

CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

Provider Name	International College for Personal and Professional Development
Date of Validation	27-Nov-24

	Code	Title	Award	Exit Only
Principal Programme	PG26161	Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy	Bachelor of Arts (Honours) (Honours Bachelor Degree at NFQ Level 8) 8M22762 240 credits	N/A
Embedded Programme	PG26269	Certificate in Holistic Counselling and Psychotherapy	Certificate (Minor Award at NFQ Level 6) 6H22760 60 credits	Yes

	First Intake	Last Intake
Enrolment Interval	Sep-24	Sep-28

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Intakes per Annum:	0	1		
Minimum Learners per Intake:	0	42		
Maximum Learners per Intake:	0	72		
Duration (months)	N/A	48		

Target Learner Groups

ICPPD target learners are typically motivated to enrol on a counselling and psychotherapy training programme for a variety of reasons including:

- Experience of being in personal therapy
- Personal and professional development / personal journey
- An interest in helping people
- To acquire or enhance already existing therapeutic skills
- To attain a professional or academic qualification
- Career change
- To avail of adult education / 2nd chance learning

The expectations of the target learners are that the programme would provide

- Experiential learning that combines a robust theoretical element with transferable skills and personal and professional development
- A professional qualification that is recognised nationally and internationally
- A recognised degree in counselling and psychotherapy
- Supports to fulfil academic and professional programme requirements
- Guidance and supervision as trainee counsellors/psychotherapists
- Support with sourcing clinical placements

The holistic ethos of the college and the underpinning of the programme with this ethos is quoted by almost 50% learners as the reason why they chose to apply for ICPPD's programme in particular. Other factors for choosing ICPPD include:

- Reputation of the college
- Syllabus/Components of the programme
- Experience of the college through Information Evenings, interaction with admissions staff
- Delivery modes – face-to-face delivery
- Geographic locations

Age Profile:

Applicants range in age from 22 – 66+. The typical learner on the programme is aged 30-60.

Brief Synopsis of the Programmes

The Bachelor of Arts (Hons) in Holistic Counselling and Psychotherapy provides adult learners with the opportunity to develop their knowledge of a range of theoretical models of counselling and psychotherapy, and the capacity to integrate these counselling and psychotherapeutic skills within their practice. The programme was initially validated in September 2019 and validated by the professional body, the Irish Association for Counselling and Psychotherapy in 2020.

Academic validation by QQI and professional accreditation by IACP ensures the learner of standards being upheld by the provider and supports them as graduates to acquire employment within the field of counselling and psychotherapy.

The programme is delivered in Athlone, Galway and Dublin, the Dublin location having been added in September 2022 following approval of an additional centre by QQI. The programme is highly experiential in its delivery, hence class sizes are restricted to 24. The mode of delivery for this programme is face-to-face.

As learners progress through the programme, they deepen and expand their knowledge, skills and competence in the field of counselling and psychotherapy, underpinned by the holistic ethos of the programme and the college.

At ICPPD, self-awareness is seen as vital to personal and professional development and is encouraged and promoted throughout this programme.

Learners on the programme:

- (i) Acquire competency in academic writing, research and reflective enquiry
- (ii) Develop their knowledge and skills in a range of evidence-based counselling modalities
- (iii) Practice within ethical frameworks and apply ethical decision-making skills to their practice,
- (iv) Demonstrate sensitivity to all forms of cultural diversity
- (v) Gain insight into the human condition through their self-development and examination of professional requirements and standards
- (vi) Provide a safe service to a wide range of clients.

To further develop their practical application of knowledge and skills in workplace contexts with clients, learners undertake Counselling and Psychotherapy Practice. This is delivered in Year 3 and 4 through the Clinical Practice modules when learners become trainee counsellors in supervised placement settings.

The Bachelor of Arts (Hons) Holistic Counselling and Psychotherapy provides learners with a comprehensive and flexible approach to theoretical, experiential, and skills-based learning. The programme is delivered in small group environments, by well-qualified and experienced academic tutors, using a quality curriculum.

