Institute, Cathedral Rd, Drumalee, Cavan	150 in total across all centres	18 (10 full-time, 8 part-time)

Proposed Enrolment	
Date of first intake	September 2021
Maximum number of annual intakes	1
Maximum total number of learners per intake	1
Programme duration (<i>months from start to completion</i>)	24 months, full-time 30 months, part-time
Panel Commentary on proposed enrolment: The panel has no specific concerns or commentary regarding the proposed enrolment.	
Target learner groups	
<p>This programme is designed for graduates in health and human sciences and in particular graduates of counselling and psychotherapy related programmes as well as disciplines such as, nursing, social care, social work, psychology and programmes in cognate areas who wish to expand their knowledge and understanding of the human condition and the contribution of advanced level counselling and psychotherapy practice.</p> <p>Applicants should be driven by a desire to be leaders and agents for change; recognising the special contribution of professional counsellors and psychotherapists using range of scientifically established paradigms and approaches can make to individuals, their families and communities in supporting individual recovery, wellbeing and also at policy and preventative levels in terms of public health models, thus enriching the lives of individuals and communities. All applicants will be required to attend for interview to ascertain their suitability for the programme.</p> <p>It is intended that this programme will enable learners to critically evaluate institutionalised practices and values, and act as agents for challenge and change in their professional contexts. The programme, therefore will hopefully address the needs of practitioners and graduates who wish to develop their professional competence in areas of counselling & psychotherapy through</p>	

advanced study, and through the professional placement and research elements, develop personal and professional capacity and collaborative problem solving skills, underpinned by evidence-based practice and reflection. It will also help graduates to meet international requirements for professional practice as set out by the EAP as well as provide leaders in professional practice who are capable of engaging with and initiating necessary professional discourse at policy levels. This programme (undertaken either over 2 years on a Full Time basis or 2.5 years on a Part Time basis) will facilitate graduates of programmes in cognate areas who wish to study towards and meet professional counselling and psychotherapy accreditation requirements on the one hand and significantly contribute to the requirements of the EAP in relation to psychotherapy accreditation strands on the other hand and in that regard it is the intention of the College to supplement this programme with a proposal to QQI for the validation of a Graduate Diploma in Professional Psychotherapy Practice which would facilitate students wishing to meet the 4 year postgraduate training requirement of the EAP.

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities	
Classroom / Face to Face	<p>For the Full-time Day Programme all taught modules will be entirely classroom based with the exception of the Knowing Self and Practice Placement modules. Students undertaking the “Knowing Self” module will be required, in addition to tutorial support, to engage in a minimum of 50 hours of Personal Psychotherapeutic Experience (or equivalent) as set out in the Module Descriptors. In addition all students undertaking Work based Learning as part of the Practicum Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 200 hours of direct client work in approved placement settings and a minimum of 25 hours Clinical Supervision with approved Clinical Supervisors.</p> <p>For the Full-time Blended Learning and the Part Time (Evening) Programme, in the case of 5 ECTS Modules, approximately 18 hours of teaching will utilise Synchronous Classroom Learning and 6 hours will be Asynchronous Learning supported by 6 hours of Directed E-Learning and in the case of 10 ECTS Modules 24 hours of teaching will utilise Synchronous Classroom Learning with 6 hours of Asynchronous Learning supported by 6 hours of Directed E-Learning.</p>
Synchronous & Asynchronous Blended Online Learning	<p>As indicated, in the case of 5 ECTS Modules, approximately 18 hours of teaching will utilise synchronous classroom learning and 6 hours will be asynchronous learning supported by 6 hours of directed e-learning and in the case of 10 ECTS modules 24 hours of teaching will utilise synchronous classroom learning with 6 hours of asynchronous learning supported by 6 hours of Directed E-Learning. These will be scheduled largely on evenings and one day per week to accommodate the work based learning experience of learners.</p>
Personal Knowing	<p>Students will be required, in addition to tutorial support, to engage in a minimum of 50 hours of Personal Psychotherapeutic Experience (or equivalent) with approved personal therapists as set out in the module descriptor (Knowing Self).</p>
Workplace	<p>All students undertaking work based learning as part of the Practice Placement Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 200 hours of direct client work in</p>

	approved placement settings and a minimum of 25 hours of Clinical Supervision with approved Clinical Supervisors.
Clinical Supervision Structures	All learners will be required to undertake a minimum of 200 hours of direct client work. All students will be expected to engage in a minimum of 25 hours of clinical supervision to support this experience. Students will also be supported through internal group supervision structures as set out in the Practicum Module.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The College has successfully run a number of programmes at Masters level in counselling & psychotherapy since 2009 which were formally reviewed and revalidated in 2009 and have recently completed their second cycle of review.</p> <p>The MA in Counselling & Psychotherapy, MA in Cognitive Behavioural Therapy and the MA in Counselling & Pastoral Care were developed separately, with the MA in Counselling & Psychotherapy originally validated in 2009 and the others following in 2010. Structurally, the programmes effectively shared common components as well as having distinctive Modular content to reflect the Award title.</p> <p>Following internal review of the programmes, it has been recommended that the restructuring required at the end of the programmatic review cycle would be best met through withdrawing the MA in Counselling & Pastoral Care and MA in CBT programmes and a proposal developed to revalidate the single MA in Counselling & Psychotherapy programme in a manner that would allow a number of different pathways leading to distinct Award Titles and to regularise the common and distinctive module structure and content.</p> <p>The proposed Award Titles are set out below as well as the proposed Modular Delivery Schedule for both Full and Part time delivery. The scheduling is described on the basis of a 3 Semester Year. Each learner on both the Full and Part Time routes would study and submit for assessment 3 Modules in Semester 1 (15 ECTS). The focus of these modules are designed to provide learners with a fundamental understanding of the principles and practices of a range of psychotherapeutic approaches), skills and competency focussed learning (5 ECTS), the application of a range of modalities of practice (5ECTS) and are assessed on this work within the same Semester. Learners will also commence their 'Knowing Self' Module in Semester 1 and complete it in Semester 4 (5ECTS) on both the Full and Part Time study routes.</p> <p>In Semester 2, learners will take a total of 10 ECTS of material, which focusses on group work as applied within a range of modalities (5 ECTS). In addition, learners take a shared module to focus on Understanding Psychopathology (5 ECTS) and commence their Practicum (work based learning) module, in which they are required to engage in 200 Hours of modality specific direct client work. This is a linear module (15 ECTS) and assessment of this occurs on a continuous basis until the end of Semester 5. Learners engage in structured individual clinical supervision across this period and are also supported through internal group supervision. All learners are required to undertake and complete pre-requisite modules (10 ECTS) as set out in the Book of Modules prior to commencing their Practicum Module.</p>	

