



Letterkenny Institute of Technology

Report of the Panel of Assessors

PART 1 GENERAL INFORMATION

SCHOOL/DEPARTMENT: Nursing and Health Studies

DATE OF VISITATION: 14 June 2018

PROGRAMMES EVALUATED:

Higher Diploma in Science in Counselling Studies Level 8 (60 ECTS)

MEMBERS OF PANEL OF ASSESSORS:

- Dr. Yvonne Kavanagh, Assistant Registrar, IT Carlow
- Justin Kerr, Department of Nursing, Health Sciences & Social Care, GMIT
- Vincent Mc Cauley, formerly School of Sociology and Applied Social Studies, Ulster University
- Denise O Boyle, Wholebody Health and Physiotherapist Killybegs
- Gerry Mc Taggart, Lecturer, Dundalk IT

Secretary to Panel: Thomas Dowling

INSTITUTE STAFF

Paul Hannigan

Billy Bennett

Dr Gertie Taggart

Dr Louise McBride

Sean McEntee

Anna Edwards

Noel O'Driscoll

PART 2 FINDINGS OF ASSESSORS

The Panel of Assessors are satisfied that the proposal adequately addresses the following criteria:

(1) Education and Training Requirements

The programme is consistent with the Institute's mission, avoids redundant provision and makes efficient use of resources (collaborating where this is beneficial).
Approved with commendation.

(2) Unity

There is an underlying unifying theme and the modules are bonded by interactions which are either implicit or explicit. The proposal demonstrates how the standard (of knowledge, skill and competence), determined by QQI for the named award to which the programme proposes to lead, evolves throughout the programme as a whole.
Approved.

(3) Teaching and Learning

The proposed approach to teaching and learning is clearly indicated and justified.
Approved with recommendation.

(4) Learner Assessment

The learner assessment methods are fully elaborated and consistent with QQI's policy on fair and consistent assessment. The assessment methods are capable, among other things, of demonstrating attainment of the standards of knowledge, skill or competence, determined by QQI, for the related award.
Approved with recommendations.

(5) Resources

The proposed staffing levels are appropriate and the levels of qualifications and competence of the staff is sufficient to deliver the programme. The necessary facilities available in terms of accommodation, equipment, and library and information technology resources are satisfactory to support the proposed programme.
Approved.

(6) Quality Assurance

The proposal demonstrates how the Institute's quality assurance procedures have been applied in the development of the proposed programme and satisfactory procedures exist for the on-going monitoring and periodic review of programmes.
Approved.

(7) Programme Title and Award Title

The award title is consistent with the named awards determined by QQI. The programme title is clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
Approved

(8) QQI Standards

The learning outcomes of the programme are stated in such a way that the compliance with the appropriate QQI standard is demonstrated.
Approved

Note: It is Institute policy to publish the final reports of the Panel of Assessors

(9) Access Transfer and Progression

This programme incorporates the procedures for access transfer and progression that have been established by the NQAI and is consistent with QQI policy in accommodating a variety of access and entry requirements.

Approved with recommendations.

Commendations

1. Staff were very enthusiastic, proficient and professional and engaged well with the panel.
2. Commend the openness of the staff on the provisional course-board in discussing the proposal and in engaging with the panel.
3. The course documentation was well presented and structured.
4. The provisional course-board had established the justification, need and rationale for the programme including consulting with external stakeholders in the region.
5. This is a well-balanced proposal which shows a focussed and cohesive approach. There is a well thought-out approach to generalist approaches to counselling and specific counselling techniques.
6. The programme is well placed within the overall strategy for the department and the institute.
7. Commend the use of Blackboard to engage with students between class-sessions.

PART 3 RECOMMENDATIONS (All changes highlighted in yellow in the accompanying document)

(For the attention of the Academic Council)

The Panel of Assessors advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

1. There is a need to ensure that students get adequate skills based learning opportunities with an emphasis on safety. During the practical sessions include workshops that simulate practice and skills.

This will be included in the skills sessions scheduled for one Saturday for each module. Safety will also be stressed at the start of the programme as is outlined on p. 6 section 3.2.1.

2. The entry requirements or pathways should be more explicit particularly for standard and non-standard applicants.

Entry requirements have been amended and is shown on p. 43 section 3.11.1.

3. Make explicit within each module the specific ethical components that will be covered. The ethical philosophy must be clear. Include in the course introduction the ethical philosophy and ethical dimensions of the programme including professional responsibilities and self-care. Also include in this section the educational philosophy of the course including induction, contracts, learning space, framework for learning and the ethos.

