

## CERTIFICATE OF VALIDATION

New validation

Validation Process: **New**

Provider Name	IICP Education and Training Limited
Date of Validation	28-Nov-23

	Code	Title	Award	Exit Only
Principal Programme	PG24953	Master of Science in Pluralistic Counselling & Psychotherapy	Master of Science (Masters Degree at NFQ Level 9) 9M21821 90 credits	N/A
Embedded Programme	PG24954	Certificate in Cognitive Behavioural Therapy	Certificate (Minor Award at NFQ Level 9) 9H21825 10 credits	No
Embedded Programme	PG24955	Postgraduate Diploma in Science in Pluralistic Counselling & Psychotherapy	Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M21823 60 credits	Yes

	First Intake	Last Intake
Enrolment Interval	Sep-22	Aug-27

### Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Intakes per Annum:	0	6		
Minimum Learners per Intake:	0	10		
Maximum Learners per Intake:	0	35		
Duration (months)	N/A	24		

### Target Learner Groups

The target learner group for this programme is qualified counsellors and psychotherapists who have completed a professionally recognised training in counselling and psychotherapy. It is required that targeted learners will possess A) a Level 8 Degree in Counselling and/or Psychotherapy; or B) a Level 8 Degree in a cognate field plus a professionally recognised Diploma in Counselling and/or Psychotherapy [or equivalent]. Such awards will be recognised by the Irish Association for Counselling and Psychotherapy and the Irish Association for Humanistic and Integrative Psychotherapists or equivalent. The likely aspirations of targeted learners include a desire to further develop their clinical and research skills. Learners on this programme will have an interest in evidence-based practice and practice-based evidence.

### Brief Synopsis of the Programmes

The Master of Science in Pluralistic Counselling & Psychotherapy is designed to build upon undergraduate training in counselling and psychotherapy and prepare learners to practice as pluralistic therapists.

## Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Critically evaluate and incorporate into professional practice key issues in Pluralistic Psychotherapeutic theory and research.
2. Demonstrate detailed critical knowledge and understanding of the fundamentals of pluralistic psychotherapy research, theory, and practice.
3. Demonstrate a critical understanding of related fields, including other psychotherapeutic modalities, psychopathology, philosophy, human development, and neuroscience.
4. Demonstrate the knowledge, skills and competencies required of a Pluralistic Researcher Psychotherapist. In particular, graduates should demonstrate an ability to articulate their own pluralistic theoretical framework and how this guides their practice as Pluralistic Psychotherapy research practitioners.
5. Critically reflect on and engage appropriately and effectively with therapeutic, supervisory, and managerial relationships.
6. Critically reflect on and apply the ethical, legal, and professional standards related to counselling & psychotherapy.
7. Engage with, critically explore, and apply theories of self and self in relationship, and reflect on the use of self in the therapeutic and research process.
8. Engage appropriately, confidently, and effectively in therapy, supervision, and related professional practices.
9. Complete self-directed research, and communicate research process and outcomes accurately in written, oral, and multimedia formats to colleagues and a general audience.
10. Apply appropriately quantitative and qualitative research knowledge to decision making and problem solving in complex and uncertain psychotherapeutic settings.
11. Demonstrate a personal worldview, which recognises the impact of social-cultural contexts on personal and community identity. Critically examine their own attitudes about diverse and/or underrepresented groups.
12. Demonstrate the ability to find, organise, evaluate, utilise, and create information using digital technology.

### Teaching and Learning Modes

1. Directed Learning
2. E-learning (directed)
3. E-learning (self-directed)
4. Group Discussions/Interactions
5. Lectures / Classes
6. Other
7. Practical/workshop/Laboratories/studio sessions
8. Self Directed Learning
9. Simulated Work Environment
10. Tutorials
11. Tutorials/One on one supported learning
12. Webinars
13. Work Experience/Simulated Work environment
14. Workshops

### Approved Countries

Ireland

## Physical Resource Requirements

IICP College has eight large training rooms on site in our Tallaght campus, as well as smaller counselling rooms that are available for practice sessions. As part of our ongoing development and preparation for its development of Blended Learning programmes, IICP has invested in new resources for the online elements of this programme. This includes but is not limited to:

- Zoom Education Package
- Articulate Storyline (For Content Creation)
- Engagement of the Learning Rooms and production of branded Storyline Templates
- Upgrade to Moodle System
- Doodly (for Video Creation)
- Adobe Creative Cloud (For Content Creation)
- Owl Meeting Mic & Camera
- Yeti Mic

IICP College has also implemented a new managed broadband and Wi-Fi solution to increase bandwidth across the campus.

