



## Reengagement Panel Report

### Assessment of Capacity and Approval of QA Procedures

#### Part 1 Details of provider

##### 1.1 Applicant Provider

Registered Business/Trading Name:	Clanwilliam Institute Personal Relationship and Family Consultancy
Address:	Lynx House, Old Church Road, Lower Kilmacud Road, Stillorgan, A94 E4Y0
Date of Application:	30 <sup>th</sup> April 2020
Date of resubmission of application:	19 <sup>th</sup> May 2021
Date of evaluation:	
Date of virtual site visit (if applicable):	9 <sup>th</sup> August, 2020
Date of Reconvened Panel Meeting:	9 <sup>th</sup> June, 2021
Date of recommendation to the Programmes and Awards Executive Committee:	15 <sup>th</sup> October 2020 and 24 <sup>th</sup> June 2021



## 1.2 Profile of provider

Clanwilliam Institute is a registered charity, which was founded in 1982 to develop family therapy in Ireland, with goals including the development of clinical services, training programmes and research activities.

The Institute had a training programme accredited by HETAC in 2007, and has revalidated its programmes with HETAC in 2012 and QQI in 2018. There are now two QQI accredited training programmes offered, an NFQ Level 9 MSc in Systemic Individual, Couples and Family Therapy, and an NFQ Level 9 Postgraduate Diploma in Systemic Psychotherapy (made of up 60 ECTS of the MSc programme). QQI programmes are offered face to face only, on a part-time basis. The programmes are also accredited by the Family Therapy Association of Ireland (FTAI) and the European Association of Psychotherapists (EAP).

The Institute operates with a widening participation philosophy and encourages applicants who have diverse qualifications and experience, but who may not have a formal psychotherapy background to apply for its programmes. Clanwilliam Institute graduated 31 learners from its QQI programmes in the period 2016 – 2019. The Institute also offers unaccredited short courses and workshops for mental health professionals and professional programmes accredited by the FTAI.

Clanwilliam Institute offers professional counselling and psychotherapy services to a broad base of clients, and engages in a number of community-based services and partnerships. These include work with School Completion Services in Crumlin, partnerships for team-based family therapy services, partnership with the Traveller Counselling Service and the provision of subsidised or free therapy services to charities and Direct Provision services.



## Part 2 Panel Membership

Name	Role of panel member	Organisation
David Denieffe	Chair	IT Carlow
Dr. Catherine Peck	Report Writer	Independent Education Consultant
Dr. Lee Richardson	Panel Member	Dublin Business School
Eibhlin Walsh	Learner Representative	University of Limerick

## Part 3 Findings of the Panel

### 3.1 Summary Findings

At the outset, the panel commends Clanwilliam Institute (CWI) for bringing forward its application for reengagement, acknowledging that the process entails a significant administrative burden on small and niche providers. The application positively reflects on CWI's commitment to delivering quality assured education and training in its domain, which will lead to QQI recognized certification for CWI learners. The panel also notes that due to the restrictions imposed by the COVID-19 pandemic, the site visit was facilitated virtually by CWI.

During the course of the evaluation, the panel had the opportunity to engage in discussions with members of the CWI Board of Directors/Trustees and Academic and Professional Council, as well as with professional and academic leadership and staff at CWI. These discussions were highly constructive, and enabled the panel members to gain insight into how QA processes were lived within the organisation, and the ethos that underpinned this.

Nonetheless, it was the view of the panel that the draft QA procedures presented for evaluation did not reflect sufficient alignment with QQI's Core Statutory Quality Assurance Guidelines (2016). The panel had confidence that, in practice, the majority of CWI's processes are well aligned with the principles underpinning these Guidelines. However, the panel was required to make an evidence-based evaluation on the basis of CWI's documented application, informed and augmented by understandings gleaned from the site visit. Therefore, at the close of the virtual site visit, the panel was not in a position to recommend immediate approval of CWI's draft QA procedures. The panel identified mandatory changes for CWI, outlined in Section 7.1 of this report. These are discussed in Sections 5.1 – 5.12, and related, in the main, to gaps in the provider's documentation of its practice.