A section incorporating the Philosophy of the programme has been included in section 3.1.1 (a new section). Ethical components are threaded through each module and are highlighted as follows:

- p. 46 – Counselling Skills and Theory**
- p. 48 – Humanistic Approaches in Counselling**
- p. 50 – Body Centred Counselling**
- p. 54 – Cognitive Behavioural Approaches**

Note: It is Institute policy to publish the final reports of the Panel of Assessors

p. 56 & 57 – Supporting Clients through Change
p. 61 - Interpersonal and Intrapersonal Relationships

4. Progression – Specify that its mapped to the relevant level-9 MSc in Ulster University and articulate other progression opportunities.

This has been expanded upon on p. 43.

5. Expand on the assessment and the methodologies for assessment across all of the modules. Students should be provided with assessment guidance notes. The panel recognises the feedback from the external expert regarding the use of reflective journals. However the provisional course-board should explore the different uses of reflective journals in assessing students. There should be a high-level breakdown of the assessment marks included in each syllabi. Explore the use of shared assessment across modules. Expand the use of reflective journals to include the use of creative modalities.

The above will be included in an Induction brochure which will be developed for the group. The breakdown of the *Tutor Observed and Student Critique CA* for those modules which incorporates this has been included and will now be 40 marks from the tutor and 30 marks for the student critique.

6. Adjust Programme Learning Outcomes 6 and 8 to address any research deficits caused by varied entrance pathways. Explore the use of a research boot-camp which is currently in use for another programme within the department.

PLO8 has been expanded to include a *Research Boot Camp* for students who present with research deficits p. 22. This is again emphasised as a note on p. 58 of the module Supporting Clients through Change.

Module Specific Feedback:

Supporting Clients Through Change – Expand the documentation to demonstrate how students are supported regarding teaching and assessment strategies. **As at 6 above.**

The Panel of Assessors advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional condition:

No conditions.

PART 4 PROPOSED PROGRAMME SCHEDULE(S)



lyit

Institiúid Teicneolaíochta Leitir Ceanaínn
Letterkenny Institute of Technology

Course Schedules

Title of Award: Higher Diploma in Science in Counselling Studies
Area of Specialisation: Counselling Studies
Learning Mode Offered: Full-time and Part-time
Stage: 1
Date Effective: September 2018
Semester 1: 1/2

Subject Code	Semester	Title of Examination Subject	Subject Status	ACCSCredits		Hours Per Week (Full-Time)			Hours Per Week (Part-Time)			Allocation of Marks				
				Level	Number	Lectures	Independent Learning	Total	Lectures	Independent Learning	Total	CA	Project	Practical	Final	Max
	1	Counselling Skills and Theory	M	8	10	4	13	17	2	15	17	50	50			100
	1	Body Centred Counselling	M	8	10	4	13	17	2	15	17	100	-	-	-	100
	1/2	Humanistic Approaches in Counselling	M	8	10	4	13	17	2	15	17	100	-	-	-	100

Total ACCSCredits required for semester: 30

Title of Award:
Area of Specialisation:
Learning Mode Offered:
Stage:
Date Effective:
Semester 2:

Higher Diploma in Science in Counselling Studies
Counselling Studies
Full-time and Part-time
1
September 2018
2/3

Subject Code	Semester	Title of Examination Subject	Subject Status	ACCS Credits		Hours Per Week (Full-Time)			Hours Per Week (Part-Time)			Allocation of Marks				
				Level	Number	Lectures	Independent Learning	Total	Lectures	Independent Learning	Total	CA	Project	Practical	Final	Max
	2/2	Cognitive Behavioural Approaches: Concepts and Skills	M	8	10	4	13	17	2	15	17	100	-	-	-	100
	2/3	Supporting Clients through Change	M	8	10	4	13	17	2	15	17	100	-	-	-	100
	2/3	Interpersonal and Intrapersonal Relationships	M	8	10	4	13	17	2	15	17	100	-	-	-	100

Note: It is Institute policy to publish the final reports of the Panel of Assessors

Programme Evaluation Report Approved by:

Yvonne Kavanagh

Dr Yvonne Kavanagh

Chairperson to Panel

(Assistant Registrar, IT Carlow)

Date 28/6/18

Billy Bennett

Billy Bennett

(Registrar, Letterkenny IT)

Date 9/7/18

Note: It is Institute policy to publish the final reports of the Panel of Assessors

