Document Name and Version	7.5 IICP College Framework for Monitoring and Maintaining Clinical Practice Requirements
Policy Number	7.5
Policies that Interact with Policy 7.5	Policy 7.6 Readiness to Practise
Approval Body	Academic Council
Date of Approval	February 2020
Date Policy Comes into Force	25th January 2021
Date of Review	2025
Revisions	

1. Preamble.

1.1. Clinical practice is an integral part of all IICP College core training programmes. In order to practise, learners are required to have the skills, knowledge, and competencies necessary to undertake and complete clinical work components of a programme safely and effectively, fulfilling the responsibilities within the scope of practise of a Counsellor/ Psychotherapist.

1.2. IICP College provides learning opportunities that facilitate learners to understand and adhere to their responsibilities as a counsellor and the ethical requirements of the profession.

1.3. IICP College provides a framework for assessment of competence to practice, which include a Readiness to Practice procedure, carried out with all learners prior to the commencement of Clinical Practice, and a Continuing with Clinical Placement component, which may be invoked during the programme.

1.4. *Computation of Time:* Where this procedure prescribes a number of days, this is taken to mean working days: that is, weekends and public holidays shall not be counted. Reference to a specific staff role in any policy is taken to mean that role or any other appropriate member of staff designated by the College to take the specified responsibility in the conduct of that policy.

1.5. This Quality Assurance Manual [QAM] contains the policies and procedures currently in force in IICP College. Please note that these policies are under review and may change at any time in line with any legislative or other relevant development. Should a learner wish to avail of this procedure then they will need to use the policy that is in force at the time of an application. In particular, learners applying for a readiness to practise determination must ensure that they are using (i) the current version of any procedure (i.e. one that is on the IICP College website, rather than a downloaded copy) and/or (ii) the current Moodle page for the relevant programme. If a learner has any queries about the version required to be used, please do not hesitate to contact your lecturer or Programme Co-ordinator, or indeed any staff member.

2. Purpose.

2.1. The purposes of this policy are:

- To provide a framework for the evaluation of the appropriateness of a learner's knowledge, skills, competence and attributes to their engagement in clinical work;
- To ensure learners on all IICP College undergraduate or postgraduate programmes have a clear understanding of the standards of professional behaviour required of them throughout their education, and are supported in their continuous attainment of these standards;
- To ensure the well-being of clients and any members of the public who use services provided by IICP College learners in the course of their clinical placements.

3. Scope.

3.1. This policy applies to all undergraduate and postgraduate learners at IICP College while acting in the course of their programme.

3.2. This policy does not cover Continuing Professional Development Programmes.

4. Policy.

4.1. Initial engagement as a counsellor and psychotherapist is governed by Readiness to Practice Policy, which is required of all learner prior to clinical practice. Ongoing competence is monitored through Continuing with Clinical Placement Policy, which can be evoked where it is considered that a learner's ability to practise safely or effectively may be in question.

4.2. All programmes require Garda Clearance as well as being subject to Suitability and Continuing with Clinical Placement. This Garda Clearance procedure is separate from Readiness to Practise / Continuing with Clinical Placement requirements.

5. Procedure.

5.1. The procedures used in Readiness to Practise and Continuing with Clinical Placement Policy are described in separate policies.

5.2. Note: It is envisaged that Continuing with Clinical Placement Policy will come into force in 2019.

Document Name and Version	7.6 Readiness to Practise
Policy Number	7.6
Policies that Interact with Policy 7.6	Policy 7.5 IICP College Framework for Monitoring and Maintaining Clinical Practice Requirements Policy 7.6 Readiness to Practise Policy 6.4 Policy and Procedure on Learner Welfare and Wellbeing Policy 7.5 IICP College Framework for Monitoring and Maintaining Clinical Practice Requirements
Approval Body	Academic Council
Date of Approval	February 2020
Date Policy Comes into Force	25th January 2021
Date of Review	2025
Revisions	

1. Preamble.

1.1. Readiness to Practise describes when a learner is considered suitable and capable to commence practise as a trainee Counsellor/ Psychotherapist under supervision. Where learners are moving outside their Scope of Practice then they are required to undertake a Readiness to Practise process before seeing clients. This process determines whether a learner is ready to move to the clinical stage.

1.2. Scope of Practice is the range of roles, functions, responsibilities and activities that a Counsellor/ Psychotherapist is educated, competent and has authority to perform. IICP's Readiness to Practise Policy recognises the individual learner's Scope of Practice as determined by their Professional Body membership.

1.3. Readiness to practise is seen as a continuum, with different learners reaching readiness at different points in their learning. Therefore, these procedures assist learners in determining when they are ready to take on this level of responsibility. Where a learner is considered not yet ready to practise then the usual assumption is that they will work towards readiness, within the limits and confines of this procedure.

1.1. *Computation of Time*: Where this procedure prescribes a number of days, this is taken to mean working days: that is, weekends and public holidays shall not be counted. Reference to a specific staff role in any policy is taken to mean that role or any other appropriate member of staff designated by the College to take the specified responsibility in the conduct of that policy.

2. Purpose.

2.1. The purposes of this policy are:

- To provide a framework for the evaluation of a learner's readiness for progression to clinical work;
- To ensure learners on all IICP College undergraduate or postgraduate programmes have a clear understanding of the standards of professional behaviour required of

them throughout their education, and are supported in their continuous attainment of these standards;

- To ensure the well-being of clients and any members of the public who use services provided by IICP College learners during their clinical placements.

3. Scope.

3.1. Subject to the exceptions named in section 3.2 and 3.3, this policy applies to all undergraduate and postgraduate learners at IICP College while acting in the course of their programme.

3.2. This policy does not apply where learners are working within the Scope of Practice recognised by their professional body membership. This is usually the case with the Masters in Pluralistic Counselling and Psychotherapy.

3.3. This policy does not cover Continuing Professional Development Programmes.

4. Policy.

4.1. In Clinical Practise programmes where a learner is moving outside their Scope of Practice, progression to clinical placement is not automatic. A Readiness to Practise assessment takes place before progression to engagement with clients can occur.

