



Institiúid Teicneolaíochta Trá Lí

Institute of Technology Tralee

**NEW COURSE EVALUATION
External Panel of Assessors*
ASSESSORS' REPORT**

Proposed Award Title(s)	BA (Hons) in Counselling, Psychotherapy and Addiction (Honours Degree Conversion) BA (Hons) in Counselling, Psychotherapy and Addiction (Ab Initio) BA (Hons) in Counselling, Psychotherapy and Addiction (1-Year, Level 8, Add-on) Diploma in Counselling							
Relevant School	Business, Computing & Humanities		Science, Technology, Engineering & Mathematics				Health & Social Sciences	X
Duration	1 Year		2 Years	X	3 Years		4 Years	X
Date of Review	30 th March 2017							
Panel of Assessors*	Chairperson: David Denieffe, IT Carlow Secretary: Seamus O Shea, IT Tralee Members: University Academic Staff Member: David McCormack, Maynooth University IOT Academic Staff Member: Marie Claire Van Hout, Waterford IT Industry Representative: Elaine Sammon * This report form may be used by External Experts							

OFFICE OF THE REGISTRAR

18 APR 2017

INSTITUTE OF TECHNOLOGY, TRALEE

**Programme
Development
Team:**

Head of School: Seamus O Shea

Head of Department: Gerardina Harnett

Programme Leader:

Sr Agnes Fitzgerald, Sr Carmel Bourke, Ray Kinsella, Gerardina Harnett,
Dawn Farrell, Michael Hall

Name of Member (Organisation):

Caitriona Kelly	ITT
Carmel Burke	Cuan Mhuire & Galilee House
Carol O Shea	ITT
Dawn Farrell	ITT
Deirdre Kelleher	Psychotherapist & Lecturer
Gerardina Harnett	ITT
Joan Murphy	ITT
Liam McLoughlin	Cuan Mhuire & Galilee House
Marguerita O Neill	ITT
Mary E Fitzgibbon	ITT
Mary Fitzgibbon	ITT
Maurice Kinsella	Galilee House & Lecturer
Michael Hall	ITT
Philip O Brien	Cuan Mhuire & Galilee House
Ray Kinsella	Health Economist & Cuan Mhuire
Rebecca Davis	Cuan Mhuire & Galilee House
Robert O Driscoll	Arbour House
Sr Agnes Con	Cuan Mhuire & Galilee House
Sr Agnes Fitzgerald	Cuan Mhuire & Galilee House
Sr Carmel Bourke	Cuan Mhuire & Galilee House
Tony Hanlon	ITT

**Panel of
Assessors
Meetings**

Meeting with President/Registrar /Head of School/ Head of Department /Programme

Leader(s)

Proposal Documentation Provided

Discussion

Title

Graduates will work in a broad range of settings, e.g. schools, prison service, HSE. Team is clear about where addiction sits and there is a debate about counselling and psychotherapy nationally. IACP suggested that Psychotherapy could be added to the title. The original working title included counselling and addiction. Noted IACP's interpretation of counselling and psychotherapy is not consistent with all agencies. Discussion around the need for level 9 qualification to practice as a psychotherapist and there was no disagreement between the team and the external panel on this.

Rationale for Psychotherapy in the title: lead in to the level 9 qualification and to reflect some of the programme content. Noted engagement with the IACP in relation to this matter. Noted Psychotherapy is in the title of many of the comparator level 8 courses. Panel thinks it is really important that potential students should be very clear as to where graduates would be qualified to work arising for the qualification. Team agreed. A panel member also raised the point that having a few such modules in the programme would not necessarily provide for its inclusion in the title. Team is in the process of applying for accreditation, post approval from the external panel, having met with the IACP during the course design process. There was also some discussion with ACI on pre-accreditation, with positive feedback received. Noted accreditation from agencies for existing Galilee House diploma. Noted accreditation criteria from the bodies were addressed by the course development team.

Discussion on addiction counselling (reference p.44 of programme for stream layout): Concern expressed by one panel member re level of detail reflected in the course document. This needs to be reflected in the course document, e.g. inclusions in terms of public health, populations, pharmacological treatments in terms of addiction. Team made the point that special populations were embedded in the DNA of Cuan Mhuire.

Entry requirements

Noted interview process (3-member panel) and garda vetting as an entry requirement. Panel: issues with substance misuse and danger of falling back in to substance misuse? Team discussed previous experiences over 20 years.

Course Boards/Programme Management

Discussion on philosophy underpinning the programme and how to exit students deemed not suitable to work as counsellors. Team explained the developmental plan, exit strategy and suitability requirements for practice, as built into a formal requirement to pass the 100-hour placement module. Such students would receive an exit award. Team noted its experience from Nursing in this regard. Panel: assessment for placement modules, including the criteria used, is critical in this regard. Team explained how this would be operationalised. Panel: noted importance of students' engagement with their self-process and the need to highlight this up front.

