



Master of Arts in Psychotherapy

Level 9, 90 ECTS

Programme Handbook

2020/21

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

Table of Contents

Foreword	1
Section 1 Programme Information	3
Welcome Message from Course Director	3
1.1 Programme Administration	4
1.2 Main Points of Contact for the programme	4
1.3 Programme Team	5
Section 2 Programme Details	8
2.1 Aims of the Programme	8
2.2 Programme Learning Outcomes	9
2.3 Programme Structure	10
2.4 Teaching and Learning Strategy for a multi-modal environment	11
2.5 Other Relevant Programme Information	13
Section 3 Assessment	17
3.1 Introduction to Assessment	17
3.2 Assessment Overview	18
3.3 Reassessment	20
3.4 General Submission Requirements	21
3.5 Awarding Body and NFQ Level	21
3.6 Useful links and tips	21
Section 4 Academic Calendar	23
Section 5 Quality Assurance Handbook	24
5.1 Key Assessment Regulations	24
5.2 Programme Specific Regulations	25
Section 6 Conclusion	26

Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid, and I am the Course Director for your Psychotherapy programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Psychotherapy will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing interdisciplinary field of research and practice and professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes which include BA (Hons) in Counselling and Psychotherapy and the postgraduate programmes including the MA in Psychotherapy. I work closely with your Programme Coordinator Laura Mulqueen and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rosie.reid@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Rosie

Dr Rosie Reid
Acting Course Director for Human & Social Sciences

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Course Director**
The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Laura Mulqueen	laura.mulqueen@dbs.ie
Course Director	Dr Rosie Reid	rosie.reid@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie

This is an indicative list and is subject to change.

Module Code	Module Title	Module Leader
Year One		
A9PP102	Clinical Group Supervision	Sheila Killoran Gannon Mags Kinsella Liz McEvoy Alison Kinsella Heather Moore 3 TBC Supervisors
A9PP105	Theory & Practice I: Psychodynamic Psychotherapy	Martina Vaughan TBC Derek McNamara
A9PP106	Theory & Practice 2: Integrative Psychotherapy	Martina Vaughan TBC Derek McNamara
A9PP107	Gestalt Therapy	Rachel Keogh
A9PP108	Existential Psychotherapy	Alan Oates
A9PP110	The Body in Psychotherapy	Wilma Millar

A9PP111	Research Project	Dr Gráinne Donohue
A9PP112	Psychotherapy & The Public Sphere	Dr Mary Peyton
A9PP104	Process Group	Gerry French Miriam Kavanagh Marie Carroll TBC
A9PP146	Supervised Clinical Practice	Practicum Coordinator
Year Two		
A9PP102	Clinical Group Supervision	Eileen Tatschl Wilma Millar Siobhan McArdle Gail McGuinness
A9PP109	Contemporary and Ethical Issues	Sheila Kiloran Gannon
A9PP111	Research Project	Dr Gráinne Donohue
A9PP124	Theory & Practice 3: Object Relations	Heather Moore

A9PP125	Workshops	TBC
A9PP127	Self, Subject Person	Dr Hugh Cummins Siobhan McArdle
A9PP128	Theory & Practice 4: Integrative Psychotherapy 2	Heather Moore
A9PP104	Process Group	Gerry French Miriam Kavanagh Marie Carroll
A9PP146	Supervised Clinical Practice	Practicum Coordinator

There are also other valuable points of contact and support in DBS such as [Student Services](#), the [Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your [DBS Handbook](#) and the [DBS website](#) will contain more information on these and other great DBS services and supports.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

The Master of Arts in Psychotherapy programme aims to produce graduates who are employable in mental health and social care settings as well as being in a position to establish and build up a private practice. The components of the programme all serve these ends. Crucial to this is the central position of the clinical skills components of the programme – the Theory and Practice modules, the Clinical Supervision module. It is the premise of the design and rationale of the programme that these components would not be possible to learn without the requirement to be in personal psychotherapy, a module in personal development (process group) and all the academic modules of the programme. The programme would suffer if it were without any of these modules.

