



**Cork
Counselling
Services**
Training Institute

Student Manual

BSc (HONS) COUNSELLING & PSYCHOTHERAPY

VALIDATED BY COVENTRY UNIVERSITY

IACP ACCREDITED



Irish Association for Counselling and Psychotherapy



CERTIFICATE IN INTRODUCTION TO COUNSELLING & PSYCHOTHERAPY STUDIES

VALIDATED BY COVENTRY UNIVERSITY

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CORK COUNSELLING SERVICES TRAINING INSTITUTE WARMLY WELCOMES...

Students of BSc (Hons) Counselling & Psychotherapy Degree Course / Certificate in Introduction to Counselling & Psychotherapy, we are delighted that you have decided to study and learn with us.

This is your training manual, and it is intended to be used as a reference as you work through the upcoming academic year(s). We ask that you read it, familiarise yourself with its contents, and bring any questions or feedback you have to your trainers.

An abridged version of the regulations, policies and procedures of Cork Counselling Services Training Institute is outlined in this manual. The full Regulatory Framework and Quality Assurance Handbook of Cork Counselling Services Training Institute is available to you online at <https://www.corkcounsellingservices.ie/student-resources/>

We further encourage you to familiarise yourself with your year Handbook and the regulations governing your training course. Passwords will be given to you by your trainers each year.

We wish you every success as you embark on this exciting programme with us.

CONTACT DETAILS

Please know that you are welcome to contact us:

Address: Cork Counselling Services Training Institute,
The Centre, 7 Fr. Mathew Street,
Cork City, T12PW14.

Telephone: 021-4274951

Email: info@corkcounsellingservices.ie

Website: <https://www.corkcounsellingservices.ie>

CORK COUNSELLING SERVICES TRAINING INSTITUTE

MISSION STATEMENT

The mission statement of Cork Counselling Services Training Institute is:

To educate and train students so that they attain professional counselling standards reflecting best practice nationally and internationally. We aim to foster personal responsibility, ethical and social awareness and inclusive practice in our students. The Training Institute aims to aid students in the development of this professionalism by mutually creating an active learning environment which is inclusive, supportive and constructively challenging.

BACKGROUND

Cork Counselling Services was founded in 1982. It was one of the first centres in the country to provide a professional counselling service to members of the community regardless of their financial means, religious beliefs, cultural background, nationality, sexual orientation or educational background. Over time Cork Counselling Services has grown and stretched in its attempt to meet the ever-growing needs of the community, and in 1989 was granted charitable status. Out of this history Cork Counselling Services Training Institute was born.

Since its foundation, Cork Counselling Services Training Institute (henceforth named CCSTI) has been providing professional training, supervision, and placements for third level students, with the fees paid by students part-financing the work of the community counselling centre. In the 1990s CCSTI began to work with the Irish Association for Counselling and Psychotherapy (IACP) and developed its own Diploma course in Counselling. This Diploma course was one of the first to receive IACP Course Recognition in 1996 and became the longest running such course in the country. Because of the innovative style of learning offered, interest in the programme flourished. Consequently, CCSTI expanded its training into the comprehensive range of courses in Counselling and Psychotherapy that we offer today. In 2013, the Training Institute formed a collaborative partnership with Coventry University. We are proud to now offer incremental training to Honours Degree level accredited by IACP and validated by Coventry University.

PHILOSOPHY & METHODS OF TRAINING

CCSTI's philosophy and methods of training are grounded in the Humanistic Integrative model. Whilst students study and explore a wide range of theoretical orientations during their training, the Institute and its training programmes are most strongly influenced by the principles which underpin the humanistic therapies, namely Person-Centred Counselling, Gestalt Therapy and Existentialism.

The main aim of our professional training is to create learning conditions which foster personal and professional development, give meaning to life, and help to realise potential. These very same aims are part of every counsellor-client relationship. The characteristics of the Humanistic Integrative model are:

A BELIEF IN THE RELATIONAL NATURE OF HUMAN BEINGS AND THE HEALING POWER OF RELATIONSHIPS

Human beings are social and cannot be understood or healed in isolation. The counselling relationship is considered one of the key agents for change in counselling (Cooper, 2008). Humanistic integrative counsellors know that nothing they do takes precedence over the building of a safe, trusting relationship with their clients. As such our training programmes emphasise students' abilities to form and hold lasting relationships. Throughout training, students will explore and further enhance their ability to be with themselves and others. This development is facilitated in many different ways, such as through students' general relationships with other trainees and their trainers, participation in the training group itself, experiential exercises, giving and receiving feedback, journaling throughout the training, engaging in personal counselling and undertaking supervised clinical practice.

EXPERIENTIAL LEARNING

In keeping with the humanistic philosophy upon which the course is based, the primary mode of training is experiential learning. People learn from experience. "If a picture is worth a thousand words, then an experience is worth a thousand pictures" (Woldt & Toman 2005, p. xvii). To work as a humanistic counsellor requires a consistent commitment to lifelong experiential and reflective learning. In order to be able to form, develop and maintain relationships, counsellors need to be self-aware and to engage in self-reflective learning, taking into account every aspect that informs their identity. The aim of this awareness and reflection is to be able to offer open, authentic and honest communication with their clients, thereby further developing their ability to identify and respond to advanced counselling issues and complex relationship dynamics with immediacy, spontaneity and creativity. Trainees also learn about what blocks awareness and how to manage these blocks in themselves and others.

This is a holistic way of being in the world and not comparable to job training that merely produces expert technicians. Although counselling and psychotherapy work is very rewarding, it is also personally demanding and challenging.

SOCIAL AND CULTURAL AWARENESS AND PERSONAL RESPONSIBILITY

Self-awareness is accompanied by a strong focus on awareness of students' own social, cultural, and political contexts and those of others. In addition, trainees are expected to become self-directing and personally responsible for their learning and their behaviour. Trainers seek to foster independence and mature teaching relationships with students.

CREATIVITY

Creativity is vital to the process of change and this is reflected throughout the training. As well as being a hallmark of the humanistic approach, creativity and flexibility are prerequisites for the counsellor. Being able to respond empathically and communicate with clients in many different ways is important. Creativity allows counsellors to develop flexibility, spontaneity, and the ability to tolerate ambiguity and uncertainty. The use of creative media allows us to tap into dormant or unexplored domains of the self. Creativity in counselling can also provide powerful present-centred experiences

which are healing and meaning-making. It can allow individuals to externalise and integrate inner experience. Furthermore, whilst personal development is often about healing wounds and resolving difficult unfinished business, it is also about reclaiming joy, wonder and creativity in our lives. In practice this means that there is much time, space and attention given to fun, creativity and celebration. This holistic experience is one of the most important aspects of the training.

THEORETICAL AND ETHICAL AWARENESS

Students will be encouraged to critically explore the theory behind their practice and to further develop their ethical awareness. Through the setting of assignments, facilitation of group discussion and critical debate we hope to foster in students a spirit of lively interest, appreciation of complexity, and challenge of both written material and the professional codes of ethics. Our training seeks to allow students to deepen their knowledge of theory, practice and research in Humanistic Integrative counselling and psychotherapy. Students will develop an advanced understanding of current and cutting-edge literature and research findings underpinning and supporting their clinical practice.

REFERENCES

- Cooper, M. (2008). *Essential research findings in Counselling & Psychotherapy: The facts are friendly*. Sage.
- Woldt, A.L. & Toman, S.M. (2005) *Gestalt Therapy: History, Theory, and Practice*. Sage.

TRAINING PROGRAMME SUPPORT

At Cork Counselling Services Training Institute, we aim to have the theory from which we work reflected at all levels of our therapeutic and training work. In practice this means our students get the best we have to offer in terms of individual attention in a supportive learning environment. This following section outlines the facilities and resources provided by Cork Counselling Services Training Institute to support students on the BSc (Hons) Counselling and Psychotherapy programme / Certificate in Introduction to Counselling & Psychotherapy Studies.

Students are also directed to the Student Resourcing & Support chapter of the Regulatory Framework and Quality Assurance Handbook for CCSTI which is available to you online at:

www.corkcounsellingservices.ie/student-resources

TRAINERS

Student support comes firstly from trainers. Within the Training Institute it is seen as a sign of maturity and the eventual hallmark of a safe practitioner that students seek support, ask questions and request guidance when necessary. Trainers are generous with their time and will readily meet with students, recommend reading, identify resources that may help, and overall encourage students to be active in expressing and meeting their learning needs.

The BSc (Hons) Counselling and Psychotherapy / Certificate in Introduction to Counselling & Psychotherapy Studies, contain significant teaching input by highly experienced trainers, clinical practitioners, and supervisors. Seminar presentations are also offered by a number of qualified, experienced allied professionals.

TRAINING VENUES

Cork Counselling Services Training Institute is based at The Centre, 7 Father Mathew Street, Cork City. Training will be delivered at a number of residential and non-residential venues as found in your year handbook.

Each venue consists of a large training group room with natural light and a number of smaller rooms useful for small group work, skills training, and individual reflection. All venues are equipped with an ample amount of appropriate seating.

Space is available in all venues for students to socialise, with refreshments available onsite. We also ensure that you have the use of extensive outdoor space, gardens and/or beach access.

Residential venues offer individual accommodation for each student.

Each training venue has their own set of guidelines and policies. CCSTI work alongside each venue and to ensure that these guidelines as well as CCSTI's own guidelines are

adhered to. It is the responsibility of all attending the venues to support the implementation of the guidelines and ensure a safe training experience.

Please note:

During the course of your training, you will visit some training venues which belong to religious orders. These venues are some of the very few premises that provide both the accommodation and layout of training rooms that is required for our training needs. It is important to note Cork Counselling Services CLG is a secular community, and we provide our services to people from all faiths and to those who have none. We do not promote or espouse any specific religious beliefs, nor are we opposed to religious practice or allegiance.

We ask as part of your training and in line with the code of ethics that (irrespective of your personal views of their beliefs) you respect the premises of the different religious orders, the culture and the ground rules that they require of visitors.

STUDENT PORTALS

A password protected section of the website is available for students enrolled on CCSTI training programmes. Under the Portals tab on Cork Counselling Services' website www.corkcounsellingservices.ie students can access, view and download course information and resources, access library facilities and submit assignments:

- Student Resources Portal:
www.corkcounsellingservices.ie/student-resources
- Library Access Portal:
www.corkcounsellingservices.ie/library-portal
(Username: student; Password: page 154).
- Assignment Upload Portal:
www.corkcounsellingservices.ie/assignment-upload

COURSE INFORMATION

Students are provided with a copy of all essential information relating to the course, including a year handbook containing programme information, and the manual containing student support services, academic regulations, and policies and procedures governing student conduct. Assignment guidelines and a calendar of assignment submission dates are also distributed. All such information is available to download from:

www.corkcounsellingservices.ie/student-resources

LIBRARY FACILITIES AND SUPPORT

CCSTI hosts a valuable array of library facilities, which can be accessed on the Library Access Portal: www.corkcounsellingservices.ie/library-portal.

The CCSTI Library is managed by a Library Supervisor. Their aim is to create a forum where students can become curious and find joy in reading. Their role is to look after the library, overseeing its maintenance and improvement in order to provide rich literary support to students. If you have any questions or suggestions, please do not hesitate to contact them. Contact details are provided in Training Programme Staff on the student portal. [LETTER FROM LIBRARY SUPERVISOR.docx](#)

Students have access to a well-stocked library run by Cork Counselling Services Training Institute. This is located at Hanover Street in Cork City. This library contains over 1000 textbooks, including all core texts and an extensive range of relevant counselling literature. Several peer-reviewed journals are available in the Institute. Students are actively encouraged to make recommendations to the library for new texts that they have found beneficial. The library is also stocked from the recommendations of trainers, supervisors, clinical staff and the External Examiner.

The Training Institute has established a database of all library books. This can be accessed through the Library Access Portal or go directly to: www.corkcounsellingservices.ie/library/logInStudent.php (Username: student; Password: page154)

The search function on the library database allows students to find books listed by ISBN, author(s) name, title or specific keywords. Click on Keyword in the search menu and you will find a dropdown menu listing all books available in the library relating to these keywords.

Students also have access to Coventry University e-Library resources. Details of these resources and information on how to access them will be provided at induction. Once you have a Coventry University Student Identity Number (SID) you can register for an IT account and/or reset your password. If you experience difficulties doing this, please call IT services on +44 (0)2477 657 777 or email servicedesk.its@coventry.ac.uk.

Students can also access professional journals and publications through EBSCO, the IACP and the BACP. More details can be found on the library portal.

ASSIGNMENT GUIDELINES

Detailed guidelines, reading lists, and marking criteria are provided for each assignment. Students are also provided with tips on how to write essays, guidelines for delivering presentations, and information on how to reference correctly (see Student Resources Portal:

www.corkcounsellingservices.ie/student-resources

For students who require additional academic support a designated support tutor is available. Further details of the role and how the tutor can be contacted are included in Training Programme Staff on the student portal.

ACADEMIC SUPPORT

A research seminar is delivered to all students enrolled on the BSc (Hons) Counselling and Psychotherapy / Certificate in Introduction to Counselling & Psychotherapy Studies in order to instruct them in sourcing, accessing, understanding and critically evaluating published research articles.

DISABILITY SUPPORT

Cork Counselling Services Training Institute is committed to the promotion of equal and inclusive training opportunities with all training conducted in accordance with our Code of Practice for Students with Disabilities/ Specific Learning Difficulties (See Appendix 2). We welcome applications from people with disabilities/ specific learning difficulties, with all training places offered solely on the basis of merit. Every student with a disability or specific learning difficulties has the right to equitable access to courses, services, activities and facilities of Cork Counselling Services Training Institute as far as is reasonably possible.

Reasonable and appropriate additional accommodations are determined on a case-by-case basis. We encourage students to disclose any disability/ specific learning difficulty to us in confidence so that together we can put supports and resources in place to meet their particular needs. Students are advised to talk to us about this information, even if they do not anticipate that additional support will be required.