Placement

Panel: not clear from the documentation if Cuan Mhuire will facilitate all the placements. Team: Cuan Mhuire will provide a lot of placements but students can opt for another placement but it requires approval from the field placement co-ordinator. Such placements need to be audited and approved. Cuan Mhuire ultimately takes responsibility for finding placements. Panel: this is a good process but it needs to be clear from the documentation, including up front and central in promotional material. Panel: student placement in harm reduction centres? Team: there has been one such placement but it wouldn't suit everybody. Some students have been removed from such placements because they weren't enough clients. Panel: Noted requirement for supervisors to be accredited and the importance of stating this in the documentation.

Group Experiential Process

Panel: has this been lost from the previous course. Team: included but may not look the same as it was presented previously. Panel: this appears too academic and appears not to be strong enough in practical group process work. Agreed to be discussed with module development team at the next session.

Rationale/Market Demand and Need for Programme:

Presented in the programme proposal document.

Strategic Fit:

Presented in the programme proposal document.

Resources:

Presented in the programme proposal document.

Meeting with Programme Development Team**Discussion**

Main Award: BA (Hons) in Counselling, Psychotherapy and Addiction (Honours Degree Conversion)

BA (Hons) in Counselling, Psychotherapy and Addiction (Ab Initio)

BA (Hons) in Counselling, Psychotherapy and Addiction (1-Year, Level 8, Add-on)

Placement

Panel: Reflective journal review by agency co-ordinator on a weekly basis and concerns re related ethical issues. Team: Need to provide evidence of journaling was the motivation for inclusion. Panel: Maintain a learning journal and make a learning statement arising from it the sole method of assessment.

Group Process Facilitation

Agreed that existing practice needs to be maintained in the programme and reflected in the documentation, with particular reference to self. Acknowledged need for criteria for evaluating and grading experiential engagement in the process, and to be made more explicit.

The importance of the person centred approach was acknowledged by the team and the panel but the panel is of the view that it doesn't shine through the document.
Panel: Some of the person centred approach may be lost in the language. Team: everything that is being discussed in the person centred approach is firmly embedded in the ethos of the document.

Skills Competence & Assessment

Panel: Assessment of this seems light with respect to audio, transcription and annotation.
Team: Discussed existing practice. Panel: Consider including more of this type of assessment.

Addiction Specific Topics

Team confirmed that the focus of the existing programme is on Counselling with Addiction.
See notes under the module(s) below.

Award/Programme Type, Title and Level:

See discussion above.

Programme Coherence with Aims and Objectives:

Needs to be reflected in the title. See discussion above.

Employment Opportunities:

See discussion above.

Entry Requirements/Access:

Discussed above.

Progression/Transfer Opportunities:

Noted the proposed regulation re level 9 award requirement for registration as a psychotherapist and that the level 8 award would enable students to progress to such a programme.

Programme Structure and Content:

The structure and content are coherent with the proposed revised title with some revisions included under recommendations and conditions.

Proposed Programme Course Schedule:

The proposed ACS is appropriate.

Programme Outcome Mapping to Modules Learning Outcomes

Standards of Knowledge, Skills and Competence were mapped to module outcomes.

Development of Programme Themes:

These were clearly articulated in the document.

Review of Modules (particularly New Modules): Amendments noted below and under recommendations, conditions.

Module Title	NFQ Level
Human Development: Content and Theory 1	6
Personal Development: Process and Care 1	6
Counselling Skills	6
Theoretical Perspectives in Counselling and Psychotherapy	6
Research and Academic Skills	6
Reflective Practice	6
Personal Development: Process and Care 2	6
Discussion in relation to inclusion of ethics re soft introduction and person centred approach.	
Advanced Counselling Skills	6
Theoretical Perspectives in Addiction Counselling and Psychotherapy/ Personal Centred Approach to Counselling & Psychotherapy	6
Bereavement, Loss and Grief	6
Addiction Studies Includes a broad range of addictions. Reflect this in the module descriptor. Pharmacological treatments in terms of addiction – process is covered. Specific populations are covered under this topic in the programme. Make it more explicit in the module descriptors.	6
Human Development: Content and Theory 2	7
Ethics and Professional Considerations in Counselling and Psychotherapy	7
Advanced Addiction Counselling Skills 1	7
Family/Systemic Psychotherapy: Theory & Skills	7
Counselling and Psychotherapeutic Approaches to Addiction 1	7
The Creative Arts and Therapy	7
Mindfulness Based Approaches Expand to include bringing this topic into the client.	7
Sexual Abuse and Trauma	7
Family Therapy for Addiction: Systemic Perspectives in Counselling Clients and their Families.	7
Contemporary Issues in Group Process and Group Facilitation	7
Practice Placement 1	7
Research Methods	8
Psychodynamic Perspectives	8
Motivational Interviewing	8
Clinical Supervision	8
Dissertation	8
Advanced Addiction Studies	8
Practice Placement 2	8

TLA Strategies:

These were clearly outlined in the proposal document.

