

NEW TAUGHT PROGRAMME

EVALUATION PANEL REPORT

1. GENERAL INFORMATION

- 1.1 Provider:** Institute of Technology Carlow
- 1.2 Provider Locations:** Carlow Main Campus, Wexford Campus, Wicklow Campus, Extended Campus Centres
- 1.3 Date of Visit:** Friday 23 June 2017 and Monday 26 June 2017
- 1.4 Overview:**
1. The purpose of this visit is to evaluate a number of proposed awards which have been developed for the psychotherapy sector.
 2. The programmes build on IT Carlow's provision of programmes.
 3. The Panel note the intention to deliver these programmes at the Tivoli Institute and at the Institute of Technology Carlow.

1.5 Principal Programme:

Evaluation

Type of Award	Level	Proposed Programme Title Evaluated		Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Major	9	Master of Arts in Humanistic and Integrative Psychotherapy (Clinical)		90	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60
					Certificate in Psychotherapy Theory	30
Number of Annual Intakes:			1 part-time intake			
Duration:			4 years part-time			
Target Learner Groups:			<ul style="list-style-type: none">• Mature learners.• Level 8 graduates or graduate equivalent.• Employed in social work, social services, education, psychology, medicine, caring occupations, voluntary organisations in the caring field.			
Enrolment Date:			September 2017			
Expected Number of Learners per Intake:			25 per annum			
Approved Countries for Provision:			Ireland			

Approval The following programme is approved subject to the decisions set out in Section 3 below.

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Major	9	Master of Arts in Humanistic and Integrative Psychotherapy (Clinical)	90	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60
				Certificate in Psychotherapy Theory	30

1.5.1 Associated Programme:

Evaluation

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Major	9	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60	Certificate in Psychotherapy Theory	30
Duration:			4 years part-time		
Target Learner Groups:			Those who choose not to complete the Masters.		
Enrolment Date:			September 2017		
Expected Number of Learners per Intake:			Only those who choose to exit from the Masters programme.		
Approved Countries for Provision:			Ireland		

Approval The following programme is approved subject to decisions set out in Section 3 below.

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Major	9	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60	Certificate in Psychotherapy Theory	30

1.5.2 Associated Programme:

Evaluation

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Minor	9	Certificate in Psychotherapy Theory	30	None	
Duration:			2 years part-time		
Target Learner Groups:			Those who choose not to complete the Masters or the Postgraduate Diploma.		
Enrolment Date:			September 2017		
Expected Number of Learners per Intake:			Only those who choose to exit from the Masters programme after successfully achieving the Minor Award learning outcomes and accumulating 30 credits.		
Approved Countries for Provision:			Ireland		

Approval The following programme is approved subject to decisions set out in Section 3 below.

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Minor	9	Certificate in Psychotherapy Theory	30	None	

1.6 Evaluation Panel Membership:

Name	Role	Affiliation
Dr Kenneth Carroll	Chairperson	Registrar, Institute of Technology Tallaght
Dr Andrew Reeves	Academic Representative	Senior Lecturer, University of Chester, England
Dr Rachel Taylor	Academic Representative	Senior Lecturer in Social and Forensic Psychotherapy, University of South Wales, Wales
Ms Anne Colgan	Psychotherapist	Psychotherapist, The Haven Group
Mr Gearoid Manning	Assistant Programme Director & Tutor	Turning Point Institute
Mr David Denieffe	Secretary to Panel	Vice President for Academic Affairs & Registrar, Institute of Technology Carlow
Ms Dolores McCann	Admin Support	PA to Vice President for Academic Affairs & Registrar, Institute of Technology Carlow

1.7 Staff Attendance Register:

Institute of Technology Carlow:

- Dr Patricia Mulcahy, President
- Mr Joseph Collins, Head of Faculty for Lifelong Learning
- Dr Clare Power, Quality Assurance & Collaborations Officer

Tivoli Institute Programme Development Team:

- Professor William Shannon
- Janet Murray
- Seamus Fox
- Edward Boyne
- Luci Gately.

2. EVALUATION AGAINST THE VALIDATION CRITERIA

Examination of the Programmes:

The Programme Team outlined the history of the Tivoli Institute, from its inception in 1992 to present day, and how their psychotherapy programmes have evolved during that time.

The Panel note the alignment of the validation of these 3 programmes to the criteria set out in the *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training 2016* (including sub criteria set out in the QQI template for *Independent Evaluation Report on an Application for Validation of a Programme of Education and Training*).

The Panel met with the academic staff involved in the design of the programmes.

To examine the programmes against the criteria for the Institute's *Policy and Procedures for the Design, Development, Validation and Withdrawal of all Programmes at Award Levels 6-10 in the NFQ 2016*.