Students have on-going access to the Training Institute's designated contact person for disabilities/ specific learning difficulties. Further details of the role and how the support person can be contacted are included in Training Programme Staff.

PASTORAL SUPPORT

A student support officer is available to provide support to students who experience difficulties in the course of their training. Further details of the role and how the support person can be contacted are included in Training Programme Staff.

PREGNANCY AND ADOPTION SUPPORT

Students who are pregnant, or in the process of adopting a child, are always a very welcome part of the diverse student population of the institute. Cork Counselling Services Training Institute is committed to providing an opportunity for students to integrate their studies with family responsibilities. We will work with you to determine suitable scheduling and timeframes that serve this integration, to the extent that, students are still able to meet the academic requirements, and that any re-scheduling or altered timeframe, are reasonable and feasible for our organisation. We will also work with you to support your needs in other ways.

If you are pregnant or in the process of adopting, we ask that you inform your year facilitators / supervisors as soon as possible and to confirm the same in writing a short note with relevant dates.

In the case of pregnancy, a certain number of components of the training, and/or client work, are deemed stressful for a pregnant mother and her unborn baby. Therefore, in the interest of the wellbeing of both, these components will normally be deferred until after the birth of your child and will usually be undertaken as part of the following year's study. Your year facilitators and/or supervisor will discuss this with you in more detail.

It is recommended that you plan your maternity leave or adoptive absence with facilitators and/or supervisors, and that you meet at least once during that leave to discuss plans for returning to study.

STUDENT REPRESENTATIVES

Training group members elect two student representatives from within their training group at the beginning of the training year. This role allows students to become involved in the work of the Training Institute, working in partnership with the trainers for the development of the professional training programme.

- Student representatives are responsible for presenting any concerns that the training group may have with the training programme and/or teaching methods. Students are also encouraged to propose solutions or changes which may be needed to the programme.
- Student representatives will act as ambassadors for their year in meetings with visitors, assessors etc. This may include meetings with the External Examiner and meetings in relation to quality assurance.
- Student representatives are members of the academic forum which meets once to twice a year. At the forum, student representatives and trainers review the progress of the academic year. Here student representatives discuss with trainers their ideas, concerns and queries in relation to the content, design and structuring of the training year.
- Should an issue of plagiarism arise within the group, one of the student representatives may be required to attend and participate in a plagiarism hearing.
- Student representatives are required to be involved in staffing the library and will be required to open the library at specified times. Once elected they should contact the Library Supervisor, (see Training Programme Staff) in order to be trained as librarians. Student representatives may also be requested by their training group to open the library during workshop hours and at other times. On these occasions the Student Representatives need to contact the Library Supervisor in advance and inform them of the dates and times of the additional library opening hours.

CAREER INFORMATION

In order to support students in their ongoing career development relevant job opportunities are displayed on the careers notice board in the library in Hanover Street. Vacancies arising within Cork Counselling Services and other community organisations are further circulated by email.

IACP MEMBERSHIP

All students on the IACP Accredited BSc (Hons) Counselling & Psychotherapy are encouraged to register as student members of the IACP for the full duration of their training. Contact details are provided in Appendix 7.

CODE OF CONDUCT

All students are expected to conduct themselves with due regard for their legal responsibility as adults. Students are also expected to conduct themselves with due regard for the reputation of the counselling profession and CCSTI (for this purpose see Professional Suitability and Fitness to Practise Policy and Procedure in Appendix 4 and also in the Regulatory Framework and Quality Assurance Handbook).

All students undertaking Sit-Ins (Year 2) and counselling practice with clients (Years 3, 4) are required to familiarise themselves with the clinical policy documents and practices of Cork Counselling Services and/or their placement agency as appropriate.

We also direct you to the Code of Ethics and Practice (IACP) and Ethical Framework for the Counselling Professions (BACP), ref. Appendix 7. Please access these to inform yourself on current and future requirements. An abridged version of the Training Regulations of CCSTI is outlined below.

TRAINING REGULATIONS

All students are expected to conduct themselves with due regard for their legal responsibility as adults. Students are also expected to conduct themselves with due regard for the reputation of the counselling profession and CCSTI (for this purpose see Professional Suitability and Fitness to Practise Policy and Procedure in Appendix 4 and also in the Regulatory Framework and Quality Assurance Handbook).

All students undertaking counselling practice with clients are required to familiarise themselves with the clinical policy documents and practices of Cork Counselling Services and/or their placement agency as appropriate.

We also refer you to the Code of Ethics and Practice (IACP) and Ethical Framework for the Counselling Professions (BACP) in Appendix 7 and how to access them. Please read these to inform yourself on current and future requirements.

An abridged version of the Training Regulations of Cork Counselling Services Training Institute (CCSTI) is outlined below. A full copy is available online at: www.corkcounsellingservices.ie/student-resources

The numbering below corresponds with that of the Regulatory Framework and Quality Assurance Handbook for Cork Counselling Services Training Institute.

GENERAL REGULATIONS

4.1 General statement on regulations

Students undertake to abide by all the policies, regulations, procedures and codes of practice of CCSTI upon accepting a place on a course.

4.2 Relevant information

4.2.1 Failure to disclose all relevant information – Students who fail to provide all relevant information, who provide false or misleading information, or who cannot provide evidence of qualifications or other information will be subject to immediate suspension and/or termination of their training. In the interest of maintaining boundaries neither trainees nor their family members/ loved ones may attend CCS as clients for counselling for the duration of the student's training.

4.2.2 Conflict of interest – A conflict of interest is a situation in which a person has competing interests or relationships and serving one interest or relationship involves working against another. If you are aware of a conflict of interest / relationship issue, please bring it to your training/supervision group. Your action facilitates best practice and explores possible boundary issues; it also

allows the group to work through the matter in an open, educative and transparent way.

4.3 Fees payment

4.3.1 All fees and other charges (for example, such as photocopying, printing (including computer printouts), study materials, inter-library loans, remote computer access, copies of certificates, replacement of lost items such as library books, accommodation costs for workshops, personal therapy and supervision costs, registration with professional bodies) incurred as a student of CCSTI are the responsibility of the student. Students who are sponsored by a third party are liable for all fees and other charges in the event that their sponsor defaults. Non-payment of fees incurred by a student may result in the termination of their course.

4.3.1 The training fee payable covers, the tuition fee for the Training Institute, the registration fee for the validating university and the protection of the enrolled learner insurance premium. Course fees do not include travel expenses, accommodation costs for workshops, study materials, supervision costs, or cost of personal counselling.

4.3.2 Fees may be paid in instalments in accordance with such provisions as are notified to students and subject to written agreement with the Training Team

4.3.3 All training fees are non-refundable except where students are asked to leave the course, in which case the Training Institute will refund part of the fees.

4.3.4 In exceptional circumstances, where training may need to be extended due to the personal or professional needs of students, it will be necessary to charge an additional fee.

4.4 Discharging financial obligations

4.4.1 The place deposit becomes due on acceptance of a place. The remainder of fees become due two weeks prior to enrolment. Students will not be permitted to progress to the next stage of the course, or to enrol on another course, while previous debts to the Institute remain outstanding.

4.4.2 Students are required to settle all outstanding obligations to the Institute before leaving at the conclusion of their courses. The Institute has the right to defer the conferment of an award, until such time as all outstanding obligations to the Institute have been met.

4.5 Cancellation of Courses

- 4.5.1 Decisions to continue or discontinue the training course rest solely with the Institute. Courses may need to be discontinued in exceptional circumstances, e.g., insufficient numbers to continue the course.
- 4.5.2 CCSTI Training Team reserves the right to modify course structure, content, duration, requirements and assessment criteria, in accordance with training needs and the course recognition criteria of validating bodies.
- 4.5.3 CCSTI Training Team reserves the right to appoint facilitators and other training staff in accordance with the needs of the Training Institute and the course recognition criteria of validating bodies.

4.6 Attendance

- 4.6.1 It is important to note that for all courses run by CCSTI one hundred percent attendance is expected. This expectation is in line with the professional requirements for counsellors to fulfil the professional obligations they have undertaken with clients.
- 4.6.2 For some modules, attendance at all or part of a module/ module component is an essential requirement. In such cases, this is expressly specified in the module descriptor. Repeat criteria are also detailed which specify the opportunities for recovery from failure, where applicable.
- 4.6.3 In all circumstance, attendance of below 60% across all modules will result in an automatic fail and training will be deemed to be terminated.

4.7 Progress on course

- 4.7.1 Progress onto the next stage of a course is dependent upon:
- a) Fulfilling the conditions laid down by procedures authorised by the Assessment Board, and/or by external examining and validating bodies, together with such Other Regulations as may have been decided,
 - b) Satisfying all relevant course regulations - see the programme descriptor each particular course.
 - c) Satisfying all relevant engagement and attendance requirements.
 - d) Application and assessment.
- 4.7.2 Students failing to meet the relevant academic requirements will be required to leave their course.

4.8 Change of address

The Institute needs to be immediately informed by the student in writing of any change of permanent or temporary address. Any notice or correspondence sent to an address held by the Institute as the student's address will be deemed to have been received.

4.9 Change of name

Students must inform the Institute, in writing, immediately of any change of name. This name change must be accompanied with appropriate evidence.

4.10 Notification of absence

Students must inform the Institute if they are absent from training through sickness or other reason.

4.11 Termination of training

4.11 By Student

1. A student who at any stage during the training course terminates his or her training, of his/her own free will and volition, must submit a letter of resignation to the Training Team. It is the student's responsibility to inform the Institute of the withdrawal through the procedure notified.
2. The date of withdrawal shall be taken as the date on which the Head of Training receives this formal written notification. Retrospective withdrawal dates shall not be accepted.
3. In the case of student withdrawal, the remainder of student fees will be forfeited.

4.11.2 By the Institute

- a) The Institute reserves the right to require a student to withdraw on the grounds of academic failure, where the student has not fully engaged with the course or has failed to meet standards for Professional Suitability and Fitness to Practise. Examples (not exhaustive) include non-attendance at course components and/or not taking part in (formal or informal) assessments and/or engaging in behaviour confirmed to be damaging or dangerous to clients, other students, trainers or supervisors.
- b) A student may submit an appeal, within ten working days of the date of the letter confirming the withdrawal. The procedure for appeal is the Training Complaints and Appeals Procedure beginning at Stage 3: Formal.

4.12 Confidential information

4.12.1 As a student at the Institute individuals will come into contact with confidential information (for example, as a student in the training groups, as a student representative on course committees, working with clients on placement, or sitting in on supervision). Any unauthorised disclosure of confidential information pertaining to clients, other students and/or staff of the Institute will be deemed a breach of the Code of Conduct for which the disciplinary procedures may be invoked.

4.12.2 Social media – The use of social media websites for sharing any and all content relating to clients, the training programme, students and/or staff of the Institute is strictly prohibited without explicit prior consent from the training team.

4.13 Ownership of Intellectual Property Rights

During their period of enrolment, it is possible that students of the Institute may generate work via, for example, a report, project, dissertation or thesis which may require protection by a Patent, Trademark, Registered Design or other form of protection. This work is known as Intellectual Property (IP). Although students may be the creator or inventor of this IP, they may not necessarily be the owner. The Institute's policy regarding ownership and exploitation of student intellectual property is available below.

4.14 Institute's Liability

4.14.1 The Institute shall not be deemed to be in breach of contract by reason of any delay in performing, or any failure to perform, any of the Institute's obligations in relation to the provision of courses and related services, if the delay or failure was due to any cause beyond the Institute's reasonable control.

4.14.2 More specifically, the following shall be regarded as causes beyond the Institute's reasonable control:

- a) act of God, explosion, flood, tempest, fire or accident
- b) war or threat of war, sabotage, insurrection, civil disturbance or requisition
- c) acts, restrictions, regulations, byelaws, prohibitions or measures of any kind on the part of any governmental, parliamentary or local authority
- d) import or export regulations or embargos.
- e) strikes, lockouts or other industrial actions or trade disputes (whether involving employees of the Institute or of a third party).
- f) difficulties in recruiting staff with appropriate specific expertise.
- g) difficulties in obtaining fuel, parts or machinery, equipment.
- h) power failure or breakdown in machinery, IT or other equipment.
- i) closure for epidemics, pandemics and other public health reasons.

4.15 Data Protection, Confidentiality & Storage of Student Info

4.15.1 General

Each student has a student record. The data in this record is compliant with the Data Protection Acts of 1988 and 2003 and GDPR 2018. Our policy then is governed by the following principles:

1. Information is obtained and processed fairly.
2. Information is kept only for the specified, explicit and lawful purposes of training and assessment.
3. Information is used and disclosed only in ways compatible with these purposes.
4. Information is safe and secure. All waste papers printouts etc are disposed of carefully.

5. Information is accurate complete and up to date.
6. Information is adequate, relevant, and not excessive.
7. Information is retained for no longer than seven years as necessary for the purpose or purposes of retaining student records in accordance with IACP guidelines.
8. Students are entitled to a copy of his /her personal data. This request is in accordance with the policy on provision of student files.

CODE OF CONDUCT

5.1 General

All students are expected to conduct themselves with due regard for their legal responsibility as adults and the reputation of CCSTI.

5.2 Safety Regulations

The Institute owes a duty of care to its students and staff and as far as is reasonably practical, seeks to ensure that the Institute is a safe place to train and work. Students are required to comply with reasonable instructions from any member of staff of the Institute and to observe the safety regulations of the Institute. Students' responsibilities in this context are given in more detail in safety regulations below. Students are urged to report all personal accidents to a member of the Training Team.

5.3 Institute property

Property must not be removed from the Institute or any of its training venues without prior written permission from the appropriate member of staff. Students will be held liable for damage to Institute property or to the property at any of its training venues and may be held responsible collectively for damage not traceable to an individual.