The panel was confident that CWI, given sufficient time, would be able to appropriately address the identified gaps. Following a resubmission of the draft QA procedures by CWI, the panel reconvened on the 9<sup>th</sup> of June, 2021 to review the evidence provided and determine if the mandatory changes had been implemented. The panel noted and commended the high standard



of the resubmitted documentation and the extent of work undertaken by CWI during the interim period. It was evident that CWI had undertaken a comprehensive and detailed review of its QA system and that the resubmitted documentation aligned closely to QQI’s Core Statutory Quality Assurance Guidelines.

The panel would like to acknowledge the significant enhancements made by CWI to the institution’s documented QA procedures. Notably, these enhancements were made during a period of extreme disruption due to the Covid-19 pandemic.

Following a thorough review of the evidence submitted, the panel was therefore pleased to proceed with a recommendation to approve CWI’s draft QA procedures to QQI.

**3.2 Recommendation of the panel to Programmes and Awards Executive Committee of QQI**

	Tick <u>one</u> as appropriate
<b>Approve</b> Clanwilliam Institute’s draft QA procedures	<b>X</b>
<b>Refuse approval</b> of Clanwilliam Institute’s draft QA procedures <b>with mandatory changes</b> set out in Section 7.1 <small>(If this recommendation is accepted by QQI, the provider may make a revised application within six months of the decision)</small>	
<b>Refuse to approve</b> Clanwilliam Institute’s draft QA procedures	



## Part 4 Evaluation of provider capacity

### 4.1 Legal and compliance requirements:

	<b>Criteria</b>	<b>Yes/No/ Partially</b>	<b>Comments</b>
<b>4.1.1(a)</b>	<b>Criterion:</b> <i>Is the applicant an established Legal Entity who has Education and/or Training as a Principal Function?</i>	<b>Yes</b>	Clanwilliam Institute is a Company Limited by Guarantee and a Registered Charity. The Institute has delivered a training programme since 2007, initially validated by HETAC. The programme was revalidated by QQI in 2018.
<b>4.1.2(a)</b>	<b>Criterion:</b> <i>Is the legal entity established in the European Union and does it have a substantial presence in Ireland?</i>	<b>Yes</b>	Clanwilliam Institute is a Company Limited by Guarantee and a Registered Charity. The Institute has provided company details registered with the CRO, and the Registered Charity number has also been submitted alongside its application. A compliance statement signed by the Institute's CEO states that the Institute is compliant with all relevant legislation and regulatory requirements applicable to the provision of education and training in Ireland.
<b>4.1.3(a)</b>	<b>Criterion:</b> <i>Are any dependencies, collaborations, obligations, parent organisations, and subsidiaries clearly specified?</i>	<b>Yes</b>	Clanwilliam Institute has provided appropriate detail and evidence in its application regarding its corporate structure. The Institute does not engage in collaborative provision.
<b>4.1.4(a)</b>	<b>Criterion:</b> <i>Are any third-party relationships and partnerships compatible with the scope of access sought?</i>	<b>Yes</b>	Clanwilliam Institute has provided copies of agreements with other institutes it engages in partnerships with. These



			partnerships do not impact the scope of access sought.
<b>4.1.5(a)</b>	<b>Criterion:</b> <i>Are the applicable regulations and legislation complied with in all jurisdictions where it operates?</i>	<b>Yes</b>	The evidence provided in support of the Institute's application is indicative of compliance with Irish/EU legislation.
<b>4.1.6(a)</b>	<b>Criterion:</b> <i>Is the applicant in good standing in the qualifications systems and education and training systems in any countries where it operates (or where its parents or subsidiaries operate) or enrolls learners, or where it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators.</i>	<b>Yes</b>	Clanwilliam Institute has a track record of certification in Ireland. The Institute's programmes were previously accredited by HETAC, and have been revalidated by QQI.

**Findings**

The panel is of the view that the evidence submitted by Clanwilliam Institute is wholly consistent with the provider meeting the Criteria in Section 4.1 in full.

