

Report of Validation Panel

Date of Meeting: 19 April 2013

Named Award:	Postgraduate Diploma in Arts [embedded exit award] / Master of Arts
Programme Title:	Play Therapy
Award Type:	Postgraduate Diploma / Master's Degree
Award Class:	Major
NFQ Level:	9
Intakes Commencing:	September 2013
ECTS/ACCS Credits:	60 (PGDip) / 90 (MA)

PANEL MEMBERS

Name / Function / Institution
Ms Eva Juhl, Institutional Review Facilitator, CIT (Chair)
Ms Diane Canny, Play Therapist, Ballincollig, Co. Cork
Ms Canara Doheny, Play Therapist, New Ross, Co. Wexford
Dr Sharon Phelan, Lecturer in Performing Arts and Cultural Studies, IT Tralee
Dr Anna Ridgway, Placement Manager and Director of Community Development, School of Education, UCC

IN ATTENDANCE

Name / Function / Institution
Ms Marguerite Lynch, QA Administrator, Registrar's Office (notetaker)

PROPOSING TEAM MEMBERS

Name / Function / Department
Dr Margaret Linehan, Head of School of Humanities
Mr Jim Walsh, Head of Department of Social & General Studies
Dr Judith Butler, Lecturer, Department of Social & General Studies
Ms Myriam Clancy, Lecturer, Department of Social & General Studies
Ms Julie Meighan, Lecturer, Department of Social & General Studies
Dr Joe Moynihan, Lecturer, Department of Social & General Studies

BACKGROUND TO THE PROPOSED PROGRAMME

The proposal from the Department of Social & General Studies is for a 3-year Master of Arts in Play Therapy (Level 9) delivered in part-time mode. Full-time delivery is not currently proposed. Upon successful completion of the first two years, learners who do not continue on to Year 3 will be enabled to exit with a Postgraduate Diploma in Play Therapy which is also proposed for validation. To ensure comparability with other 90-credit Masters programmes delivered full-time, each actual year of delivery corresponds to one semester in the Semester Schedules for this programme held in Course Builder (Appendix 2). The programme submission document submitted to the Validation Panel included a supplementary schedule showing the actual delivery sequence throughout each year. Though in Ireland the field of Play Therapy is currently not yet subject to professional regulation, the professional body linked to the programme will be the Irish Play Therapists Association (IPTA).

FINDINGS OF THE PANEL

*NOTE: In this report, the term “Requirement” is used to indicate an action or amendment which in the view of the Panel **must** be undertaken prior to commencement of the Programme. The term “Recommendation” indicates an item to which the Institute/Academic Council/Course Board should give serious consideration for implementation at an early stage and which should be the subject of ongoing monitoring.*

The Panel members would like to thank the members of the proposing team for their open and constructive engagement with the Panel during the review sessions, and are appreciative of the enthusiasm, dedication and hard work of the programme team which showed through in the documentation and the panel discussions.

The Panel **commends** the vision of the proposing team, the Department of Social & General Studies and the School of Humanities in launching this programme and in basing it in Cork, making it the first postgraduate programme in the field to be offered by a respected Irish provider of publicly funded higher education in a specifically Irish setting.

The Panel has considered the documentation provided and has discussed the programme with the proposers. Based on this, the Panel has arrived at a number of Findings, Requirements and Recommendations as follows.

1. Detailed Findings

1.1 NEED FOR THE PROGRAMME

Validation Criterion: Is there a convincing need for the programme with a viable level of applications?
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Overall Finding: Yes

1.1.1

The Panel noted that at three years, the time commitment required for the Masters was considerable. Panellists supported this qualitatively, but queried if the long duration would put the proposed programme at a competitive disadvantage, given the existence of both 2-year part-time Masters and a 4-year PhD programme in the field.