Graduates are employment-ready, reflective practitioners, who can make significant contributions as counsellors and psychotherapists to the community and in the workplace.

Minimum Intended Programme Learning Outcomes

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

1. Analyse, conduct, manage and critically evaluate research literature and methodologies, and demonstrate output in an ethically sensitive and responsible way.
2. Define, compare, contrast and relate theory to practice, including demonstrating a reflective understanding of selected theoretical approaches and psychotherapy integration including skills competency as applied in clinical work.
3. Recognise the scope and limitation of theoretical orientations, and adopt approaches to therapeutic practice, based on best available evidence which supports a holistic ethos and philosophy.
4. Articulate deepening awareness and understanding of clinical supervision, resulting in their ability to self-reflect and use feedback to critically evaluate their clinical practice.
5. Monitor movement through the counselling and psychotherapeutic process, informed by research and the principles of their theoretical orientation of therapy.
6. Critically and creatively reflect on, analyse and respond appropriately to ethical, legal and statutory requirements within the field of counselling and psychotherapy.
7. Recognise limitations and strengths of a therapeutic approach to trauma and the body and understand the theory and skills that inform psychosomatic responses to trauma at a foundational level.
8. Examine, understand and develop a working knowledge of the main categories of psychiatric disorders and discern the recommended therapeutic techniques, including referral to specialised services.
9. Critically and reflectively evaluate Use of Self as a therapeutic instrument and the importance of ongoing personal development, support, self-care, and supervision.

Teaching and Learning Modes	1. Directed Learning 2. Group Discussions/Interactions 3. Lectures / Classes 4. On the job Training 5. Practical Sessions 6. Practical/workshop/Laboratories/studio sessions 7. Self Directed Learning 8. Simulated Work Environment 9. Tutorials 10. Work experience
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Approved Countries	Ireland
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Physical Resource Requirements

The programme is delivered in a standard classroom, with full audio-visual capability, and white board availability.

The work-based elements of the Clinical Practice module are hosted within Clinical Practice Host Organisations, the selection of which is outlined in the Clinical Practice Handbook (reference Attachment-04).

An integration retreat day at the end of year 4 will provide learners with an opportunity to provide closure to their learning and complete this programme. The location for this event will be sourced in accordance with the College's due diligence procedures for external venue selection.

Staff Profiles	Qualifications and Experience	WTE
Tutor	Tutors are selected on the basis of their academic and professional qualifications, teaching and clinical experience and person-related skills. They are responsible for the day-to-day delivery of programmes at ICPPD, and for ensuring the quality of the delivery of those programmes, under the guidance of the Academic Director. Tutoring staff are required to hold a minimum of a Level 8 qualification in Counselling/Psychotherapy, or equivalent and a Level 9 qualification. At ICPPD, tutors are employed for their expertise in a module, thus providing an authentic learning experience therefore specific modules require a tutor to have specialised training and expertise e.g. Trauma and Body Psychotherapy, Research Modules, Gestalt Approach, Psychodynamic Perspectives, Cognitive Behavioural Approaches, Psychosynthesis Psychotherapy. The tutor will also be an accredited and practising counsellor/psychotherapist. Pedagogy, andragogy and paragogy experience is required.	8
Core Tutor	Core tutors are tutoring on the programme and are accredited and practising counsellors/psychotherapists, required to hold a minimum of a Level 8 qualification in Counselling/Psychotherapy, or equivalent and a Level 9 qualification. Pedagogy, andragogy and paragogy experience is required. Core Tutors at ICPPD are essential in providing support to students throughout the course. Core Tutors have central involvement in admission, course management, theory, skills training, supervision and assessment and are crucial to the professional formation of the student Counsellors or Psychotherapists.	4