**4.2 Resource, governance and structural requirements:**

	<b>Criteria</b>	<b>Yes/No/ Partially</b>	<b>Comments</b>
4.2.1(a)	<b>Criterion:</b> <i>Does the applicant have a sufficient resource base and is it stable and in good financial standing?</i>	<b>Yes</b>	Clanwilliam Institute has submitted a confirmation of tax clearance and an auditor's letter confirming its financial statements to year end 2018.
4.2.2(a)	<b>Criterion:</b> <i>Does the applicant have a reasonable business case for sustainable provision?</i>	<b>Yes</b>	Clanwilliam Institute states a commitment to QQI validation for its academic programmes despite the considerable associated costs. This commitment is considered necessary to ensure graduates carry qualifications that will have academic value and improve their employment prospects.
4.2.3(a)	<b>Criterion:</b> <i>Are fit-for-purpose governance, management and decision making structures in place?</i>	<b>Yes</b>	At the time of the initial site visit, the panel was not satisfied that CWI had fully satisfied this criterion. Following dialogue with Clanwilliam Institute representatives during the virtual site visit, the panel was of the view that the governance structures at Clanwilliam Institute were, in the main, fit for purpose. However, the panel required that this be more clearly evidenced within the documentation, as a key element for revision in the draft QA procedures. When the panel reconvened in June 2021, this had been wholly addressed in the revised submission.
4.2.4(a)	<b>Criterion:</b> <i>Are there arrangements in place for providing required information to QQI?</i>	<b>Yes</b>	Clanwilliam Institute has a track record of certification with QQI. Responsibility for QA is distributed within the organisation; the Training Programmes Administrator is the staff member responsible for liaison with QQI.

**Findings**

The panel was initially of the view that the evidence submitted by Clanwilliam Institute was largely consistent with the provider meeting the Criteria in Section 4.2 in full. However, the panel required Clanwilliam Institute to provide further clarity and detail within its documentation pertaining to Governance and Management of QA. This is discussed further in Section 5.1 of this report. This issue was fully and comprehensively addressed by Clanwilliam Institute in its revised submission.

**4.3 Programme development and provision requirements:**

	<b>Criteria</b>	<b>Yes/No/ Partially</b>	<b>Comments</b>
<b>4.3.1(a)</b>	<b>Criterion:</b> <i>Does the applicant have experience and a track record in providing education and training programmes?</i>	<b>Yes</b>	Clanwilliam Institute is a well-regarded provider of programmes within its domain. It has delivered programmes accredited by HETAC since 2007, and had its programmes revalidated by HETAC in 2012 and QQI in 2018.
<b>4.3.2(a)</b>	<b>Criterion:</b> <i>Does the applicant have a fit-for-purpose and stable complement of education and training staff?</i>	<b>Yes</b>	Staffing levels and requirements are under continuous review by the Board. Clinical Supervisors and Trainers are contracted for 12 month periods. CPD is facilitated.
<b>4.3.3(a)</b>	<b>Criterion:</b> <i>Does the applicant have the capacity to comply with the standard conditions for validation specified in Section 45(3) of the Qualifications and Quality Assurance (Education and Training) Act (2012) (the Act)?</i>	<b>Yes</b>	The panel is satisfied that the provider's track record of certification, and its approach to the re-engagement process reflects its capacity to co-operate with and assist QQI and provide QQI with information as specified in Section 45(3) of the 2012 Qualifications and Quality Assurance (Education and Training) Act.
<b>4.3.4(a)</b>	<b>Criterion:</b> <i>Does the applicant have the fit-for-purpose premises, facilities and resources to meet the requirements of the provision proposed in place?</i>	<b>Yes</b>	Due to the Covid-19 pandemic, the site visit for this evaluation was conducted virtually, and the panel members did not undertake a site visit to the Institute's premises. The applicant submitted a floor plan of Lynx House with its application, which has a dedicated area for training, and a detailed description of the premises within





			its application form. The panel were satisfied that the premises were appropriate to the requirements of the Institute's provision.
<b>4.3.5(a)</b>	<b>Criterion:</b> <i>Are there access, transfer and progression arrangements that meet QQI's criteria for approval in place?</i>	<b>Yes</b>	The panel is satisfied that the arrangements presented are in line with QQI's criteria.
<b>4.3.6(a)</b>	<b>Criterion:</b> <i>Are structures and resources to underpin fair and consistent assessment of learners in place?</i>	<b>Yes</b>	At the time of the initial site visit, the panel was not satisfied that CWI had fully satisfied this criterion. The panel was satisfied that the arrangements presented were in line with QQI's criteria. However, the panel was of the view that processes in this area should be expanded in relation to plagiarism and academic integrity and included in the QA documentation. When the panel reconvened in June 2021, this concern had been well addressed in the revised submission.
<b>4.3.7(a)</b>	<b>Criterion:</b> <i>Are arrangements for the protection of enrolled learners to meet the statutory obligations in place (where applicable)?</i>	<b>Yes</b>	The Institute provides Protection for Enrolled Learners via an insurance policy held with O'Driscoll O'Neill. Evidence has been submitted of this in the Institute's application.