The Panel heard how the programmes had been developed. It is agreed that they are in-line with the Institute of Technology Carlow's *Policy and Procedures for the Design, Development, Validation and Withdrawal of all Programmes at Award Levels 6-10 in the NFQ 2016*.

To examine the programmes against the requirements of the *Qualifications and Quality Assurance (Education and Training) Act 2012*.

The Panel is satisfied that the programmes meet the requirements of the *Qualifications and Quality Assurance (Education and Training) Act 2012*.

However the Programme document should clearly set out how the quality assurance policies and procedures of the Tivoli Institute map to IT Carlow's quality assurance policies and procedures.

To examine the programmes so that they fit with the Institute's *Strategic Plan 2014-2018*.

The Panel note the extensive 'due diligence' process that was conducted by IT Carlow on the Tivoli Institute before the programme was developed.

The Panel is satisfied that the programmes are consistent with the Institute's *Strategic Plan 2014-2018*. Also, the Panel noted the Institute's *Mid-Term Review*, published in 2016.

To examine the programme against the *QQI Awards Standards*.

The Panel is satisfied that the programmes are in line with the *Quality and Qualifications Ireland Awards Standards – Counselling and Psychotherapy (May 2014)*.

However the Panel ask that the language used throughout the submission document be at a Level 9 Award Standard, with particular reference to the learning outcomes for the three programmes and all module learning outcomes.

The Programme Team must articulate the programme learning outcomes for the Certificate in Psychotherapy Theory in the programme submission document.

Also the Team must ensure that the Certificate in Psychotherapy Theory and the Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy

	(Clinical) have clearly differentiated learning outcomes to the parent award, Master of Arts in Humanistic and Integrative Psychotherapy (Clinical).
To examine the proposed programme titles and ensure that they are fit for purpose	<p>Following discussion, the Panel is satisfied that the proposed programme titles are accurate and fit for the purpose of informing prospective learners and employers.</p> <p>However, in order to be consistent with the proposed programme titles, the delivery of 'humanistic theory' must be embedded into all years of the programmes.</p>
To examine the rationale and requirements for the programmes	<p>The Panel recognise that currently the psychotherapy sector is self-regulating but that, under proposed state law, it must move to third level statutory regulation.</p> <p>The Panel is satisfied with the research undertaken in developing these programmes, including consultation with current and prospective learners, industry professionals, relevant professional bodies and other stakeholders.</p> <p>The Panel is satisfied that there will be considerable interest and application for entry into these new programmes.</p>
To examine the access, transfer and progression arrangements	<p>The Panel note the proposed access, transfer and progression routes for prospective learners.</p> <p>Regarding entry to the programmes, the Panel ask that there be clear and transparent procedures in place for the recognition of prior learning, the interview process, 'verified' personal statements, <i>etc.</i></p> <p>The Panel note that an undergraduate degree in psychotherapy is currently in its infancy stages of development.</p> <p>The Panel is satisfied that these new awards will provide career progression opportunities for graduates.</p>
To examine curriculum content so that it is well structured and fit for purpose	<p>With regard to curriculum content:</p> <ol style="list-style-type: none"> 1. There must be a clear and transparent balance between 'academic' and 'practice' in the document. 2. Articulate clearly what criteria, <i>etc.</i> learners must meet before they are allowed to go out on placement. Also include the process for work placement monitoring. 3. Module descriptors for years 1, 2, 3 and 4 must be clearly differentiated and demonstrate progression of learning. 4. There must be a greater inclusion of contemporary core texts including key peer review and practitioner journals. The style of

referencing to be consistent and avoid duplication, e.g., Harvard.

5. Include 'Touchstone' in the reading lists for module 'Theory of Psychotherapy 1'.
6. Use the 'Research Methods' module to clearly develop the research proposal and question, with an identified Supervisory Team.
7. Encourage students to use methods other than the traditional case study method in the 'Dissertation'.
8. Within the Clinical Placement, Supervision and Professional Practice section, include a requirement for the Supervisors to hear direct recording of client work. A process must be written to support this around *Data Protection*.
9. The opportunity for overlap with other programmes should be explored to include common teaching and cross-learning, e.g., Research Methods.
10. Under *Client/Trainee Therapist Contract*, include a reference to the *Children First Act 2015*.
11. Under *Client Intake Form*, include a reference advising that 'client notes' to be made available under a Judge subpoena.

To examine the ethical perspectives of the programmes

The Panel ask that the programmes will have procedures in place to ensure that any teaching, learning or research activity shall be conducted in a manner that is morally and professionally ethical.

To examine the assessment strategies and to ensure that they are sound

The Panel note the proposed assessment strategies.

The Panel ask the team to clarify the 1. volume and 2. scheduling of assessment across each year of the programme, *i.e.*, include a transparent assessment matrix and how it feeds into student workload in the submission document.