The Dissertation Module commences in Semester 2 and is due for completion and submission in Semester 5 for Full time Students and Semester 6 for Part Time Students. Learners continue to engage in placements during Semester 3 under Clinical Supervision arrangements.

In Semester 4, learners are also taught a 10 ECTS module on Research Methodologies and Design to support them with their Dissertation Module which is a Linear Module which commenced in Semester 2. Likewise, all students take an additional 5 ECTS Elective Module in Semester 4, where they can choose a theoretic Module associated with the Other Streams or one 5 ECTS Module from a list of common Elective Modules.

In Semester 5 students will complete their practice based learning (15 ECTS) and their Dissertation(30 ECTS) on the full Time Programme – a total of 45 ECTS.

The programme proposed for re-validation has a curricular structure which provides a modularised and scaffolded developmental structure across the duration of study which is designed to contribute to the requirements of relevant Professional Associations for professional Accreditation in Counselling and/or Psychotherapy.

In that regard, the Programme Design team were cognisant in particular of the Accreditation requirements of the Association of Professional Counsellors and Psychotherapists; the National Association for Professional Counselling & Psychotherapy (formerly the National Association for Pastoral counselling & Psychotherapy) as well as the guidance on training standards for Psychotherapy issued by the European Association of Psychotherapy (EAP). The EAP stipulates that training may take a number of routes but must not (in total) be less than 3,200 hours, which may be spread over a minimum of seven years, with the first three years being the equivalent of a relevant university degree. The later four years must be in a training or alternatively it may be conducted as a 5-year full-time academic education and training in psychotherapy, organised by a university, which must contain all the theoretical and practical elements defined by the EAP (see https://www.europsyche.org/app/uploads/2019/05/ECP-document-version-7-0-voted-AGM-Vienna-Feb-2017_offic.pdf)

ICHAS also has considerable expertise in supporting practice-based/clinically supervised practice and learning as well as evidence-based research and practice. This combination of institutional strengths has been combined in this submission to create a revised programme at Level 9 on the NFQ in the field of counselling and psychotherapy. The curricular structure is in line with other postgraduate programmes in the same area of practice

Further information is available in the provider's programme validation manual.

Summary of specifications for teaching staff

Role e.g. Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs¹) of Staff on the programme with this role and profile
Programme Director/Lecturer	Normally a minimum of a Master's Degree in Counselling/ Psychotherapy	1 WTE

¹ WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification	1 WTE
Lecturer in Counselling/ Psychotherapy	Normally a minimum of a Master's Degree in Counselling/ Psychotherapy and relevant Modality Specific Experience	4 WTE's
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's Degree in relevant area.	12 WTE's
Clinical Supervisor	Normally a minimum of a Master's Degree in Counselling/ Psychotherapy and relevant Modality Specific Supervision Experience	1.25 WTE's (approximately .25 WTE per Modality)
Personal Therapist	Normally a minimum of a Master's Degree in Counselling/ Psychotherapy and relevant Modality Specific Experience	7.1 WTE's
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification	.25 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification	.25 WTE

Learning Activity	Ratio of learners to teaching staff
Lectures	1:40
Tutorials	1:10
Workshops	1: 10
Clinical Supervision	1:1
Personal Psychotherapeutic Experience	1:1
Structured Group Reflective Experience	1:10
Panel Commentary on programme outline and staffing: The panel is satisfied that the staffing is appropriate for the programme outlined, and that ICHAS have a complement of suitably qualified staff to facilitate their current provision.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG212824 PG21825	MA in Cognitive Behavioural Therapy Postgraduate Diploma in Arts in Cognitive Behavioural Therapy	N/A

Section D. Other noteworthy features of the application

The panel has offered a number of commendations to ICHAS in Section 3 of this report.

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

Part 1. Evaluation against the validation criteria

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.²</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that the provider is eligible to apply for validation of the programme. ICHAS successfully re-engaged with QQI for approval of the College's QA procedures in 2019.</p> <p>ICHAS has established procedures for access, transfer and progression. These are discussed further in relation to the programme documents submitted for validation under Criterion 4. ICHAS has complied with section 65 in respect of arrangements for the protection of enrolled learners and provided evidence of this in the application for validation.</p> <p>A declaration accompanying the applications for validation has been signed by ICHAS' President, who is the College's Chief Officer. The declaration confirms that the information provided is truthful and that ICHAS has addressed all applicable criteria. This declaration also states that the programme complies with applicable statutory, regulatory and professional body requirements.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in	Yes	As per principal programme.

² This 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.