4.2. Scope of Practice in this context is determined by a learner's Professional Body membership. Thus, for example:

4.2.1. Student members of IACP are required to undertake a "Readiness to Practise" procedure prior to seeing clients.

4.2.2. Members of IACP are required to undertake a "Readiness to Practise" procedure prior to working with children or adolescents.

4.3. Learners are involved in their own assessment in this regard, and their self-assessment feeds into the evaluative process.

4.4. Learners should note that a placement is an agreement between IICP College, the learner and the agency. This agreement cannot be arranged until IICP College has approved the placement provider. Therefore, learners are required to inform the Programme Coordinator or other designated person within the registry department of any placement they are considering in good time.

4.5. The Standards used in this procedure are stated in IACP Code of Ethics and Practise (IACP, 2018), available at https://iacp.ie/iacp-code-of-ethics) and in a programme's *Competencies Check List*, submitted by a learner as part of this procedure (see section 5). IACP Code of Ethics bind all IICP College learners in their professional activities, including Counselling/ Psychotherapy practices (including in-person and teletherapy modes) and research.

4.6. In addition, learners may be governed by other Codes of Ethics and/or Practice arising from their profession or work-place, and adherence to these codes is managed elsewhere.

4.7. *Requirements to commence clinical practice (all relevant programmes).*

4.7.1. IICP College has established requirements that must be satisfied by a learner prior to commencing clinical practice.

4.7.2. Prior to commencing Clinical Practise, a learner must:

- Achieve the required academic standard in examinations and assessments;
- Consent to abide by the IACP Code of Ethics and Practise for Counsellors / Psychotherapists;
- Hold student or full membership of IACP (or, in postgraduate programmes, in an equivalent professional body agreed with IICP College in advance), in accordance with programme requirements;
- Have the capacity to perform the requirements of the role (section 4.7.3);
- Demonstrate the Requirements for Progression to Practise (section 4.7.4).

4.7.3. Learners are required to have the capacity to perform the requirements of the role:

4.7.3.1. Capacity relates to the knowledge, skills and competence to carry out the role. IICP College's programme-specific *Clinical Competencies Checklist* set out the standards required of learners in particular programmes before they begin to practise. Learners are required to demonstrate achievement of these competencies before they can be deemed ready to practise.

4.7.3.2. Capacity also relates to the ethical, psychological, physical and behavioural readiness to undertake the responsibilities of the role. The responsibilities of a counsellor in this regard are set out in IACP Code of Ethics.

4.7.3.3. It follows that anything that impairs the capacity or health of a learner, or arises from conduct and behaviour that might cause harm to others or the reputation of the profession, may give rise to cause for concern regarding Readiness to Practise. Learner willingness to bring to the attention of the Faculty anything which might impact on ability to practise is one measure of capacity. This obligation to monitor and act on one's own competence to practise is a professional concern and is an ethical requirement of IACP.

4.7.3.3.1. Section 5.4 sets out the obligations of a learner who has been subject to a judgment of a competent authority that might reflect on their ability to practise. Section 5.5 sets out the consideration that should be given by a learner to any illness, disability or specific learning difficulty that may impact on their ability to practise effectively.

4.7.4. Evidence required to be submitted to the College prior to progression to clinical practise is as follows. **Please note**: This section lists the overall requirements for progression in all relevant programmes. The procedure for submission for "Readiness to Practise", including the order in which documents are to be submitted, is described in section 5.6.

4.7.4.1. *Requirements for Progression to Practise.* The requirements are:

- Student membership/ membership of IACP:
  - This is a pre-requisite of a Readiness to Practise determination, and therefore is submitted with the Clinical Competencies Submission Form.
- Evidence of the IACP Garda Vetting:

- This is a pre-requisite of a Readiness to Practise determination, and therefore is submitted through Moodle with the Clinical Competencies Submission Form.

- Professional indemnity insurance:
  - Learners are required to have this in place in advance of commencing any placement. This does not need to be in place for a Readiness to Practise determination. An insurance certificate must be submitted in accordance with programme requirements.
- Engagement with a recognised and accredited supervisor:
  - Learners are required to have this in place in advance of commencing any placement. This does not need to be in place for a Readiness to Practise determination.
- Personal Therapy Log.
  - Completion of 25 hours is required before progression can occur. This must be evidenced on the Clinical Competencies submission form.
- Indication of preferred placement:
  - Please note: ***Placements must be agreed in advance with IICP College. Hours will not be counted for external placements that have not been approved and signed off on.***
- TUSLA e-Learning Programme Certificate
  - Learners on the programme are required to complete this online learning programme before they apply for clinical work. It can be accessed at: https://www.tusla.ie/children-first/children-first-e-learning-programme/
- IACP Online Training
  - Learners on the programme are required to complete IACPs online workshop for engaging in Online Counselling, and to practice in accordance with the IACP online counselling guidelines, which can be accessed here: at: https://iacp.ie/onlinecounselling

5. Procedure.

5.1. Learners entering into practise at various stages of the training programme are required to engage in IICP College's Readiness to Practise procedure, and to be deemed ready for practise through this procedure prior to beginning clinical practise.

5.2. The Readiness to Practise procedure requires that learners:

- Self-assess utilising the *Clinical Competencies Checklist [CCCL]*;
- Evidence the pre-requisites;
- Receive written feedback of their self-assessment;
- Are provided with a decision on and feedback regarding their readiness to enter into professional counselling practise.

5.3. It is a requirement of IICP College that a practice placement will not be negotiated, considered or arranged prior to a decision that a learner is ready to practise. Learners should note that ethically they are required to work within their Scope of Practice, and premature arrangement of counselling placement may infringe this requirement.

5.4. Learners are required to disclose at the time of application for Readiness to Practise any criminal convictions incurred prior to or during their programme of study. In addition, they are required to disclose any situation where they have been the subject of disciplinary hearings or have ever been suspended in the course of their work-based activities (including voluntary work and work experience). This requirement to disclose remains in place for the duration of the training programme.

5.5. Should a learner's health status change or a disability emerge during the programme that causes concern as to the capacity for safe and effective practise, then the learner is required to inform the Faculty. IICP College policies and procedures ensure that reasonable accommodations needed to support learners with an illness and/or a disability are considered and provided, where it is reasonable to do so.

5.6. Learners are required to maintain their competence to practise throughout their placement, and are given guidance in this regard by IICP College.

