

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

Part 1

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| **Provider name** | IICP College |
| **Date of site visit** | 9th May 2019 |
| **Date of report** | 4th June 2019 |

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| **Date of site visit – Differential Revalidation** | 11th May 2022 |
| **Date of report – Differential Revalidation** | 12th May 2022 |

Overall recommendations

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| **Principal programme** | **Title** | MA in Pluralistic Counselling and Psychotherapy |
| **Award** | Master of Arts in Pluralistic Counselling and Psychotherapy |
| **Credit** | 90 ECTS Credits |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
| **Differential Revalidation** | **Title** | Master of Science in Pluralistic Counselling & Psychotherapy |
| **Award** | Master of Science |
| **Credit** | 90 ECTS |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
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| **Embedded programme** | **Title** | Postgraduate Diploma in Arts in Pluralistic Counselling and Psychotherapy |
| **Award** | Postgraduate Diploma in Arts in Pluralistic Counselling and Psychotherapy |
| **Credit** | 60 ECTS Credits |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
| **Differential Revalidation** | **Title** | Postgraduate Diploma in Science in Pluralistic Counselling & Psychotherapy |
| **Award** | Postgraduate Diploma in Science |
| **Credit** | 60 ECTS |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
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| **Embedded programme** | **Title** | Certificate in Cognitive Behavioural Therapy |
| **Award** | Minor Award in Cognitive Behavioural Therapy |
| **Credit** | 10 ECTS Credits |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
| **Differential Revalidation** | **Title** | Certificate in Cognitive Behavioural Therapy |
| **Award** | Minor Award |
| **Credit** | 10 ECTs |
| **Recommendation**  *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory* | Satisfactory |
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Evaluators

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

Evaluators – Differential Validation

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| **Evaluators** | | |
| **Name** | **Role** | **Affiliation** |
| David Denieffe | Chair | Vice President Academic & Registrar, SETU |
| Cathy Peck | Secretary | Independent Education Consultant |
| Barbara Hannigan | Subject Expert | Assistant Professor & Placement Coordinator, School of Psychology, Trinity College Dublin |
| Andrew Reeves | International Subject Expert | University of Chester, UK |
| Caroline Winters | Learner Representative | University of Limerick |
| Raymond Watson | Blended Learning Expert | Open Training College |

Principal Programme - MA in Pluralistic Counselling and Psychotherapy

Differential Validation - Master of Science in Pluralistic Counselling & Psychotherapy

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| **Names of centres where the programmes are to be provided** | **Maximum number of learners** *(per centre)* | **Minimum number of learners** |
| IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22 | 60 | 10 |
| **Differential Revalidation** |  |  |
| IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22 | 210 | 10 |

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| **Enrolment interval *(normally 5 years)*** | **Date of first intake** | | September 2019 |
| **Date of last intake** | | August 2024 |
| **Maximum number of annual intakes** | 2 | | |
| **Differential Revalidation – Maximum number of annual intakes** | 6 | | |
| **Maximum total number of learners per intake** | 30 | | |
| **Differential Revalidation - Maximum total number of learners per intake** | 35 | | |
| **Programme duration (months from start to completion)** | 24 | | |
| **Target learner groups** | The target learner group for this programme is  qualified Counsellors and Psychotherapists who have  completed a professionally recognised training in  Counselling and Psychotherapy. It is required that  targeted learners will possess A) a Level 8 Degree in  Counselling and Psychotherapy; or B) a Level 8 Degree  in a cognate field plus a professionally recognised  Diploma in Counselling and Psychotherapy. Such  awards will be recognised by the Irish Association for  Counselling and Psychotherapy and the Irish  Association for Humanistic and Integrative  Psychotherapists or equivalent. The likely aspirations  of targeted learners include a desire to further develop  their clinical and research skills. Learners on this  programme will have an interest in evidence-based  practice and practice-based evidence. | | |
| **Approved countries for provision** | Republic of Ireland | | |
| **Delivery mode: Full-time/Part-time** | Part-time | | |
| **The teaching and learning modalities** | The teaching and learning modality utilised is direct  contact via lectures, demonstrations and tutorials. A  variety of teaching and learning methods will be  employed for this programme. Declarative learning will  be addressed through activities such as formal lectures  and jigsaw exercises based on pre-reading. Teaching  and learning to address functioning intended learning  outcomes will be addressed through case-based  learning activities, skills practice sessions, group work,  reflective practice etc. Learners will also engage in  clinical placement as part of this programme, including  supervision of clinical work in both one-to-one and  group supervision settings. | | |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | This programme will expand the skills, knowledge and  competencies of practitioners in the area of integrative  and pluralistic counselling and psychotherapy.  Learners will engage in declarative and functioning  learning activities related to the theory and practice of  Pluralistic counselling and psychotherapy and relevant  research principles. The programme involves two years  of taught modules. It leads to the Major Award of MA  in Pluralistic Counselling and Psychotherapy. | | |
| **Summary of specifications for teaching staff** | **WTE** | **Qualifications and experience** | |
| 1.5 | Lecturers will hold a minimum of a Level 9  Master’s degree in the subject they are  teaching. The majority will be in counselling  and psychotherapy, but there are some  modules that require a specific qualification  in other fields (i.e. Sociology, Philosophy  etc.). | |
| 1.5 | The Head of Research will hold a Level 10  PhD and will be an experienced researcher  with an understanding of research as it  applies to counselling and psychotherapy. | |
| 1 | Programme Management consists of the  academic management support leadership.  The College President, Registrar, Head of  Academic Studies. All will be qualified to at  least Level 9 in the field of counselling and  psychotherapy and/or education. | |
| 1 | Administration support staff will hold a range  of administration qualifications. | |
| **Summary of specifications for the ratio of learners to teaching-staff** | **Staff to learner ratio** | **Learning activity type** | |
| 1:15 | Lecturers | |
| 1:7 | Skills practice and tutorials | |
| 1:1 | Research Supervision | |
| **Overall WTE staff/learner ration** | 1:7.5 | | |