The Master of Arts in Psychotherapy programme has four broad strands which provide a firm foundation in core academic issues, personal development and skills training. The successful combination of these four strands enables learners to:

- Have a thorough grounding in the theoretical aspects that will inform their practice;
- Engage competently and ethically in supervised clinical practice (client work and its supervision);
- Be supported and directed in personal development and self-care through engaging in personal therapy, and process groups;
- Hone their skills alongside their theory and practice experiential modules in order to be competent in the practice of Psychotherapy.

These four broad strands inform the programme aims listed below. The general programme aims are to allow learners to:

- Require learners training on the programme to continue their own personal psychotherapy, process group work, supervised clinical practice, individual supervisions and group supervised clinical practice for the duration of their training.
- Assess learners' progression in their training in the skills and theories of humanistic / integrative / psychodynamic psychotherapy in ways that are transparent, fair and meet the highest standards of professional practice.
- Assess learners' appreciation that their own experience of psychotherapy is the fundamental basis of practice in humanistic and psychodynamic psychotherapy in the integrative model.

- Equip learners with the principles and practice of research methods appropriate to the field of psychotherapy.
- Provide learners with the resources and opportunities to critically assess the many ethical, professional and regulatory issues in the field of psychotherapy.

Given the responsibility involved in the practice of psychotherapy it is essential that only learners assessed to be suitable for clinical practice are recommended to the Master of Arts in Psychotherapy to engage in supervised client practice regardless of their academic achievement. For this reason, the Higher Diploma in Counselling and Psychotherapy as a Level 8 award at the end of the first two years of the four-year professional training, which is recognised by IAHIP, is part of the assessment of suitability. Aside from this, there is also a further interview on application to the MA programme. This is fundamental to the design of the Masters in combination with the Higher Diploma as together they constitute four-year professional training recognised by IAHIP and in terms of maintaining standards for training and protecting learners and the public from inappropriate situations.

2.2 Programme Learning Outcomes

On successful completion of the programme graduates will be able to:

MIPLO1	Critically appraise personal and ethical responsibility by continued engagement in personal psychotherapy and supervised practice, advanced group facilitation and team work via process group, advanced critical thinking and reflective skills in individual and group supervision of clinical practice.
MIPLO2	Demonstrate competence in advanced communication skills and ability to problem solve in the practice of skills of humanistic / psychodynamic psychotherapy appropriate to completion of required study and training in this form of practice.
MIPLO3	Exhibit a critical and theoretical understanding of the psychodynamic and the humanistic modalities of psychotherapy practice via advanced presentation skills in accordance with the integrative model.

MIPLO4	Display mastery of the role and a critical awareness of the principles and practice of research methods appropriate to the field of psychotherapy via group and individual presentation skills.
MIPLO5	Critically evaluate and assess complex cases, ethical dilemmas and professional and contemporary regulatory issues within both the field of psychotherapy and a variety of inter-professional contexts.
MIPLO6	Assimilate the theory, personal process and practical skills components of the training programme in order to self-evaluate, and provide continued evidence of advanced self-care, communication and listening skills and professional suitability to practice.

2.3 Programme Structure

Learners will undertake 15 core modules including a research project dissertation. This is intended to ensure all learners develop critical knowledge, gain clinical skills and experience, and develop personally through their own psychotherapy and process group experience. With this educational experience learner will be recognised as competent in handling a psychotherapeutic arrangement in diverse settings and also be competent in research, thereby contributing to the active development of the field of counselling and psychotherapy in Ireland. The stakeholder feedback supports the programme team decisions highlighting the requirements of learners to be strategically driven and to exhibit key employability skills such as, problem solving, research skills, analytical ability, critical thinking, and decision making and planning.

The proposed revised curriculum structure of the Master of Arts in Psychotherapy programme has been guided by:

- The development in the experience of the individual members of the programme team in terms of their relation to the field of humanistic integrative and psychodynamic psychotherapy and to the challenge the field presents regarding its transmission of psychotherapy.
- The QQI Awards Standards Framework for Qualifications in Counselling and Psychotherapy.
- Developments in relation to Statutory Regulation, discussion with professional bodies such as IAHIP and keeping abreast of current thinking in CORU and the HSE.
- Feedback from learners, staff, placements, alumni.

- Developments in pedagogy for Masters level clinical/training programmes.

The core rationale for the curriculum structure is skills and knowledge which were identified by the industry representatives being combined to assure a highly skilled and knowledgeable graduate.