Psychosocial Studies		
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

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

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme.</p> <p>(i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are</p> <p>(i) Consistent with the title of the QQI award sought.</p> <p>(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme</p> <p>(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.³</p> <p>(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <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.⁴</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is partially satisfied that the provider's application meets this criterion.</p> <p>The programme aims and objectives are expressed satisfactorily in the provider's programme documentation, and a QQI award is specified for those who complete the programme. Further, the award title is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making awards</i>.</p> <p>During the site visit, the panel discussed the College's rationale for proposing five streams within the principal programme. This structure enabled ICHAS to streamline the College's programme offerings and aligned to feedback in that regard provided by the previous revalidation panel. The structure proposed provided learners with a common core as well as a significant proportion of modules within their chosen stream.</p> <p>The panel were satisfied that the minimum intended programme learning outcomes (MIPLOs) for the principal and embedded programmes were explicitly specified and appropriately aligned to the relevant QQI awards standards. However, the panel identified</p>

³ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁴ 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.

		some further development required in relation to the minimum intended module learning outcomes (MIMLOs). This was reflected in a recommended special condition of validation and is discussed under Criterion 5.
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

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.⁵</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 evidence⁶ of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant⁷.</p> <p>(vi) The programme meets genuine education and training needs.⁸</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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that the provider's application meets this criterion. However, the panel has identified a recommendation for ICHAS pertaining to future engagement with a broader professional network.</p> <p>The panel is of the view that the principal and embedded programmes proposed by ICHAS for validation meet an evident social need. Further, the programmes are designed to streamline and replace existing offerings within the College. The panel is therefore satisfied that learner demand for the programmes is evident based on current enrolment figures/trends.</p> <p>During the site visit, the panel discussed how ICHAS had sought out and taken into account the views of stakeholders. ICHAS representatives confirmed that they had engaged in discussions with current as well as past students and had additionally consulted</p>

⁵ 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.

⁶ This might be predictive or indirect.

⁷ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁸ 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.

		<p>with several organisations that provided placement opportunities for ICHAS learners.</p> <p>The panel also noted that in addition to the Counselling and Psychotherapy awards standards, ICHAS had aligned closely to the guidelines provided by the European Association for Psychotherapy (EAP). As those guidelines do not distinguish between different awards/standards for different modalities within the field this contributed to the view of the College that offering multiple streams with a common core was appropriate.</p> <p>The panel was of the view that the College had broadly satisfied this criterion. As noted above, the panel has made a recommendation to ICHAS pertaining to expanding its engagement with a broader network of stakeholders in the future. This will provide the College with appropriate mechanisms to ensure the programme is broadly informed and can be appropriately updated as required.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

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 satisfied⁹.</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 (CEFR¹⁰) 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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>Following review of the College's application documentation and a discussion with ICHAS representatives during the site visit, the panel is satisfied that the access, transfer and progression arrangements in place are satisfactory.</p> <p>ICHAS representatives outlined the role of the application interview in assisting prospective learners to determine whether the programme is suitable for their needs. College representatives cited a 54% attrition rate between application and enrolment for current programmes. This was attributed to a commitment by the College to ensure learners are well-informed and guided, and that where necessary prospective learners are redirected to other, more suitable educational opportunities.</p> <p>This discussion also encompassed the opportunities that may be open to learners exiting with an MA or Postgraduate Diploma in</p>

⁹ 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

¹⁰ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		Psychosocial Studies, the potential implications of future regulations by CORU for graduates and the College's Fitness to Practice QA procedures.
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

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 principles¹¹.</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.¹²</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Partially	<p>The panel is satisfied that in many respects the programme's written curriculum is well-structured and fit for purpose. However, the panel has identified that further development is required to the MIMLOs within various modules.</p> <p>During the site visit, the panel's discussions with ICHAS in relation to the written curriculum were wide-ranging. The panel explored how assessment tasks were managed in a number of modules, including Person Centred Modalities & Therapeutic Group Work and the Applications of Person-Centred Counselling and Psychotherapy. The breadth of content and decisions to include or exclude particular aspects of the subject matter was also discussed, including in relation to modules focused on Cognitive Behaviour Therapy. With regard to the suite of electives proposed, the panel sought to understand the minimum number of learners that would need to enrol for these to be viable. The panel also commented that the programme presented was fit for purpose without the inclusion of an elective module option.</p>

¹¹ 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.

¹² If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		<p>With regard to reading and reference lists, the panel was of the view that these could usefully be revised to ensure that they were in all instances current as well as relatively consistent in number across modules of equal ECTS. These could also helpfully differentiate between core and optional reading. This has been reflected as a recommendation in this report. One further recommendation from the panel regarding the written curriculum pertained to the development of learners' skills of assessment and prioritisation. This was that further consideration could be given to how students could be exposed to real-life scenarios within the safe environment of the programme.</p> <p>The panel held some concerns that within various modules, MIMLOs reflected some inconsistencies. In some cases these needed to be rephrased using more specific language that would be more illustrative of the particular outcome to be achieved. In other cases MIMLOs needed to be mapped more clearly to the MIPLOs and to the module assessment strategy. With regard to the MIMLOs for the dissertation module, the panel noted that these needed to be more clearly differentiated from the type of MIMLO that is more suited to a research methods module. These issues are reflected in a recommended special condition of validation in this report.</p> <p>The panel has also referred ICHAS to QQI for approval of the proposed programme duration as the panel does not have the required documentary guidance to adjudicate on the proposed delivery of 90 ECTS over two calendar years full-time. The panel notes that it acknowledges and accepts the rationale presented by ICHAS for this programme duration. This is reflected in a recommended special condition of validation in this report.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

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 staff¹³ (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 development¹⁴ opportunities¹⁵.</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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that the provider's application meets this criterion.</p> <p>ICHAS has a complement of appropriately qualified lecturing staff in place to deliver its existing programmes, which the programmes proposed for validation will replace. During the site visit, ICHAS representatives confirmed that all lecturers teaching on the programme would hold a minimum of a relevant Level 9 qualification.</p> <p>The panel also explored the arrangements in place for staff development at ICHAS. Opportunities for Continuing Professional Development were provided internally, and support was available for staff electing to avail of external opportunities. The panel noted as a recommendation for ICHAS that it could usefully expand the range of external development opportunities it promoted and</p>

¹³ 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.