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| **Programmes being replaced (applicable to applications for revalidation)** | | |
| **Code** | **Title** | **Last enrolment date** |
| **PG21047** | MA in Pluralistic Counselling and Psychotherapy | Sep 2019 |

Embedded programme -PGDip in Art in Pluralistic Counselling and Psychotherapy

Differential Validation -Postgraduate Diploma in Science in Pluralistic Counselling & Psychotherapy

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

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| **Enrolment interval *(normally 5 years)*** | **Date of first intake** | | September 2019 |
| **Date of last intake** | | August 2024 |
| **Maximum number of annual intakes** | 2 | | |
| **Maximum total number of learners per intake** | 30 | | |
| **Programme duration (months from start to completion)** | 24 | | |
| **Target learner groups** | The target learner group for this programme is qualified  Counsellors and Psychotherapists who have completed a  professionally recognised training in Counselling and  Psychotherapy. It is required that targeted learners will  possess A) a Level 8 Degree in Counselling and  Psychotherapy; or B) a Level 8 Degree in a cognate field  plus a professionally recognised Diploma in Counselling  and Psychotherapy. Such awards will be recognised by  the Irish Association for Counselling and Psychotherapy  and the Irish Association for Humanistic and Integrative  Psychotherapists or equivalent. The likely aspirations of  targeted learners include a desire to further develop  their clinical and research skills. Learners on this  programme will have an interest in evidence-based  practice and practice-based evidence. | | |
| **Approved countries for provision** | Republic of Ireland | | |
| **Delivery mode: Full-time/Part-time** | Part-time | | |
| **The teaching and learning modalities** | The teaching and learning modality utilised is direct  contact via lectures, demonstrations and tutorials. A  variety of teaching and learning methods will be  employed for this programme. Declarative learning will  be addressed through activities such as formal lectures  and jigsaw exercises based on pre-reading. Teaching and  learning to address functioning intended learning  outcomes will be addressed through case-based learning  activities, skills practice sessions, group work, reflective  practice etc. Learners will also engage in clinical  placement as part of this programme, including  supervision of clinical work in both one-to-one and group  supervision settings. | | |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | This programme will expand the skills, knowledge and  competencies of practitioners in the area of integrative  and pluralistic counselling and psychotherapy. Learners  will engage in declarative and functioning learning  activities related to the theory and practice of Pluralistic  counselling and psychotherapy and relevant research  principles. The programme involves two years of taught  modules. It leads to the Major Award of MA in Pluralistic  Counselling and Psychotherapy | | |
| **Summary of specifications for teaching staff** | **WTE** | **Qualifications and experience** | |
| 1 | Lecturers will hold a minimum of a Level 9  master’s degree in the subject they are  teaching. The majority will be in counselling  and psychotherapy, but there are some  modules that require a specific qualification  in other fields (i.e. Sociology, Philosophy  etc.). | |
| 1 | The Head of Research will hold a Level 10  PhD and will be an experienced researcher  with an understanding of research as it  applies to counselling and psychotherapy. | |
| 1 | Programme Management consists of the  academic management support leadership.  The College President, Registrar, Head of  Academic Studies. All will be qualified to at  least Level 9 in the field of counselling and  psychotherapy and/or education. | |
| 1 | Administration support staff will hold a range  of administration qualifications. | |
| **Summary of specifications for the ratio of learners to teaching-staff** | **Staff to learner ratio** | **Learning activity type** | |
| 1:15 | Lectures | |
| 1:7 | Skills practice and tutorials | |
| 1:1 | Research supervision | |
| **Overall WTE staff/learner ration** | 1:7.5 | | |