The proposers stated that they had considered the issue, but had felt that the requirements of clinical training and the magnitude of the personal process involved militated against a shorter duration. The related Psychotherapy programme at four years was also longer than competing programmes, but experience had shown that this had not led to a fall-off in interest. The proposed Play Therapy Masters had already attracted a good level of interest from potential entrants, despite being advised to them as a 3-year programme.

Panel members agreed that there should not be any reduction in the length of the clinical training. On the contrary, entrants would need to be clearly advised against taking on clinical work if they were working in full-time employment (see also 1.1.2 below).

Recommendation: Should the need to review the programme duration arise in the future, the Panel recommends that the programme team might investigate e.g. the use of distance-learning mechanisms for some of the academic content, the addition of Saturday delivery, etc. The Panel however does not wish to issue specific recommendations regarding programme duration at this point.

1.1.2

The Panel also raised the issue of employment expectations. Panellists cautioned that any expectation on the part of entrants that the programme would enable them to practice Play Therapy as a full-time profession would be problematic, as this did not correspond to professional reality in the field.

The proposers stated that their stakeholder consultations had indicated that many potential entrants were in fact already qualified and working in another area, such as nursing or teaching. These applicants would be looking to ‘add another string to their bow’ by adding the ability to carry out therapeutic work with children.

The meeting considered that in time, the association of the proposed programme with a well-recognised provider of third-level education and the attendant potential for generating new research would in itself contribute to raising the professional profile of Play Therapy. This in turn might open new possibilities for full-time employment.

1.2 AWARD

Validation Criterion: Are the level and type of the proposed award appropriate?

Overall Finding: Yes

Since the embedded Postgraduate Diploma was also a Level 9 award, the meeting discussed if this might create 'marketing' issues for the additional Masters year. Panel members invited the Department to consider if a step-in model (PGDip and Masters as two separate target awards) might be more attractive to entrants than the step-off model proposed. However, the meeting agreed that the Masters award would be the more attractive option both in view of international precedent and in the context of developing professional registration requirements.

1.3 LEARNING EXPERIENCE (INCL. MODULES)

Validation Criterion: Is the learning experience of an appropriate level, standard and quality overall?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations

The proposed Programme Outcomes as presented to the Panel are attached as [Appendix 1](#).

The Panel notes that all of the modules on the proposed programme are new draft modules. It was informed that these had already been considered by the CIT module moderator and had been externally reviewed by Katie O'Brien, Play Therapist, New Ross, Co. Wexford.

1.3.1

Commendation: The Panel commends the inclusion of neuroscience, perinatal matrices, court training, child development and parenting, and considers that what is proposed is a fine and robust programme of learning overall.

1.3.2

The programme team confirmed that the clinical training was strongly focused on Non-directive Play Therapy. Panel members queried whether 'non-directive' should be included in the programme title to indicate this focus to potential entrants and employers. The proposers stated however that learners would also get an introduction to Directive Play Therapy, as there might be cases where this might be the most appropriate and effective approach. For this reason, the programme team had decided to leave the title unspecified. The Panel noted this.

1.3.3

The Panel considers it a fundamental requirement of safe and effective training and valid and reliable assessment in clinical practice that all therapeutic sessions conducted by trainee therapists are appropriately recorded.

Requirement: The Panel therefore requires that all therapeutic sessions carried out by learners on the programme need to be video-recorded.

A pre-requisite for this will be the implementation of appropriate client consent frameworks. The Department will also need to ensure compliance with all legal and ethical requirements for safe, secure and confidential collection and storage of personal records. Standardised client consent forms should be devised for use by learners.

1.3.4

Also with regard to clinical training, the Panel considers it important that learners are afforded the opportunity to build up their therapeutic experience progressively as appropriate to the stage of their learning. At the same time, they should be able to experience all stages of the therapeutic process and a sufficiently broad range of client profiles.

In the Panel's opinion, this cannot be fully ensured with the length and sequence of the required client interventions as currently proposed (2 x 12 sessions each).