As the repeat opportunity for learners on these programmes will be different to IT Carlow norm, the 'resubmission' regulation must be included on the approved programme schedule for each year of each programme.

The Panel note the use of *Turnitin*.

To examine the teaching and learning strategies to ensure that they are sound

The Panel note the proposed approaches to teaching and learning, *i.e.*, spiral curriculum over a number of years.

The Panel note the use of *Blackboard*.

To examine the teacher-learner dialogue process and to ensure that learners will be well informed, guided and cared for

The Panel note that the current modes of communication and interaction between academic, technical, administrative and general support staff and the learners themselves are excellent.

To ensure the programme is well managed and resourced

The Panel note and commend the assessment feedback mechanisms.

The Panel ask that the support available to learners from Supervisors, both during term-time and out of term, be clearly articulated in the submission document.

The Chair and Secretary of the Panel visited the Tivoli Institute in Dun Laoghaire on the Friday 23 June 2017. They would like to commend them on the standard of their facilities, which are available to both their learners and staff. It was agreed that both the facilities and the atmosphere at Tivoli lend themselves to the delivery of these programmes.

The Panel met with the staff involved in the design of the programmes; they were impressed with their levels of qualification, competence and their enthusiasm on the day. However to remain at the cutting edge, staff must be encouraged to participate on continuing professional development programmes and to engage in research activities.

The Panel recognise the existence of a 'Panel of Available Lecturers/Supervisors' but they would like to stress the importance of 'succession planning'.

The Panel is happy that the necessary physical facilities and resources are available at the Tivoli Institute and at the Institute of Technology Carlow to deliver these proposed new programmes.

3. DECISIONS *(For the attention of Institute of Technology Carlow Academic Council)*

The Panel would like to commend IT Carlow on their innovative and flexible provision and their strategic focus on this.

The Panel would like to commend the Programme Development Team on their engagement and their development of these innovative programmes.

3.1 Determination

The evaluation panel recommend the validation of the following programmes:

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits	Proposed Embedded Exit Award Evaluated	Exit Credits
Major	9	Master of Arts in Humanistic and Integrative Psychotherapy (Clinical)	90	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60
				Certificate in Psychotherapy Theory	30
Major	9	Postgraduate Diploma in Arts in Humanistic and Integrative Psychotherapy (Clinical)	60	Certificate in Psychotherapy Theory	30
Minor	9	Certificate in Psychotherapy Theory	30		

Subject to the following listed under 3.2, 3.3 and 3.4 below.

3.2 Conditions

The evaluation panel require that the Programme Development Team should take note of the following conditions and that a satisfactory response to those conditions shall be received before the validation is considered by Academic Council of the Institute.

1. Define the programme learning outcomes for the exit award Certificate and ensure that the exit awards have clearly differentiated learning outcomes to the parent Master's award.
2. The language of learning outcomes must reflect Level 9 Award Standard. Module descriptors for years 1, 2, 3 and 4 must be clearly differentiated and demonstrate progression of learning.
3. Resubmission regulation to be included on the approved programme schedules.

3.3 Recommendations

Recommendations are suggestions made by the Programme Evaluation Panel in the spirit of improving the proposed programme. While these are not binding, the reasons for not incorporating a recommendation have to be clearly stated by the Programme Development Team in its response to the Evaluation Report.

1. Access: Clarify the entry to programmes, particularly around interview process and RPL mapping.
2. In order to be consistent with the programme titles, clearly articulate the delivery of humanistic theory across all 4 years of the programmes.
3. There must be a greater inclusion of contemporary core texts including key peer review and practitioner journals. The style of referencing to be consistent and avoid duplication.
4. The opportunity for overlap with other programmes should be explored to include common teaching and cross-learning, e.g., Research Methods.
5. Use the Research Methods module to clearly develop the research proposal and question, with an identified Supervisory Team.
6. Clarify the volume and scheduling of assessment across each year of the programme.

7. Encourage students to use methods other than the traditional case study method in the Dissertation.
8. Within the Clinical Placement, Supervision and Professional Practice section, include a requirement for the Supervisors to hear direct recording of client work. A process must be written to support this around Data Protection.

3.4 Programme Schedules and Programme Abstracts

Amended Programme Schedules for each stage, to incorporate all of the above, and the Programme Abstract, **must** be submitted with the Response to this Panel Evaluation Report.

3.5 Approval

Programme Evaluation Report Approved by:

Dr Kenneth Carroll
Chairperson to Panel
(Registrar, Institute of Technology Tallaght)

Mr David Denieffe
Secretary to Panel
(Vice President for Academic Affairs & Registrar Institute of Technology Carlow)

Date: _____

Date: _____