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| **Programmes being replaced (applicable to applications for revalidation)** | | |
| **Code** | **Title** | **Last enrolment date** |
| **PG21048** | Postgraduate Diploma in Arts in Pluralistic Counselling & Psychotherapy | Sept. 2018 |

Module leading to a QQI Award-Minor Award in Cognitive Behavioural Therapy

Differential Validation – Certificate in Cognitive Behavioural Therapy

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| **Names of centres where the programmes are to be provided** | **Maximum number of learners** *(per centre)* | **Minimum number of learners** |
| IICP College, Killinarden Enterprise Park, Tallaght, Dublin 22 | 90 | 10 |

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| **Enrolment interval *(normally 5 years)*** | **Date of first intake** | | September 2019 |
| **Date of last intake** | | August 2024 |
| **Maximum number of annual intakes** | 3 | | |
| **Maximum total number of learners per intake** | 30 | | |
| **Programme duration (months from start to completion)** | 8 Months | | |
| **Target learner groups** | The target learner group for this programme is qualified  Counsellors and Psychotherapists who have completed a  professionally recognised training in Counselling and  Psychotherapy. It is required that targeted learners will  possess A) a Level 8 Degree in Counselling and  Psychotherapy; or B) a Level 8 Degree in a cognate field  plus a professionally recognised Diploma in Counselling  and Psychotherapy. Such awards will be recognised by  the Irish Association for Counselling and Psychotherapy  and the Irish Association for Humanistic and Integrative  Psychotherapists or equivalent. The likely aspirations of  targeted learners include a desire to further develop  their clinical and research skills. Learners on this  programme will have an interest in evidence-based  practice and practice-based evidence. | | |
| **Approved countries for provision** | Republic of Ireland | | |
| **Delivery mode: Full-time/Part-time** | Part-time | | |
| **The teaching and learning modalities** | The teaching and learning modality utilised is direct  contact via lectures, demonstrations and tutorials. A  variety of teaching and learning methods will be  employed for this programme. Declarative learning will  be addressed through activities such as formal lectures  and jigsaw exercises based on pre-reading. Teaching and  learning to address functioning intended learning  outcomes will be addressed through case-based learning  activities, skills practice sessions, group work, reflective  practice etc. Learners will also engage in clinical  placement as part of this programme, including  supervision of clinical work in both one-to-one and group  supervision settings. | | |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | This programme will expand the skills, knowledge and  competencies of practitioners in the area of integrative  and pluralistic counselling and psychotherapy. Learners  will engage in declarative and functioning learning  activities related to the theory and practice of Pluralistic  counselling and psychotherapy and relevant research  principles. The programme involves two years of taught  modules. It leads to the Major Award of MA in Pluralistic  Counselling and Psychotherapy | | |
| **Summary of specifications for teaching staff** | **WTE** | **Qualifications and experience** | |
| 1 | Lecturers will hold a minimum of a Level 9  master’s degree in the subject they are  teaching. The majority will be in counselling  and psychotherapy, but there are some  modules that require a specific qualification  in other fields (i.e. Sociology, Philosophy  etc.). | |
| 1 | The Head of Research will hold a Level 10  PhD and will be an experienced researcher  with an understanding of research as it  applies to counselling and psychotherapy. | |
| 1 | Programme Management consists of the  academic management support leadership.  The College President, Registrar, Head of  Academic Studies. All will be qualified to at  least Level 9 in the field of counselling and  psychotherapy and/or education. | |
| 1 | Administration support staff will hold a range  of administration qualifications. | |
| **Summary of specifications for the ratio of learners to teaching-staff** | **Staff to learner ratio** | **Learning activity type** | |
| 1:15 | Lectures | |
| 1:7 | Skills practice and tutorials | |
| 1:1 | Research supervision | |
| **Overall WTE staff/learner ration** | 1:7.5 | | |

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

Other noteworthy features of the application

Not Applicable

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

Not Applicable

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

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| Not Applicable |

Other noteworthy features of the application – Differential Revalidation

An independent expert panel considered proposed modifications to the programme outlined in the terms of reference agreed between the provider and QQI in May 2022. As part of the evaluation process, the panel considered significant and detailed documentation outlining the programme-specific rationale for the proposed changes. The panel met to discuss initial impressions of the documentation and plan an agenda for the virtual site visit.

The virtual site visit for the differential revalidation of the principal and embedded awards for this programme took place on the 11th of May 2022. During the day, the panel met with the senior leadership, programme management, support staff and faculty at IICP.

The panel were impressed by the high standard of the documentation and the highly professional and committed team at IICP. It was the view of the panel that the proposed modifications had been carefully considered and the rationale for this was well presented and supported. The panel has proceeded with a recommendation to QQI that programme proposed for differential revalidation is satisfactory and has offered several commendations to the provider.