Requirement: The Panel therefore asks that the length and sequencing of the interventions in the clinical practice modules should be revised as follows:

- In the first year of the programme (nominal 'Semester 1'), *Clinical Work Practice* (Expert level, 5 credits) should be revised to include a staggered sequence of interventions for two clients of 10 respectively 8 sessions each. The cases selected should be of a moderate level of complexity to allow the learner to gradually gain confidence in therapeutic practice while also normally being able to bring the process to full conclusion.
- The second year of the programme (nominal 'Semester 2') should again include interventions for two clients. One of these should be a long intervention of 20 sessions, which would be conducted across the whole length of the academic year. The other should be a shorter intervention of 12 sessions conducted during the second (actual) semester of the second year (i.e. actual Sem. 4).

The long intervention should be used as the basis for assessment in two separate modules delivered sequentially in (actual) Semesters 3 and 4 respectively. One of these modules would be the 4th semester clinical practice module, *Applied Play Therapy Clinical* (Expert level, 5 credits). An appropriate Semester 3 module would need to be identified. Assessment of the long intervention should focus on a different aspect or aspects in each of the two modules, with appropriately distinguished outcomes, assessment criteria.

If the long intervention continues over academic breaks, arrangements should be made for external practice supervision to continue as well, to ensure the trainee therapist is appropriately accompanied from a health & safety point of view.

Assessment of client therapy sessions conducted during academic breaks, if envisaged, could draw on the video-recording of the respective sessions, as required by the Panel in 1.3.2.

1.3.5

Requirement: The Panel requires that live non-diagnostic child observations should be practised and should also form part of the assessment in the module *Observation Techniques* (Expert level, 5 credits), mindful of the workload generated by the other modules in the same (actual) semester. Appropriate recording mechanisms should also be investigated and implemented, to safeguard both academic standards and the health & safety of the parties involved.

1.3.6

The Panel considered that the workload generated by the written assessments in many modules was quite heavy, particularly where modules included both an essay and a presentation with accompanying report.

Recommendation: The Panel recommends that the assessments across modules should be reviewed, with a view to identifying ways in which the written assessments could be made less onerous. Suggestions for how this could be achieved included reducing the length of some essays and requiring learners to hand up presentation slides rather than a separate written report. Alternative assessment methods could also be considered in some modules.

1.3.7

Recommendation: The Panel also suggests that the programme team might consider introducing some cross-modular assessment in order to integrate the learning, particularly between theory- and practice-based modules.

1.3.8

Recommendation: Where a Process Journal is used as an assessment method (e.g. in the module *Sand and Art Therapy*, Expert level, 5 credits, Sem. 2), the programme team should require, as part of the assessment criteria, that this journal clearly reflects and analyses the practical work covered throughout a significant majority (min. 70%) of the lab sessions.

1.3.9

Recommendation: The programme team should explore ways of allowing learners to experience elements of Play Therapy other than sand and art, including for instance drama and dance. This could be done for instance by integrating selected elements into the teaching methodology of some modules. The use of visiting lecturers should also be considered.

1.3.10

Recommendation: The Panel recommends that learners should be made aware of the possibilities and potential uses of standardised tests at appropriate points throughout the programme.

1.3.11 MODULE *Research Dissertation* (Expert level, 20 credits, Semester 3)

The Panel heard that the Module Descriptor for this module was based on an approved module originally designed for use in business-related programmes.

Recommendation: The Panel notes that the few mentions of Play Therapy in this module appear ‘tacked on’ to an otherwise generalist Module Descriptor which, in the Panel’s view, would be suitable for use across a number of areas, including Play Therapy. The programme team should therefore contact the Module Coordinator of the approved module upon which the present draft is based, to explore if a generic form of words covering all appropriate fields could be agreed which would allow the module to be shared across a greater number of areas.

1.3.12

Requirement: Any revisions to Module Descriptors or Semester Schedules made to address the recommendations and requirements in this require sign-off from the CIT Module Moderator and the Registrar’s Office prior to approval by the CIT Academic Council.