5.6.1. The requirement to maintain competence includes compliance with IACP supervision requirements. At present their requirements are a ratio of 1 hour supervision to every 5 hours of client work. In undergraduate programmes this includes a maximum of 5 client hours per week for the duration of Clinical Placement Hours. Placements are advised that counsellors / psychotherapists in training are to adhere to this 1:5 ratio, and learners are responsible for remaining within this. Good practise suggests that learners begin slowly, and steadily build up their practise. This aids the development of the supervisory relationship, the relationship with the service and is considered a safe way of being introduced to the realities of client work. Learners are advised of this, and any deviation may need to be justified by the learner. This could include additional supervisory arrangements required or provided by their placement.

5.6.2. The requirement to maintain competence includes an obligation on the learner to inform the College where any situation arises that may give rise to cause for concern regarding competence to practise. This may relate to a matter concerning the health or well-being of a learner, or may arise from conduct or behaviour that raises concerns for client welfare or the reputation of the profession.

6. Undergraduate Programmes Procedure.

6.1. Submission Requirements:

6.1.1. Submission of documents for Readiness to Practise assessment in individual programmes is made available on the Programme Moodle Page. Learners are required to read and adhere to these instructions when they apply for progression to practise. A summary of the application procedure is as follows (see figure 1):

Stage 1: A learner reflects on their readiness to practise, and completes the *Clinical Competency form [CCCL]*;

Stage 2: A learner submits application for Readiness to Practise Determination using the CCCL. This form includes a requirement that learners demonstrate the Requirements for Progression to Practise;

Stage 3: Faculty Assessment Meeting considers evidence (including clinical competency form, requirements for progression to practise, assessment results and learner file). The Faculty Assessment Meeting decides whether the learner is ready to practise or not yet ready to practise;

Stage 4: The faculty meet with the learner at a Clinical Readiness Meeting, where the learner is notified of the decision, and assisted with the next step.

6.2. *Application procedure* (see figure 1):

6.2.1. ***Stage 1: Learner reflects on readiness to practise.***

6.2.1.1. Learners are responsible for deciding when to apply for a determination of clinical readiness. Readiness to begin clinical work differs between individuals, and IICP College procedures take this into account by providing different possible dates for commencement of this procedure. It is the learner who makes the decision to begin the process, but it must occur within the dates set out in the Programme Documentation (usually, the Programme Moodle page). All learners must have submitted their clinical competencies checklist by the end of one of these submission dates, or alternatively discussed their particular circumstances with their lecturer or Programme Co-ordinator.

6.2.1.1.1. In making their decision learners should reflect on their readiness using the Competencies Check List to guide their decision.

6.2.2. ***Stage 2: Learner submits application for Readiness to Practise Determination.***

6.2.2.1. Once a decision to proceed has been made, learners must prepare and submit the relevant supporting documentation that is in the Competencies Check List. This should identify any relevant work or voluntary experience in the caring professions to date, and demonstrate the Requirements for Progression to Practise.

6.2.3. ***Stage 3: Faculty Assessment meeting.***

6.2.3.1. Following the closing of the submission dates window, applications are reviewed by a Faculty Assessment meeting. Faculty take into account all relevant information, including assessment results, attendance and outcomes of learner care and welfare procedures. The standards and

competencies required for progression are stated on the Competencies Check List, and in IACP Code of Ethics.

6.2.3.2. It should be noted that this is not an academic assessment process. Assessment results and achievement of Learning Outcomes are taken into account only in terms of competence to practise. Assessment results cannot be evaluated or changed in any way through a Readiness to Practise process.

6.2.3.3. Where possible, the meeting makes a decision about each submission. Where a decision is not made the faculty will inform the learner of the reason and of any alternative arrangements that have been made.

6.2.4. ***Stage 4 Clinical Readiness Meeting.***

6.2.4.1. These meetings are held either individually or in groups with learners who have applied to progress to clinical work. Rationale for decisions, and requirements for next step, are amongst the topics that may be discussed with learners.

6.2.4.1.1. Clinical Readiness Meeting Outcome. The possible outcomes are:

- A decision of Readiness to Progress to Client Work. In this case the learner has been deemed ready to progress to clinical work and undertakes preparation for client placement, as described in section 6.1 below;
- A decision of "not yet ready" to progress to client work. The options here are set out in section 6.2 below for undergraduate programmes, and in section 6.3 for postgraduate programmes;
- A decision not allowing progression. In this case Continuing with Clinical Placement Policy will usually be invoked.

6.3. *Progressions from Clinical Readiness Meeting*: The possible progression routes for learners associated with these outcomes are as follows:

6.3.1. **Route 1. A decision of progression to client work (see figure 2):** This can only be made when the prerequisites detailed have been achieved. The documents to be submitted as evidence of achievement are:

- Confirmation and evidence of current IACP Student/ Full Membership. Please note, it is a course requirement and all learners must obtain and maintain throughout their programme learner / full membership of IACP. This is submitted with Clinical Competencies Checklist.
- Evidence of successful completion of Garda Vetting with IACP. This is submitted with Clinical Competencies Checklist.
- Insurance Certificate. This is submitted prior to beginning clinical practice.
- Personal Therapy Log. Completion of 25 hours personal therapy evidenced by the therapist on the appropriate form. This is submitted with Clinical Competencies Checklist.
- TUSLA e-Learning Programme Certificate. Learners on the programme are required to complete this online learning programme before they apply for clinical work. The programme can be accessed here: https://www.tusla.ie/children-first/children-first-e-learning-programme/
- Details of previous convictions, cautions, warnings or ongoing police matters and/or any suspension or prohibition on practise, where relevant. This must be disclosed with Clinical Competencies Checklist.

6.3.2. **Route 2. A decision of "Not Yet Ready":**

6.3.2.1. In this case a resubmission of documents detailed above may be required, based on the criteria established at the assessment meeting. These criteria will cover the following areas:

- Any competency that needs to be addressed;
- A realistic timeframe, where possible;
- Any additional supports, if required.