Part 2 Evaluation against the validation criteria

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

Criterion 1

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| **The provider is eligible to apply for validation of the programme**   1. The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. 2. 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. 3. The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 1, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 1, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |

Principal programme

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

Embedded programme

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

Module Leading to a QQI Award

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

Differential Revalidation

As per the the 2019 validation, the panel is satisfied that IICP College meets the prerequisites (section 44(7) of the 2012 Act) to apply for differential revalidation of the programme. IICP College has declared that the principal and embedded awards comply with the applicable statutory and regulatory requirements. The application for differential revalidation was signed by Dr Marcella Finnerty, College President.

Criterion 2

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| **The programme objectives and outcomes are clear and consistent with the QQI awards sought**   1. The programme aims and objectives are expressed plainly. 2. A QQI award is specified for those who complete the programme.    1. Where applicable, a QQI award is specified for each embedded programme. 3. There is a satisfactory rationale for the choice of QQI award(s). 4. The award title(s) is consistent with unit 3.1 of QQI’s *Policy and Criteria for Making Awards.* 5. The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. 6. The programme title and any embedded programme titles are    1. Consistent with the title of the QQI award sought.    2. Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. 7. For each programme and embedded programme    1. The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.    2. The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards. 8. Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme’s modules. 9. Any QQI minor awards sought for those who complete the modules are specified, where applicable.   For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 2, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 2, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

Embedded programme

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

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

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

Module Leading to a QQI Award

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

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

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

Differential Revalidation

During the virtual site visit, the changes to the awards standards proposed for the programme were noted to be particularly important in relation to the changing professional context for the profession of psychotherapy within Ireland. Changes that are expected to statutory registration requirements within the profession nationally are a significant factor. IICP representatives also noted that the changes to the awards standards are congruent with emerging employer and societal expectations in the field and will ensure that increasingly varied progression routes through higher and professional education are open to the graduates of the programme. It was also noted that the undergraduate programme at IICP has been revalidated using the Science Awards Standards and the programme proposed for revalidation provides a potential progression route for this.

It was noted that professional profile for therapists has evolved to require research mindedness, an ability to work across modalities and disciplinary boundaries and be digitally and technologically literate. For example, psychotherapists in practice are increasingly working with specialists across the medical profession and required to communicate and represent their profession and practice in multidisciplinary environments. Graduates are required to work across disciplinary boundaries, and the field is becoming increasingly influenced by scientific evidence. The designation of the programme as a science programme recognises the work done by the students.

It was noted that the programme since its inception has been intended to align to the Science Awards Standards. The panel concurred that the realignment to the Science Awards Standards was congruent with the work undertaken by students on the existing Master of Arts programme, and that the proposed changes to the programme mapped this fully to the Science Awards Standards. Changes to the programme included the development of Research, technology and digital literacy.

Criterion 3

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| **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)**   1. 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. 2. 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.    1. There is a satisfactory rationale for providing the programme.    2. 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.    3. There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).    4. There is evidence of learner demand for the programme.    5. There is evidence of employment opportunities for graduates where relevant.    6. The programme meets genuine education and training needs. 3. There are mechanisms to keep the programme updated in consultation with internal and external stakeholders. 4. 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. 5. The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications. | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 3, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 3, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |

Principal programme

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

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

As outlined in Section 6.13 of the PER, the MA was modified based on consultation with existing learners and lecturers, clinical placement managers and supervisors, and employers (see Section 5 of the PER). The programme team explained how the updates and revisions to the programme arose from engagement with these stakeholders. The panel is satisfied that there are suitable mechanisms in place to ensure the programme is kept up-to-date as outlined in Section 9.3.1 of the programme document. The provider’s monitoring processes include learner satisfaction surveys, feedback from placement managers and clinical supervisors, and programme boards, thus ensuring that internal and external stakeholders are consulted on an ongoing basis. As the majority of the programme team are research-active practitioners, the panel is satisfied that the learning outcomes and the constituent module learning content and assessment methods will consequently remain informed by the most current developments in the field. The research activities of IICP College faculty involved in the programme are listed in Appendix 1.2.

Embedded programme

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

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

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

Module Leading to a QQI Award

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

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

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

Differential Revalidation

During the virtual site visit, the panel noted that this is the only postgraduate programme in Pluralistic Psychotherapy in Ireland. Currently, applications exceed demand and there is strong evidence of an ongoing and genuine education and training need in this area. This is also likely to further accelerate as professional accreditation requirements change.

The panel is satisfied that the rationale for the changes proposed to the programme are based on IICP’s ongoing engagement with stakeholders and awareness of changes in the professional and regulatory environment nationally. In addition to this, IICP works with well-known experts and researchers in the field internationally and participates in both research and practice oriented events.