1.4 PROGRAMME STRUCTURE

Validation Criterion: Is the programme structure logical and well designed (including procedures for access, transfer and progression)?

Overall Finding: Yes

The Panel notes that the programme structure had also already been the subject of external peer evaluation by Katie O’Brien, Play Therapist, New Ross, Co. Wexford. The Semester Schedules as proposed are in [Appendix 2](#).

The Panel also notes that the Department has sought derogation from the Free Choice requirement, based on the nature of the programme as a focused and specialised programme of professional education and training and the inclusion of a large clinical practice element.

1.4.1

The Head of School informed the Panel that all applicants to this Masters programme would now have to undergo an interview as a mandatory part of the application process. The Panel noted this.

1.5 PROGRAMME MANAGEMENT

Validation Criterion: Are the programme management structures adequate?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations

1.5.1

The proposers noted that one hour of individual practice supervision per six hours of clinical practice was a standard health & safety requirement across all therapy-related programmes in the Department. Learners would be informed

that they would need to incur the cost for this themselves. This was distinct from group supervision, which would be carried out in the Institute by a group supervisor who was part of the CIT programme staff.

1.5.2

The proposers confirmed that in this programme, the report of the external individual practice supervisor would also contribute 10% of the continuous assessment mark in the modules *Clinical Work Practice* (Expert, 5 credits, Sem. 1) and *Applied Play Therapy Clinical* (Expert, 5 credits, Sem. 2).

The Department would ensure that practice supervisors were familiar with CIT academic standards by requiring them to attend workshops before the programme commenced. In addition, supervisors would receive copies of the relevant regulations (including the CIT *Regulations for Modules & Programmes*) and would be required to sign off on adherence to these. Finally, as was customary in related programmes, the Department intended to maintain contact with the practice supervisors by bringing them in for two to three further meetings over the course of each academic year.

Recommendation: In the Panel's view, maintenance of good communication between the programme team and the practice supervisors throughout will be essential to enabling early identification of welfare issues and safeguarding academic standards. The programme team should therefore ensure that the link with the individual practice supervisor is a continual three-way process between the learner, the supervisor and the programme team.

1.6 RESOURCE REQUIREMENTS

Validation Criterion: Are the resource requirements reasonable?

Overall Finding: Yes

The Panel was assured on behalf of the President and Head of Faculty/College/School that appropriate resources in terms of staffing and facilities will be put in place when the programme is validated.

1.7 IMPACT ON THE INSTITUTE

Validation Criterion: Will the impact of the programme on the Institute be positive?

Overall Finding: Yes

2. Overall Finding

Based on the above findings, the Panel has arrived at the following Conclusions:

- The MA in Play Therapy and the embedded PGDip in Arts in Play Therapy meet the required standards for the respective award at Level 9 of the National Framework of Qualifications.
- The MA in Play Therapy meets the criteria for validation of a new programme adopted by the Academic Council of Cork Institute of Technology.

The Panel therefore recommends to the CIT Academic Council that the Postgraduate Diploma in Arts in Play Therapy and the Master of Arts in Play Therapy be validated for five academic years, or until the next programmatic review, whichever is soonest, subject to implementation of the Requirements above, and with due regard to the Recommendations made.

Implementation of Requirements
<p>1.3.3 Complete.</p> <p>Statements regarding the requirement to video-record all therapeutic sessions conducted by the learners have been included in the relevant Module Descriptors. The standardised client consent form devised for the purpose is attached to this report (Appendix 3). An appropriate commitment has been received from the Department regarding compliance with legal and ethical collection and storage of personal records.</p>
<p>1.3.4 Complete.</p> <p>The 'long intervention' will commence in MODULE <i>Play Therapy Underpinnings</i> (Nominal Sem. 2 / actual Sem. 3) and conclude in MODULE <i>Applied Play Therapy Clinical</i> (Nominal Sem. 2 / actual Sem. 4), with discrete assessments linked to delivery of the relevant phase of the intervention in each module.</p>
<p>1.3.5 Complete. Learning Outcomes and Coursework Breakdown reflect inclusion of live observations.</p>
<p>1.3.12 Complete. Module Moderator Sign-Off XX May 2013. Registrar's Office Sign-Off 30 May 2013.</p>

The full implementation report received from the Head of School, Dr Margaret Linehan, is attached to this report ([Appendix 4](#)).