2.4 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen

Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

2.5 Other Relevant Programme Information

Stage label	Module title	ECTS	Module synopsis
Award	Supervised Clinical Practice	10	This module comprises the supervised clinical practice of learners of a minimum of 200 client hours over the course of the MA in an appropriate setting vetted by the Department of Psychotherapy. Essentially for the duration of this module learners continue in their own personal therapy on a weekly basis. Attendance at individual supervision on a fortnightly basis reaching a total of 40 hours over the course of the MA programme is also mandatory. This is a purely practical module. The learner is deemed to merit a pass on completion of the 200 hours client work and 40 hours of individual supervision. The learning from this practical experience is assessed by way of the assessment strategies for Clinical Group Supervision and Theory and Practice 1, 2, 3 and 4. As per Bye Law 11 documents in IAHIP: Individual supervision is provided in a way that is congruent with the supervisee's orientation as a humanistic and integrative psychotherapist.
Award	Clinical Group Supervision	5	This module provides learners with direction from supervision, which is required for client work. Supervision is delivered in two modes: individual and group. Individual supervision is fortnightly regardless of the quantity of current client hours. Learners must attend individual supervision fortnightly and 9 group supervision sessions per academic year. The supervision group comprises of a maximum of four learners to one supervisor. It is required that learners are in their own personal psychotherapy contemporaneously with the taking of this module. Personal therapy is to be humanistic/integrative/psychodynamic and comprises weekly sessions. The supervision requirements on the MA fulfil the guidelines of IAHIP.

Award	Process Group	5	It is required that learners are in their own personal psychotherapy contemporaneously with the taking of this module. Personal psychotherapy therapy is to be humanistic / integrative / psychodynamic and therefore comprises of weekly sessions. Process Group is a fundamental part of training in humanistic / integrative / psychodynamic psychotherapy. It has a crucial function in providing learners with the challenge to articulate in a group context the issues that arise over the duration of the programme. It constitutes an indispensable component for personal development.
Award	Theory and Practice 1: Psychodynamic Psychotherapy	5	This module aims to develop and expand the learners' understanding of psychodynamic approaches to psychotherapy, and moreover to facilitate their skills for clinical practice based on experiential teaching and learning.
Award	Theory and Practice 2: Integrative Psychotherapy	5	This module aims to further develop and build on the theory studied by the learner in the module Theory and Practice 1: Psychodynamic Psychotherapy with an emphasis on the principles and practice of the integrative tradition in psychotherapy.
Award	Gestalt Therapy	5	This module aims to outline the philosophical foundations and working principles of Gestalt Therapy Theory in practice. Up to date developments are introduced, including the Gestalt research fidelity scale which defines internationally agreed principles of Gestalt.
Award	Existential Psychotherapy	5	This module aims to outline the historical and theoretical foundations of Existential Psychotherapy in order for learners to consider to what extent Existential Psychotherapy may be integrated into their practice and to what extent it differs.

Award	Theory and Practice 3: Object Relations	5	Together with the learners' on going supervised clinical practice the module provides a practice-based understanding of the Object Relations approach to psychotherapy. Through offering an understanding of the concept of intersubjective space, learners can develop further understanding of the therapeutic relationship and be facilitated to link process, content and inter-subjectivity to theory and practice.
Award	Theory and Practice 4: Integrative Psychotherapy 2	5	In conjunction with the learners' on-going supervised clinical practice the Integrative Psychotherapy 2 module provides practice-based understanding and application of the Integrative approach to psychotherapy. It supports learners to synthesise the principles of an integrative model drawing from theories across the main schools of psychotherapy.
Award	Ethics and Contemporary Issues	5	This module aims to introduce questions from the tradition of ethical enquiry and examine their relevance for contemporary psychotherapy practice. This module provides a forum for consideration of, and response to, ethical dilemmas through exercises and study of published examples. In addition, it relates these issues to codes of ethics of professional bodies such as IAHIP as well as to the question of State Regulation of psychotherapy.
Award	The Body in Psychotherapy	5	This module examines the neuro-physiological basis of attachment theory and its implication for the practice of psychotherapy in the overall context of the question of the body in psychotherapy.
Award	Psychotherapy and the Public Sphere	5	This module aims to introduce learners to the issues involved in psychotherapy practice in public health and social care settings.
Award	Workshops	5	This module involves eight workshops delivered by experienced practitioner-teachers on crucial topics in the field of psychotherapy.