6.3.3. **Route 3. The learner decides between progression routes (**Figures 3 and 4):

6.1.1.1 Learners can elect to proceed with Stage 3, accepting the conditions and restrictions.

6.1.1.2 Learners can exit with a Level 6 Higher Certificate award.

6.1.1.2.1 In this case learners may re-enter at a later stage and re-apply for Readiness to Practise. In this case learners are supported by faculty, and advised to focus on developing the skills, knowledge and competencies set out in faculty's recommendations.

6.2 **A decision of "Not Yet Ready" (*Postgraduate Programme*)**:

6.2.1 In this case a resubmission of documents detailed in section 5.7.2 and 6.1 may be required, based on the criteria established at the assessment meeting. In consultation with the learner, the following criteria are addressed:

- Levels of competency that require attention;
- A realistic timeframe;
- Additional supports, and supply of same where required.

6.2.2 The learner cannot progress to clinical work until deemed ready to practise.

6.3 **Option 3: No progression.** When in force, Policy and procedures: "Continuing with Clinical Placement" may be invoked. This occurs when there are safety and/or welfare concerns. This is explained in detail in IICP College "Continuing with Clinical Placement" Policy and Procedures.

7 Appeal.

7.1 An Appeal is heard by the Clinical Placement Appeals Panel. This is a subcommittee of the AC constituted in accordance with the provisions of IICP College's Policy 2.10 "TOR of Academic Council Boards, Subcommittees, and Panels" and Policy 2.11 "Procedure for Hearings and Appeals".

7.2 An Appeal will only be considered on certain specified grounds.

7.3 Grounds for Appeal:

7.3.1 New evidence has become available which was not available for the Clinical Readiness Meeting.

7.3.2 There has been a procedural irregularity in the conduct of the Clinical Readiness Meeting.

7.3.3 There was a lack of fairness in the application of the regulations.

7.4 To initiate an Appeal, the Appeal must be lodged within **10 working** days of the decision of the Clinical Readiness Meeting.

7.5 The written Request for Appeal should outline the grounds for Appeal. The Request for Appeal should be accompanied by supporting documentation that shall be relied upon in the event of a hearing.

7.6 The purpose of the Appeal Hearing is to examine the Grounds of Appeal made by the learner. Its purpose is not to re-hear the case.

7.7 Upon receipt of the written Request for Appeal, the Registrar will evaluate whether the Appeal is rooted in one of the named grounds for Appeal. The Registrar may dismiss an Appeal which does not provide a prima facie case.

7.8 Within 10 working days of the Request for Appeal the Registrar will acknowledge receipt, and inform the learner whether an Appeal Panel will be constituted, or the Request for an Appeal has been refused.

7.9 Where the Request for an Appeal has been refused then any outcome decided by the Clinical Readiness Meeting and suspended pending Appeal will be implemented.

7.10 An Appeals Panel is constituted by the Academic Council, who shall ensure that no member of the Appeals Panel will have had previous involvement in the case.

7.11 Possible outcomes are:

7.11.1 The Appeals Panel upholds the decision of the Clinical Readiness Meeting, in which case the outcome decided upon will come into force;

7.11.2 The Appeals Panel fails to uphold the decision of the Clinical Readiness Meeting, in which case the learner continues with his/her studies and must submit a new application for readiness to practise.

7.12 The decision of the Appeals Panel is final.

7.13 The Appeals Panel will communicate its findings to the Registrar and the Learner where possible **within 10 working days of the Appeals hearing**. The Chair has responsibility for ensuring that the decision is communicated to the parties as soon as is practicable. If any delay is necessary, the Chair will inform all parties, in writing, outlining the proposed change to the timeline and the rationale for the delay.

7.14 The Appeals Panel will report to the Academic Council where possible within **30 working days** of the Appeal hearing.

8 Postgraduate Programmes Procedure.

8.1 The procedures for the undergraduate programme are applied with appropriate modifications for postgraduate programmes. The procedure is outlined in the following figures:

- Figures 1 -4 relate to Undergraduate Programmes.
- Figures 5-6 relate to Postgraduate Programmes.
- Figure 7 (Appeals) relates to Undergraduate and Postgraduate Programmes.