Staff Profiles	Qualifications and Experience	WTE
Tutors	Tutors will hold a minimum of a Level 9 degree in the subject they are tutoring. Those tutoring in clinical subjects will be qualified and practicing therapists.	1
Placement coordinator	The placement coordinator will be qualified to at least Level 9 and will hold a specialist qualification in Clinical Supervision.	.25
Research Supervisors	Research supervisors will hold a minimum of a Level 9 Master's degree. They will be experienced supervisors and researchers.	1.25
Academic Technology Lead	The educational Technologist will be qualified to at least Level 8 and will have a specialist qualification in Technology Enabled Learning or e-Learning	.5
Lecturer	Lecturers will hold a minimum of a Level 9 degree in the subject they are teaching. The majority will be in counselling and psychotherapy, but there are some modules that require a specific qualification in other fields (i.e., CBT, ACT, Sexuality etc.).	3
Asst Programme Leader	The Asst. programme leaders will hold a minimum of a Level 9 Master's degree. They will be qualified and practicing therapists, who have at least 5 year's teaching experience.	0.5
Programme Leader	The programme leaders will hold a minimum of a Level 9 Master's degree. They will be qualified and practicing therapists, who have at least 5 year's teaching experience.	1
Programme Administration	Administration support staff will hold a range of administration qualifications. Administration for the programme include the finance team, admissions administrators, technology support, library coordination and registry administration.	4
Programme Management	Programme Management consists of the academic management support leadership. The College President, Vice President & Registrar, General Manager, General Counsel, Quality Assurance, Head of Academic Studies. All will be qualified to at least Level 9.	2

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38635I IICP Education and Training Limited	10	210

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Skills Inputs	1:15
	Tutorials	1:15
	Supervision	1:6
	Lectures	1:30

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	N/A		

## Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG24954	Certificate in Cognitive Behavioural Therapy	Certificate (Minor Award at NFQ Level 9) 9H21825 10 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Intakes per Annum:	0	3		
Minimum Learners per Intake:	0	10		
Maximum Learners per Intake:	0	30		
Duration (months)	N/A	8		

### Target Learner Groups

Applicants are required to evidence attainment of Level 8 in counselling and/or psychotherapy or a cognate discipline, or equivalent. Applicants are required to be able to demonstrate relevant experience in working with people in a responsible and caring role. Applicants must be in a work setting or role which will provide them with opportunities to implement their learning from this module, such as paid or voluntary work within the helping professions, counselling support services and /or project / community work. If English is not the learner's first language, they will need to demonstrate an IELTS (or equivalent) score of 6.5. Participants will need to have access to a PC and the internet to participate in this module. Applicants will need to ensure that they have reasonable broadband. Participants will also be familiar with word processing, email and internet browser use. Formal induction and training will be provided in the use of the College VLE.

### Brief Synopsis of the Programmes

This is a minor award designed to allow professionals to integrate CBT into their work with clients.

### Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Analyse and critique the theoretical and clinical underpinnings to the CBT approach with clients who present with issues of psychopathology
2. Evaluate interventions in professional practice situations with clients using outcome measures
3. Prepare a case formulation from a CBT perspective
4. Apply appropriate cognitive and behavioural interventions with clients
5. Engage therapeutically, autonomously, and professionally using CBT with clients in a professional setting under indirect supervision

<b>Teaching and Learning Modes</b>	<ol style="list-style-type: none"> <li>1. Directed Learning</li> <li>2. E-learning (directed)</li> <li>3. E-learning (self-directed)</li> <li>4. Group Discussions</li> <li>5. Practical Sessions</li> <li>6. Practical/workshop/Laboratories/studio sessions</li> <li>7. Self Directed Learning</li> <li>8. Simulated Work Environment</li> <li>9. Tutorials</li> <li>10. Tutorials/One on one supported learning</li> <li>11. Webinars</li> <li>12. Work Experience/Simulated Work environment</li> <li>13. Workshops</li> </ol>
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<b>Approved Countries</b>	Ireland
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### Physical Resource Requirements

This programme takes place in IICP's premises and online via Zoom. Training rooms can facilitate the proposed learner numbers for this module. Additional training rooms will be available for groups and skills practice. Learners will engage in lectures, skills training and practice in order to integrate and apply the knowledge and skill they gain. Rooms are available to those who wish to engage in self-directed learning onsite. The relevant training room(s) for this module is equipped with appropriate AV equipment for PowerPoint delivery. No specialised therapeutic equipment will be required.