¹⁴ 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.

¹⁵ 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.

		supported, as this would ensure staff had adequate opportunity to benefit from external perspectives.
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per 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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that there are sufficient physical resources in place to implement the programme as planned.</p> <p>ICHAS has specified additional delivery locations in Dublin, Cork, Waterford and Cavan within the programme documentation. During the site visit the panel explored two dimensions of this criterion of particular relevance to the programmes in depth with ICHAS representatives. These were the availability of suitable workplace learning environments to facilitate placement opportunities and the educational technology and associated supports available to facilitate delivery of the programmes in blended learning mode. As the panel took place in December 2020, discussions took into account the implications of the Covid-19 pandemic.</p> <p>ICHAS has significant experience of supporting learners through placement experiences. Learners are responsible for finding their own placement settings in consultation with the College's Placement Manager and Clinical Supervisors. The College's QA procedures are implemented to ensure these meet the standards for Clinical Practice set by the College. The panel has included a recommendation pertaining to Covid-19 risk assessments for placements in this report.</p>

		<p>ICHAS has previously had its QA procedures associated with blended learning approved by QQI and has experience utilising and supporting staff and learners in the use of educational technologies. This was necessarily upgraded and expanded during 2020 to ensure that fully remote teaching was possible. The panel were satisfied that the platforms and technical supports in place were appropriate and fit for purpose.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per 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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that the provider's learning environment is consistent with the needs of the programme's learners.</p> <p>During the site visit, the panel engaged directly in discussions with learners at the College. Learners noted that the small size of the College was a positive, and that they felt comfortable approaching lecturers. The atmosphere was described as collegial and responsive to feedback. It was noted that the College's processes for supporting learners, for example, enabling learners to apply for extensions, were reasonable and worked well.</p> <p>The panel also explored how the learners felt the social, cultural and intellectual environment had been facilitated by the College during the Covid-19 pandemic. Learners noted that the pivot online was well supported and communicated. ICHAS additionally established informal online gathering spaces for students and a weekly support group session to mitigate the impact of remote teaching on these aspects of the learning experience.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per 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, support¹⁶ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that sound teaching and learning strategies are implemented to support achievement of the intended programme and module learning outcomes.</p> <p>ICHAS has articulated a teaching and learning strategy for the programme that considers the interaction of this criterion with curricular design and quality assurance processes. The use of blended learning is well articulated within the strategy.</p> <p>During the virtual site visit, the College noted that within the context of the College's programmes Fink's Taxonomy of Significant Learning informed approaches to curriculum design and delivery. The integration, organisation and oversight of work-based learning is also considered within the College's approach to teaching and learning.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically	Yes	As per principal programme.

¹⁶ 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.

Facilitated Therapeutic Engagement		
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Criterion 10. There are sound assessment strategies

<p>b) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁷</p> <p>c) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>d) 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.¹⁸</p> <p>e) The programme includes formative assessment to support learning.</p> <p>f) 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.¹⁹</p> <p>g) 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>h) There are sound procedures for the moderation of summative assessment results.</p> <p>i) 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.²⁰</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that the proposed assessment strategies are generally sound.</p> <p>The assessment procedures presented in the programmes proposed for validation interface effectively with the College's approved QA procedures. The programme document includes a summative assessment strategy which outlines the tools that may be used for assessment within the programme and elaborates on the role of the dissertation to assess the integration of programme learning.</p> <p>Module assessment strategies have been provided for each of the modules presented. The panel has noted under criterion 5 that the panel held concerns that in some instances the achievement of the MIMLOs was not sufficiently evidenced within the module assessment strategy. Addressing this has been reflected as a recommended special condition of validation linked to criterion 6.</p>
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.

¹⁷ See the section on transitional arrangements.

¹⁸ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁹ 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.

²⁰ 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).

Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

<p>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.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²¹.</p> <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>²² 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>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	<p>The panel is satisfied that learners on the programme are well-informed, guided and cared for.</p> <p>Information regarding the programmes will be made available on the College website and in associated marketing materials. Prospective learners also receive guidance regarding the suitability of the programmes for their needs in the interviews that form part of the admissions process (discussed under criterion 4). Programme information is contained within a programme handbook, published within the College's VLE. ICHAS has a suite of learner support procedures and mechanisms within its approved QA procedures.</p> <p>As discussed previously, the panel had the opportunity to engage in direct discussions with ICHAS learners during the site visit. These discussions reflected that learners felt well-supported and that the College was responsive to learner feedback. The panel has offered commendations to ICHAS in this report regarding its openness to learner feedback and the multiple channels it offers to learners to contribute feedback to the College.</p>

²¹ 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).

²² See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4 Certificate in Technologically Facilitated Therapeutic Engagement	Yes	As per principal programme.