5.4 Drugs

The Institute takes all reasonable measures within its powers to discourage the use of illegal drugs amongst its students. Students are reminded that possession of illegal drugs is a criminal offence and that possession with the intent to supply is a more serious offence. The Institute will inform the Gardaí of any student found to be using or in possession of any illegal drug (including cannabis) in any of the Institute's training premises.

5.5 Noise Disturbance and Respect

The creation of disturbances or an obstruction is forbidden. Disturbances include the ringing of mobile telephones or pagers during workshops/ tutorials, placement premises, open access rooms and the Library.

During training students will be at different training venues, placement centres etc. They will be required to work and live with different communities of people. These people may hold similar or very different beliefs to individual students. All trainee counsellors are expected to behave with consideration and respect for the venues as a whole, for other users of the venues and for fellow trainees. When students visit various religious communities, they are asked to respect their house rules, their cultural beliefs and their places and objects of worship or prayer.

In places like a working counselling centre or a retreat house noise must be kept within reasonable bounds at all times and to a minimum after 10pm and when others are working. Students will also be required to clean up and leave communal areas tidy after use. Failure to comply with the general spirit and cultural norms of a venue will be treated seriously. Specific complaints will be investigated and will generally result in disciplinary action.

5.6 Dress Code

Students should dress appropriately for the activities they will be involved in during training. At workshop students are advised to dress casually and comfortably.

On placement however students should dress according to the dress code of the organisation. They need to remember that they are presenting the profession to the public. Generally, clothes should be smart casual. Clothing should not be distracting or offensive.

5.7 Display of posters

No notices or posters may be displayed or distributed on the Institute's premises without due authority. Such authorised display must be confined to the notice boards provided.

5.8 Smoking

Smoking is prohibited inside any building operated by the Institute (including corridors, foyers, toilets and entrances etc) other than in specifically designated "Smoking Areas". Local rules apply in external training venues and at residential workshop accommodation and students are expected to respect these.

5.9 Telephone calls

Students may not use the Institute's telephone service or fax facilities for incoming or outgoing calls, other than when expressly permitted by an authorised member of staff in connection with a project or placement, except in cases of emergency.

5.10 Recording of lectures

- a) The Institute may record lectures seminars or other teaching sessions and make them available in different formats (e.g.: podcast, videocast, etc) accessible via a variety of devices (e.g.: laptops, MP3 players, video iPods, etc) to enhance the teaching and learning process.
- b) Group sessions, presentations or other teaching session, may be recorded by a student ONLY with the express permission of the Training Team. Where that permission is granted, the material recorded will be for the student's personal use, in order to assist them in the pursuit of their studies. In certain circumstances that teaching material will be regarded as confidential information and the student will be required to undertake its safety and protection. Recordings are not permitted for any other purpose. Recordings may only be made with the prior knowledge and consent of the trainer and the group concerned. Covert recording is not permitted. Requests made for recordings as reasonable adjustments as part of accommodation for someone with a disability will of course receive positive consideration. Where a recording is to be made, all those present must be notified of the fact at the outset.

5.11 Care of personal property

The Institute cannot in any circumstances, accept responsibility for the loss or theft of private property left or lost on Institute's premises.

- a) Students who suffer a loss of, or damage to, their personal property should advise the administration and inform the Gardaí.
- b) Students finding lost property should deliver it to the Reception in Cork Counselling Services CLG at 7 Father Mathew Street.
- c) The Institute cannot accept any responsibility for the safety of bicycles, motor bicycles or motor cars while they are on the Institutes premises or on the premises of any of its training venues.

ACADEMIC REGULATIONS

2.7 Undergraduate Credit Framework

2.7.1 All courses leading to the award of a higher education qualification shall normally be named and assigned credit values in line with the QAA FHEQ credit framework such that:

- i). A Bachelor's Degree with Honours has a credit value of 360 FHEQ credits, a minimum of 90 of which are at Level 6,
- ii). A Top-up Bachelor's Degree with Honours represents the final stage of a bachelor's degree and has a credit value of 120 FHEQ credits, a minimum of 90 of which are at Level 6,
- iii). A Diploma of Higher Education has a credit value of 240 FHEQ credits, a minimum of 90 of which are at Level 5,
- iv). A Certificate of Higher Education has a credit value of 120 FHEQ credits, a minimum of 90 of which are at Level 4.
- v). A Certificate has a credit value of 90 FHEQ credits at Level 4.

2.7.2 Courses shall normally be designed on a mandatory module basis, with limited options.

2.7.3 For courses at undergraduate level, a standard size module shall represent 200 hours of notional total student effort and carry 20 credits.

2.7.4 Modules may be delivered in 10, 20, 30, 40, 60 and 80 credit units.

2.7.5 Each module credit value shall be divided in half to determine its European Credit Transfer and Accumulation System (ECTS) equivalent (e.g., a 20-credit module equates to 10 ECTS credits).

2.7.6 Each module shall be assigned a single designated level (as mapped against the appropriate FHEQ level descriptor) where Level 6 corresponds broadly to the final stage of an honours degree.

2.7.7 A course and a module must each have stated aims and intended learning outcomes which the curriculum, structure, teaching and learning methods and forms of assessment are designed to fulfil.

2.7.8 Each module shall be assessed according to the CCSTI's Assessment Strategy.

2.11 Language of Instruction

The medium of instruction shall be English. Applicants whose first language is not English are required to provide evidence of a recent qualification in English at the level notified at the time (for example, IELTS 6.5 or equivalent for Degree).

2.12 Admission of Students

CCSTI is committed to the promotion of equal and inclusive training opportunities. We welcome applications from people with disabilities/specific learning difficulties, with all places offered solely on the basis of merit. The code of practice for students with disabilities/ specific learning difficulties is detailed in the Resource Document.

2.14 Enrolment and registration

2.14.1 Students' enrolment and registration for a course takes place in accordance with the arrangements set out by the Institute. For each course, course documentation (also included in the student manual) specifies which modules a student must take.

2.14.2 All modules are subject to timetable and resources constraints as well as constraints imposed by regulating bodies.

2.14.3 The Institute reserves the absolute right to withdraw a module on resource grounds and will ensure other modules are available to enable students to complete the course on which they are registered. Under such circumstances, the students involved shall be required to choose an alternative.

2.14.4 Mode of Attendance

- a) Registration as a full-time or a part-time student is subject to individual course stipulations and requirements.
- b) Where an option is available, students are required to declare their mode of attendance as either full-time or part-time at enrolment.
- c) A full-time student shall normally be defined as a student registered for 120 credits (6 single-sized modules or equivalent, or 1200 hours of notional student effort) in an academic year with the attendance requirements, placement requirements and notional student effort requiring full-time attendance of approximately 30 hours per week. A fulltime student may register for an absolute maximum of 150 credits or equivalent to redeem failure in a previously failed module only where progression and reassessment regulations allow.
- d) A part-time student shall normally be defined as a student registered for 100 credits (5 single-sized modules or equivalent, or 1000 hours of notional student effort) or less in an academic year with the attendance requirements, placement requirements and notional student effort allowing for part-time attendance by block release or fewer than 30 hours per week. A part-time student may register for an absolute maximum of 120 credits or equivalent to redeem failure in a previously failed module only where progression and reassessment regulations allow.

- e) Any student registered for fewer than 100 credits (5 single-sized modules or equivalent, or 1000 hours of notional student effort) shall normally be eligible for certification as part-time; this excludes modules registered for resit or deferred assessment, but includes modules being repeated.
- f) Students who wish to change their mode of attendance from part-time to full-time or vice versa during the course of their training should apply to the Institute to request such a change. Changes shall normally only be granted where course structures allow for such a move, with due regard for compulsory attendance and assessment components and timetabling constraints. If granted such a move will normally be effective from the date of such approval

2.15 Duration of Registration

- a) There are set and agreed durations of registration for all courses run by CCSTI. These are normally as follows:

Duration of course (either full-time or part-time)	Maximum period of registration
1 year	3 years
2 years	5 years
3 years	6 years
4 years	7 years

- b) These timeframes indicate the maximum duration of registration on any given course and include all repeat attempts, sabbaticals, interruption to studies and periods of suspension.
- c) Failure to complete within these timescales will require the student to withdraw from training.
- d) Students who enter training with an advanced standing or with accreditation of prior learning will have their timeframes altered accordingly.

2.16 Interruption to Studies

- a) In certain circumstances a student may not be in a position to follow the timeframe outlined for a given course. Generally, these situations are those where the student experiences long term difficulties arising from changes in their personal, medical and/or work circumstances. In these circumstances it is the responsibility of the student to make a formal written request to the Training Team to take time out. This request for an interruption to studies needs to outline clearly the reason for the time out as well as a clear deadline for the return to training.
- b) The maximum amount of time allowed for an interruption to studies is one year (12 months). The period of interruption shall be included within the

maximum registration period for the award. Only one interruption to studies is possible per course.

- c) Failure to apply for an interruption to studies after an absence of six weeks or failure to adhere to a return date will result in termination of training, and the student will not be able to graduate.
- d) Readmission to training following time out is subject to an assessment meeting and the agreement of the trainers. A student returning from a period of interruption of studies shall be subject to the Regulations that apply to the cohort being joined. Marks obtained up to the point of interruption shall stand.

2.17 Sabbaticals on learning pathways

- a) CCSTI programmes leading to Higher Education Qualifications are normally set on learning pathways whereby students earn credits and attain awards in smaller units of learning.
- b) Upon successful completion of all modules, leading to a named interim award' students are expected to make a formal written application to the Training Team to request progression to the next stage. Alternatively, students may choose to terminate their training in line with 2.19 below.
- c) In exceptional circumstances students may request a sabbatical from training prior to application for the next stage. Grounds for a sabbatical include personal, professional and/or academic development needs which cannot be met whilst simultaneously continuing with training, and/or difficulties arising from changes in personal, medical and/or work circumstances. Requests for a sabbatical from training needs to outline clearly the reason for the time out. Failure to request a sabbatical from training after an absence of 6 weeks will result in termination of training.
- d) The maximum amount of time allowed for a sabbatical from training is one year (12 months). The period of sabbatical shall be included within the maximum registration period for the award. Only one sabbatical from training is possible per parent course.
- e) Failure to return to training in the subsequent academic year or to apply for an interruption to studies will result in termination of training.
- f) Readmission to training following time out is subject to application to the next stage of training, an assessment meeting and the agreement of the trainers. A student returning from a sabbatical from training shall be subject to the Regulations that apply to the cohort being joined. Marks obtained up to the point of the sabbatical shall stand.

2.18 Re-application

- 2.18.1 Any student leaving the Institute with an interim award may apply at a later date to upgrade to a higher award on the same course, where such procedures exist within the structure of the course concerned. A student may not return in this way within 12 months of leaving the original course. The application will be subject to intake assessment.

2.18.2 If the application is accepted the date of re-enrolment must not be more than two years from the date of leaving and the original maximum duration of registration will apply less the time already enrolled and less the period of absence.

2.18.3 A student who has not succeeded in redeeming previous failure via reassessment and whose training was terminated may apply to repeat the course. The application will be subject to intake assessment.

2.19 Termination of Training

a) By Student

- i). A student who at any stage during the training course terminates his or her training, of his/her own free will and volition, must submit a letter of resignation to the Training Team. It is the student's responsibility to inform the Institute of the withdrawal through the procedure notified.
- ii). The date of withdrawal shall be taken as the date on which the Head of Training receives this formal written notification. Retrospective withdrawal dates shall not be accepted.
- iii). All marks attained up to the time of withdrawal shall stand, and the student may apply to re-enrol for the course in later years if appropriate.
- iv). In the case of student withdrawal, the remainder of student fees will be forfeited.

b) By the Institute

The Institute reserves the right to require a student to withdraw for academic failure, where the student has not fully engaged with the course or has failed to meet standards for Professional Suitability and Fitness to Practise. Examples (not exhaustive) include non-attendance at course components and/or not taking part in (formal or informal) assessments and/or engaging in behaviour confirmed to be damaging or dangerous to clients, other people, other students, trainers or supervisors. A student may submit an appeal, within ten working days of the date of the letter confirming the withdrawal. The procedure for appeal is the Training Complaints and Appeals Procedure beginning at Stage 3: Formal.

2.20 Assessment Strategy

2.18.4 Fulfilment of the intended learning outcomes of a course

- a) The purpose of assessment must be to enable students to demonstrate that they have fulfilled the intended learning outcomes of their course and that they have achieved the standards required for the particular awards they seek.
- b) All courses will have approved regulations that relate the assessment requirements of the course to its intended learning outcomes; it is within those course regulations that the markers, trainers and external examiners must make their judgements on each student's performance.

2.18.5 Confirmation of standard

- a) Assessment must reflect the achievement of individual students in fulfilling the course intended learning outcomes and must also relate that achievement to a consistent national standard of award in general and to the Institute's specific requirements for the standards of its awards.
- b) Assessment must be carried out by competent and impartial markers, using methods that enable them to assess each student fairly. To that end, External Examiners must be associated with all assessments which may count towards a particular award; awards recommended at Assessment Boards where attendance by the External Examiner is not normally required, must be confirmed by the appropriate External Examiner. Their particular role is to ensure that justice is done to individual students and that the standards of the Institute's awards are maintained and are comparable to courses in other institutions of higher education in the Republic of Ireland and the United Kingdom.

2.18.6 Assessment of individual modules must be regarded as a matter involving judgement. The academic judgement of the markers and examiners may not in itself be questioned or overturned as part of the review and appeal process.

2.18.7 These Regulations should be read in conjunction with the Quality Assurance Guidelines, which sets out the Institute's quality assurance framework.

2.21 Assessment Board

2.21.8 An Assessment Board is responsible for student assessment and consists of at least one Training Team representative for each of the training modules, a Link Tutor from the validating university or accrediting Professional Body (where relevant) and an External Examiner. The Chairperson is appointed by CCSTI.