Appendix 1 – Proposed Programme Outcomes

Postgraduate Diploma in Arts in Play Therapy

Programme Outcomes

On successful completion of this programme the learner will be able to :

PO1	Knowledge - Breadth	Demonstrate an advanced knowledge of the history and development of Play Therapy which will enable them to understanding the role it plays in psychological theory. Critically evaluate a wide variety of Play Therapy models which have an in depth insight to a range of appropriate approaches that are used in Play Therapy research.
PO2	Knowledge - Kind	Demonstrate the competence and the in depth knowledge required to integrate theory with practice through group and individual Play Therapy interventions. Demonstrate a broad and thorough understanding of children's individual clinical needs, including knowledge relating to children's mental health, disability, emotional trauma and abuse.
PO3	Skill - Range	Critically apply and uphold the principles and practice of clinical governance. Demonstrate an ability to work therapeutically with children in a safe, ethical and professional manner
PO4	Skill - Selectivity	Asses therapeutic needs and maintain safe boundaries appropriate to Play Therapy practice. Work with a wide range of clinical issues and plan and deliver effective Play Therapy interventions to groups and individuals.
PO5	Competence - Context	Reflect on the importance of personal process in the therapeutic relationship. Ascertain and evaluate issues relating to transference and countertransference that surface. Objectively analyse own creative process through self reflection, personal understanding, engaging in the therapeutic process, developing empathy and identifying personal weaknesses and vulnerability.
PO6	Competence - Role	Undertake a substantial professional lead and conduct Play Therapy interventions within a variety of clinical and institutional settings and client groups. Integrate the different dimensions of Play Therapy - theoretical, clinical, personal process and reflective practice necessary to become an effective and safe practitioner.
PO7	Competence - Learning to Learn	Understand the impact of ethical and professional considerations that arise in Play Therapy practice. Have an appreciation of the need of continuing professional development (CPD) as well as the ability to reflect on the importance of clinical supervision in clinical safe practice.
PO8	Competence - Insight	Contribute to the advancement and profile of the professional through original academic research and practice in compliance with the relevant code of ethics.

Master of Arts in Play Therapy

Programme Outcomes

On successful completion of this programme the learner will be able to :

PO1	Knowledge - Breadth	Demonstrate an advanced knowledge of the history and development of Play Therapy which will enable them to understand the role it plays in psychological theory. Critically evaluate a wide variety of Play Therapy models which have an in-depth insight into a range of appropriate approaches that are used in Play Therapy research. Develop research proposals arising from their practice as a Play Therapist and communicate these in an academic way through a research dissertation.
PO2	Knowledge - Kind	Demonstrate the competence and the in-depth knowledge required to integrate theory with practice through group and individual Play Therapy interventions. Demonstrate a broad and thorough understanding of children's individual clinical needs, including knowledge relating to children's mental health, disability, emotional trauma and abuse. Document their work accurately and use the collected data for both clinical and research purposes. Develop their creative skills to use in therapeutic practice.
PO3	Skill - Range	Critically apply and uphold the principles and practice of clinical governance. Demonstrate an ability to work therapeutically with children in a safe, ethical and professional manner.
PO4	Skill - Selectivity	Assess therapeutic needs and maintain safe boundaries appropriate to Play Therapy practice. Work with a wide range of clinical issues and plan and deliver effective Play Therapy interventions to groups and individuals.
PO5	Competence - Context	Reflect on the importance of personal process in the therapeutic relationship. Ascertain and evaluate issues relating to transference and countertransference that surface. Objectively analyse own creative process through self-reflection, personal understanding, engaging in the therapeutic process, developing empathy and identifying personal weaknesses and vulnerability.
PO6	Competence - Role	Undertake a substantial professional lead and conduct Play Therapy interventions within a variety of clinical and institutional settings and client groups. Integrate the different dimensions of Play Therapy - theoretical, clinical, research, personal process and reflective practice necessary to become an effective and safe practitioner.
PO7	Competence - Learning to Learn	Understand the impact of ethical and professional considerations that arise in Play Therapy practice. Have an appreciation of the need of continuing professional development (CPD) as well as the ability to reflect on the importance of clinical supervision in clinical safe practice.
PO8	Competence - Insight	Contribute to the advancement and profile of the profession through original academic research and practice in compliance with the relevant code of ethics.