In force from 25th January 2021

Figure 1. Undergraduate Readiness to Practise Procedure

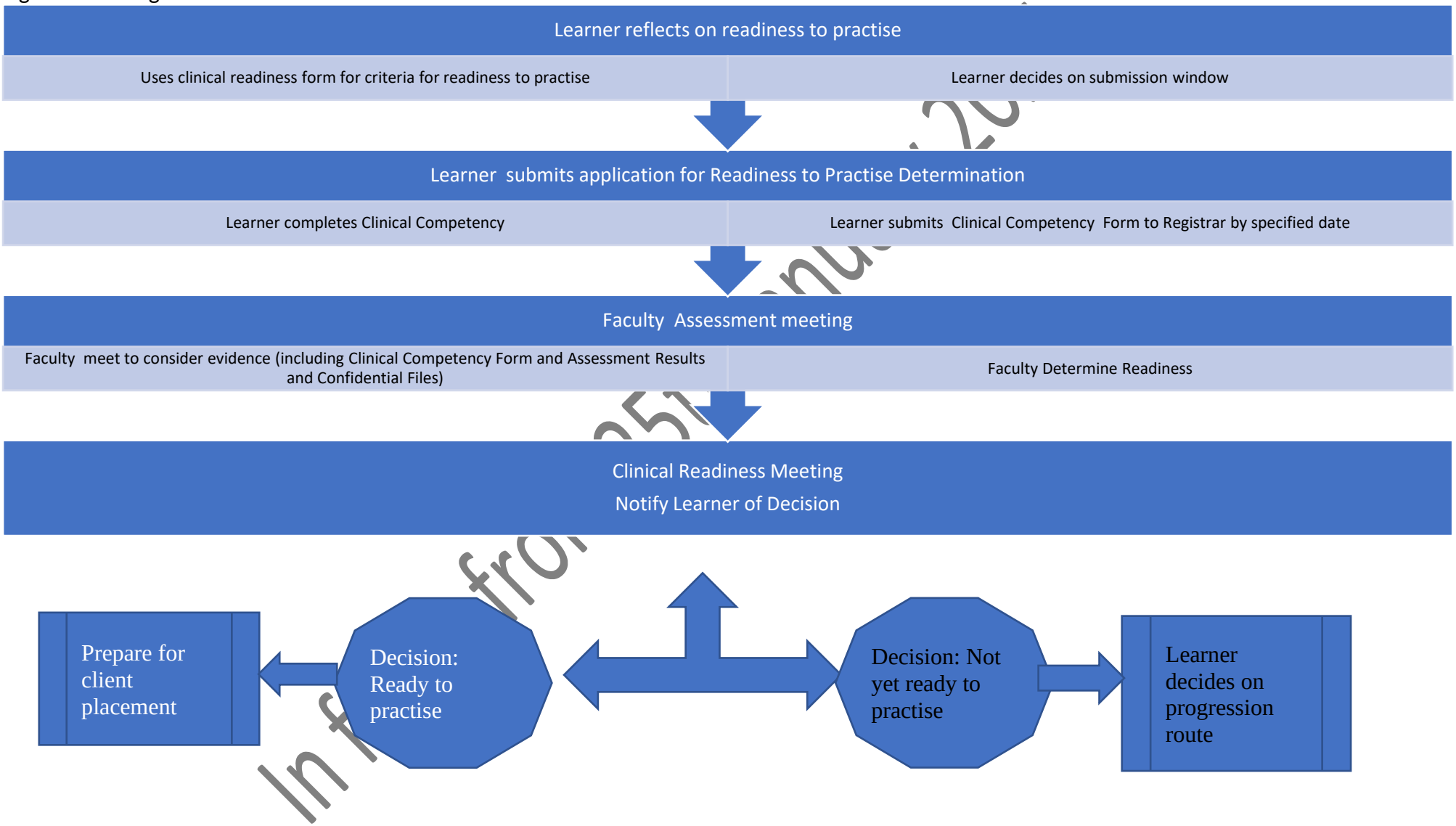


Figure 2. Undergraduate Outcome 1. Preparation for client placement procedure

force from 25th January 2021

Figure 3. Undergraduate Option 2. Possible Progression Routes where there is a decision of "not yet ready".

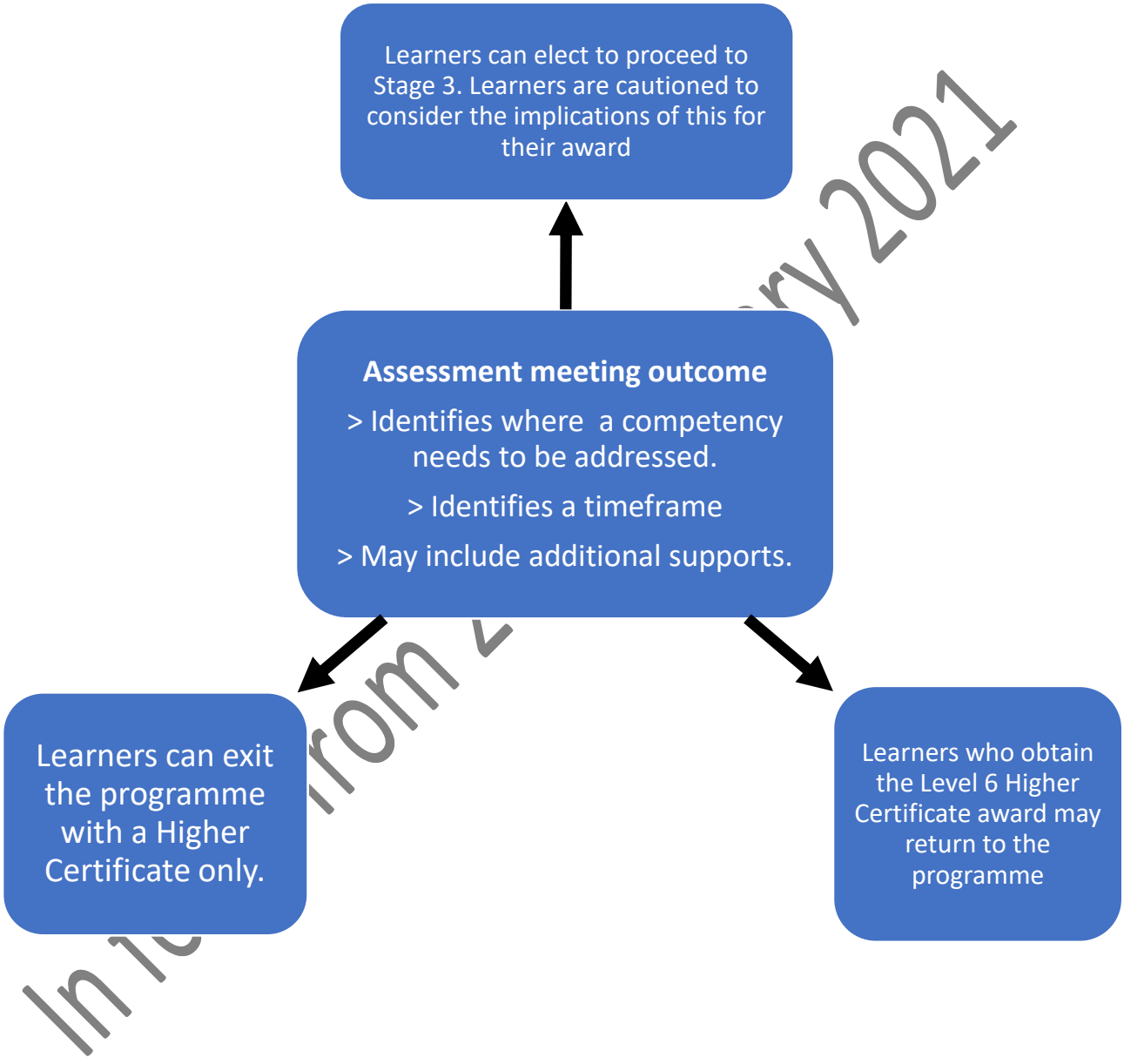
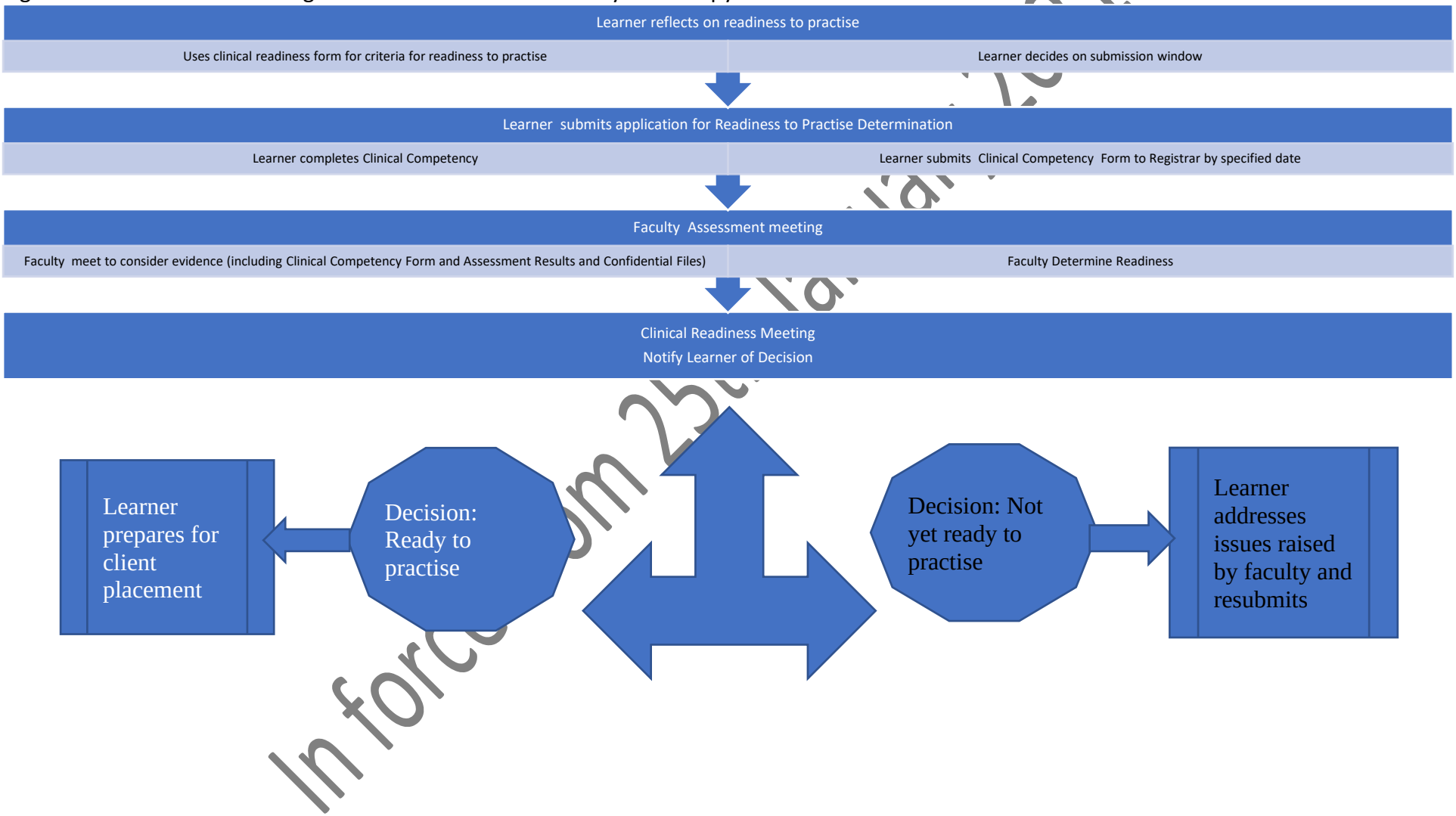