Criterion 4

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| **The programme’s access, transfer and progression arrangements are satisfactory**   1. The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied. 2. 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. 3. 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 (CEFRL) in order to enable learners to reach the required standard for the QQI award. 4. 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). 5. 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. 6. The programme title (the title used to refer to the programme):-    1. Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).    2. Is learner focused and meaningful to the learners;    3. Has long-lasting significance. 7. The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 4, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 4, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

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

Embedded programme

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

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

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

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

Module Leading to a QQI Award

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

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

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

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

Differential Revalidation

Very clear entry requirements are set out for the programme that specify the access to technology that learners will need in order to participate successfully in the programme. Ample support is available for learners who may have access to the requisite hardware, software and connectivity but be unfamiliar with learning in a blended or online environment. The panel queried whether the shift to blended learning may disadvantage prospective learners who may be experiencing digital poverty. This panel noted that as an independent provider, IICP offers a commendable level of support to learners in this regard.

The panel explored what challenges may be encountered in opening the minor award for the programme to learners from allied professions who may not have an undergraduate degree in a cognate discipline. It was discussed that the objective for learners of this profile was to gain an understanding of the integration of Cognitive Behavioural Therapy to their own professional practice, but not to develop them toward becoming practitioners in this area. The panel were satisfied that this was appropriate. Within this discussion, IICP representatives confirmed that learners undertaking the principal programme must have a full Level 8 degree in a cognate field or in Counselling and Psychotherapy.

Criterion 5

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| **The programme’s written curriculum is well structured and fit-for-purpose**   1. 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. 2. 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. 3. Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes. 4. The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff. 5. The programme is structured and scheduled realistically based on sound educational and training principles. 6. The curriculum is comprehensively and systematically documented. 7. The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. 8. The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. 9. Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements. 10. The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 5, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 5, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

Clinical placements are included within Pluralistic Clinical Skills, Acceptance and Commitment Therapy, and Cognitive Behavioural Therapy, and Section 5.7 of the programme document explains how work-based learning is integrated into the teaching, learning and assessment strategy of the programme. The panel is satisfied that practise placement components of the programme are provided with the same rigour and attentiveness as the theoretical elements of the programme and the programme document explains the placement preparation, module requirements and reporting structure.

Embedded programme

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

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

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

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

Module Leading to a QQI Award

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

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

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

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

Differential Revalidation

The panel is satisfied overall that the structure of the modules and written curriculum have been carefully consideredby IICP in relation to the changes proposed for the programme. The panel discussed a range of aspects of the written curriculum with IICP’s team. These included:

* How research methods were approached within the programme, including the balance of quantitative and qualitative approaches. Learners at IICP are guided to be able to engage with both forms of research input to their practice and supported and supervised to undertake research in quantitative, qualitative or mixed-methods research work. Reflexivity is an important feature of engagement with research input and output within the programme.
* The panel noted that the existing programme and graduates are already associated with strong research output and queried whether IICP anticipated any change in relation to this. It is anticipated that this will continue to be well-supported.
* With reference to the module Pluralistic Clinical Skills, whether a a transcript was included within case studies. IICP confirmed that transcripts and recordings were not used due to increased concerns pertaining to GDPR, but that a process commentary was. The panel supported this approach.

The panel noted that there is an emphasis within pluralism on engaging collaboratively with the participants in research. As the programme evolves, the panel encourages IICP to consider the ways in which this could be brought to the fore within the learning outcomes and written curriculum. The panel also encourages the team at IICP to continue exploring whether the issues pertaining to multidisciplinary communication in practice are sufficiently visible in the written curriculum.

The panel queried whether the components and input material developed for asynchronous learning in the blended programme were static or if flexibility would be maintained. The panel was reassured that teaching and learning strategies and learning materials were formally reviewed annually and subject to continual monitoring, with adjustments able to be made as required.

Criterion 6

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| **There are sufficient qualified and capable programme staff available to implement the programme as planned**   1. 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). 2. The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments. 3. 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. 4. There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities. 5. There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance. 6. 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. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 6, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 6, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

Embedded programme

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

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

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

Module Leading to a QQI Award

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

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

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

Differential Revalidation

The panel is satisfied that IICP has sufficienty staff capacity to deliver the programme and support its delivery in blended learning mode. A number of new staff appointments have been made, including specific appointments to support blended learning delivery.

The panel queried how staff were trained and supported to facilitate learning in the context of a blended programme. Faculty are trained in how to use Moodle and Zoom and can avail of supporting resources in relation to this within Moodle. One to one support is available for all faculty from IICP’s Academic Technological Manager. It was noted that IICP has an undergraduate programme that is delivered in blended learning mode and has experience of providing significant training and development for faculty in relation to this.

IICP representatives noted that there is a strong culture of teaching and learning within the College and an active community of practice in this area. Training for staff also encompasses a focus on safety and ethics within the online environment.