The Assessment Boards shall be responsible for determining all assessments that contribute to the granting of an award. No body other than an Assessment Board shall have the authority to recommend to the Institute the conferment of an academic award for a taught course. The Assessment Board is responsible for oversight of security and integrity of the assessment processes including assessment materials, processes, student work and records of student assessment maintained appropriately by CCSTI.

Each course leading to an award of the Institute shall be the responsibility of the Assessment Board, which shall include the External Examiners(s) appointed by the Institute and (where relevant) its validating partners.

2.21.4 Authority of an Assessment Board

Assessment Boards shall be responsible for determining all assessments that contribute to the granting of an award. No body other than an Assessment Board shall have the authority to recommend to the Institute the conferment of an academic award for a taught course. Similarly, no other body shall have the

right to amend the decision of a properly constituted Assessment Board acting within its approved terms of reference and in accordance with the Institute's Academic Regulations and the regulations for the particular course, other than when the outcome of a review leads to an annulment of the decision by Assessment Board or results are modified as a result of cheating.

2.21.5 Scope of Discretion

- a) Assessment Boards have the discretion to alter marks awarded to a group of candidates on a module assessment as part of their moderation of the process, in order to assure the standards of academic assessment. For example, an Assessment Board may consider any exceptional circumstances that affected all candidates, such as disruption of an assessment for all candidates in a particular location, or any issues relating to the delivery or assessment of the module that affected all students. Such changes may not be questioned or overturned as part of the review and appeal process.
- b) Assessment Boards may vary assessments for students with disabilities.
- c) Assessment Boards have discretion in reaching progression decisions for individual candidates taking into account the relevant regulations and any course regulations.
- d) Assessment Boards have discretion to award a posthumous award as appropriate.
- e) Assessment Boards do not have the discretion to vary prescribed maxima or minima or mandatory course requirements or to consider extenuating circumstances, except where authorised to do so by the Appeals Panel. This panel is comprised of the Marking Coordinator and one other independent marker.
- f) In exceptional cases the Appeals Panel may recommend to an Assessment Board that the results of any or all assessments which the student has taken in the current year's programme be declared void if there is satisfactory evidence that the result was so affected by extenuating circumstances as to render it inequitable to treat it as an attempt. If the student subsequently fails the assessment(s), the Assessment Board shall have the discretion to reinstate the previous marks.

2.21.6 Students with disabilities

- a) When a candidate cannot, through disability, be fairly assessed by the methods prescribed for the course concerned, the relevant Assessment Board may vary those as they deem appropriate, bearing in mind the intended learning outcomes of the programme of study and course and the need to assess each candidate on equal terms with other candidates.
- b) In determining the nature of any variation in the methods of assessments, full account must be taken of the Institute's policies in respect of students with disabilities.

2.21.8 Written records

Detailed and accurate written records of the proceedings of each Assessment Board must be maintained. The Institute shall appoint a person to act as secretary to each Assessment Board for that purpose.

2.21.9 Assessment and reassessment

Information must be made available to individual students about the grounds on which they may request that an Assessment Board be asked to review its decision(s) and about the arrangements for dealing with any such request(s). These procedures are set out in this document. If coursework is not tendered for submission by the required deadline (taking into account procedures for granting extensions for extenuating circumstances), that work cannot be taken into account in any review or appeal:

- a) Course Assessment Regulations must accord with the Institute's General Regulations
- b) No reassessment of a module or component shall be allowed for a student to improve upon a mark or grading which is already above the pass level required for a module or overall for the award for which the student is a candidate.
- c) Reassessment of a failed module solely in order to achieve a pass for the requirements of a Statutory or Professional Body shall be permitted at the discretion of the Head of Training, but the result shall not form any part of the student's profile or classification; reassessment of a failed module for other personal reasons is not permitted.
- d) The regulations for reassessment for undergraduate awards can be found in sections 3.19 and 3.20 below.

2.22 External Examiners

2.22.1 External Examiners must be appointed to oversee all awards. All External Examiner appointments made by a validating university or accrediting professional body (where applicable) must be approved by the Institute.

2.22.2 The role of the External Examiner is to provide impartiality to the Institute and students in the area of assessment and standards. The External Examiner has no other relationship with the Institute other than this role. The specific responsibilities of External Examiners shall be to ensure equity and fairness in the decisions reached in respect of each student being assessed and that the standards of the Institute's award are maintained:

- a) A sample of work from each module is sent to the External Examiner/(s) each year and they comment on same. In addition, all assignments that have received a fail grade are automatically sent to them.
- b) The External Examiner/(s) attend the Institute at least annually and conduct meetings with markers and trainers
- c) Each year they meet with the students of the Institute. They provide a report on their meetings with students.

- d) They also furnish a yearly report to the Institute on marking & standards and comment on whether
- e) the Institute is maintaining threshold standards in accordance with the framework for Higher Education Qualifications and applicable subject benchmarks; this gives credibility to the assessment procedures
- f) the assessment processes measure student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in the line with the Institute's policies and regulations.
- g) the academic standards and achievements of students are comparable with those in other Republic of Ireland and/or UK higher education institutions of which the External Examiner has experience.

Finally, they make comments and recommendations on:

- a) good practice and innovation relating to learning, teaching and assessment.
- b) opportunities to enhance the quality of the learning opportunities provided to students.

Both the minutes from External Examiners' meetings and their yearly reports are studied by the Institute in the maintenance of standards. Changes to the curriculum, marking etc. are implemented. They are also informed of what changes have been made.

2.23 Student Progression

2.23.3 To progress from one stage of a course to a subsequent stage, whether by fulltime or part-time study, a student must pass all modules required by the previous stage, which includes meeting any pre-requisite or any other requirement set out in the course definitive documentation, and apply for and be accepted onto the next stage.

2.23.4 Students who fail to attain sufficient modules to progress may, at the discretion of the Assessment Board:

- a) be required to repeat the year, in whole or part, which may include proceeding on a further year of study at the same stage on a "mixed diet" of modules at different levels; or
- b) be recommended to withdraw from the course; or
- c) have their course terminated

2.23.5 Where a student commences studying new modules before having received the confirmed results from the previous term/academic year, this continuation / progression is deemed to be provisional until the results have been confirmed by the Assessment Board. If the Assessment Board has determined that a student's course has been terminated, the student will be required to cease studying with immediate effect. If the Assessment Board has determined that a student may not progress to the next stage of the course, the stage on which a student is enrolled must be amended with immediate effect.

2. 25 Attendance Requirements

2.25.1 Students must pass the attendance requirements.

2.25.2 It is important to note that for all courses run by CCSTI one hundred percent attendance is expected at all module components. This expectation is in line with the professional requirements for counsellors to fulfil the professional obligations they have undertaken with clients.

2.25.3 Attendance will be assessed by students' attendance record taken at workshops, discussion groups and seminars.

2.25.4 In exceptional circumstances and at the discretion of the Module Leader a student may miss a workshop or group session. For each component not attended students will be required to undertake the repeat criteria specified for the relevant module component in order to demonstrate the intended learning outcomes covered during the missed component.

2.25.5 For some modules, attendance at all or part of a module/ module component is an essential requirement. In such cases, this is expressly specified in the module descriptor. Repeat criteria are also detailed which specify the opportunities for recovery from failure, where applicable.

2.25.6 In all circumstance, attendance of below 60% across all modules will result in an automatic fail and training will be deemed to be terminated.

2.25.7 If a student fails to attend a compulsory component or to submit work for any assessment, the student will be deemed to have failed the assessment concerned, unless s/he has been granted a deferral under the extenuating circumstances procedure. If a student's request for deferral is not granted, it will be deemed that an attempt has not been made. Where an attempt has not been made or a deferral granted, students may normally be required to withdraw.

2.26 Deferrals for extenuating circumstances

2.26.1 There are set and agreed deadlines for all module components and students are expected to operate within the agreed timeframe for any given component.

2.26.2 Students who attend course components or present themselves or submit work for assessment are declaring themselves fit to be assessed and no subsequent claim for extenuating circumstances shall normally be accepted:

- a) If students experience exceptional circumstances that will prevent
- b) *and/or impair them in attendance at workshops, workshop sessions or group sessions, and/or the submission of an assignment, they are required to inform the Training Institute of these circumstances and to apply for deferral of the module component.

- c) Exceptional circumstances include personal (bereavement/family crisis etc.) medical and/ or work situations which seriously impair the student's ability to fulfil the course requirements.
- d) The process for applying for a deferral is that the student verbally informs one of the trainers, and also makes a written request outlining the reasons for the required deferral. Applications for deferral must be accompanied by verifiable third-party evidence of the extenuating circumstances.
- e) Work submitted after the specified deadline without formally negotiating an extension will be awarded a mark of 0% or a fail grade as appropriate.
- f) Simply not attending a scheduled workshop/ group session and /or not submitting an assignment is grounds for losing one's place on the course.
- g) Only one re-negotiation of a deadline for each assessment is possible.
- h) Deferred first assessments shall be treated as a first attempt. Deferred repeat attempts shall be treated as a repeat attempt.

2.27 Student Assignments

Assignment guidelines and marking criteria for each individual assignment will be approved by the External Examiner and the Link Tutor at the pre-moderation stage. These documents will relate to the module aims and intended learning outcomes and will specify the criteria to be met within each marking band. These assignment guidelines and marking criteria will be provided to students. Assignments will be assessed in line with these criteria, with each piece of work being considered on all criteria listed.

2.28 Refused submission of a student assignment

2.28.1 An assignment will be refused for marking if:

- a) It fails to meet professional standards of delivery, formatting, layout, spelling, punctuation, grammar, sentence construction, paragraph construction, and/or referencing.
- b) The assignment topic is not addressed and/or the guidelines are not adhered to.
- c) The assignment deviates by more than 10% from the designated word count for written assignments or time allocation for presentations.

2.28.2 Each assignment can be refused for marking once only. If upon re-submitting the assignment professional standards of presentation are again not achieved the assignment will be awarded a fail grade.

2.28.3 Resubmission of an assignment previously refused for marking on the first attempt will be treated as a first attempt. Resubmission of an assignment previously refused for marking on the repeat attempt will be treated as a repeat attempt.

2.29 Reassessment

2.29.1 Any student who fails an assignment will receive their grade and feedback as standard. Students will be invited to contact the markers if they require further clarification or support. In exceptional circumstances the markers may offer to

meet with the student to provide additional guidance and support around the assignment.

2.29.2 A student who has failed a module by failing to obtain an overall pass grade for the module, and/or by failing assignment/(s) and/or compulsory element/(s) will be allowed to undertake reassessment without re-registration, except where repeat criteria are explicitly disallowed.

2.29.3 The reassessment criteria for each module component are specified in the descriptors for each module.

2.29.4 If a module is failed, all components with a mark below 40% or with a fail grade must be reassessed; the mark in the other component/(s) shall stand.

2.29.4 Reassessment of a module shall be restricted to one attempt. This must be completed within an agreed deadline, normally within the repeat timeframe associated with the academic year in which the module was studied and failed.

2.29.6 Any students who passes a module, assignment or compulsory element is not permitted to repeat that module or component in order to attain a higher grade.

2.29.7 Any module component failed at the first attempt and passed at the second attempt shall be awarded the higher mark to a maximum value of 40%. Students achieving a grade higher than 40% at reassessment will see the mark they actually achieved alongside an indication that their grade will be capped. They will be awarded 40%.

a) Any module component failed at the first attempt and failed at the second attempt shall carry the higher mark of the two attempts.

b) Where a student has failed to pass a module component at reassessment the module will be considered to be failed and no further attempts will be permitted. Training will be deemed to be terminated. The student may however appeal the decision in line with the Complaints' and Appeals' Procedures of CCSTI.

2.30 Student Assignments Appeals Procedure

Students may seek a review of the result of an assignment once the results have been formally notified. A review may be sought if:

a) the overall result of a final assessment including the classification of the degree or qualification of the award; or

b) where the results of an assessment, is not a final assessment, a review may be sought where that result prevents the student's continuation on the course or progression to the next stage of the course, or where the result requires the student to repeat an assessment.

Assessment Board Decision Reviews

The grounds upon which a student may request a formal review of an Assessment Board decision are limited to the following:

- a) The assessment was not conducted in accordance with the regulations for the course or there was an administrative error or some other significant procedural irregularity that prejudiced the student's performance
- b) There is evidence of unfair or improper assessment on the part of one or more of the markers, although the student shall not be permitted to question the academic judgement of the markers
- c) If there is evidence that the student had extenuating circumstances which were so severe that they prevented the student from making an informed decision at the time as to whether to attempt an assessment or to apply for a deferral.

Please note that disagreement with the academic judgement of an Assessment Board in assessing the merits of an individual piece of work or in reaching a decision on a student's progression or on the final level of an award, based on the marks, grades and other information relating to the student's performance, cannot in itself constitute grounds for a request by a student for an appeal. Any alleged inadequacy of supervision or in other arrangements during a period of registration as a CCSTI student is not admissible grounds for review.

To request a formal review:

- a) Within fifteen working days of the release of confirmed results, the student must inform the Marking Coordinator of their intention to request a review of the decision of the Assessment Board. The student must then submit full supporting documentation, where appropriate, no later than ten working days after this notification. This documentation should include medical certificates and any other third-party evidence that is available.
- b) The review request shall be reviewed by the Appeals Panel (Marking Coordinator and one other independent marker). If further information is required from the student, then the Panel may seek to meet with them. In exceptional circumstances, the student, upon request, may meet and be interviewed by the Appeals Panel.
- c) The Marking Coordinator shall notify the Assessment Board and the External Complaints Person of a pending formal appeal.
- d) The Appeals Panel will verify that:
 - i). the student's written submission, including any supporting documentation is complete.
 - ii). any persons named by the student are consulted, provided that they can be reached, and their views are relevant to the issues.
 - iii). there are grounds for review.

The Appeals Panel will identify in writing upon what grounds the appeal is being sought, they will request that the Assessment Board re-examines the work and may also provide guidance on good practice in similar circumstances.