Figure 4. Undergraduate Option 2. Decision of "Not yet ready": Risks and benefits of different progression routes.

Progression routes	Risks and benefits
Route 1 • Learners can elect to proceed with Stage 3, accepting that: ○ Progression is dependent on being deemed ready to practise. ○ Learners are restricted to three attempts to submit their Competencies form and be deemed ready to practise. ○ Successful completion of clinical modules requires being deemed ready to practise within the allocated timeframe of three attempts. ○ Progression through the programme requires being deemed ready to practise within the allocated timeframe of three attempts.	• Learners may not achieve the Level 7/8 award in that academic year if a subsequent clinical competencies assessment returns a second result of 'not yet ready'. • Learners have a maximum of three attempts to successfully complete the clinical competencies assessment. If after three attempts they are not considered ready to proceed, then they may exit with Higher Certificate award, plus relevant single subject certificates at Level 7 for completed modules that do not have a clinical component.
Route 2 • Learners can opt to obtain the Level 6 Higher Certificate award, but choose to take time out between stage 2 and stage 3 to focus on developing the skills, knowledge and competencies set out in faculty's recommendations	• In such cases, faculty will work with and support learners in aiding their development. • An interview to return to Level 7 will take place, and the learner must again submit the Clinical Competencies Checklist at this point.
Route 3 • Learners can exit the programme with a level 6 Higher Certificate only.	Learners do not progress to next stage.

In force from 25th January 2021

Figure 5. Master of Arts in Integrative Child and Adolescent Psychotherapy. Readiness to Practise Procedure