Staff Expertise:

Staff qualifications and experience are appropriate for programme delivery at level 8.

Embedded Standards/Exit Awards:

Certificate in Facilitation

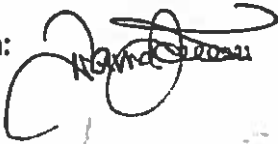

Diploma in Counselling

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Section 1	FINDINGS OF ASSESSORS
Section 1.1	<p><u>General Observation, Programme Aims & Objectives</u> It is critical that potential students should be very clear as to where graduates would be qualified to work arising for the qualification(s). Noted requirement for supervisors to be accredited and the importance of stating this in the documentation. Addiction counselling: more detail needs to be reflected in the course document. Placement process is a good process but it needs to be clear from the documentation, including up front and central in promotional material. The importance of students' engagement with their self-process needs to be highlighted up front and the impact on course continuation.</p>
Section 1.2	<p><u>Award Type, Level, Title and Programme Aims & Objectives</u> Award Type: Minor, major have the appropriate structure and credit loading. Award Level: 7 & 8 are appropriate for the qualifications sought. Award Title: Change the title to BA (Honours) in Counselling with Addiction. This may be revisited if required by an accreditation body or regulation. Programme Aims and Objectives These were clearly set out and are appropriate to the revised title.</p>
Section 1.3	<p><u>Learning Experience & Assessment</u> Programme Outcomes & Module Learning Outcomes: These were considered appropriate subject to the recommendations and conditions outlined below. Programme Structure & Syllabi: These were considered appropriate subject to the recommendations and conditions outlined below. Teaching/Learning Strategies & Methods: These were considered appropriate subject to the recommendations and conditions outlined below. Assessment Strategy & Methodologies: Assessment seems light with respect to audio, transcription and annotation. Consider including more of this type of assessment. Total Learning Workload: Is appropriate.</p>
Section 1.4	<p><u>Physical Resources</u> These are in place between the partner organisations.</p>
Section 1.5	<p><u>Staff Resources (Curriculum Vitae & Expertise of Staff)</u> These are appropriate for programme delivery at level 8.</p>

Section 1.6	<u>Proposed Course Schedules</u> These are appropriate.
Section 1.7	<u>Compatibility of Programme Structure and Content with NQAI' Policy on Access, Transfer & Progression</u> These are compatible.
Section 1.8	<u>Compatibility of Programme with Relevant QQI Award Standards</u> These are compatible.
Section 1.9	<u>Embedded Standard(s)/Exit Award(s)</u> Approved subject to the recommendations and conditions below.

Section 2	CONDITIONS & RECOMMENDATIONS				
Section 2.1:	<p>For the attention of the Academic Council</p> <p>The Assessors recommend that the course: -</p> <p>Be approved without modification</p> <p>Be approved subject to the conditions outlined below</p> <p>Not approve and requires resubmission with significant modifications outlined below</p> <p>Not approved for the reasons outlined below</p> <table><tr><td></td></tr><tr><td>x</td></tr><tr><td></td></tr><tr><td></td></tr></table>		x		
x					
Section 2.2	<p><u>Conditions</u></p> <p>Change the title to BA (Honours) in Counselling with Addiction. This may be revisited if required by an accreditation body or regulation.</p> <p>Reflect the distinctive ethos of the course throughout the modules as appropriate, i.e. the person centred approach and commitment to personal growth and development. This needs to be reflected in learning outcomes and TLA strategies.</p> <p>Learning Journal: Maintain a learning journal and make a learning statement arising from it the sole basis for assessment.</p> <p>Group Process Facilitation: Agreed that existing practice needs to be maintained in the programme and reflected in the documentation, with particular reference to self development in a group context. Dedicated group therapeutic space needs to be incorporated into the programme.</p>				
Section 2.3	<p><u>Recommendations</u></p> <p>Make more explicit the following in the addiction module descriptors: Pharmacological treatment of addiction, critical populations, harm reduction, public health, and chemical and behavioural addictions. Consider using the ICD10 substance use disorder terminology.</p> <p>Make more explicit the treatment of sexuality in the relevant modules. Ensure that the approach to sexuality extends beyond the heterosexual centric point of view.</p> <p>The professional recognition of the programme is be clearly communicated and it should be clear as to where graduates would be qualified to work arising for the qualification(s).</p> <p>To make explicit to students the cost, the effort and the placement options available.</p> <p>Introduce a more robust approach to skills assessment to include a number of audio recorded, transcribed and annotated pieces for assessment, with informed consent.</p>				

	Extend the Mindfulness module to include skills training in facilitation of mindfulness with clients.
Section 2.4	Reasons for Rejection (if appropriate)
<div><div>Signed Chairman:</div><div></div><div>Date: 30 March 2017</div></div> <div><div>Signed Secretary:</div><div></div><div>Date: 30 March 2017</div></div>	