Criterion 12. The programme is well managed

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e) Quality assurance²³ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>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.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme MA in Counselling and Psychotherapy	Yes	The panel is satisfied that the provider's application meets this criterion. ICHAS re-engaged with QQI for approval of its QA procedures in 2019. The College has submitted documentation pertaining to this alongside the application for validation. The programme management procedures outlined for the proposed programmes fully comprehend these.
Embedded Programme 1 Postgraduate Diploma in Counselling & Psychotherapy	Yes	As per principal programme.
Embedded Programme 2 MA in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 3 Postgraduate Diploma in Psychosocial Studies	Yes	As per principal programme.
Embedded Programme 4	Yes	As per principal programme.

²³ See also QQI's Policy on Monitoring (QQI, 2014)

Certificate in Technologically Facilitated Therapeutic Engagement		
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Part 2. Overall recommendation to QQI

2.1 Principal programme: MA 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

The panel is satisfied that ICHAS has presented a strong application for validation, and that the proposed special conditions relate to discrete issues that can be addressed by the provider.

Commendations

1. The panel commends the team at ICHAS on progress made in various dimensions of provision since the recommendations made at a prior programmatic review and revalidation process in 2015.
2. The panel commends the team at ICHAS for managing an effective and smooth pivot to fully online delivery during the Covid-19 pandemic, and for providing adequate supports to staff and learners during this time.
3. The panel commends ICHAS on the openness to learner feedback within the College, and the provision of multiple channels for learners to submit feedback to the provider.

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

1. ICHAS must consult with QQI regarding whether it is acceptable to designate the MA in Counselling and Psychotherapy programmes proposed for validation as full-time, given they total 90 ECTS delivered over two calendar years. *The panel notes that it acknowledges and accepts the rationale presented by ICHAS for this. However, the panel is not able to adjudicate on this in the absence of documentary guidance.*
2. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
 - MIMLOs for the dissertation module are distinct from MIMLOs appropriate to a research methods module.

3. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology, and make visible the policies and procedures associated with the management of placements.

2.2 Embedded programme 1: Postgraduate Diploma in Counselling & 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

As per the principal programme.

Commendations

As per the principal programme.

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

1. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
2. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology.

Embedded programme 2: MA in Psychosocial Studies

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

As per the principal programme.

Commendations

As per the principal programme.

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

1. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
 - MIMLOs for the dissertation module are distinct from MIMLOs appropriate to a research methods module.
2. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology.

Embedded programme 3: Postgraduate Diploma in Psychosocial Studies

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

As per the principal programme.

Commendations

As per the principal programme.

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

1. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
2. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology.

Embedded programme 4: Certificate in Technologically Facilitated Therapeutic Engagement

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

As per the principal programme.

Commendations

As per the principal programme.

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

1. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
2. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology.

Summary of recommended special conditions of validation

1. ICHAS must consult with QQI regarding whether it is acceptable to designate the MA in Counselling and Psychotherapy programmes proposed for validation as full-time, given they total 90 ECTS delivered over two calendar years. *The panel notes that it acknowledges and accepts the rationale presented by ICHAS for this. However, the panel is not able to adjudicate on this in the absence of documentary guidance.*
2. ICHAS must revise the MIMLOS within the programmes proposed for validation This must ensure that:
 - MIMLOs map cohesively to the MIPLOs of each programme
 - MIMLOs are phrased using a range of appropriate verbs that are clearly illustrative of the particular outcomes achieved
 - Achievement of MIMLOs is clearly evidenced within the assessment strategy of each module
 - MIMLOs consistently reflect achievement of learning outcomes at Level 9 Awards Standards
 - MIMLOs for the dissertation module are distinct from MIMLOs appropriate to a research methods module.
3. ICHAS must undertake a comprehensive revision of the documentation to address typographical errors, ensure consistency and accuracy of terminology.

Summary of recommendations to the provider

1. ICHAS is strongly recommended to expand the range of Continuing Professional Development activities it promotes and supports. These should ensure that staff have adequate opportunities to also benefit from external perspectives, experiences and opportunities.
2. ICHAS is strongly recommended to expand and strengthen its professional networks to ensure the College benefits from direct involvement with networks engaged in policy development as well as other national Communities of Practice.
3. ICHAS is strongly recommended to update its documentation pertaining to placement (including online placement) to take account of risk assessments related to the COVID-19 pandemic and to ensure this is visible within the revised programme documentation.
4. ICHAS is recommended to review and update the reading and reference lists within the modules to:
 - Integrate a broader range of current and local reading and reference materials
 - Present a consistent number of references across modules (reducing the number in some instances)
 - Differentiate between core and recommended/optional reading and reference materials

5. ICHAS is recommended to give further consideration to how students can be exposed to real-life scenarios within the safe environment of the programme in order to enhance their assessment and prioritisation skills.

Declarations of Evaluators' Interests

No interests have been declared.

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

Panel chairperson:

Date: 6 January 2021

Signed:



2.3 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 3. Proposed programme schedules

3.1 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Person Centred Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T												
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	Level 9	Level 7	Award	Level 9	Level 7	90	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 ²⁴	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning		C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

²⁴ Mandatory (m) or elective (E)

									Work-based learning effort ²⁵				
Theoretical Perspectives of Person Centred Counselling & Psychotherapy	1	M	9	5	125	24	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	24	6	95				100%	
Person Centred Modalities & Therapeutic Group Work	2	M	9	5	125	24	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	24	6	95					100%
Elective ²⁶	4	M	9	5	125	24	6	95		100%			
Knowing Self	1-4	M	9	5	125	24 + 50 PPE ²⁷	6	95		100%			
Applications of Person Centred Counselling & Psychotherapy	1	M	9	5	125	24	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ²⁸	25	134	200	60%	40%		

²⁵ 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.