Programme Leader	Programme Leaders are required to fulfil the criteria as outlined above for Core Tutors. The Programme Leader has responsibility for the day-to-day management and coordination of the organisation, operation, and delivery of a specific College programme, or group of programmes, and has central involvement in admission, course management, theory, skills' training, supervision and assessment, when/as relevant. The Programme Leader supports the other programme staff including other Tutors, Clinical Practice Coordinator and In-house Supervisors (who are responsible for meeting criteria of professional bodies/professional accreditation).	1
Clinical Practice Co-Ordinator	Clinical Practice Coordinators are responsible for the overall delivery and administration of the Clinical Practice module. They provide support to the trainee counsellor/psychotherapist and are in regular contact to offer clarity and encouragement. They are also available to offer emergency supervision when required. The Clinical Practice Co-Ordinator is required to be an IACP-accredited member and supervisor and hold a Level 8 or equivalent qualification in Counselling and Psychotherapy..	0.3
Research Supervisor	Research Supervisors are appointed to each learner in Year 4 to provide academic supervision throughout the academic year and to help and advise their supervisees. Research Supervisors are required to have a qualification in Counselling and Psychotherapy (Level 8 or equivalent) and to have completed a Level 9 qualification or equivalent that comprised a research thesis.	1
In-house Supervisor	In-house Supervisors facilitate the in-house group supervision of trainee counsellors/psychotherapists. In-House Group Supervisors are required to be IACP, BACP or IAHIP Accredited Supervisors.	0.3
Academic Director	The Academic Director oversees the academic planning, development, delivery, management and monitoring of the programme. The Academic Director must a minimum of a Level 9 qualification in Counselling/Psychotherapy and be an Accredited counsellor/psychotherapist and Supervisor.	1
Registrar	The Registrar has responsibility for Quality Assurance and academic affairs within ICPPD, including responsibility for academic administration, academic regulations, academic quality and standards and maintaining academic records. The Registrar will have excellent administrative and IT skills. A minimum level 8 qualification or equivalent is a requirement.	0.5
Administration Staff	The College Administration Staff have operational responsibility for the administration function within the College. Administration Staff are required to have administration and IT experience and to have excellent customer service skills.	2

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38739U International College for Personal and Professional Development	0	0

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	Galway Business School	14	24
	ZestLife College, Earls court Industrial Estate, Unit 1A, Beaumont Avenue, Dublin 14	14	24
	Colaiste Chiarain	14	24

Learner Teacher Ratios	Learning Activity	Ratio
	Lecture	1 / 24

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24126	Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy	27-Nov-24

Embedded Programme

Validation Process: **Revalidation**

Code	Title	Award	Exit Only
PG26269	Certificate in Holistic Counselling and Psychotherapy	Certificate (Minor Award at NFQ Level 6) 6H22760 60 credits	Yes

	Full Time	Part Time	Delivery Mode: full-time / part-time	Part Time
Duration (months)	N/A	12		

Target Learner Groups

The Certificate in Holistic Counselling and Psychotherapy is an embedded exit award in the Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy.

ICPPD target learners are typically motivated to enrol on a counselling and psychotherapy training programme for a variety of reasons including:

- Experience of being in personal therapy
- Personal and professional development / personal journey
- An interest in helping people
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The holistic ethos of the college and the underpinning of the programme with this ethos is quoted by almost 50% learners as the reason why they chose to apply for ICPPD's programme in particular. Other factors for choosing ICPPD include:

- Reputation of the college
- Syllabus/Components of the programme
- Experience of the college through Information Evenings, interaction with admissions staff
- Delivery modes – face-to-face delivery
- Geographic locations

Age Profile:

Applicants range in age from 22 – 66+. The typical learner on the programme is aged 30-60.

Brief Synopsis of the Programmes

This programme comprises the Stage 1 modules for the 4 year Level 8 programme and is offered as an exit award to learners who, for whatever reason, do not complete the full honours degree programme.