<b>Staff Profiles</b>	<b>Qualifications and Experience</b>	<b>WTE</b>
As per MSc	As per CBT Module in MSc	1

<b>Approved Centres</b>	<b>Centre</b>	<b>Minimum Enrolment per Annum</b>	<b>Maximum Enrolment per Annum</b>
	38635I IICP Education and Training Limited	10	90

<b>Additional Locations</b>	<b>Location Name</b>	<b>Minimum Enrolment per Annum</b>	<b>Maximum Enrolment per Annum</b>
	N/A		

<b>Learner Teacher Ratios</b>	<b>Learning Activity</b>	<b>Ratio</b>
	Lectures	1:30
	Skills	1;15

<b>Programme being replaced by this Programme</b>	<b>Prog Code</b>	<b>Programme Title</b>	<b>Validated</b>
	N/A		

## Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG24955	Postgraduate Diploma in Science in Pluralistic Counselling & Psychotherapy	Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M21823 60 credits	Yes

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Duration (months)	N/A	8		

### Target Learner Groups

As per principle programme

### Brief Synopsis of the Programmes

The PG Diploma is an exit award and covers 60 credits of the MSc. It is designed to prepare learners to practice as pluralistic therapists.

### Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Demonstrate detailed critical knowledge and understanding of the fundamentals of pluralistic psychotherapy research, theory, and practice.
2. Critically evaluate and incorporate into professional practice key issues in Pluralistic Psychotherapeutic theory and research.
3. Demonstrate a critical understanding of related fields, including other psychotherapeutic modalities, psychopathology, philosophy, human development, and neuroscience.
4. Demonstrate the knowledge, skills and competencies required of a Pluralistic Researcher Psychotherapist. In particular, graduates should demonstrate an ability to articulate their own pluralistic theoretical framework and how this guides their practice as Pluralistic Psychotherapy research practitioners.
5. Critically reflect on and engage appropriately and effectively with therapeutic, supervisory, and managerial relationships.
6. Critically reflect on and apply the ethical, legal, and professional standards related to counselling & psychotherapy.
7. Engage with, critically explore, and apply theories of self and self in relationship, and reflect on the use of self in the therapeutic and research process.
8. Engage appropriately, confidently, and effectively in therapy, supervision, and related professional practices.
9. Develop and formulate in writing a detailed, coherent research proposal to address a clinically relevant research question.
10. Apply appropriately quantitative and qualitative research knowledge to decision making and problem solving in complex and uncertain psychotherapeutic settings.
11. Demonstrate a personal worldview, which recognises the impact of social-cultural contexts on personal and community identity. Critically examine their own attitudes about diverse and/or underrepresented groups.
12. Demonstrate the ability to find, organise, evaluate, utilise, and create information using digital technology.

<b>Teaching and Learning Modes</b>	1. Directed Learning 2. E-learning (directed) 3. E-learning (self-directed) 4. Group Discussions 5. Lectures / Classes 6. Practical Sessions 7. Practical/workshop/Laboratories/studio sessions 8. Self Directed Learning 9. Simulated Work Environment 10. Tutorials 11. Webinars 12. Work Experience/Simulated Work environment 13. Workshops
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<b>Approved Countries</b>	Ireland
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### Physical Resource Requirements

As per principle programme
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Staff Profiles	Qualifications and Experience	WTE
As per MSc	The only exception is that Research Supervisors will not be required	1-17

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38635I IICP Education and Training Limited	1	1

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Skills	1:15
	Lectures	1:30

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	N/A		



# Conditions of Validation of the Programmes Covered by this Certificate of Validation

## Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

## Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act)

### Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

### Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

### Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c.

Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

#### **Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria**

#### **Part 2.5 Special Conditions of Validation**