In force from 25th January 2021

Figure 6. Postgraduate Outcome 1. Preparation for client placement procedure

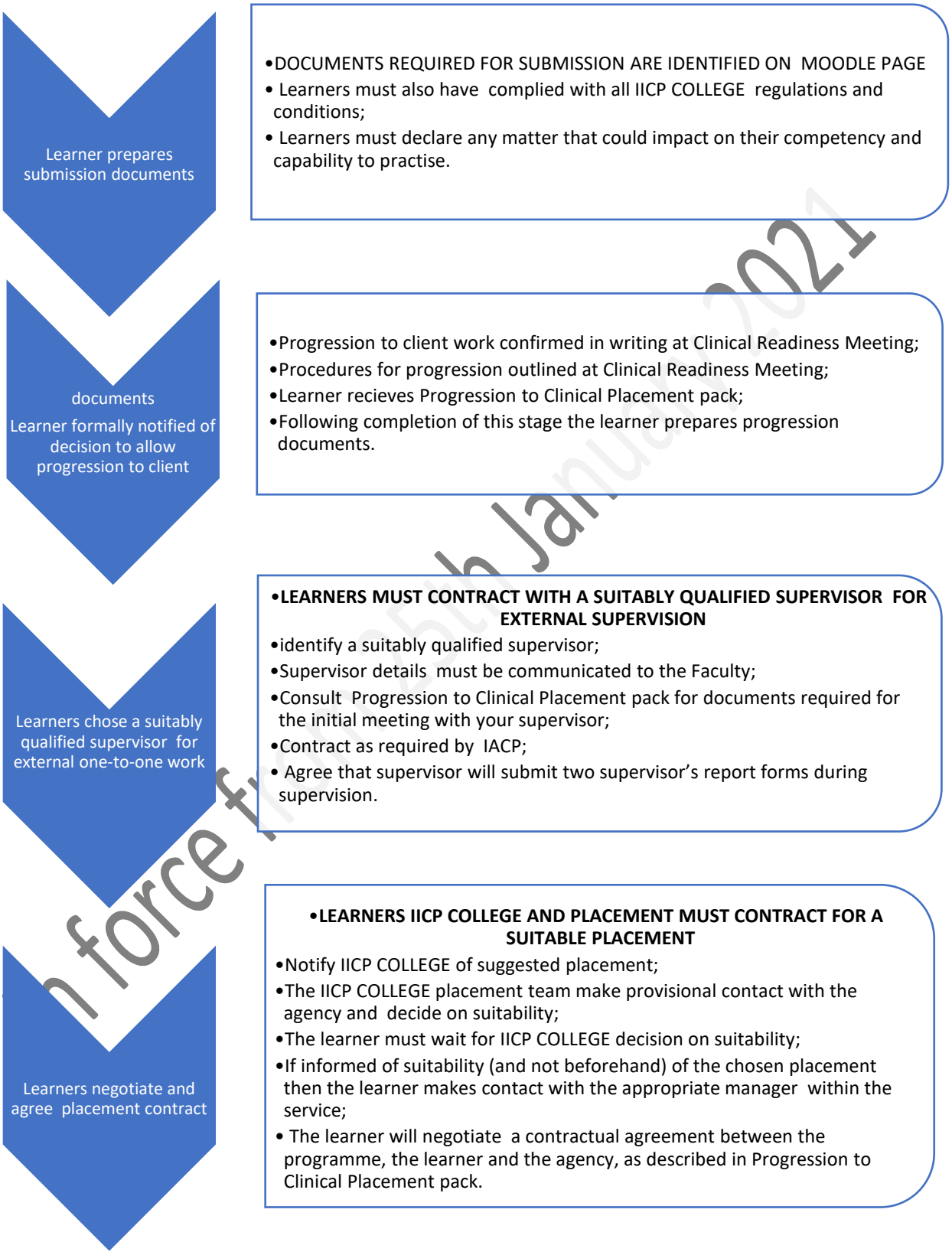


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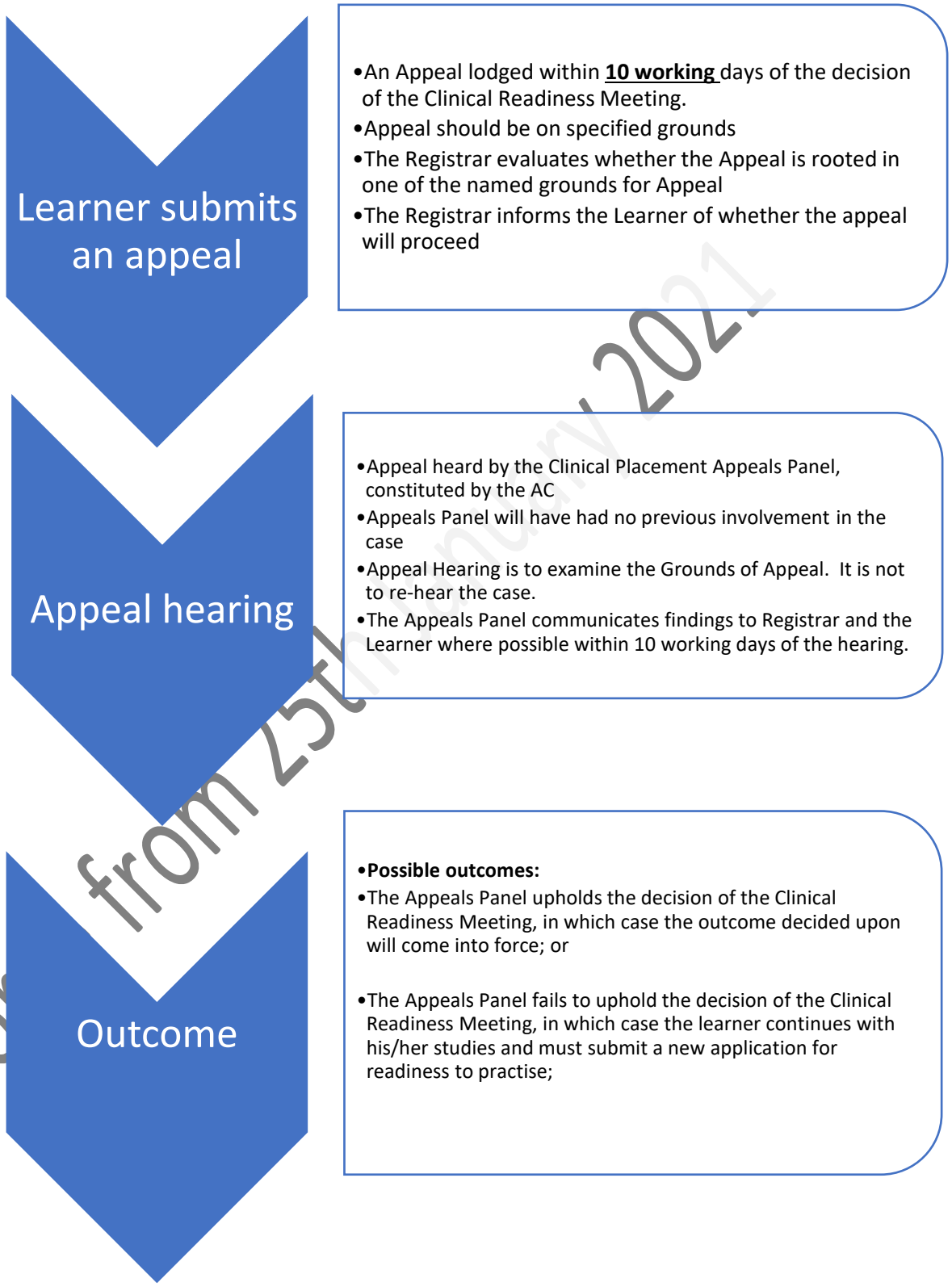
Figure 7. Appeals



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9 Supporting Documentation.