**Findings**

The panel was initially of the view that the evidence submitted by Clanwilliam Institute is largely consistent with the provider meeting the Criteria in Section 4.3. However, the panel required Clanwilliam Institute to expand its documented QA in relation to processes for supporting academic integrity. This is discussed further in Section 5.6 of this report. This was fully and comprehensively addressed by Clanwilliam Institute in its revised submission.



#### **4.4 Overall findings in respect of provider capacity to provide sustainable education and training**

The panel was initially of the view that CWI's application met the majority of the Criteria in Section 4, which relate to the provider's capacity to deliver sustainable education and training. Where gaps were identified, the view of the panel was that these pertained largely to gaps in documentation of processes and systems rather than deficiencies in practice. When the panel reconvened in June 2021, these gaps had been well addressed in the revised submission.



## Part 5 Evaluation of draft QA Procedures submitted by Clanwilliam Institute

*The following is the panel's findings following evaluation of Clanwilliam Institute's quality assurance procedures against QQI's Core Statutory Quality Assurance Guidelines (April 2016) Sections 1-11 of the report follows the structure and referencing of the Core QA Guidelines.*

### 1 GOVERNANCE AND MANAGEMENT OF QUALITY

#### **Panel Findings:**

At the time of the initial site visit, the panel was of the view that further development of documentation pertaining to this aspect of CWI's draft QA procedures was required.

QQI's guidelines under this dimension of QA require providers to identify groups or units within its governance system, inclusive of documented terms of reference. Where a provider's scale is such that it cannot support internal committees, the system in place for ensuring objective oversight should be documented. Moreover, management of QA must be identified, inclusive of clearly described and designated roles and positions responsible for the implementation of QA procedures.

The panel was of the view that the documentation provided by CWI, although extensive, was not presented in a coherent manner that made the governance process readily transparent to external stakeholders. The panel held concerns that the documentation did not adequately detail, for example, how academic and corporate decision making would be appropriately separated. The panel sought to understand how this was enforced, given that the one individual held the role of CEO and Director of Academic and Professional Programmes concurrently, and attended meetings of both the Board of Directors/Trustees and the Academic and Professional Council (APC). In practice, CWI have worked to mitigate risks associated with this by including significant externality as well as tutor and learner representation on the APC and engaging external persons to manage the escalation of processes such as complaints and appeals. Dialogue with representatives of CWI also reflected a depth of understanding of the requirements of academic governance within the organisation. The panel noted that this needed to be reflected in the draft QA procedures, and that this could be effectively addressed by including more comprehensive and detailed information within terms of reference for various bodies (see mandatory change 7.1.1).

The panel additionally sought to understand how learner voices were represented within the governance structure at CWI. Current practice at the time of the virtual site visit was that CWI invited a learner representative to attend the meetings of the APC. However, CWI representatives acknowledged that, in practice, attendance by learner representatives was inconsistent. The panel identified an item of specific advice for CWI pertaining to this (see 7.2.1). Discussion with CWI representatives also encompassed the role and composition of the Board of Directors/Trustees, and the processes in place for identifying and managing risk within the organisation (CWI's Board developed of a risk register in 2019).

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures, addressing the mandatory changes. The panel noted that the revisions to the documentation provided a clear, transparent and comprehensive view of CWI's governance structure. The documentation also reflected a



commitment to including the learner voice within the governance structure. The panel were satisfied that their initial concerns in relation to this dimension of QA had been wholly and comprehensively addressed.

## **2 DOCUMENTED APPROACH TO QUALITY ASSURANCE**

### ***Panel Findings:***

At the time of the initial site visit, the panel was of the view that further development of documentation pertaining to this aspect of CWI's draft QA procedures was required.

