

Document Name and Version	7.5 Readiness for Clinical Practice Policy
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Revisions	Replacement of previously readiness to practice framework and policies

Section 1 – Introduction

Purpose

- (1) Clinical placement practice is an integral part of all counselling and psychotherapy training programmes, including both core and further training.
- (2) To engage in clinical practice, learners are required to have the skills, knowledge, and competencies necessary to undertake and complete clinical placement practice components of a programme safely and effectively, fulfilling their responsibilities within the scope of practise of a Counsellor or Psychotherapist.
- (3) The College ensures that learners have undergone or undertake monitoring of their readiness to practice and hence are safe in their interactions and work with members of the public, service users and other learners.

Scope

To whom does the policy apply?

- (4) This policy applies to all undergraduate and postgraduate learners of validated programmes of the College. Specifically, this policy applies to undergraduate learners who are required to demonstrate initial readiness, or fitness, for clinical placement practice; while postgraduate learners can be required to demonstrate continued readiness, or fitness, for clinical placement practice.
- (5) This policy applies to learners of professional programmes where clinical placement practice or supervision of clinical placement practice are integral elements of the programme.

Who is responsible for implementing the policy?

- (6) The registrar and programme director, or their nominees, are responsible for ensuring that all learners undertake an initial readiness for clinical placement practice assessment.
- (7) The registrar and programme director, or their nominees, are responsible for ensuring that learners undergo routine monitoring and maintain their readiness for clinical placement practice.

- (8) The Clinical Placement Manager supports the registrar and programme director in these assessments as required.

Section 2 – Context

Professional Regulations

- (9) This policy makes reference to the IACP Code of Ethics and Practise (IACP, 2018), IACP Code of Ethics and Practice binds all College learners in their professional activities, including in-person and teletherapy modes, and research.

Legal Contexts

- (10) This policy is informed by the obligations placed on Mandated Persons under the Children First Act (2015).

Section 3 – Policy Statements

- (11) Readiness to Practice assessments and procedures are designed to ensure
- a. That learners engage in clinical practice placement and client cases of a degree of complexity that is appropriate for their stage of training
 - b. The safety of clients, service users and members of the public
 - c. That learners protect their own health and welfare through engagement with support and supervision as appropriate
- (12) Dependent on their programme learners must demonstrate that they meet one of the following:
- a. Learners who are student members of IACP are required to successfully undergo a Readiness to Practise procedure prior becoming endorsed to seeing clients.
 - b. Learners who are pre-accredited or accredited members of IACP maybe be required to undergo a Readiness to Practise procedure prior to engaging in practice placement where their programme of studies, and associated practice placement, is beyond their core scope of practice.
- (13) Learners must have achieved the required academic standard in examinations and assessments as detailed in their programme specific rules.

- (14) Prior to being engaging in any readiness for clinical practice assessment, learners must have satisfactorily completed Garda Vetting as follows:
 - a. For learners registered from 2025 onwards are subject to the relevant College Policy and Procedures.
 - b. For learners registered prior to 2025 they must satisfactorily complete the IACP Garda Vetting process.
- (15) Learners must have completed TULSA Safeguarding Training prior to engaging in any readiness for clinical practice assessment.
- (16) Undergraduate learners must hold student membership of IACP, in the case of postgraduate learners they must hold membership of IACP, or an equivalent professional body agreed with the College in advance.
- (17) Learners must have completed 25 of the 50 required hours of Personal Therapy with a therapist who is fully accredited with IACP, IAHIP or BACP.
- (18) In undertaking the readiness for clinical placement practice, learners consent to abide by the IACP Code of Ethics and Practise for Counsellors and Psychotherapists and that they can meet the responsibilities of a practitioner in this regard.
- (19) The readiness for, or monitoring of, clinical placement practice procedures must involve learners and therefore, their own self-assessment and reflection must form part of the evaluative process.
- (20) Learners may take three attempts to complete the readiness for clinical practice assessment.
- (21) Learners must have the capacity to perform the requirements of the role either as a trainee or qualified practitioners, as demonstrated through their achievement of their programme-specific Clinical Competencies.
- (22) Learners may, under some circumstances be required to undergo monitoring of their capacity to continue with clinical practice placement. These circumstances may arise where placement host reports, supervisor reports or faculty feedback indicates it is necessary.
- (23) Where conditions are imposed on a learner's clinical practice, the learner must ensure that they abide by these at all times until indicated otherwise by a readiness to practice assessment panel.
- (24) Where a learner's capacity for readiness for clinical practice placement is impaired either through health of the learner, their actions or conduct or behaviour they may be required to undergo monitoring for their readiness for clinical practice placement.

Impaired capacity for readiness for clinical practice placement may for example be evident by legal or professional judgements, findings against the learner, or conduct and behaviour that might cause harm to others or the reputation of the profession. This is not an exhaustive list.

- (25) Where a learner displays willingness to engage with, or bring to the attention of, the College an issue which might impact on ability to practice, it demonstrates a measure of capacity to act on one's own competence.
- (26) Where a learner returns to studies, dependent on the duration of their absence, they may be required to undergo a readiness for clinical practice placement assessment.