Criterion 7

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| **There are sufficient physical resources to implement the programme as planned**   1. 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). 2. 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: 3. 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) 4. suitable information technology and resources (including educational technology and any virtual learning environments provided) 5. printed and electronic material (including software) for teaching, learning and assessment 6. suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable 7. technical support 8. administrative support 9. company placements/internships – if applicable 10. 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). 11. There is a five-year plan for the programme. It should address 12. Planned intake (first five years) and 13. The total costs and income over the five years based on the planned intake. 14. The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 7, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 7, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

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

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

Embedded programme

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

The provider’s VLE is provided by Moodle and is used as the central online resource for disseminating learning materials and submitting assessments. Teaching and learning resources are distributed through the VLE. Technical support is provided by a dedicated Technology Manager, while administrative support is provided to learners by the Registry and Administration Team. The roles of the Registry and Administration Team are outlined in Section 9.2.4 of the programme document. During the site visit, the programme team explained that IICP College is in the process of migrating to a centralised system for all administrative functions following a period of consultation with other HECA institutions.

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

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

Module Leading to a QQI Award

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

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

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

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

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

Differential Revalidation

During the virtual site visit, the panel discussed additional investments made in the infrastructure required to support blended learning. It was noted that IICP had upgraded the Virtual Learning Environment (VLE) as well as the AV equipment in its training rooms.

Substantive investments have also been made in the development of asynchronous learning resources. Articulate storyline is used, with IICP’s Academic Technological Manager following an ADDIE instructional design process to create high quality asynchronous learning material. It was noted that the SCORM objects developed for asynchronous learning were mobile friendly, increasing the accessiblilty and flexibility with which learners could access the material.

Criterion 8

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| **The learning environment is consistent with the needs of the programme’s learners**   1. 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. 2. 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. 3. 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. | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 8, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 8, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

Embedded programme

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

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

Module Leading to a QQI Award

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

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

Differential Revalidation

The panel are satisfied that IICP’s approach to programme delivery and learner support is conducive to facilitating a high level of collaboration, discussion and reflection across the cohort and creating a learning environment that is consistent with the learners’ needs.

The panel queried how IICP intended to support learners to stay connected with the College and a community of learners throughout the programme in a blended learning mode. It was noted that this is emphasized to learners from the outset and is directly facilitated through the establishment of learning group. Groups may engage with each other for a range of purposes, including book clubs, peer support, supervision peer support.

Criterion 9

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| **There are sound teaching and learning strategies**   1. The teaching strategies support achievement of the intended programme/module learning outcomes. 2. The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. 3. 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). 4. Learning is monitored/supervised. 5. Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme. | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 9, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 9, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |

Principal programme

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

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

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

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

Embedded programme

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

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

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

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

Module Leading to a QQI Award

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

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

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

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

Differential Revalidation

The panel sought to understand what would be different in the blended delivery of the programme when compared with the current face-to-face offering. Within the blended delivery learners will experience a rotation of on-site and synchronous online classes, which are currently always scheduled as on-site.

The integration of technology to the programme will also be more pronounced, so Moodle is more frequently accessed by the learner. Reflecting good practice in this area, there is a considered blend of teaching between the classroom, synchronous and asynchronous elements. The programme is proposed to follow a flipped model in which learners will access digital learning objects (e.g. podcasts, articulate storyline learning objects, readings, videos of faculty lecturing etc.) prior to attending a synchronous online or on-site class. This will allow practical and experiential elements to be privliged in the classroom environment and theoretical or acquisition of content/subject matter take place asynchronously.

The panel explored the depth and level of engagement planned to occur in the online environment, given the programme is NFQ Level 9. IICP representatives confirmed that focused small group discussions were an important element of the synchronous online classes using the breakout room functionality in Zoom. It was noted that discussion forums in Moodle are also active and used to engage in debates, query and clarify a range of topics, including research methodologies. IICP Faculty are active in this space and formative feedback is facilitated. IICP’s experience to date has been that the discussion boards are more meaningfully utilised by learners when not part of the summative assessment.

The panel noted that IICP emphasizes the importance of practitioners developing their skills at working with clients in the online environment and queried how this is achieved in the curriculum. IICP representatives noted that the experience of participating in the programme and participating in meaningful interactions with others online across the programme was an important aspect of this.