In conducting a formal review the Chairperson of the Assessment Board (or nominee) shall ensure that:

- a) the Assessment Board notes the decision conveyed to them by the Appeals Panel
- b) consideration will be given to the relevant scripts or work
- c) The grounds upon which the Assessment Board reached its original decision will be reconsidered.
- d) the final decision of the appeal by the Assessment Board is sent to the External Complaints Person for ratification

The Assessment Board can:

- a) confirm the original decision of the Assessment Board, or
- b) make a different decision, setting conditions as appropriate to the assessment or the assignment
- c) Where the Assessment Board wishes to have further evidence of the student's performance, it may require a (further) viva voce examination or other form of assessment appropriate to the student's circumstances and the requirements of the programme of study, before reaching its final decision.

The Marking Coordinator (or nominee) shall be responsible for confirming in writing to the student the decision of the Assessment Board, normally within 20 working days of the consideration of the review by Appeals Panel.

If an Assessment Board requires a (further) viva voce examination or other form of assessment appropriate to the student's circumstances and the requirements of the programme of study, this requirement should be notified to the Marking Coordinator within the deadline specified and the assessment carried out as soon as practicable.

Note:

- Working days are weekdays, Monday to Friday, and do not include Bank Holidays or holiday times when CCSTI is closed to business.
- Term time for the Training Team is September to June. The External Complaints Person may also be on holidays. If this should occur, the student will be informed by letter immediately.

2.31 Conditions of award

2.31.1 After the results of module assessments have been confirmed, an individual student shall automatically be entitled to the award achieved, subject to satisfying any specific requirements of the course on which the student is registered.

2.31.2 To be eligible for consideration for the BSc (Hons) Counselling and Psychotherapy award, by the end of the course, students need to have passed all compulsory course modules, amounting to 120 credits at FHEQ Level 6

(including any additional constraints imposed by a Professional Statutory or Regulatory Body or other external agency).

2.32 Award and classification

2.32.1 Classification Calculation

Module Components

- a) Module components which are eligible for numerical grades will be assessed on a fixed-point scale (as per this document) in line with the assignment guidelines and marking criteria for each assignment. These fixed marks are for individual pieces of work only. When averaged, a module or component assessment may take any intermediate value.
- b) Module components which are not eligible for numerical grades will be assessed as pass/ fail. The grade awarded will be determined in line with the assignment guidelines and marking criteria for each assignment.

Modules

- a) In deriving a mark for a module, the mark shall be based on performance in all compulsory module components as specified in the module descriptor. The module mark shall be based upon the average mark of the compulsory, numerically graded module components, duly weighted.
- b) Compulsory module components which are not eligible for numerical grades must be passed but do not contribute the module mark.

Award Classification

- a) The modules that are used for determination of an award classification shall be all those compulsory modules eligible for a numerical grade at the award FHEQ level.
 - BSc (Hons): all compulsory, numerically graded modules FHEQ Level 6
 - DipHE: all compulsory, numerically graded modules at FHEQ Level 5
 - CertHE: all compulsory, numerically graded modules at FHEQ Level 4
 - Certificate: all compulsory, numerically graded modules at FHEQ Level 4
- b) The classification for a named award to be made to each student shall be based on performance in modules as specified in 2.32.1. The classification shall be based upon the average mark of the compulsory, numerically graded modules, duly weighted.
- c) In deriving a mark for classification, marks shall carry a weight according to the credit rating of the module.
- d) Compulsory modules which are not eligible for numerical grades must be passed but do not contribute to the award classification.
- e) The Honours Degree classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class shall be 70%, 60%, 50% and 40% respectively.

- f) The Certificate classification boundaries for Pass with Distinction, Pass with Merit and Pass shall be 70%, 60% and 40% respectively. The same will apply for CertHE and DipHE fallback awards, where they apply.
- g) A student shall automatically be entitled to the class of an award determined by the classification calculation achieved.
- h) Downgrading of an award to a lower classification shall not be permitted, except in the circumstances set out in the Assessment Regulations above and 2.36 below.

2.33 Modification of Results

Any entitlement to a classification may be set aside by an Assessment Board following a case of misconduct and/or failure to adhere to professional suitability and Fitness to Practise criteria; the Board may also fail a student who has otherwise passed the course concerned. A student penalised for misconduct shall not normally have the right to be assessed or reassessed to improve their award or classification.

2.34 Conferment of Awards

2.34.1 All stages leading to the conferment of an academic award shall be subject to well-defined procedures and Regulations.

2.34.2 Proper security of records shall be maintained at all times.

2.34.3 Great care shall be exercised in making certain that each student's personal details and academic record are accurate.

2.34.4 Students must formally apply for graduation. This application includes a checklist for successful completion of each section of the course.

2.34.5 For students undertaking courses run by CCSTI and validated by the validating university, conferment will be by the University following the procedures and regulations of the University. A celebration will be held by CCSTI.

2.35 Posthumous awards

Awards may be made posthumously on the basis of work completed by a student. Any evidence submitted in support of a case must be such as to make it clear that the candidate had been or would have been likely to have been successful in the full set of assessments for the award. All work completed by students who have died must be marked, submitted and considered in the normal way. An award conferred posthumously shall normally be indicated as such, where possible, in the lists of students presented to an Awards Ceremony, but shall not be indicated on the student's certificate.

2.36 Cheating

If a student is found to have cheated or to have attempted to gain an unfair advantage, the Assessment Board shall have authority to deem that student to have failed part or all of the assessments, and it shall be empowered to determine whether or not the student should be permitted to be reassessed. The Board shall also have the authority

to vary a student's classification or award and may fail a student who has otherwise passed the course concerned. It is important to note that in cases of cheating the Professional Suitability and Fitness to Practise Procedure may also be invoked.

APPENDICES

APPENDIX 1 – FIXED POINT SCALE FOR ASSESSMENT FOR NUMERICAL GRADES & CREDIT AWARD FRAMEWORK

Assignments for Cork Counselling Services Training Institute's BSc (Hons) Counselling & Psychotherapy, which are eligible for numerical grades are marked according to a fixed-point scale shown below. The use of this scale facilitates standardisation and should make clear to students the ordinal position of their work. These fixed marks are for individual pieces of work only. When averaged, a module or component assessment may take any intermediate value. Marks within each Degree classification category should be interpreted as high, average or low for that category.

Grade	Classification	Band
95 90 85 80 75 72	First class honours (Distinction)	70% and above
68 65 62	Second class honours grade 1 (Merit)	60% - 69%
58 55 52	Second class honours grade 2 (Pass)	50% - 59%
48 45 42	Third class honours (Pass)	40% - 49%

38 35 30 20 10 0	Fail	0% - 39%
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Below, the typical profiles for each band / classification category are given. Where the marking criteria in a given band are well met this would tend to indicate the highest mark in that category, if not a higher category. Where several criteria are not met this would tend to indicate a low mark within the band, if not a lower band. All marking criteria statements need not apply for an assignment to be awarded a grade within a given band.

First class (72%, 75%, 80%, 85%, 90%, 95%)

The work will be exceptionally good. To obtain marks of 85%, 90% or 95% the work would need to contain original insights, valid suggestions for further research, and other outstanding relevant merits.

Upper second class (62%, 65%, 68%)

These answers will be very competent.

Lower second (52%, 55%, 58%)

These answers are basically competent in the area set.

Third class (42%, 45%, 48%)

These answers are acceptable but display marked weaknesses.

Fail (0%, 10%, 20%, 30%, 35%, 38%)

These answers do not meet the requirements of the marking guidelines or the intended learning outcomes. Work at the lower end (20% or 30%) may display characteristics such as being overly brief, containing few relevant points, displaying little accurate or relevant theory/research and/or being very difficult to follow. This may include work which covers substantially irrelevant material but is otherwise of an acceptable standard. Very poor work (0% or 10%) may contain virtually no accurate and relevant material within the subject area.

CREDIT AWARD FRAMEWORK

Bsc(Hons) Counselling & Psychotherapy							
Code	Year	Module Title	FHEQ	Credits	Minimum Counselling Attendance	Minimum Clientwork	Minimum Supervision
CCS4001	1	Personal Development, Social Awareness & Lifespan Development	Level 4	20	25		
CCS4002	1	Counselling Skills	Level 4	20			
CCS4003	1	Counselling Theory & Ethics	Level 4	20			
CCS4004	1	Professional, Ethical Development & Cultural Awareness	Level 4	20			
CCS4005	1	Introduction to Research	Level 4	10			
Award		Cert in Introduction to Counselling & Psychotherapy Studies					
CCS4006	2	Applied Humanistic Integrative Theory, Social Awareness & Inclusion	Level 4	20			
CCS4007	2	Research Methods and Ethics	Level 4	10			
Fallback		CertHE Counselling & Psychotherapy - classification determined by Level 4 numerically graded modules					
CCS5001	2	Applied Personal Development	Level 5	20	25		
CCS5002	2	Counselling Practice	Level 5	20		3 sit-ins	
CCS5003	2	Advanced Professional & Ethical Development	Level 5	20			
CCS5004	3	Counselling Practice with Clients	Level 5	20		10hrs	1:05
CCS5005	3	Advanced Practice & Counselling Issues	Level 5	10		30hrs min	1:05
CCS5006	3	Researching Counselling Practice	Level 5	10			

CCS5007	3	Clinical Integration 1	Level 5	20	25		
Fallback		DipHE Counselling & Psychotherapy - classification determined by Level 5 numerically graded modules					
CCS6001	3	Relational Development	Level 6	30			
CCS6002	4	Advanced Practice & Professional Collaboration	Level 6	10		140hrs max	1:05
CCS6003	4	Becoming a Practitioner-Researcher	Level 6	20			
CCS6004	4	Clinical Integration 2 (Capstone)	Level 6	60	25		
Award		Bsc(Hons) Counselling & Psychotherapy - classification determined by Level 6 numerically graded modules					
		Total		360 cr	100 hrs	180 hrs	

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APPENDIX 2 – CODE OF PRACTICE FOR STUDENTS WITH DISABILITIES SPECIFIC LEARNING DIFFICULTIES

PREAMBLE

Cork Counselling Services Training Institute (CCSTI) is committed to the promotion of equal and inclusive training opportunities. We welcome applications from people with disabilities/specific learning difficulties, with all places offered solely on the basis of merit. We encourage students to disclose any disability or medical condition to us in confidence so that together we can put supports and resources in place to meet their particular needs.

Information about disabilities/specific learning difficulties needs to be given to Cork Counselling Services Training Institute on acceptance of a training place. While we will do "all that is reasonable" (Equal Status Act, 2000) to accommodate the needs of students with disabilities, the responsibility for learning and achieving lies with the student.

In promoting the inclusion of students with disabilities we are acting on:

- The mission statement of Cork Counselling Services Training Institute.
- The Disability Act 2005.
- The Equal Status Act 2000-2004.

POLICIES AND PROCEDURES

Every student with a disability or specific learning difficulties has the right to:

- Equitable access to courses, services, activities and facilities of Cork Counselling Services Training Institute, as far as is reasonably possible.
- Reasonable and appropriate additional accommodations determined on a case-by-case basis. For this to be implemented the student's disability has to be certified by an appropriate Consultant and/or Educational Psychologist.
- Appropriate confidentiality of disability records (within certain limits); disclosure of information only with the student's written consent.
- Be treated with dignity and respect.

Note: If due to unforeseen circumstances a student cannot comply with approved arrangements, contact must be made with the Training Institute's designated disability contact person immediately.

Every student with a disability or specific learning difficulties has the responsibility to:

- Inform Cork Counselling Services Training Institute on acceptance of a training place.
- Provide documentation from a Consultant/Educational Psychologist that certifies the nature of the disability/learning difficulties on acceptance of a training place.
- Sign the Code of Practice and consent form concerning the release of information.
- Attend all training components.
- Complete all course work.

- Identify themselves to trainers/tutors.
- Treat all staff with dignity and respect.

Cork Counselling Services Training Institute has the right to:

- Maintain academic standards.
- Request a report completed by an appropriate Consultant/Educational Psychologist to certify a disability/specific learning difficulty.
- Contact the Consultant/Educational Psychologist if necessary.
- Deny a request for additional accommodations if the documentation does not verify a disability/specific learning difficulty.
- Refuse to provide an accommodation that is inappropriate or unreasonable including any that:
 - Demand a substantial change to an essential element of the course.
 - Pose a threat to the health/safety of the student or others.
 - Pose undue financial or administrative hardship on Cork Counselling Services Training Institute.

Cork Counselling Services Training Institute has the responsibility to:

- Inform students with certified disabilities/specific learning difficulties of the Training Institute's policies and procedures.
- Deliver programmes in an integrated and accessible format.
- Provide reasonable and appropriate accommodations if informed on acceptance of a training place.
- Keep confidentiality of records and communications concerning students with disabilities, except where the disclosure is authorised by the student.
- Appoint a contact person for students with disabilities/specific learning difficulties.

Disclosure of disability/specific learning difficulties means that students will be assisted and supported by the Training Institute to help them achieve their academic goals in an inclusive learning environment. This will be done on a case-by-case basis, discussing specific needs of students and establishing reasonable and appropriate supports.

DEALING WITH COMPLAINTS

Like all students at Cork Counselling Services Training Institute students with a disability/specific learning difficulty have access to the Complaints and Appeals Procedures (see Appendix 3).

APPENDIX 3 – COMPLAINTS PROCEDURE

AIMS

Cork Counselling Services Training Institute aims to provide an education service for students where their needs are addressed in a respectful and person-centred way. When dissatisfaction is expressed with the service, we welcome this being brought to our attention in the interest of resolving the issue. To this end we have the following procedures in place. The aim of these procedures is to provide a transparent process for resolving conflict or difficulty. The process involves engaging in a dialogue, which is clear, constructive and conciliatory. We value this way of engaging with the public and students as it safeguards the rights of the public and clients and improves the work practice of students, trainers and staff. As part of our commitment to students and staff these complaints procedures are constantly updated and reviewed.