Appendix 2 – Semester Schedules

The Semester Schedules for the MA in Play Therapy incorporate the schedules for the embedded Postgraduate Diploma (Semesters 1 and 2).

Semester 1

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Hours Contact Hours	PT Hours Contact Hours	Course Work	Final Exam
PSYC9007	Clinical Work Preparation (Approved)	JIM WALSH	Expert	5.0	0.00	1.50	100.0%	0%
PSYC9008	Child Development & Play (Approved)	JIM WALSH	Expert	5.0	0.00	3.00	100.0%	0%
PSYC9009	Play Therapy Theory (Approved)	JIM WALSH	Expert	5.0	0.00	3.00	100.0%	0%
PSYC9010	Apps Play Therapy Skills (Approved)	JIM WALSH	Expert	5.0	0.00	2.00	100.0%	0%
PSYC9011	Observation Techniques (Approved)	JIM WALSH	Expert	5.0	0.00	2.00	100.0%	0%
PLAC9013	Clinical Work Practice (Approved)	JIM WALSH	Expert	5.0	0.00	0.50	100.0%	0%

Semester 2

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Hours Contact Hours	PT Hours Contact Hours	Course Work	Final Exam
PSYC8011	Neuroscience (Approved)	JIM WALSH	Advanced	5.0	0.00	3.00	40.0%	60%
PSYC9012	Group and Family Play Therapy (Approved)	JIM WALSH	Expert	5.0	0.00	3.00	100.0%	0%
PSYC9013	Play Therapy Processes (Approved)	JIM WALSH	Expert	5.0	0.00	3.00	100.0%	0%
PSYC9015	Play Therapy Underpinnings (Approved)	JIM WALSH	Expert	5.0	0.00	1.50	100.0%	0%
PLAC9014	Play Therapy Work Practice (Approved)	JIM WALSH	Expert	5.0	0.00	0.50	100.0%	0%
PSYC9014	Sand and Art Therapy (Approved)	JIM WALSH	Expert	5.0	0.00	2.00	100.0%	0%

Semester 3

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Hours Contact Hours	PT Hours Contact Hours	Course Work	Final Exam
EDUC9031	Play Therapy Research Methods (Approved)	JIM WALSH	Expert	10.0	0.00	2.50	100.0%	0%
MGMT9010	Research Dissertation (Approved)	DON CROWLEY	Expert	20.0	0.70	0.70	100.0%	0%

Appendix 3 – Client Consent Form

Cork Institute of Technology
Masters/Postgraduate Diploma in Play Therapy
Videotaping consent form

Name of trainee Play Therapist:

I/we have parental responsibility for ----- (Name of child)

I/we agree that sessions undertaken as part of a trainee Play Therapists coursework will be videotaped.

I/we understand that the professionals viewing the tapes will agree to keep the information confidential.

I/we understand that tapes and this form will be kept by Cork Institute of Technology as part of the trainee Play Therapist's assessed work for two years.

The videotapes and this form will be stored in a secure, locked room and destroyed after two years.