9.1 Undergraduate Programme

Demonstrating capacity to perform the requirements of the role:

The Competencies Checklist.

This checklist supports learners in self-evaluating current knowledge, skill level, personal readiness and professional competency in preparation for commencing client work. It is understood that this is a subjective assessment of the learner's present knowledge, skills and competency and that the learner will have had opportunities to develop and practice some of the competencies more than others. Faculty will give you feedback on your self-assessment, where relevant.

Rating Scale:

1. **Do not see myself as in any way competent:** major improvements needed.
2. **Significantly below average:** will need to work a lot on this in future training.
3. **Somewhat below average**: will need to work on this in future training.
4. **Average competency:** adequacy achieved with improvements needed.
5. **Somewhat above average:** satisfactory competency with improvements needed.
6. **Significantly above average:** slight improvement needed.

On a scale of 1 to 6, (one being the least and six being the most), indicate your joint assessment number along with any comments you wish to make. ***Please type a comment on each item to support/evidence your numerical rating:***

Student Name	
Student Number	
Achievement in Level 6 Modules to Date. (Please review module learning outcomes in advance of completion – Refer to handbook).	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Conduct an initial/assessment interview with clients in simulated practice.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to establish a clear contract including time, space and maintain appropriate boundaries.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Communicate the core conditions in all aspects of practice and training.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Demonstrate all microskills of counselling, in triads and Level 6 assignments.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:

25th January 2021

Understand and utilise empathic responses in simulated practice.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Demonstrate an understanding and practical application of PCT & CT	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to perform clinical tasks to appropriate level: CORE and Suicide Intervention simulations, completion of paperwork.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Demonstrate sensitivity to the possible ways in which different cultures (including one's own) function and interact.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Engagement in an open feedback process, taking developmental feedback on board and translating feedback into action;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Capacity to reflect at an intrapersonal level, recognising soft spots and limitations;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Exhibit professional behaviours such as punctuality and organisational skills etc.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Evidence personal maturity and psychological robustness	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Exhibition high levels of self-awareness and capacity to suspend own values and agenda in the interest of the client;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to manage ethical considerations i.e. Work within the ethical guidelines of IACP and WGII.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:

n 25th January 2021

Please complete the relevant section below:
I have no a previous conviction, caution, warning or ongoing police matters: _____
I have a previous conviction, caution, warning or ongoing police matters: _____
I have a professional body and/or workplace suspension or prohibition on practice'

Where a decision of Readiness to Practice is made, please indicate the following:

Start Month:	
Planned Placement Site:	
Current Year IACP Student Membership in Place	Yes ☐ No ☐
At least 25 Hours of Personal Therapy Complete	Yes ☐ No ☐
Successful IACP Garda Vetting in Place:	Yes ☐ No ☐
All assignments to date passed:	Yes ☐ No ☐
All Current year fees paid in full:	Yes ☑ No ☐

By Submitting this document on Moodle I understand and agree to the following:

1. While I will be supported in gaining the necessary skills, knowledge and competencies, I understand that progression from one stage of the programme to the next is not guaranteed.
2. I understand that my progression through the programme is conditional on passing Clinical Placement 1 and engaging in clinical work.
3. I understand that I cannot progress through the programme unless my course fees are up to date.
4. I have read and agree to the clinical placement policy and procedure in the learner handbook.

Signed: _____ Date: _____
(Learner's Signature)

Signed: _____ Date: _____
(Lecturer's Signature)

In force from 25th January 2021

1.1. Demonstrating capacity to perform the requirements of the role:
Postgraduate Programme (Masters in Child and Adolescent Psychotherapy)
The Competencies Checklist.

This checklist supports learners in self-evaluating current knowledge, skill level, personal readiness and professional competency in preparation for commencing client work. It is understood that this is a subjective assessment of the learner's present knowledge, skills and competency and that the learner will have had opportunities to develop and practice some of the competencies more than others. Faculty will give you feedback on your self-assessment, where relevant.

Rating Scale:

1. **Do not see myself as in any way competent:** major improvements needed.
2. **Significantly below average:** will need to work a lot on this in future training.
3. **Somewhat below average**: will need to work on this in future training.
4. **Average competency:** adequacy achieved with improvements needed.
5. **Somewhat above average:** satisfactory competency with improvements needed.
6. **Significantly above average:** slight improvement needed.

On a scale of 1 to 6, (one being the least and six being the most), indicate your joint assessment number along with any comments you wish to make. ***Please type a comment on each item to support/evidence your numerical rating:***

Student Name	
Student Number	
Achievement on programme today;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to establish a clear contract, and maintain boundaries with children, adolescents and parents/caregivers;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Effective use of core child therapy skills in triads;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Evidences core conditions in all aspects of practice and training;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to manage ethical considerations related to children and adolescents;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:

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Exhibits professional behaviours such as punctuality and organisational skills etc.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Demonstrates understanding of core theories and appropriate use of core theoretical models' interventions in simulated practice;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Engagement in an open feedback process, taking developmental feedback on board and translating feedback into action;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Demonstration of sensitivity to the possible ways in which different cultures function and interact;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Capacity to reflect at an intrapersonal level, recognising soft spots and limitations;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Exhibition high levels of self-awareness and capacity to suspend own values and agenda in the interest of the client;	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Evidences personal maturity and psychological robustness; and	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:
Ability to perform clinical tasks to appropriate level.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6☐ Comments/Evidence:

Please complete the relevant section below:
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In 25th January 2021

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Signed: _____ Date: _____
(Learner's Signature)

Signed: _____ Date: _____
(Lecturer's Signature)

In force from 25th January 2021