COMPLAINT AGAINST A STUDENT COUNSELLOR

Stage 1 (informal)

If a complaint is made about a student counsellor, the student and their supervisor if appropriate will be informed. The complainant should attempt if it is possible to resolve the issue with the student counsellor directly, on a local level.

Stage 2 (informal)

If this is not possible or is unsatisfactory the complainant should then request a meeting with members of the Training Team. The complainant is supplied with a copy of the IACP Code of Ethics and Practice and CCSTI's complaints procedure. The Training Team will nominate two members to meet with the complainant to hear the complaint. The student will be informed of this. If possible, the trainers will suggest that the complainant, the student and a third party meet to process the issues involved and attempt to resolve them.

Stage 3 (formal)

If this fails or is unsatisfactory the complainant will be invited to put the complaint in writing and the student counsellor will receive a copy of this. The student will be invited to make an initial response in writing to the team. Separate interviews with the complainant and student counsellor will follow. This will be carried out by two members of the Training Team. The interviewers will make a report to the Training Team. The Training Team will meet within 15 working days to decide if there is a case to answer and will make recommendations. The student counsellor and complainant are informed as to the recommendations within 5 working days of this meeting. Recommendations that the Training Team may make include; that the student complained against seeks counselling or therapy, and/or the student takes time out from training to complete this; the team may also recommend a period of supervision with a designated supervisor and or pre and post session supervision. The Training Team also has the right to warn, to suspend training or in certain cases of gross misconduct, to terminate training (see below). A person whose training is terminated can reapply to the course after a designated period. Re-entry decisions however remain with the Training Team. Finally, the Training Team will also review its own training work and if necessary,

implement any changes to the course that will support student counsellors in avoiding similar situations.

Stage 4 (formal)

If the student is still not happy with the outcome, he / she may appeal to the External Complaints Person. This appeal must be lodged in writing within 21 working days of the Training Team decision.

Gross Misconduct by a Student Counsellor

Certain conduct may be such as to justify immediate suspension, and/or the enactment of the professional suitability and Fitness to Practise policy and procedure which may be followed by termination of training. The Head of Training will meet with the student in cases of gross misconduct. See below for example of gross misconduct.

STUDENT COMPLAINT PROCEDURE

Introduction

It is important to note that the training model of Cork Counselling Services Training Institute (CCSTI) and the clinical practice model of Cork Counselling Services (CCS) are relational. CCSTI believes that the first port of call in expressing dissatisfaction or in making a complaint is to engage in a relational approach, which is collaborative and engages all the people involved.

This document opens with the guiding principles that are at the heart of this process and it will explain how students may make a complaint about services or people within the organisation. It tells the student who can make complaints and it details the different definitions used regarding complaints. It will direct students to alternative avenues, which may be more appropriate for their concerns. The different stages for the Complaint Procedure are laid out with relevant time limits and there is an emphasis throughout for an informal resolution where possible. There is a clear statement regarding confidentiality. The roles and responsibilities of the people involved in the different stages of this process are described.

Finally, at the end of this section is the complaints form. This form is important as full completion is required for any complaint to be processed.

Definitions and Role Descriptions

Complaint

"An expression of dissatisfaction by one or more students about the organisation's action or lack of action, or about the standard of service provided by or on behalf of the organisation" (from Good Practice Framework for handling complaints and appeals)

Complainant

The student who raises the complaint about fellow students or staff members or services or facilities within the auspices of the organisation.

Complaint Liaison Officer

This role is only necessary in formal complaints. The Complaint Liaison Officer is nominated by the Quality Assurance Officer in conjunction with the Head of Training and the Training Team.

Completion of Complaint Form

This is a form signed on completion of the different parts of the complaint procedure, by the complainant and other relevant people. The content of the form will reflect each different part of process. For example, at the informal processes the complainant will write up an account of what happened and how it was resolved; this will be co-signed by the people involved once all agree with the written account.

External Independent Complaints Person (EICP)

The EICP is experienced in complaints processes and in the governance, ethics and Fitness to Practise in counselling and psychotherapy. The EICP is a senior counsellor / psychotherapist who has knowledge, skills and experience in investigating professional conduct and ethical complaints up to and including appeal panels; they hold no other roles for CCSTI.

Quality Assurance Officer

The Quality Assurance Officer, in relation to the complaints procedure, is responsible for the administration of the procedure in working alongside the Head of Training and the Training Team in appointing the individuals for the various roles involved in the complaint.

Respondent

The fellow students or staff member(s) who are the subject of the complaint or hold responsibility for the service that is the subject of the complaint.

Working Day

Does not include Saturday, Sunday, Bank Holidays, or any other periods of closure. NB Any formal complaint received after 30th June will be examined at the start of the next academic year.

Guiding Principles and Parameters

The guiding principles for the complaint procedure are that the process:

- Is treated seriously with fairness and impartiality.
- Is transparent and easy to access.
- Is flexible and timely ensuring concerns and complaints are dealt with as quickly as possible.
- Is simple and dealt with at the appropriate level.
- Uses clear communication of processes, decisions and reasons behind those decisions.
- Has both an informal process and, if required a formal process.
- Ensures decisions are taken without actual or perceived conflicts of interest
- Ensures appropriate levels of confidentiality.
- Includes support for the complainant and the respondent .
- Uses the information gathered to improve services for students, members of the public and administrative and training staff.
- Expects all involved to behave appropriately and not allow CCSTI procedures to be misused.
- Is without prejudice to a complainant's right to pursue external remedies outside of the institute once they have exhausted the organisation's internal complaints procedure.

The parameters include:

- A complainant's right not to experience harassment or victimisation in raising and / or submitting a complaint, as covered under both the staff and student conduct procedures.
- The qualification that a complaint does not have to be found justified in order to be valid; it has simply to be raised in good faith, the complainant believing it to be valid. On the other hand, a complaint is judged as malicious where the complainant does not believe it to be valid and raises the matter regardless. Malicious complaints result in disciplinary actions for the complainant.
- CCSTI's right to protect its staff against any behaviour from students, service users, or members of the public that is unacceptable, such as behaviour that is abusive, offensive or threatening. Students, service users or members of the public can, of course, expect the same courtesy.

Reference to these general complaint procedures should only be necessary in exceptional circumstances since most complaints, other than ones related to persistent problems, should be dealt with using the feedback processes below. Please note there are many ways for students to provide feedback or express their dissatisfaction, or concerns. For example, through:

- The spaces provided to students at the beginning and close of each workshop. This space asks students to identify their unmet needs the midway and end of year feedback processes.
- Student representatives at academic council meetings.
- The tutorial system.
- The academic appeals procedure.

Students are welcome to discuss informally, with any staff member, their concerns or dissatisfaction.

Complaints, Confidentiality and Training

Informal Resolution within the Group – if the complainant opts to resolve their complaints or concerns within the group it will be governed by the confidentiality agreement therein. This is accordance with the ongoing dynamic and systemic relational process in which students participate and is therefore addressed through group processes.

Informal Mediation / Formal Complaint – if the complaint is addressed through informal mediation or formal complaint, the details of the complaint will be kept confidential, but it will be acknowledged in the group that there is a complaint. On resolution of the complaint or escalation, the fact will also be acknowledged within the group.

The complainant's privacy will be respected. However, the respondent(s) will be informed and will normally receive an appropriately redacted copy of the concern or complaint, along with any associated evidence. This is to enable the respondent(s) to have the chance to reply. In dealing with the complaint, information may need to be shared with other people during the course of investigation. Names and personal

details will not be shared unless absolutely necessary and will be kept to a 'need to know' basis in line with Data Protection.

Precautionary interruption and temporary suspension of training at the informal mediation or formal complaint part may be necessary. If the complainant has to work with the respondent and the respondent directly trains, supervises or assesses the complainant's work, then the training team may need to temporarily suspend / interrupt this aspect of the complainant's training. This is done to ensure beyond doubt that the complainant will not be victimised as a result of making a complaint. Furthermore, CCSTI has to balance the needs of the group and the individuals involved in order to avoid further disruption to the training. Strict provision shall be made so that the complainant's outstanding training requirements can be completed once the complaint is resolved.

Scope

It should be noted that these complaints procedures are not designed to deal with problems such as: missing course work; unexplained absence of a trainer; late return of work, except in so far that such concerns are not resolved through simpler procedures or recur persistently.

These complaints procedures and any decisions made under them are not intended to give rise to legal rights or obligations on the organisation to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of these procedures. These procedures are intended to facilitate the CCSTI resolution of complaints. Anonymous complaints will not be considered. Specific procedures exist already for dealing with the following issues. These include:

- Alleged harassment.
- Alleged inequality of opportunity.
- Alleged doubts regarding Fitness to Practice.
- Freedom of information or data protection issues.
- Academic Appeals.

What can a student complain about?

A student can complain about things like:

- The quality and standard of the service provided by CCSTI.
- The quality and standard of CCSTI facilities.
- The quality and standard of the service provided by someone on CCSTI's behalf.

What issues are not covered?

There are some things CCSTI cannot deal with through its complaint procedure. These include:

- Issues which are the subject of litigation.
- A request under Freedom of Information or Data Protection legislation.
- A complaint issued on behalf of someone else.
- An attempt to reopen a previously concluded complaint or have a complaint reconsidered.

Who can complain?

A complaint can be made by:

- An individual student or a group of students.
- A member of staff.
- A service user.
- Members of the public.
- The representative of a complainant who does not have the capacity to make a complaint themselves, as long as they are seen to be acting in the interests of the service user.

When a group of students raise a complaint, they will be asked to nominate a spokesperson for the group. All correspondence will be through that spokesperson and only that representative will be invited to any meetings. In informal mediation it is at the discretion of the person complained against if they meet one, or all of the group.

Complaints about placements

If a complaint is related to a placement, placement mentor or placement supervisor, not directly under the auspices of CCSTI, the placement mentor and / or the supervisor will be contacted by the placement liaison trainer or the head of placements. It should normally be referred to the placement's own complaints procedure.

CCSTI has no power to implement change within an external placement and so recommendations can only relate to CCSTI; but CCSTI has the power to continue to employ placements as they consider appropriate.

Complaints about admissions

Complaints about the admissions procedure are welcome. However, complainants are reminded that complaints will not be considered if it is an appeal against being offered a place in CCSTI. A decision about a place being offered will only be changed when there has been an irregularity of procedure or when there is new information that was not available at the time of decision.

How do I complain?

To make a complaint, informal or formal, it is compulsory that a complainant completes all aspects of CCSTI's complaint form, found at the end of this section. A complainant needs to tell CCSTI:

- Which complaint process they want to follow: Informal resolution within the training group, informal mediation or formal complaint process.
- Complainant's full name and address.
- Details of the earlier attempts made to resolve this.
- Information about the complaint.
- What will resolve the complaint.

Time limits

Complaints should normally be received within 21 working days of the incident or issue in question taking place. If the informal processes have failed to find a resolution, the formal process will be initiated within 14 working days of the close of the informal complaints process. Please note that these 14 working days must be within term time.

When the complaint falls outside of these time limits valid reasons as to why this has happened must be submitted. It is at the discretion of the training team for these to be considered. Please note the time limits that are specified within the section on the Formal Complaint.

Procedure

On receipt of a completed complaint form, the Quality Assurance Officer and Head of Training will consider whether the complaint can be adequately dealt with under the procedure requested by the complainant. If the complaint is rejected at this stage the student will be communicated with by letter as to why this has happened. The reasons a complaint may be rejected include the following:

- It falls under a different procedure (in which case the student will be informed)
- It falls outside the time boundaries.
- There is insufficient information regarding the complaint on the form.
- The complaint is significantly complex it may be escalated directly to the formal complaint level.

There may be times where the communication between complainant and organisation is sufficiently poor as to merit escalation to part 3 Formal Complaint.

The complaints procedure is divided into four parts:

- Part 1: Informal Resolution (within training group). This is a local and overall preferred process where concerns are addressed as quickly as possible for the complainant and will involve the respondent and their group.
- Part 2: Informal Mediation. If the complainant is dissatisfied with, or believes that, informal resolution in the group setting is impossible they will be offered informal mediation with the respondent and an external mediator.
- Part 3: Formal Complaint. If the complaint is complex or serious or is not resolved at the informal stages or if the complainant requests it, the formal complaint procedure shall be followed.
- Part 4: Independent Review. If the complainant is not satisfied with the outcome of the Formal Complaint, a review of the formal complaint can be requested. There are limited categories for this appeals procedure.

Part 1: Informal Resolution (within the group)

This consists of looking at the complaint in the context of the training group with the complainant, respondent and other training staff and group members exploring the issues. It will be looked at systemically and a co-created resolution will be reached. At the end of this process the complainant and respondent will sign a completion of complaints form.

Part 2: Informal Mediation

This is where the complainant meets with the respondent and the Quality Assurance Officer will appoint the most appropriate member of staff, as mediator, to handle the complaint. The mediator will be someone who has not been involved in the process of the complaint. Please note that if the person who is chosen has a conflict of interest in the complaints process an alternative member of staff will be found. Both

complainant and respondent will work with the mediator to create a resolution. At the end of this process the complainant and respondent will agree a written statement of events as part of a completion of complaints form. At this time, the complainant and respondent will decide what they are taking back to the group.

Part 3: Formal Complaint

The Quality Assurance Officer will receive the completed complaint form. This form will document how the informal processes failed to progress or this process will commence at part 3. The complaint will be evaluated as per the procedure outlined earlier. If the complaint is going ahead the Quality Assurance Officer will nominate a senior trainer to act as the Complaints Liaison Officer. The Complaints Liaison Officer will provide a copy of the complaint to the person complained about and request a written response; they may also meet with the person complained against if required. The Complaints Liaison Officer will speak with the complainant as to whether there is any additional information, required for documentation. The Complaints Liaison Officer and the Head of Training will assess the achievability of the complainant's proposed outcomes. If the proposed outcomes are unreasonable the Complaints Liaison Officer will communicate this to the complainant as soon as possible. Once the material is complete the Complaints Liaison Officer will convene a Panel meeting within 20 working days of receipt of the formal complaint. The Panel comprises:

- A chairperson, who is also a trainer.
- A member from the board of CCS.
- A secretary.
- A student representative (not from the complainant's class).