²⁶ See List of Elective Modules

²⁷ PPE = Personal Psychotherapeutic Experience

²⁸ CS = Clinical Supervision

Dissertation	5	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Person Centred Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		P/T												
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	Level 9	Level 7	Award	Level 9		Level 7		90	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)			
				NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning		C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

		Status ²⁹							Work-based learning effort ³⁰				
Theoretical Perspectives of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Person Centred Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective ³¹	4	M	9	5	125	18	6	95		100%			
Knowing Self	1-4	M	9	5	125	18 +50 PPE ³²	6	95		100%			
Applications of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ³³	25	134	200	60%	40%		

²⁹ Mandatory (m) or elective (E)

³⁰ 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.

³¹ See List of Elective Modules

³² PPE = Personal Psychotherapeutic Experience

³³ CS = Clinical Supervision

Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences													
Programme Title		MA in Counselling & Psychotherapy													
Award Title		MA in Counselling & Psychotherapy (Person Centred Modalities)													
Stage Exit Award Title ³		Postgraduate Diploma in Counselling & Psychotherapy (Person Centred Modalities)													
Modes of Delivery (FT/PT):		F/T & P/T													
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	Level 9	Level 7		Award	Level 9			Level 7		90	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 ³⁴	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 ³⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %	
Theoretical Perspectives of Person Centred Counselling & Psychotherapy		1	M	9	5	125	18		6	95					100%

³⁴ Mandatory (m) or elective (E)

³⁵ 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.

Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Person Centred Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective³⁶	4	M	9	5	125	18	6	95		100%			
Knowing Self	1-4	M	9	5	125	18 + 50 PPE ³⁷	6	95		100%			
Applications of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ³⁸	25	134	200	60%	40%		
Special Regulations (Up to 280 characters)													

³⁶ See List of Elective Modules

³⁷ PPE = Personal Psychotherapeutic Experience

³⁸ CS = Clinical Supervision

3.2 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Integrative Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T												
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	Level 9	Level 7	Award		Level 9		Level 7		90		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 ³⁹	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 ⁴⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

³⁹ Mandatory (m) or elective (E)

⁴⁰ 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.

Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	24	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	24	6	95				100%	
Interpersonal Relational Process in Individual and Group Integrative Counselling & Psychotherapy	2	M	9	5	125	24	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	24	6	95					100%
Elective ⁴¹	4	M	9	5	125	24 +50 PPE ⁴²	6	95		100%			
Knowing Self	1-4	M	9	5	125	24	6	95		100%			
Applications of Integrative Counselling & Psychotherapy	1	M	9	5	125	24	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁴³	25	134	134	60%	40%		
Dissertation	5	M	9	30	750	30		720	720		100%		
Special Regulations (Up to 280 characters)													

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

⁴¹ See List of Elective Modules

⁴² PPE = Personal Psychotherapeutic Experience

⁴³ CS = Clinical Supervision

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Integrative Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		P/T												
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	Level 9	Level 7		Award	Level 9		Level 7		90	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 Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁴⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

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.

Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Interpersonal Relational Process in Individual and Group Integrative Counselling & Psychotherapy	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective ⁴⁶	4	M	9	5	125	18 +50 PPE ⁴⁷	6	95		100%			
Knowing Self	1-4	M	9	5	125	18	6	95		100%			
Applications of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁴⁸	25	134	200	60%	40%		
Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁴⁶ See List of Elective Modules

⁴⁷ PPE = Personal Psychotherapeutic Experience

⁴⁸ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Integrative Modalities)												
Stage Exit Award Title ³		Postgraduate Diploma in Counselling & Psychotherapy (Integrative Modalities)												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 ⁴⁹	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 ⁵⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

⁴⁹ Mandatory (m) or elective (E)

⁵⁰ 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.

Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Interpersonal Relational Process in Individual and Group Integrative Counselling & Psychotherapy	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective⁵¹	4	M	9	5	125	18 + 50 PPE ⁵²	6	95		100%			
Knowing Self	1-4	M	9	5	125	18	6	95		100%			
Applications of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁵³	25	134	200	60%	40%		
Special Regulations (Up to 280 characters)													

⁵¹ See List of Elective Modules

⁵² PPE = Personal Psychotherapeutic Experience

⁵³ CS = Clinical Supervision

3.3 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Family Therapy)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T												
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	Level 9	Level 7	Award	Level 9	Level 7	90	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 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 %

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.

Theoretical Perspectives in Family Therapy	1	M	9	5	125	24	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Family Therapy	1	M	9	5	125	24	6	95				100%	
Family Therapy & Therapeutic Couples Work	2	M	9	5		24	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	24	6	95			100%		
Elective⁵⁶	4	M	9	5	125	24	6	95					100%
Knowing Self	1-4	M	9	5	125	24 +50 PPE ⁵⁷	6	95		100%			
Applications of Family Therapy Approaches	1	M	9	5	125	24	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁵⁸	25	134	200	60%	40%		
Dissertation	5	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁵⁶ See List of Elective Modules

⁵⁷ PPE = Personal Psychotherapeutic Experience

⁵⁸ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Family Therapy)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 ⁵⁹	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 ⁶⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

⁵⁹ Mandatory (m) or elective (E)

⁶⁰ 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.

Theoretical Perspectives in Family Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Family Therapy	1	M	9	5	125	18	6	95				100%	
Family Therapy & Therapeutic Couples Work	2	M	9	5		18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective ⁶¹	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 +50 PPE ⁶²	6	95		100%			
Applications of Family Therapy Approaches	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁶³	25	134	200	60%	40%		
Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁶¹ See List of Elective Modules

⁶² PPE = Personal Psychotherapeutic Experience

⁶³ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Family Therapy)												
Stage Exit Award Title ³		Postgraduate Diploma in Counselling & Psychotherapy (Family Therapy)												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁵⁵	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.