Signed (parent):

Date:

Signed (parent):

Date:

These tapes may be used for training and teaching purposes **(only sign if in agreement with same)**

Signed (parent):

Date:

Trainee Play Therapist Name:

Signature (therapist):

Date:

Appendix 4 – Implementation Report

Implementation of Requirements for MA in Play Therapy and Postgraduate Diploma in Play Therapy

<p>1.3.3 All therapeutic sessions carried out by the learners on the programme will be video-recorded. A pre-requisite for this will be the implementation of appropriate client consent forms. These forms have been devised in consultation with the programme team and members of the Counselling and Psychotherapy team. The department will also ensure compliancy with all the legal and ethical requirements for safe, secure and confidential collection and storage of personal records. These records will be stored in a secure and locked cabinet in a secure and locked room with limited access by those directly involved in the delivery of the relevant modules.</p>
<p>1.3.4 The length and the sequencing of the interventions in the clinical practice module have now been revised. In the first year of the programme (nominal “semester 1”, Clinical Work Practice” includes a staggered sequence of interventions for two clients of 10 respectively 8 sessions each. These cases will be of a moderate level of complexity to allow the learner to gradually gain confidence in therapeutic practice while also being able to bring the process to full conclusion.</p> <p>The second year of the programme (nominal “semester 2”) has been revised to include interventions for two clients in the module “Play Therapy Underpinnings”. One long detailed intervention will commence and last for ten sessions with the learner completing the remaining ten sessions in the module “Applied Play Therapy Clinical” in the following semester, thereby allowing for the intervention to take place for the entire academic year. Additionally, a shorter intervention of 12 sessions has also been included in the module “ Applied Play Therapy Clinical”.</p>
<p>1.3.5 Live non diagnostic child observations will be practised in the module “Observation Techniques”. The consent form which has been devised by the programme team will be utilised by parents/ guardians/organisations prior to observations.</p>
<p>1.3.6 The written assessments for all modules were reviewed by the programme team and the following assessment methods have now been amended in light of the heavy work load:</p> <ul style="list-style-type: none">• Clinical Work preparation: Written report deleted• Observation techniques: Essay deleted and substituted with shorter written report• Play Therapy processes: Essay deleted and substituted with shorter written report• Application of Play Therapy Skills: Project deleted and additional weighting allocated to Reflective Journal• Child Development, Play and Attachment: Written report deleted and essay word count reduced to 2000 words• Play Therapy Theory: Written report deleted and essay word count reduced to 2000 words• Play Therapy Underpinnings: Written report deleted• Play Therapy Research Methods: Written report deleted. Weighting amended to include 50% for literature review and 50% for Methodology• Sand & Art Therapy: Weighting of reflective Journal amended to 70%. Learning outcome 2 amended to include- Art, Drama and Dance. Project weighting amended to 30%• Research Dissertation: Consulted with Module Coordinator of the approved module and agreed on generic form of words
<p>1.3.7 Cross modular assessment has been included through the use of process journals in assessment</p>
<p>1.3.8 The weighting of the process journal as an assessment method has been amended to 70%</p>
<p>1.3.9 Drama and Dance have been incorporated in the module “Application of Play Therapy’. Visiting lecturers will be invited to deliver workshops and seminars throughout the semesters. This is reflected in the background documentation of the programme.</p>
<p>1.3.10 The use of Standardised tests and assessments are now incorporated in the indicative content in the “Sand and Art Therapy” Module.</p>
<p>1.3.11 Research Dissertation- Please see comments in 1.3.6 above regarding this module.</p>
<p>1.4.1 Admission Criteria has been amended to include a mandatory interview as part of the application process</p>
<p>1.5.1 Prior to admission, learners will be informed that additional costs of individual practice supervision will be incurred and learners are liable for this additional expense. Supervision costs to students will be uniformed and decided in consultation with the Counselling and Psychotherapy programme.</p>
<p>1.5.2 Practice Supervisors will be invited to meet the programme team before commencement of the programme and thereafter for two/ three further meetings over the course of each academic year. Supervision training will be held for IPTA therapists over the summer months to ensure common training and a pool of supervisors for students. These supervisors will maintain close links with CIT.</p>