The members of the Panel Hearing must free of any bias.

The complainant and the respondent will be invited and provided with the following information:

- The date, time and venue of the Panel Hearing.
- How to access advice and support.
- Informing the complainant of the right to be accompanied by a friend to the Panel hearing.
- To request the complainant to provide the name of any friend who will accompany them at the hearing at least 48 hours prior to the hearing (informing the complainant that it is their responsibility to notify such friends and witnesses of the hearing). The support person cannot be a member of the group nor a member of the legal profession.
- Requesting the complainant to provide details of any reasonable adjustments that may need to be made for the hearing to accommodate if they have a declared disability.
- The Complaints Liaison Officer will circulate all the information received to the Panel and parties involved at least two working days before the date of the hearing.

If the complainant does not appear at the date and time scheduled for the hearing, the Panel shall consider whether any reasons advanced for non-attendance are valid, and:

- If Panel members so judge adjourn to a later hearing date; only one adjournment is possible.
- If no reasons are advanced, or if they are judged invalid, or on second proposed cancellation, the Panel will proceed in the complainant's absence.

Members of the Panel will come to a decision on the complaint which will be final. Where unanimous agreement cannot be found, the majority will prevail. Where it is split equally between the Panel members, the chairperson will have the casting vote. Normally the complaint will be either upheld or rejected; the following possible outcomes may be viewed:

- To dismiss the complaint.
- To find the complaint justified and suggest conditions of redress for the complainant.
- For example, an apology, changes to aspects of the service.
- To suggest an amicable outcome to the complainant.
- When a complaint has been raised against a respondent who is a member of staff and has been upheld, this will be communicated to the complainant. Any disciplinary or employment action will not be shared with the complainant. If appropriate, measures will be taken to ensure that the complainant is not disadvantaged by any staff disciplinary procedures.
- If a complaint has been upheld against respondent who is a fellow student the details will not normally be shared with the complainant, particularly where student conduct concerns or professional suitability procedures have been activated as a result.

The outcome of the Panel should be made available to the complainant within 14 working days. The complainant will receive a letter of completion of the complaint; this letter will include a description of the nature of the complaint, the formal complaints process and the Panel's findings. Where relevant, dates for restorative action will be given and the people responsible for those actions will be identified. If the complainant is unhappy regarding the decisions made by the Panel, they need to notify the Quality Assurance Officer in writing within 7 days of receipt of the letter of completion.

Part 4: Independent Review

The Independent Review is undertaken by the External Independent Complaints Person. The Independent Review will not ordinarily look at new material unless it was specifically unavailable at the time of the Panel hearing. Generally, the review will evaluate how and whether the complaints procedure was followed.

The External Independent Review Person will:

- Review the documents pertaining to the complaint and interviewing people if it is required.
- Ascertain if the correct procedure was followed.
- Ascertain if all the information was available at the time.
- Consult experts if required.

The External Independent Complaints Person will decide whether reinvestigation is appropriate or if the original complaints process stand. They will submit a report which:

- Summarises the nature of the complaint
- Describes the formal complaints process and its findings
- Offers an opinion of the outcome of the complaints process and offers reasons on which the opinion is based.
- Recommends any remedial action to be taken, a time period within which it will take place and identify the person who will undertake it.

Students will receive a letter of completion of the complaint. This letter will state that internal complaints process is exhausted. The findings of the Independent Review are final.

FORMAL COMPLAINT FORM

This form can be used by any student wishing to make a formal complaint about any service or lack of service provided by the organisation in relation to a course on which they are a student to which a response is expected.

This form cannot be used for the following categories of complaint, for which separate procedures exist:

- Appeals against the decision of the Exam or Assessment Boards
- Appeals against the decision of the Extenuating Circumstances Panel
- Applicants that did not enrol on a course
- Complaints from clients of the organisation
- Complaints from members of staff, unless they are also a student
- Appeals against the decisions taken under disciplinary procedures
- Appeals against professional suitability procedures.

All forms must be completed electronically and returned by mail to the Quality Assurance Officer. If you would like to have an informal discussion with the Quality Assurance Officer before making your complaint, please contact them.

Formal complaint form: Section one

Surname		Title	
Forename(s)			
Address for Correspondence			
Postcode			
Email			
Telephone number			
Course			
Module			
Preferred complaints process?	<p>Please tick one from list below:</p> <ul style="list-style-type: none"> • <i>Informal resolution within my training group.</i> • <i>Informal mediation.</i> • <i>Formal process .</i> <p>Failure to choose from the above list will result in the complaint being rejected.</p>		

Formal Complaint Form Section Two: Your Complaint

Name of individual/service you are complaining about
Have you attempted to resolve this matter through any other means?
If yes, please provide details of who you raised this matter with and the date you did so.
If not, please outline why you have chosen to move directly to a formal complaint

The completed complaint for should be lodged with the Quality Assurance Officer within the time specified in the complaint procedure. Consideration of a complaint outside these parameters will only made in exceptional circumstances. If your complaint has been made outside of these time limits, please detail below the reason for this.

Please use the space below to provide the specific details of your complaint. Please do provide the details of your complaint in chronological order.

Date	Individuals involved	Nature of your complaint

Formal Complaint Form Section Three: Your Declaration

In accordance with current Data Protection Legislation 2018 CCSTI is required to obtain your consent for the following:

- a) To hold some elements of the information that you have provided on a Quality Assurance electronic database.
- b) To disclose data, you have provided to authorise persons from the CCSTI and their legal advisors.

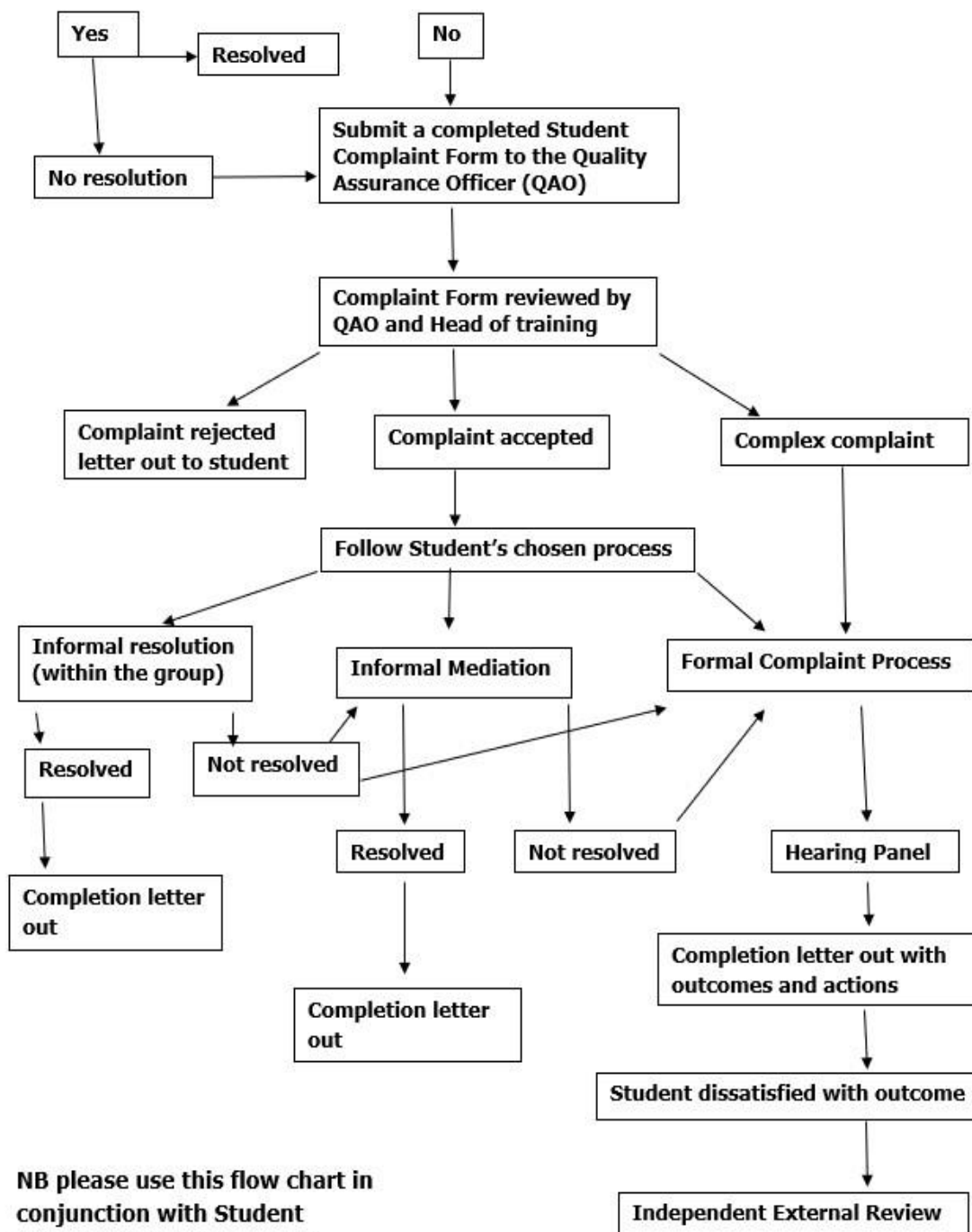
I hereby acknowledge that the data provided by me in relation to this complaint is true and accurate and presented in good faith

Signed.....

Date.....

FLOW CHART – COMPLAINT PROCEDURE

Have you a complaint? Read the Student Complaint Procedure for information regarding complaints. Can you talk it through with someone in the organisation?



COMPLAINTS / APPEALS TO COVENTRY UNIVERSITY

Students studying on a course leading to an award from a validating University may if they wish submit their complaint/appeal to the Registrar & Secretary of the validating University if they are dissatisfied with the outcome of the process at Cork Counselling Services Training Institute. In order to qualify for consideration by the validating University, details of the complaint/appeal and full supporting documentation should be sent to the validating university within ten (10) days of completing the internal process at Cork Counselling Services Training Institute.

The Registrar & Secretary (or nominee) shall consider the referred matter on the grounds of procedural irregularity only.

The Registrar and Secretary shall endeavour to complete the review within thirty (30) days of receipt of the complaint. However, given the requirement to investigate the case thoroughly with Cork Counselling Services Training Institute some additional time may be required, in which case the student shall be informed accordingly.

At the end of the Registrar and Secretary's review, the student will receive a letter setting out the findings and outcome, and will additionally be issued with a 'Completion of Procedures' letter to enable the student to take their complaint to the UK Office of the Independent Adjudicator for Higher Education if appropriate. The Office of the Independent Adjudicator (OIA) for Higher Education operates an independent student complaints scheme pursuant to the UK Higher Education Act 2004.

Students or former students may only take their complaint relating to a final decision reached under the University's review and appeal process to the OIA once all internal processes have been exhausted. The OIA cannot look at complaints relating to matters of academic judgement. The "Completion of Procedures" letter will therefore only be issued from the office of the Validating University's Registrar & Secretary when it has been determined that all internal processes at Cork Counselling Services Training Institute have been completed. The OIA must receive a completed Scheme Application Form within three months of the date of Completion of Procedures Letter.

APPENDIX 4 – PROFESSIONAL SUITABILITY & FITNESS TO PRACTISE POLICY AND PROCEDURE

An abridged version of the Professional Suitability and Fitness to Practise Policy and Procedure is outlined below. A full copy of this policy is supplied to students along with their contract in advance of induction and is available online at the Student Portal on: www.corkcounsellingservices.ie/student-resources

This Policy applies to all students enrolled on professional training programmes with Cork Counselling Services Training Institute. Students are required to demonstrate not only academic ability but also personal suitability, fitness to practise and commitment to their chosen profession at the point of admission and throughout their training programme. The responsibilities in relation to professional suitability and fitness to practise are not confined to the process and content of the training programme but have a broader scope and application. They also apply to behaviour outside the academic or placement setting which may reflect negatively on the counselling profession, or on Cork Counselling Services.

Suitability and fitness for professional work include qualities such as patience, honesty, integrity, and the ability to help people face difficult situations. Evidence of clear thinking, sound judgement, sensitivity and tolerance are required, together with the ability to establish and maintain appropriate personal and professional boundaries. All this demands sound interpersonal and communication skills, as well as both physical and mental ability to carry out the role appropriately. However, on occasions, students will be the subject of concerns about their professional suitability and fitness to practise in one or more of these criteria. It must be clear to all parties what kinds of concerns or information will trigger formal action on behalf of the Training Institute, the formal action that will be taken and the possible outcomes.

There may be situations where complaints are utilised to consider the Training Institute's position and the professional implications of a student's behaviour or fitness to practise.

Cork Counselling Services Training Institute is committed to ensuring that students attain professional counselling standards that reflect best practice nationally and internationally. (Cork Counselling Services Training Institute's mission statement). The BACP's Ethical Framework for the Counselling Professions states that all training in Counselling and Psychotherapy should model standards and practice consistent with those expected of practitioners in the role for which the training is being provided.

A fundamental and essential aspect of entry to the counselling profession is acceptance and internalisation of the professional code of conduct. All students enrolled on a training course with Cork Counselling Services Training Institute are required to sign a contract to study and uphold the Code of Ethics and Practice of the IACP and Ethical Framework for the Counselling Professions of the BACP

The BACP state that practitioners have a responsibility to monitor and maintain their Fitness to Practise at a level that enables them to provide an effective service (BACP, 2018, p. 27). The Health and Care Professions Council (HCPC) state that someone is 'fit to practise' when "they have the knowledge, skills and character to practise their profession safely and effectively" (HCPC, 2016, p. 4).