Theoretical Perspectives in Family Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Family Therapy	1	M	9	5	125	18	6	95				100%	
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5		18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective⁶⁶	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 +50 PPE ⁶⁷	6	95		100%			
Applications of Family Therapy Approaches	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁶⁸	25	134	200	60%	40%		
Special Regulations (Up to 280 characters)													

3.4 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

⁶⁶ See List of Elective Modules

⁶⁷ PPE = Personal Psychotherapeutic Experience

⁶⁸ CS = Clinical Supervision

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Psychodynamic Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T												
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	Level 9	Level 7		Award	Level 9		Level 7		90		September 2021		0923	
Module Title (Up to 70 characters including spaces)			Module		Credit Number ⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Semester no where applicable. (Semester 1 or Semester2)	Status ⁶⁹	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 ⁷⁰	C.A. %	Supervised Project %	Proctored practical demonstration %

⁶⁹ Mandatory (m) or elective (E)

⁷⁰ 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.

Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	24	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	24	6	95				100%	
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5	125	24	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	24	6	95			100%		
Elective ⁷¹	4	M	9	5	125	24	6	95					100%
Knowing Self	1-4	M	9	5	125	24 +50 PPE ⁷²	6	95		100%			
Applications of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	24	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁷³	25	134	200	60%	40%		
Dissertation	5	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:	Irish College of Humanities & Applied Sciences
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⁷¹ See List of Elective Modules

⁷² PPE = Personal Psychotherapeutic Experience

⁷³ CS = Clinical Supervision

Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Psychodynamic Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 ⁷⁴	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 ⁷⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

⁷⁴ Mandatory (m) or elective (E)

⁷⁵ 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.

Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	18	6	95				100%	
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective ⁷⁶	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 + 50 PPE ⁷⁷	6	95		100%			
Applications of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁷⁸	25	134	200	60%	40%		
Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁷⁶ See List of Elective Modules

⁷⁷ PPE = Personal Psychotherapeutic Experience

⁷⁸ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Psychodynamic Modalities)												
Stage Exit Award Title ³		Postgraduate Diploma in Counselling & Psychotherapy (Psychodynamic Modalities)												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award		Level 9		Level 7		90	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 ⁷⁹	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 ⁸⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

⁷⁹ Mandatory (m) or elective (E)

⁸⁰ 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.

Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	18	6	95				100%	
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective ⁸¹	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 +50 PPE ⁸²	6	95		100%			
Applications of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁸³	25	134	200	60%	40%		
Special Regulations (Up to 280 characters)													

3.5 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

⁸¹ See List of Elective Modules

⁸² PPE = Personal Psychotherapeutic Experience

⁸³ CS = Clinical Supervision

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Cognitive Behavioural Modalities)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T												
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	Level 9	Level 7	Award	Level 9	Level 7	90	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 ⁸⁴	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 ⁸⁵	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Theories of Cognitive Behaviour Therapy		1	M	9	5	125	24	6	95					100%
Research Methodologies & Design		4	M	9	10	250	30	6	214		40%	60%		

⁸⁴ Mandatory (m) or elective (E)

⁸⁵ 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.

Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	24	6	95				100%	
CBT Modalities & Therapeutic Group Work	2	M	9	5	125	24	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	24	6	95			100%		
Elective ⁸⁶	4	M	9	5	125	24	6	95					100%
Knowing Self	1-4	M	9	5	125	24 +50 PPE ⁸⁷	6	95		100%			
Applications of Contemporary Cognitive Behavioural Approaches	1	M	9	5	125	24	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁸⁸	25	134	200	60%	40%		
Dissertation	5	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁸⁶ See List of Elective Modules

⁸⁷ PPE = Personal Psychotherapeutic Experience

⁸⁸ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences																	
Programme Title		MA in Counselling & Psychotherapy																	
Award Title		MA in Counselling & Psychotherapy (Cognitive Behavioural Modalities)																	
Stage Exit Award Title³																			
Modes of Delivery (FT/PT):		P/T																	
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	Level 9	Level 7	Award	Level 9	Level 7	90	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)								
			Status⁸⁹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁹⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %					

⁸⁹ Mandatory (m) or elective (E)

⁹⁰ 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.

Theories of Cognitive Behaviour Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	18	6	95				100%	
CBT Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective⁹¹	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 +50 PPE ⁹²	6	95		100%			
Applications of Contemporary Cognitive Behavioural Approaches	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁹³	25	134	200	60%	40%		
Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

⁹¹ See List of Elective Modules

⁹² PPE = Personal Psychotherapeutic Experience

⁹³ CS = Clinical Supervision

Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Counselling & Psychotherapy												
Award Title		MA in Counselling & Psychotherapy (Cognitive Behavioural Modalities)												
Stage Exit Award Title ³		Postgraduate Diploma in Counselling & Psychotherapy (Cognitive Behavioural Modalities)												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 %

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.

Theories of Cognitive Behaviour Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	18	6	95				100%	
CBT Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95			100%		
Elective⁹⁶	4	M	9	5	125	18	6	95					100%
Knowing Self	1-4	M	9	5	125	18 +50 PPE ⁹⁷	6	95		100%			
Applications of Contemporary Cognitive Behavioural Approaches	1	M	9	5	125	18	6	95		100%			
Practicum	5	M	9	15	375	16 + 25 CS ⁹⁸	25	134	200	60%	40%		
Special Regulations (Up to 280 characters)													

⁹⁶ See List of Elective Modules

⁹⁷ PPE = Personal Psychotherapeutic Experience

⁹⁸ CS = Clinical Supervision

3.6 Proposed Programme Schedule for a Stage - MA in Psychosocial Studies (Exit Award Only)

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Psychosocial Studies (Exit Award Only)												
Award Title		MA in Psychosocial Studies (Exit Award Only)												
Stage Exit Award Title ³														
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 ⁹⁹	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 ¹⁰⁰	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

⁹⁹ Mandatory (m) or elective (E)

¹⁰⁰ 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.