QQI's guidelines under this dimension of QA require providers to ensure that QA procedures are fully documented and available publicly (published). They also require that necessary information is available to staff and the public as required in usable formats. CWI representatives self-identified within the gap analysis exercise undertaken in preparation for reengagement and during the virtual site visit that this was an area where further improvement was needed. The panel were also of the view that significant revision was required of the documentation presented by CWI. This needed to be undertaken with a view to enhancing the navigability and comprehensiveness of the QA manual, as well as appropriately differentiating between policy and procedure. The revised documentation needed to include a tracking mechanism for updates to procedures that facilitated version control. The panel also noted that within the documentation presented, there was a dispersion of information across different sources, such as the inclusion of some information in the learner handbook pertaining to assessment practices that was not contained in the QA manual. The panel were of the view that this was problematic and advised that the QA manual could usefully be revised to represent the complete, detailed and comprehensive QA system, with other documents such as the learner handbook linking to the relevant sections of this. The panel outlined in detail a mandatory change pertaining to the detail and structure of the documentation (see 7.1.1).

During the virtual site visit, provider staff described an established culture of open, effective and informal communication within CWI, enabled by the provider's small scale. In some areas, this led to formalisation or documentation of processes being overlooked. The panel note this and recognise the value of the open dialogue that occurs within CWI. However, alignment to QQI's guidelines require that core QA procedures for the provision of education and training must be documented. This must facilitate transparency for varied stakeholders, including prospective and enrolled learners, as well as external evaluators and accrediting bodies. The panel therefore identified a mandatory change pertaining to the expansion of the QA documentation where gaps in the documentation were evident (see 7.1.2).

CWI representatives noted that the organisation previously employed a designated QA officer. However, at the time of the site visit this was not a distinct role within the structure, and responsibility for QA rested within the remit of the CEO (who was concurrently the Director of Academic and Professional Programmes). Notably, representatives of the CWI Board identified to the panel that the need to either recruit a QA officer or allocate extra time to an existing staff member to undertake work in this area was under review. The panel was of the view that the scope of work to be undertaken in this area required



the allocation of sufficient resources by the CWI Board, in a manner appropriate to the context and scale of the organisation. The panel identified a mandatory change pertaining to this (see 7.1.3).

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures, addressing the mandatory changes. The panel noted that the documentation had been significantly revised and expanded during the interim period. The revised documentation aligned closely to QQI's guidelines and was clear, comprehensive and well-structured. The panel also noted the inclusion of effective version controls within the revised documentation as a particular strength.

### **3 PROGRAMMES OF EDUCATION AND TRAINING**

#### ***Panel Findings:***

At the time of the initial site visit, the panel was of the view that further development of documentation pertaining to this aspect of CWI's draft QA procedures was required.

QQI's guidelines under this dimension of QA encompass programme development, approval and monitoring processes. During the virtual site visit, the panel sought to understand what processes were in place to facilitate new programme proposals at CWI, and to ascertain whether these reflected the necessary separation of academic and corporate decision outlined in Section 5.1. It was evident to the panel from discussion pertaining to this that the team at CWI had a sound understanding of requirements in this area. For example, CWI representatives succinctly outlined the appropriate stages of academic and corporate approval in relation to the proposal and development of a new programme. The panel were therefore of the view that such detail was well understood at CWI, but needed to be represented more effectively within the provider's documentation (see Section 5.2). With regard to programme monitoring, in addition to ongoing monitoring, CWI facilitate a formal programme review meeting at the end of each academic year which takes account of student and tutor feedback, as well as the reports of external examiners and other indicators.

QQI's guidelines in this area also encompass a provider's access, transfer and progression procedures. These were discussed with CWI representatives in relation to the sole NFQ Level 9 programme that the provider delivers. Entry requirements are clearly stated for the programme. Procedures for Recognition of Prior Learning (Accredited and Experiential) are in place and include clear criteria for the assessment of applications.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures, addressing the mandatory changes. The panel noted that the revised documentation in relation to this dimension of QA wholly and effectively addressed its initial concerns.



#### 4 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

##### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

In addition to qualified and experienced faculty members, CWI employs contract staff to deliver seminars on topics agreed with faculty at planning days held prior to the start of the academic year. Faculty participate in Continuing Professional Development (CPD) internally through paired and peer dialogue, reflective activities and peer review. CWI representatives noted that this approach to CPD was ingrained in the culture of the organisation and characteristic of the domain of practice, teaching and learning. Participation in CPD is notably also a professional requirement for CWI staff.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

#### 5 TEACHING AND LEARNING

##### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

During the virtual site visit, CWI staff outlined the social constructionist principles underpinning their practices in this area. An emphasis is placed on reciprocal processes, team participation, communities of practice and collaborative dialogical and reflective practice. These approaches are facilitated by a teacher: learner ratio that is typically 1: 4 or 1: 5 (the maximum class size is 12). Experiential learning is also central to CWI's sole NFQ Level 9 programme, with in-house clinical practice within live supervision teams a feature of learning across years 1 – 3.