In brief, Cork Counselling Services Training Institute's students are required to:

- Maintain confidentiality.
- Monitor and develop their professional competence.
- Act within their limits of knowledge and skills.
- Maintain safe standards of practice.
- Actively engage in self-care.
- Monitor their personal functioning and provide any important information about their conduct, competence or well-being to the training institute.
- Stop training if their performance or judgement is adversely affected.
- Communicate effectively with clients, the training team, supervisors, and placement staff.
- Demonstrate high standards of personal conduct.
- Be honest, trustworthy and behave with integrity.
- Ensure that their behaviour does not undermine public confidence in cork counselling services or the counselling profession.

A student's training may be terminated if his/her behaviour is confirmed to be damaging or dangerous to clients, other students or facilitators, if it creates an unacceptable risk for themselves and/or others, or if it brings Cork Counselling Services' reputation into disrepute. A student who is considered unsuitable or unfit for a professional qualification under these procedures may not be allowed to continue in training.

References

- BACP (2018). Ethical Framework for the Counselling Professions
<https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf>
- Coventry University, Faculty of Health and Life Sciences. (2011). *Professional suitability and Fitness to Practise policy and procedure*. Author
- Health and Care Professions Council (HCPC). (Amended June 2016). *Guidance on conduct and ethics for students*. Park House.
<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>
- Irish Association for Counselling & Psychotherapy (2018). *Code of ethics and practice for counsellors/ psychotherapists*. Author.

APPENDIX 5 - PLAGIARISM POLICY

DEFINITION

Plagiarism is an attempt to put forward someone else's work as your own. This can be done intentionally or unintentionally. Plagiarism, however, is judged by the hard evidence of the text rather than considering the person's intentions. Examples of plagiarism include using paragraphs, sentences, ideas, and concepts from someone else's work without referencing them explicitly; using downloaded text from the internet; and copying other students' work. Pictures and diagrams can also be plagiarised. Other people's work includes work by published authors, other students, someone who does an assignment for the student, or authors on the internet. Plagiarism of published work indicates a breach of copyright and can be followed by civil and or criminal proceedings.

CORK COUNSELLING SERVICES TRAINING INSTITUTE'S RESPONSE

Our response to plagiarism is firstly a teaching one. We believe that students need to understand the academic standards that are required for any adult studying at third level. We also believe that educationally it is important for students to put forward their own work and ideas. The Institute will respond to all allegations of plagiarism and seek to establish if there is evidence to support them.

We believe that some students are not fully aware that they are involved in a deceptive or fraudulent process. We want students to become aware of the seriousness of plagiarism and to learn from their past behaviour. We also believe, that from a counselling standpoint, they need to be aware that plagiarism is a breach of the ethical code of the IACP for practising counsellors (See Principle 4.0).

All assignments must be submitted with an anti-plagiarism declaration signed by the student. In addition, detailed notes on referencing, quoting from other sources, and presenting a bibliography will be given to each student.

Grounds for an investigation of alleged plagiarism can include, but are not limited to:

- Direct observation of the student plagiarising someone else's work.
- The discovery of already existing written material which the student either presents as one's own and/or uses in one's work while failing to acknowledge the original author
- A high degree of similarity between the submitted work of the student and that of another student.
- A significant discrepancy between the writing style of the student in relation to spelling and grammar in comparison to other sections of the student's work or in comparison to the student's previous work.

Plagiarism will incur two graded responses.

INFORMAL 1ST RESPONSE

1. The student will be informed of the concerns of markers/trainers. The student may choose to respond to these concerns in writing.
2. A meeting will be set up with the student, trainers/markers, and/or the Head of Training. At this meeting the trainers'/markers' reasons for believing that plagiarism has occurred are outlined and time is given to consider the students written and other responses.
3. If it is agreed that plagiarism occurred and that this 1st response is agreeable to all parties, then the following sanctions can be applied:
 - A reduction in the grade for an assignment.
 - A fail grade for the assignment.
 - The student is required to resubmit the assignment.
 - A report is made, detailing the plagiarism, the evidence and the sanction imposed. This report is kept on file in order to monitor repeat offences. The report will not be used for any other purposes. It will not be used in references and will be destroyed when the student completes the course.

The Institute hopes that most cases of plagiarism will be resolved at this first informal level. An allegation of plagiarism will proceed to the 2nd formal level response if:

- The first level informal response does not reach a conclusion.
- The student fails to attend scheduled meetings of the first level informal response.
- The student has engaged in plagiarism before.
- The incidence of plagiarism is so serious that a formal response is required.

THE 2ND FORMAL LEVEL RESPONSE

The student will be required to attend a plagiarism hearing. This hearing will be conducted by the Head of Training, the markers/trainers concerned, a member of the Board, the appropriate student representative, the student concerned and the student's support person. The student's support person may be a family member, or a friend.

PROCEDURE

- The marker/trainer will make a formal written submission to the plagiarism hearing committee. This submission details the evidence that is available to substantiate the allegation that plagiarism has occurred.
- The student will receive a copy of this document and will have the right to make further written submissions of his/her own.
- The student will also receive details of who will be present at the hearing. The student will inform the committee who will accompany him/her at the meeting.
- The date for the hearing will be decided within 14 working days after the formal written submission has been received by the Institute.
- All documents will have exchanged hands one week prior to the hearing.
- Minutes will be taken to record the meeting.
- Time will be given to the student and marker/trainer to outline their case. Members of the committee may ask questions of both the student and the marker/trainer in relation to the evidence presented.

- When the presentations have completed and both trainer and student have left, the panel will remain to deliberate their conclusions. The standard of proof used at the plagiarism hearing is based on the balance of probabilities.
- A report will be drawn up by the chairperson and findings will be voted on by the panel. A majority vote will hold.
- The decision of the panel will be given 14 working days after the hearing. The student and the marker/trainer will be informed.

If the committee finds that no plagiarism has taken place, then the grade for the assignment will be given to the student and the matter will be concluded.

If the committee concludes that plagiarism has occurred, then the following sanctions can be applied.

SANCTIONS

These can be multiple as outlined in the level of informal 1st response:

- A reduction in the grade for an assignment.
- A fail grade for the assignment.
- The student is required to resubmit the assignment.

In addition:

- The student can be suspended from training for a period of time.
- The student can be expelled from the Training Institute.
- The report and findings of the hearing committee will be kept on file until the student has graduated. The plagiarism finding will not normally be mentioned in references. However, for cases of serious plagiarism and when students repeatedly offend an exception may be made to this policy. In this case giving references for particular posts without mentioning the plagiarism findings would mean that Cork Counselling Services Training Institute would be failing in its duty of care.

APPEALS

The student has the right to appeal the findings of a plagiarism hearing. This appeal must be lodged within fourteen days of the notification of the findings of the plagiarism hearing. In accordance with the Student Training Complaints and Appeals Procedures, the appeal begins at the formal stage 4 and the student appeals to the External Complaints Person.

The decision of the External Complaints Person is final in the Institute's internal appeals process. Once all Institute processes have been exhausted students studying for a Coventry University award further have the right to submit their complaint/ appeal to Coventry University (see Complaints and Appeals Procedures).

ACKNOWLEDGEMENTS

This plagiarism policy has based its responses on that of Waterford Institute of Technology with notable changes to suit the context of Cork Counselling Services Training Institute's Training Institute.

BIBLIOGRAPHY

University College Cork, (2001). *UCC plagiarism policy*. Cork.

Waterford Institute of Technology, (2008). *Anti-plagiarism policy*. Waterford.

ANTI-PLAGIARISM DECLARATION

Please include the signed commitment on all written assignments submitted to Cork Counselling Services Training Institute as per your year handbook.

APPENDIX 6 - INTELLECTUAL PROPERTY RIGHTS POLICY IN RELATION TO STUDENTS

1. INTRODUCTION

This policy is about Intellectual Property, the output generated every day by students. 'Intellectual Property' means rights such as patents for inventions and trademarks, domain names and registered designs as well as design rights, copyright and moral rights, database rights, unregistered trademarks, know-how and confidential information. Cork Counselling Services Training Institute (CCSTI) recognises that Intellectual Property generated by research and other work undertaken at the Institute is an important asset and wishes to encourage all students to contribute towards this activity. CCSTI has the responsibility to identify, protect and manage its Intellectual Property effectively. The Institute intends that the benefit of having such a Policy will include wider recognition of individual achievements and the reputation of the intellectual contribution made by its students. This Policy, dated 01/03/2013, will apply to all Intellectual Property generated after that date and may be modified or amended by CCSTI from time to time to reflect good practice and changes in law. The Training Team is responsible for the communication and administration of the Institute's Intellectual Property Policy to students.

2. INTELLECTUAL PROPERTY RIGHT OWNERSHIP

Undergraduate rights

Undergraduates at enrolment and registration will be required to agree that CCSTI has ownership of Intellectual Property they create during the period of, and relating to, their studies and/or research. To avoid doubt, any Intellectual Property created by the undergraduate in a personal capacity and without use of the Institute's facilities and/or resources, will be owned by the student.

Reasons why CCSTI asserts ownership over Intellectual Property created by students Research and other projects form a part of many degree programmes at both undergraduate and postgraduate level. Such projects are usually proposed by members of academic staff. The student may be joining a team to investigate one particular aspect of a much larger programme. This is usually of great benefit to the student as, rather than starting from a blank sheet, they can draw upon the considerable expertise, reputation and infrastructure of the Institute's group. It is therefore appropriate for CCSTI to assert ownership of Intellectual Property created by students for the following reasons:

- The Intellectual Property developed by the student will sometimes be needed to enable use to be made of the whole project developed by a research/project team.
- The Intellectual Property will often be based on advice and ideas contributed by many others including staff, third parties and other students.
- The project may be conducted under the terms of agreements with, or grants from, third parties, including both commercial and non-commercial funding bodies. These terms may require that the Intellectual Property be owned by the third party or CCSTI.

- Any Intellectual Property is likely to be created whilst using CCSTI's facilities/resources.
- CCSTI can, where necessary, negotiate commercial terms with third parties to obtain the best possible deal for both the Institute and the student.

Intellectual Property over which CCSTI asserts ownership rights

Intellectual Property Rights will arise in many forms, as CCSTI engages in many activities across various disciplines. In respect of students, it is most likely to result from discoveries during research and learning.

Publication

A student shall obtain consent from the Institute before entering a contract with a publisher or producer of works in other media in relation to copyright in a work produced by that student but where the Intellectual Property belongs to the Institute. CCSTI will usually agree to the assignment of copyright to the publisher in paper printed materials intended for publication in academic journals or books unless it relates to materials specifically produced as learning materials or where publication could result in certain rights of the Institute being adversely affected, for example, inability to apply for a patent protection. In the latter case consent will be given once the adverse effect no longer exists. Other cases will be considered on a case by case basis.

3. DISCLOSURE OF INTELLECTUAL PROPERTY RIGHTS

Where a student of the Institute creates any Intellectual Property he or she shall disclose it to the Institute. CCSTI shall determine whether it has any obligations to research sponsors or other organisations in respect of the Intellectual Property. Where there are no such obligations, the Institute - following consultation with the creator of the Intellectual Property - shall decide upon and implement the most appropriate route for exploitation of the Intellectual Property. In the event of a dispute between the creator of the Intellectual Property Right and the Institute concerning ownership, protection or exploitation of the Intellectual Property the matter shall be referred to the Institute's legal advisor. Following consultation with the parties and any external expert that the Legal Advisor considers to be desirable, the advisor shall decide upon a course of action to finally resolve the dispute.

Where the Institute decides to seek exploitation, the creator of the Intellectual Property shall provide reasonable assistance with the exploitation process by (for example) providing information promptly upon request, attending meetings with potential partners and advising of further development. Where CCSTI decides to seek exploitation, the creator of the Intellectual Property shall provide reasonable assistance with the exploitation process by (for example) providing information promptly upon request, attending meetings with potential partners and advising of further development.

Intellectual Property Rights Reversion

If having received full disclosure from all students the Institute decides not to protect or exploit the Intellectual Property, CCSTI will normally upon request assign its rights

to the person who created the Intellectual Property. In the event that the assigned rights were subsequently exploited CCSTI might require the person who created the Intellectual Property to pay the reasonable costs incurred by CCSTI in relation to those rights. In certain circumstances the Institute may not be free to assign its rights, for example if a public sector body has funded work, that body may acquire the rights if CCSTI does not exploit them. To be clear, CCSTI is not under any obligation to protect or exploit Intellectual Property.

Confidentiality

Students should be aware of the importance of maintaining confidentiality in relation to the Intellectual Property. Commercially sensitive documents should be marked as "Confidential". The Training Institute will assist with the correct confidentiality requirements should external confidential disclosure be required. Students are not authorised to enter into confidentiality agreements with third parties on behalf of CCSTI.

Protection of Intellectual Property

Students should ensure that all Intellectual Property is properly documented in a form that would enable the date of creation to be clearly established. This may be through regular dating and signatures on logbooks, or through writing-up and regular filing as appropriate.

4. EXPLOITATION OF INTELLECTUAL PROPERTY

The Institute actively encourages its students to take the initiative in identifying Intellectual Property which has potential exploitation or publicity value, or which could otherwise enhance the reputation of CCSTI together with the potential scope of its exploitation. CCSTI will consider all reasonable proposals in relation to Exploitation of Intellectual Property made by its students. Where such Intellectual Property does not solely belong to the Institute, assistance may be given with exploitation subject to agreeing satisfactory arrangements which ensure that CCSTI receives an appropriate share of any monetary or other revenue or value derived from Exploitation. While the Institute will retain the ownership of Intellectual Property as set out above, it will also provide an incentive to its students by sharing revenue generated from Intellectual Property.

APPENDIX 7 – CONTACT DETAILS FOR IACP

Address IACP,
First Floor,
Marina House,
11-13 Clarence Street,
Dun Laoghaire,
Co. Dublin

Website: www.iacp.ie

Phone: 01 2303536