Award	Self, Subject, Person	5	This module aims to provide a comprehensive overview of the notions of self, person and subject in a way that informs the learner's on-going clinical practice where these terms are central to the formulation of that practice.
Award	Research Project	15	This module introduces the learners to a range of research methodologies relevant to the question of research in the field of psychotherapy. This module supports and facilitates learners in the research process necessary for the production of a scholarly thesis of 12,000 - 15,000 words.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

An assessment schedule will be made available, which will list the due dates for all your assessments over the academic year. Submission links on Moodle will be set to these dates and Moodle syncs with the student dashboard to provide a calendar of deadlines. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end -of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.

- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

3.2 Assessment Overview

An assessment schedule will be made available on the MA Psychotherapy Noticeboard. The table below highlights the breakdown of assessment for this programme.

Stage	Module	ECTS	Assessment
1 and 2	Supervised Clinical Practice	10	<p>Testimony of 200 hours client practice completed. This is monitored and verified by the Supervision Coordinator in the Department of Psychotherapy Capstone through the assessment strategies of the following modules: Clinical Group Supervision, Theory and Practice 1, 2, 3 and 4.</p> <p>Individual supervisor annual report, i.e. two reports</p> <p>Testimony of hours completed at end of MA programme</p>

1 and 2	Clinical Group Supervision	5	<p>Year 1 Mid-term. Self-Reflective essay End of year Reflective essay Group Supervisors Report- 25% Initiative and effort to establish client work 5% Feedback 20% (capstone with Theory and Practice)</p> <p>Year 2 MID term. Self-Reflective essay End of year Reflective essay Case History - 15% Group Supervisors Report- 15% Feedback 20% (Capstone with Theory and Practice)</p>
1 and 2	Process Group	5	The assessment will be in terms of attendance and participation and will be registered as Pass or Fail.
1	Theory and Practice 1: Psychodynamic Psychotherapy	5	Individual paper 60% Feedback 40% (capstone grade contributing to Clinical Group Supervision)
1	Theory and Practice 2: Integrative Psychotherapy	5	Individual Paper 60% Feedback 40% (Capstone with Clinical Group Supervision)
2	Theory and Practice 3: Object Relations	5	Individual paper 60% Feedback Interview 40% (Capstone with Clinical Group Supervision 2)
2	Theory and Practice 4: Integrative Psychotherapy	5	Individual Paper 60% Feedback 40% (Capstone with Clinical Group Supervision 2)
1 and 2	Gestalt Therapy	5	Individual Paper 60% Individual written Report/ 40%

1 and 2	Existential Psychotherapy	5	CA Essay 60% DVD & Report 40%
2	Ethics and Contemporary Issues	5	Individual Paper 50% Group presentation and report 50%
1	The Body in Psychotherapy	5	Individual paper 60% Group Presentation 40%
2	Psychotherapy and the Public Sphere	5	In class Group Presentation 40% Individual Written Report 60%
2	Workshops	5	Out of 8 workshops, learners will keep a Learning Journal. There will be 1000-word individual reports for 4 of the workshops 60% and one overall summary 40%.
2	Self, Subject, Person	5	Individual paper 60% Group Presentation 40%
1 and 2	Research Project	15	Proposal and supervisors report 25% Individual Research Project 75%

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, Learner Support Coordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

3.3 Reassessment

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personalised timetables.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>.

5.1 Key Assessment Regulations



Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES
Students generally only have FOUR (4) opportunities to complete a module successfully. If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt. Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme.

NO REPEAT FOR HONOURS
QQJ programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt. If you repeat an Award Stage module, your award will be capped at a Pass.

ACADEMIC INTEGRITY
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college. The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

PMCs
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.

PMC FORM
LEARNER SUPPORTS

LATE SUBMISSION PENALTY
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

APPEALS
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

5.2 Programme Specific Regulations

Each year you will be appraised of specific requirements of your course when you get your personal timetable. These requirements are in relation to Personal Therapy, mandatory classes and client work. You need to read these carefully and ensure you understand the requirements. The course team will be happy to clarify any questions you may have.

Section 6 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!