CWI actively foster learner diversity in their approach to teaching and learning. Teaching staff are encouraged to attend to the individuality of learners. Learners are also regularly invited to reflect on and articulate the ways in which their learning is optimised. Where appropriate, teaching and supervision practice is adapted to accommodate this. CWI additionally make efforts to enable flexible pathways for learners where possible, for example, by offering part-time and full-time options in dissertation year.



The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

## 6 ASSESSMENT OF LEARNERS

### **Panel Findings:**

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

QQI's guidelines under this dimension of QA require providers to have procedures and systems in place to ensure the security, credibility and integrity of assessment procedures. CWI representatives outlined robust processes of dual grading, moderation and benchmarking, making use of input from external examiners. The panel queried the lack of documented processes or policy statements pertaining to plagiarism, academic misconduct and academic integrity within the draft QA procedures. CWI representatives outlined the rationale for not using plagiarism detection software within the organisation, noting that the highly reflective, clinically based and individual nature of assessed work meant that the assessment design inherently reduced opportunities for plagiarism to occur. Learners sign an authorship declaration when submitting an assignment, and support with academic writing, including citation and referencing is available. The panel noted that this approach needed to be articulated within the draft QA procedures. Further, while acknowledging that the approach to assessment within CWI's sole programme significantly lowered the likelihood of a learner committing plagiarism successfully, the panel were of the view that an institutional policy and procedure for dealing with plagiarism and academic misconduct remained necessary (see 7.1.2). This would offer the organisation appropriate protection in the instance that such an act occurred.

During the virtual site visit the panel also queried how learners were provided with formative feedback throughout the programme, as this was not transparent within the QA documentation. CWI representatives confirmed that feedback was provided within a documented and structured process, and a feedback loop was facilitated by a practice of checking in, making micro adjustments and encouraging an open and collaborative atmosphere. The panel were of the view that this could valuably be articulated within documentation representing CWI's approach to assessment and feedback.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this



dimension of QA and provided a clear and transparent view of CWI's processes in this area. The panel included one item of additional specific advice for CWI's consideration in relation to this dimension of QA.

## **7 SUPPORT FOR LEARNERS**

### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

The panel were of the view that there was a strong emphasis on individualised support and fostering of learner diversity within CWI. In addition to the individualised support offered by tutors, learners can access training supports in areas including academic writing, citation and referencing. The panel queried what processes were in place in relation to offering reasonable accommodations or additional supports to learners with specific learning differences or disabilities, and where a prospective learner would be able to find information pertaining to this. The panel acknowledge the concern within CWI regarding the potential for policy in this area to promote disabling discourses within education. However, QQI's guidelines require resources and supports to be promoted actively to ensure that learners are aware of their existence. The panel were of the view that efforts could therefore be made to align the provision of information about how to access such supports with CWI's overall approach to supporting learners as diverse and unique individuals.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

## **8 INFORMATION AND DATA MANAGEMENT**

### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

QQI's guidelines require providers to have reliable information and data systems in place to inform decision-making. Data retention and storage at CWI is acknowledged to be complex due to the obligation





to retain files associated with underage clients until they are 7 years post adulthood, and because client files are not kept digitally. However, where possible, data is digitized and integration of systems allows benchmarking data to inform programme monitoring and review activity to be extracted and summarized.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

## **9 PUBLIC INFORMATION AND COMMUNICATION**

### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

QQI's guidelines require providers to have policies and procedures in place that ensure the information published is clear, accurate, objective, up to date and easily accessible. During the site visit, the panel queried where learners would have access to information about, for example, how grades were calculated. CWI representatives confirmed that this information was available to learners in a learner handbook and within a brochure sent out to learners at commencement of the programme. However, this information was not contained within the overall QA manual. It was acknowledged that this might need to be considered in terms of where information is presented.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