Theoretical Perspectives of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theoretical Perspectives in Family Therapy	1	M	9	5	125	18	6	95					100%
Or													
Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theories of Cognitive Behaviour Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Or													
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Or													
Skills & Competencies in Family Therapy	1	M	9	5	125	18	6	95	6			100%	
Or													
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	18	6	95	6			100%	

Or													
Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	18	6	95				100%	
Person Centred Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Or													
Interpersonal Relational Process in Individual and Group Integrative Counselling & Psychotherapy	2	M	9	5	125	18	6	95			100%		
Or													
Family Therapy & Therapeutic Couples Work	2	M	9	5	125	18	6	95			100%		
Or													
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Or													
CBT Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective ¹⁰¹	4	M	9	5	125	18	6	95		100%			
Theoretical Perspectives in Psychosocial Practice	2	M	9	5	125	18	6	95		100%			

¹⁰¹ See List of Elective Modules

Evidence Based Psychosocial Interventions in Mental Health Care	4	M	9	5	125	18	6	95		100%			
Applications of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Family Therapy Approaches	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Cognitive Behavioural Approaches	1	M	9	5	125	18	6	95		100%			
Psychosocial Interventions with Individuals manifesting Serious & enduring Mental Illness	5	M	9	5	125	18	6	95		100%			
Dissertation	6	M	9	30	750	30		720			100%		
Special Regulations (Up to 280 characters)													

3.7 Proposed Programme Schedule for a Stage – Postgraduate Diploma in Psychosocial Studies (Exit Award Only)

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		MA in Psychosocial Studies (Exit Award Only)												
Award Title		MA in Psychosocial Studies (Exit Award Only)												
Stage Exit Award Title ³		Postgraduate Diploma in Psychosocial Studies												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		90	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 ¹⁰²	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 ¹⁰³	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

¹⁰² Mandatory (M) or elective (E)

¹⁰³ 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.

Theoretical Perspectives of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Philosophical and Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theoretical Perspectives in Family Therapy	1	M	9	5	125	18	6	95					100%
Or													
Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theories of Cognitive Behaviour Therapy	1	M	9	5	125	18	6	95					100%
Research Methodologies & Design	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Or													
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
Or													
Skills & Competencies in Family Therapy	1	M	9	5	125	18	6	95				100%	
Or													
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	18	6	95				100%	

Or													
Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	18	6	95				100%	
Person Centred Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
or													
Interpersonal Relational Process in Individual and Group Integrative Counselling & Psychotherapy	2	M	9	5	125	18	6	95			100%		
or													
Family Therapy & Therapeutic Couples Work	2	M	9	5	125	18	6	95			100%		
or													
Psychodynamic Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
or													
CBT Modalities & Therapeutic Group Work	2	M	9	5	125	18	6	95			100%		
Understanding Psychopathology	2	M	9	5	125	18	6	95					100%
Elective ¹⁰⁴	4	M	9	5	125	18	6	95		100%			
Theoretical Perspectives in Psychosocial Practice	2	M	9	5	125	18	6	95		100%			

¹⁰⁴ See List of Elective Modules

Evidence Based Psychosocial Interventions in Mental Health Care	4	M	9	5	125	18	6	95		100%			
Applications of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Family Therapy Approaches	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95		100%			
Or													
Applications of Cognitive Behavioural Approaches	1	M	9	5	125	18	6	95		100%			
Psychosocial Interventions with Individuals manifesting Serious & enduring Mental Illness	5	M	9	5	125	18	6	95		100%			
Special Regulations (Up to 280 characters)													

3.8 Proposed Programme Schedule for a Stage – Certificate in Technologically Facilitated Therapeutic Engagement

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:		Irish College of Humanities & Applied Sciences												
Programme Title		Certificate in Technologically Facilitated Therapeutic Engagement												
Award Title		Certificate in Technologically Facilitated Therapeutic Engagement												
Stage Exit Award Title ³		NA												
Modes of Delivery (FT/PT):		F/T & P/T												
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	Level 9	Level 7	Award	Level 9			Level 7		20	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 ¹⁰⁵	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 ¹⁰⁶	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %

¹⁰⁵ Mandatory (M) or elective (E)

¹⁰⁶ 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.

Theoretical Perspectives of Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
AND													
Skills & Competencies in Person Centred Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theoretical Perspectives of Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
AND													
Skills & Competencies in Integrative Counselling & Psychotherapy	1	M	9	5	125	18	6	95					100%
Or													
Theoretical Perspectives in Family Therapy	1	M	9	5	125	18	6	95					100%
AND	4	M	9	10	250	30	6	214		40%	60%		
Skills & Competencies in Family Therapy	1	M	9	5	125	18	6	95				100%	
Or													
Theories of Psychodynamic Counselling & Psychotherapy	1	M	9	5	125	18	6	95				100%	
AND													
Therapeutic Processes & Competencies in Psychodynamic Psychotherapy	1	M	9	5	125	18	6	95				100%	
Or													
Theories of Cognitive Behaviour Therapy	1	M	9	5	125	18	6	95				100%	
AND													

Skills & competencies in Cognitive Behavioural Modalities	1	M	9	5	125	18	6	95				100%	
WITH													
Principles of Technologically Facilitated Therapeutic Engagement	1	M	9	5	125	18	6	95			100%		
Skills & Competencies associated with Technologically Facilitated Therapy	1	M	9	5	125	18	6	95					
Special Regulations (Up to 280 characters)													