Minimum Intended Programme Learning Outcomes

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

1. Refer to principal programme

Teaching and Learning Modes	1. Directed Learning 2. Group Discussions 3. Group Discussions/Interactions 4. Lectures / Classes 5. Practical Sessions 6. Self Directed Learning 7. Tutorials
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Approved Countries	Ireland
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Physical Resource Requirements

The programme is delivered in a standard classroom, with full audio-visual capability, and white board availability.

Staff Profiles	Qualifications and Experience	WTE
Tutor	Tutors are selected on the basis of their academic and professional qualifications, teaching and clinical experience and person-related skills. They are responsible for the day-to-day delivery of programmes at ICPPD, and for ensuring the quality of the delivery of those programmes, under the guidance of the Academic Director. Tutoring staff are required to hold a minimum of a Level 8 qualification in Counselling/Psychotherapy, or equivalent and a Level 9 qualification. At ICPPD, tutors are employed for their expertise in a module, thus providing an authentic learning experience therefore specific modules require a tutor to have specialised training and expertise e.g. Trauma and Body Psychotherapy, Research Modules, Gestalt Approach, Psychodynamic Perspectives, Cognitive Behavioural Approaches, Psychosynthesis Psychotherapy. The tutor will also be an accredited and practising counsellor/psychotherapist. Pedagogy, andragogy and paralogy experience is required.	1
Core Tutor	Core tutors are tutoring on the programme and are accredited and practising counsellors/psychotherapists, required to hold a minimum of a Level 8 qualification in Counselling/Psychotherapy, or equivalent and a Level 9 qualification. Pedagogy, andragogy and paralogy experience is required. Core Tutors at ICPPD are essential in providing support to students throughout the course. Core Tutors have central involvement in admission, course management, theory, skills training, supervision and assessment and are crucial to the professional formation of the student Counsellors or Psychotherapists.	0.3
Programme Leader	Programme Leaders are required to fulfil the criteria as outlined above for Core Tutors. The Programme Leader has responsibility for the day-to-day management and coordination of the organisation, operation, and delivery of a specific College programme, or group of programmes, and has central involvement in admission, course management, theory, skills' training, supervision and assessment, when/as relevant. The Programme Leader supports the other programme staff including other Tutors, Clinical Practice Coordinator and In-house Supervisors (who are responsible for meeting criteria of professional bodies/professional accreditation).	0.3
Registrar	The Registrar has responsibility for Quality Assurance and academic affairs within ICPPD, including responsibility for academic administration, academic regulations, academic quality and standards and maintaining academic records. The Registrar will have excellent administrative and IT skills. A minimum level 8 qualification or equivalent is a requirement.	0.5
Administration Staff	The College Administration Staff have operational responsibility for the administration function within the College. Administration Staff are required to have administration and IT experience and to have excellent customer service skills.	2
Academic Director	The Academic Director oversees the academic planning, development, delivery, management and monitoring of the programme. The Academic Director must a minimum of a Level 9 qualification in Counselling/Psychotherapy and be an Accredited counsellor/psychotherapist and Supervisor.	1

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38739U International College for Personal and Professional Development	0	0

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	Galway Business School	0	0
	ZestLife College, Earls court Industrial Estate, Unit 1A, Beaumont Avenue, Dublin 14.	0	0
	Colaiste Chiarain	0	0

Learner Teacher Ratios	Learning Activity	Ratio
	Lecture	1/24

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24129	Certificate in Holistic Counselling and Psychotherapy	27-Nov-24

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

Part 1: Statutory Conditions of Validation

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

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

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

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

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

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

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

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

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

Part 2.3 General Condition of Validation

The provider of the programme shall:

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

9. Adhere to QQI regulations and procedures for certification.

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

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

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

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

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

Part 2.5 Special Conditions of Validation

Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy

1. ICPPD's Blended Learning QA procedures must be approved and the programme differential validated, prior to it being delivered through this modality outside of the emergency provision.