## **10 OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING (incl. Apprenticeships)**

### ***Panel Findings:***

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

QQI's guidelines require providers to ensure the nature of all arrangements in place with the broader national and international education and training community are made clear. CWI has transparently outlined its relationships with the Family Therapy Association of Ireland (FTAI) and the European Association of Psychotherapists (EAP). CWI does not engage with external partners or second providers in its provision of QQI programmes. Learners completing the QQI programme successfully are able to undertake a 4<sup>th</sup> year involving 200 hours of work placement, retrospective group and individual supervision, PPD, theory seminars and practice in writing a publishable article in order to achieve a non QQI accreditation.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

**11 SELF-EVALUATION, MONITORING AND REVIEW****Panel Findings:**

The panel is of the view that practices at CWI align with the requirements of QQI's Core Statutory Quality Assurance Guidelines in this area. However, the panel notes that the required revision of QA documentation outlined in Section 7.1 is overarching, and therefore also inclusive of this dimension of QA.

QQI's guidelines require providers to have a system of appropriate measures in place for internal self-monitoring. Within CWI, processes for annual programme review and ongoing monitoring of internal feedback are established. A learner representative system is established, and the panel has advised CWI to engage with NStEP to explore how this could more effectively contribute to the provider's academic governance system. Feedback is gathered from learners informally and formally, including through supervisor evaluation questionnaires, post-seminar feedback forms and occasional surveys such as one undertaken following the implementation of contingency procedures during the COVID-19 pandemic.

The panel reconvened in June 2021 to review the resubmission of CWI's QA procedures. At that time the panel noted that CWI's resubmission reflected an understanding of QQI's guidelines in relation to this dimension of QA and provided a clear and transparent view of CWI's processes in this area.

**Evaluation of draft QA Procedures - Overall panel findings**

The panel initially had confidence that, in practice, the majority of CWI's processes are well aligned with the principles underpinning QQI's Statutory Quality Assurance Guidelines. However, the panel was required to make an evidence-based evaluation on the basis of CWI's documented application, informed and augmented by understandings gleaned from the site visit.

Therefore, at the close of the virtual site visit, the panel was not in a position to recommend immediate approval of CWI's draft QA procedures. However, the panel was confident that CWI, given sufficient time, would be able to appropriately address the identified gaps in the documentation.

As noted in Section the panel reconvened on the 9<sup>th</sup> of June, 2021 to review the evidence provided and determine if the mandatory changes had been implemented. At that time, the panel offered a commendation to CWI on the high standard of the resubmitted documentation and the extent of work undertaken during the interim period. It was evident that CWI had undertaken a comprehensive and detailed review of its QA and that the resubmitted documentation aligned closely to QQI's Core Statutory Quality Assurance Guidelines.



Following a thorough review of the evidence submitted, the panel was therefore pleased to proceed with a recommendation to approve CWI's draft QA procedures to QQI.

## Part 6 Conditions of QA Approval

### 6.1 Conditions of QA Approval

#### 1. There are no conditions of QA Approval.

## Part 7 Mandatory Changes to QA Procedures and Specific Advice

### 7.1 Mandatory Changes

7.1.1 CWI must comprehensively review its documentation of QA policies and procedures. This review should encompass a focus on the following issues:

- Ensuring the governance structure, inclusive of academic governance, is fully documented within the relevant chapter of the QA Manual. This must include complete terms of reference for all units of governance that specify details such as membership, quorum, frequency of meetings and remit.
- Ensuring that the QA Manual provides specific, accurate and detailed policies (outlining the principles underpinning what will occur in a given situation) and associated procedures (outlining steps, inclusive of who, when and how things will occur in that situation) to guide practice.
- Ensuring the academic policies and procedures within the QA Manual are full and complete, and are organised in a manner that is readily navigable for learners, staff, external evaluation bodies and other stakeholders. These must use consistent terminology.
- Ensuring that the system for communicating and disseminating the QA policies and procedures to relevant stakeholders, and the relationship between the QA Manual and associated documents, such as learner and staff handbooks, is clear and well-considered.
- Ensuring that the revised documentation includes a process for tracking updates and version control.

7.1.2 CWI must expand the suite of policies and procedures in the draft QA to ensure it fully documents the existing good practice within CWI in key areas. This must make processes that are currently undocumented transparent and accessible to learners, staff, external evaluation bodies and other stakeholders. Indicative dimensions of practice where further documentation is required include, but are not limited to, plagiarism, academic misconduct/academic integrity and the full range of supports for learners (including specific support needs).