Criterion 10

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| **There are sound assessment strategies**   1. All assessment is undertaken consistently with ***Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*** 2. The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures. 3. 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. 4. The programme includes formative assessment to support learning. 5. There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. 6. 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. 7. There are sound procedures for the moderation of summative assessment results. 8. 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. | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 10, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 10, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |

Principal programme

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

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

Embedded programme

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

The panel is also satisfied that the programme’s assessment procedures effectively interface with the provider’s QQI approved quality assurance procedures so that learners are only put forward for certification for a particular award once they have been specifically assessed against the standard for that award. Each module includes formative assessment activities, with particular attention paid to the clinical skills component of the programme as learners are provided with numerous opportunities and methods of receiving feedback and reflecting on their attainment of the learning outcomes through individual and group supervision, reviews and reports, and reflective exercises. The panel, therefore, is satisfied that there are sufficient opportunities for formative assignments to be completed in advance of summative assessments and that learner progression within and between modules is effectively monitored by the programme staff.

Module Leading to a QQI Award

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

Differential Revalidation

The panel is satisfied that the changes proposed to the programme do not impact the programme’s assessment strategy in any way. During the virtual site visit IICP confirmed that there is no fundamental shift in this area associated with the move to blended learning delivery. The full range of clinical and theoretical assessments and the diversity of modalities (for example, poster presentations) will be maintained.

IICP has maintained an active stance in relation to academic integrity. In addition to the ‘By your side’ programme and efforts to educate and support learners in this area, the College has an implementation plan in place for the use of similarity checking software. The panel is satisfied that IICP is maintaining a high level of awareness of developments in this field.

Criterion 11

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| **Learners enrolled on the programme are well informed, guided and cared for**   1. 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. 2. Information is provided about learner supports that are available to learners enrolled on the programme. 3. Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures. 4. If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways. 5. The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities. 6. 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. 7. The programme provides supports for enrolled learners who have special education and training needs. 8. The programme makes reasonable accommodations for learners with disabilities. 9. If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme. 10. 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). | |
| **Satisfactory (yes, no, partially)** | **Comment** |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 11, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |
| **Differential Revalidation**  **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 11, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |

Principal programme

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

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

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

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

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

Embedded programme

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

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

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

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

Module Leading to a QQI Award

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

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

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

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

Differential Revalidation

The College’s platforms are designed to help the learners to establish a professional network that is collegial and supportive. The College offers a ‘by your side’ programme and offers diverse informal opportunities such as fireside chats to supplement the formal structures and processes available for communication and support. This is noted to be appropriate to the adult learners the College enrols. The ‘By your side’ support programme has also been developed for online delivery.

The panel were satisfied that learners were supported to engage with research literature as well as undertake research within the programme. The panel noted that research training and support at IICP is oriented to facilitating learners to overcome fears in this area and develop confidence in exploring questions and giving voice to their emerging perspective.

The adult learners the College works with are acknowledged to often be navigating complex and multiple demands throughout the duration of the programme, which have in many cases been exacerbated throughout the Covid-19 pandemic. The panel is of the view that the College provides comprehensive supports that are appropriate and effectively tailored to the needs of its learners.

Notably, the College had developed a system for tracking early warning indicators of student engagement, facilitating early intervention where a learner has not submitted a piece of work or is not logging in to the VLE. Within the VLE, completion tracking is in place to help learners monitor and manage their own workloads. The interface is also carefully designed to reduce cognitive overload and facilitate easy navigation.

Criterion 12

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| **The programme is well managed**   1. 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. 2. 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-the-purpose of identifying which centres are suited to provide the programme and which are not. 3. 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. 4. 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. 5. Quality assurance is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria. 6. 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. 7. The programme operation and management arrangements are coherently documented and suitable. 8. There are sound procedures for interface with QQI certification. | | |
| **Satisfactory (yes, no, partially)** | **Comment** | |
| **Yes** | The panel evaluated the primary and embedded programmes in regard to Criterion 12, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. | |
| **Differential Revalidation**  **Yes** | | The panel evaluated the primary and embedded programmes in regard to Criterion 12, and its sub-criteria, and recommends that QQI can be satisfied that all three are in compliance. |

Principal programme

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

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

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

Embedded programme

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

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

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

Module Leading to a QQI Award

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

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

Differential Revalidation

The panel were satisfied that the QA infrastructure established at IICP is sufficient to support the College in its delivery of blended learning, in relation to research supervision and also for workplace aspects of learning.

The College has a substantive team of core full-time staff and clearly designated responsibility for programme leadership and support. Data pertaining to learner progress and engagement is reviewed at weekly meetings by the programme team.

Overall recommendation to QQI

Principal programme

|  |  |
| --- | --- |
| Select one |  |
| **X** | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training; |
|  | Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**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 MA in Pluralistic Counselling and Psychotherapy is in compliance with all validation criteria as demonstrated above.

Embedded programme

|  |  |
| --- | --- |
| Select one |  |
| **X** | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training; |
|  | Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**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 PGDip in Arts in Pluralistic Counselling and Psychotherapy is in compliance with all validation criteria as demonstrated above.

Module leading to a QQI Award

|  |  |
| --- | --- |
| Select one |  |
| **X** | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training; |
|  | Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**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 Minor Award in Cognitive Behavioural Therapy is in compliance with all validation criteria as demonstrated above.