Certificate in Holistic Counselling and Psychotherapy

1. ICPPD's Blended Learning QA procedures must be approved and the programme differential validated, prior to it being delivered through this modality outside of the emergency provision.

Programme and stage schedules

PG26161 Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy

Name of Provider		International College for Personal and Professional Development													
Programme Title		PG26161 Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy													
Award Title		Bachelor of Arts (Honours)							Exit Award Only		N/A				
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions/Interactions; On the job Training; Simulated Work Environment; Self Directed Learning; Practical/workshop/Laboratories/studio sessions; Work experience													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code			
Part time	Major	8	6	Stage 1				60		Sep 2024		09.2.3			
Module				Total Student Effort Module (Hours)						Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Learning to Learn			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Personal Development			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Introduction to Theories of Counselling and Psycho			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Person Centred Approach			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Counselling Skills and Practice			Not Applicable	M	10	250	30	0	220	0	0	0	100	0	0
Lifespan Development and the Journey Principle			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Holistic Approaches			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Cognitive Behaviour Therapies			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Group Process 1			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0

PG26161 Bachelor of Arts (Honours) in Holistic Counselling and Psychotherapy

Name of Provider		International College for Personal and Professional Development													
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Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions/Interactions; On the job Training; Simulated Work Environment; Self Directed Learning; Practical/workshop/Laboratories/studio sessions; Work experience													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level		Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code		
Part time	Major	8	6		Stage 2				60		Sep 2024		09.2.3		
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Gestalt Approach			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Ethics and Legal Issues			Not Applicable	M	5	115	15	0	100	0	100	0	0	0	0
Research Skills			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Loss and Bereavement			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Advanced Counselling Skills and Practice			Not Applicable	M	10	250	30	0	220	0	60	0	40	0	0
Psychodynamic Perspectives			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Group Process 2			Not Applicable	M	10	250	30	0	220	0	0	0	0	0	100

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Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions/Interactions; On the job Training; Simulated Work Environment; Self Directed Learning; Practical/workshop/Laboratories/studio sessions; Work experience													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level		Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code		
Part time	Major	8	6		Stage 3				60		Sep 2024		09.2.3		
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Psychosynthesis Psychotherapy			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Abnormal Psychology and Mental Health Issues			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Family and Systemic Approaches			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Professional Development			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Research Methods			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Group Process 3			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Clinical Practice 1			Not Applicable	M	10	250	6	0	164	80	100	0	0	0	0

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Delivery Modes	Award Class	Award NFQ Level	Award EQF Level		Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code		
Part time	Major	8	6		Award Stage		8		60		Sep 2024		09.2.3		
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Humanistic and Integrative Psychotherapy			Not Applicable	M	10	250	32	0	218	0	100	0	0	0	0
Trauma and Body Psychotherapy			Not Applicable	M	10	250	30	0	220	0	60	0	40	0	0
Understanding Psychopathology			Not Applicable	M	10	250	30	0	220	0	100	0	0	0	0
Research Project			Not Applicable	M	20	500	60	0	440	0	0	100	0	0	0
Clinical Practice 2			Not Applicable	M	10	250	4	0	136	110	100	0	0	0	0

PG26269 Certificate in Holistic Counselling and Psychotherapy

Name of Provider		International College for Personal and Professional Development													
Programme Title		PG26269 Certificate in Holistic Counselling and Psychotherapy													
Award Title		Certificate							Exit Award Only		Yes				
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; Group Discussions; Group Discussions/Interactions; Self Directed Learning													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level		Stage Credits		First Intake			ISCED Code		
Part time	Minor	6	5	Award Stage		6		60		Sep 2024			09.2.3		
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
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Counselling Skills and Practice			Not Applicable	M	10	250	30	0	220	0	0	0	100	0	0
Lifespan Development and the Journey Principle			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Holistic Approaches			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Cognitive Behaviour Therapies			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0
Group Process 1			Not Applicable	M	5	125	15	0	110	0	100	0	0	0	0