7.1.3 CWI must ensure it has allocated sufficient resources to the further development and maintenance of the draft QA.

## **7.2 Specific Advice**

7.2.1 CWI is advised to consider ways in which learner representation within governance could be more effectively facilitated, and to engage with NStEP on this.

7.2.2 CWI is advised to consider establishing the QA Manual as a complete and comprehensive reference point for all QA documents within the organisation, and to link to this from other sources, for example, the learner handbook.

7.2.3 CWI is advised to consider a contextually appropriate approach to allocation of resources for the development and maintenance of the draft QA, and in doing so, benchmark the draft QA against the publically available QA of other institutions that have successfully reengaged with QQI.

7.2.4 CWI is advised to consider how, as a small provider, engaging with the external expertise available within national communities of practice (for example, the National Forum for Teaching and Learning) may be of benefit to the organisation.

## **7.3 Additional Specific Advice**

7.3.1 The panel noted that if a suicide prevention or child protection officer role were mandatory appointments supporting the CWI programme, this should be made visible within the programme QA documentation.

7.3.2 In relation to the assessment of learners, the panel noted that CWI could give further consideration to its current requirement that learners submit multiple hard copies in addition to a digital submission of assignments. The panel also noted that CWI could give further consideration to generous length of the extension period it grants for late submissions of learner assignments.

## **Part 8 Proposed Approved Scope of Provision for this provider**

<b>NFQ Level(s) – min and max</b>	<b>Award Class(es)</b>	<b>Discipline areas</b>
9 only	Major	Psychotherapy



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## **Part 9      Approval by Chair of the Panel**

This report of the panel is approved and submitted to QQI for its decision on the approval of the draft Quality Assurance Procedures of Clanwilliam Institute.

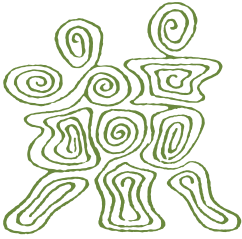
Name:            David Denieffe

Date:            10<sup>th</sup> June 2021



*Appendix: Provider response to the Reengagement Panel Report*





## *Clanwilliam Institute*

*Family and Relationship Psychotherapy, Education and Consultation*

Quality and Qualifications Ireland (QQI)  
26-27 Denzille Lane  
Dublin 2  
D02 P266

FAO: Ms. Marie Mattimoe

14<sup>th</sup> June 2021

### **Ref: Re-engagement Panel Final Report.**

Dear Marie,

We acknowledge receipt of the Final Report of the Re-engagement Panel. We are delighted the Panel has recommended approval of our Quality Assurance Policies and Procedures.

We have not identified any factual inaccuracies in the Report.

We would like to thank you and Deirdre for your assistance over the past number of months during our re-engagement journey. We would also like to thank the members of the Re-engagement Panel for their extensive work over the period and the professional manner in which the review was conducted. We believe the resulting policies and procedures will improve quality processes in Clanwilliam Institute and enable us to offer an improved service to our students and all our stakeholders.

We have reviewed the additional specific advice and would offer the following comments:

<b>Specific Advice</b>	<b>CWI Comment</b>
7.3.1 The panel noted that if a suicide prevention or child protection officer role were mandatory appointments supporting the CWI programme, this should be made visible within the programme QA documentation	All clinical risks in Clanwilliam are managed by the clinical manager and the therapist / clinical supervisor involved in a collaborative manner. A clinical risk register is maintained, and all risk is reviewed regularly and responded to accordingly.
7.3.2 In relation to the assessment of learners, the panel noted that CWI could give further consideration to its current requirement that learners submit multiple hard copies in addition to a digital submission of assignments. The panel also noted that CWI could give further consideration to	We have accepted digital submissions through the Covid-19 pandemic, but a number of our supervisors prefer hard copies, as they use it to make comments in the margins, thus facilitating feedback to the student.

Lynx House, Old Church Road,  
Lower Kilmacud Rd.,  
Stillorgan, Co. Dublin A94E4Y0

generous length of the extension period it grants for late submissions of learner assignments.	Extensions are granted on written submission to the Director of Academic and Professional Programmes, clearly specifying the reasons for the request. In general, two-week extensions are the norm when granted.
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We thank you again for your help throughout this process and look forward to continuing and strengthening our relationship with QQI in the coming years.

Yours sincerely

*Aileen Tierney*

Dr Aileen Tierney

Director of Academic and Professional Programmes.

14<sup>th</sup> June 2021