Summary of recommended special conditions of validation

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

Summary of recommendations to the provider

The panel proposes the following recommendations, which are intended to further enhance the quality of the programmes and to ensure that the programme documentation contains the most accurate information.

**Recommendation 1**: The panel recommends that the number of mandatory clinical placement hours for the Minor Award in Cognitive Behavioural Therapy be increased from 25 to 50 hours in the case of it being offered as a stand-alone CPD award. The panel is satisfied that 25 hours is sufficient in where it is included in the Major awards as knowledge and skills obtained can be employed and further developed within the remaining 75 hours of clinical practice that these learners must complete. It is further recommended that the number of placement hours in the module descriptor be indicated using the range 25-50 with the reason for this being given in a footnote.

**Recommendation 2**: The panel recommends that the programme team indicate in each module descriptor that (i) all teaching staff, including teaching assistants and tutors, will hold at least a Level 9 Master’s Degree qualification and (ii) that one of the minimum entry requirements is the completion of an interview as part of the admissions process.

**Recommendation 3**: The panel recommends that the programme team remove “ACCS” (Accumulation of Credits & Certification of Subjects) as the delivery method is already part-time.

**Recommendation 4**: The panel recommends that the programme team review and amend Section 6 (Module Content, Organisation and Structure) of “Practice Based Issues” so that it explains how the module content may draw from, among others, the listed standard professional issues while also may include content that is determined by the professional experiences of the enrolled learners.

**Recommendation 5**: The panel recommends that the programme team review and amend Section 6 (Module Content, Organisation and Structure) of “Advanced Research Methods” to include the correct components of Topic G: Advanced Academic Skills which currently mirrors topic f, Methods of Data Analysis.

**Recommendation 6**: The panel recommends that the programme team include David Barlow’s *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders* as a learning resource in “Cognitive Behavioural Therapy”.

**Recommendation 7**: The panel recommends that the programme team review Section 6: Module Content, Organisation and Structure of “Research Portfolio” to clarify the expectation that learners “will produce three academic papers which are of a standard and format suitable for submission to an academic journal in the discipline”, to ‘3 papers that are of a standard that has the potential of publication in Academic Journals.’

**Recommendation 8**: The panel recommends that the programme team, in the revised document, by means of a table map module changes since the programmes were first validated and provide a very brief summary of the rationale for such changes.

**Recommendation 9**: The panel recommends that the programme team retitle the Minor Award in Cognitive Behavioural Therapy to a **Special Award in Cognitive Behavioural Therapy**, based on QQI’s specification that a Minor Awards would normally be of greater volume than one module and are generally granted for the partial completion of the outcomes of Major Award, whereas a Special Purpose Award may be granted for relatively narrow or purpose-specific achievement.

Principal programme

|  |  |
| --- | --- |
| Select one |  |
| **X** | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training; |
|  | Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**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 MSc in Pluralistic Counselling and Psychotherapy is in compliance with all (re)validation criteria as demonstrated above.

Differential Revalidation - Commendations to the provider

The panel offers a number of commendations to IICP on this application for differential validation. Specifically, the panel commends IICP on:

* 1. The highly constructive and reflective engagement of the team at IICP with the panel throughout the differential revalidation process. Discussions were rich and reflected the carefully considered approach to teaching and learning within the discipline at the College.
  2. The highly proactive approach taken to ensuring the award continues to be recognised by professional and regulatory bodies and offers graduates opportunities to avail of increasingly diverse options to progress in higher and further education.
  3. The care and consideration that is afforded to IICP’s learners by the College, the high level of recognition of the complex profile of adult learners and the high level of individual pastoral care that learners receive.
  4. The dedication and commitment of the College to the evolution of their own development and that of the wider discipline of clinical practice and research.

Differential Revalidation - Summary of recommended special conditions of validation

There are no special conditions of validation

Differential Revalidation - Summary of recommendations to the provider

The panel proposes IICP consider the following recommendations, which are intended to further enhance the quality of the new elements of the programme and to ensure that the programme documentation contains the most accurate information.

1. Within the Pluralism in Psychotherapy Module: Multiple perspectives, multiple possibilities MIMLO4:

“*Evidence significant awareness of diverse identities (culture, gender, class, etc), and how therapeutic practice can engage ethically and equitably with difference and diversity*”

IICP should replace etc with the full list of nine grounds for discrimination.

1. Within the Research Portfolio Module MIMLO2:

“*Design a plan for investigation of a research question that is feasible and coherent*”

IICP should add the term exploration, in recognition that not all forms of research are investigative. The revised MIMLO should read:

“*Design a plan for investigation or exploration of a research question that is feasible and coherent*”

## 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: David Denieffe Date: 12th May 2022

Signed: 