Independent Programme Review Report

Provider name	DBS
Date of site visit	15th April l2019
Date of report	27th May 2019

Principal programme	Title	BA (Hons) Counselling and Psychotherapy
	Award	Bachelor of Arts (Hons)
	Credit	240 ECTS
	Duration[1] *(years, months, weeks)*	Part-time, 8 semesters over 4 years

Embedded programme	Title	Higher Certificate in Applied Social Studies
	Award	Higher Certificate in Applied Social Studies
	Credit	120 ECTS
	Duration[2] *(years, months, weeks)*	Part-time, 4 semesters over 2 years

1 Introduction

The scope of the review encompassed the BA (Hons) in Counselling and Psychology programme within the DBS School of Arts. The programme is placed at Level 8 of the National Framework of Qualifications. Also, under review is the embedded programme, the Higher Certificate in Applied Social Studies which is placed at Level 6 on the NFQ. The programme is due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017.

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2016/2017*, programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate, and to create a supportive and effective learning environment
- Ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- Review the learner workload
- Review learner progression and completion rates
- Review the effectiveness of procedures for the assessment of learners
- Inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners
- Update third party, industry or other stakeholders relevant to the programme(s)
- Review quality assurance arrangements that are specific to that programme

Objectives of the Programmatic Review

The QQI *Programme Review Manual 2016/2017* states that the specific objectives of a Programme Review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

(1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?

(2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?

(3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?

(4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?

(5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?

(6) What other modifications need to be made to the programme and its awards to improve or reorient it?

(7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?

(8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?

(9) What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?

(10) What changes need to be made to related polices, criteria and procedures (including QA procedures)?

2 Independent Review Process

2.1 Evidence Perused

The review process for both programmes was led by the Programme Leaders with the Programme Team in order to critically analyse all aspects of these programmes. The consultation embraced a wide range of relevant issues including:

- Programme rationale
- Programme aims, objectives and learning outcomes
- Programme structure
- Module choice and content
- Teaching, learning and assessment methodologies
- Access, transfer and progression

The guiding principles underpinning this review were:

- That assessment of learning achieved shall adhere to the relevant QQI Assessment and Standards Revised 2013
- That the proposal for the programmatic review of the programmes has been developed and approved internally as a result of the DBS quality assurance procedures
- That the proposed programme will assist DBS and the School of Arts in the achievement of DBS's mission and strategy
- That the programme learning outcomes will meet the needs of current and future learners, employers and other stakeholders
- That teaching and learning or research activity at any level shall be conducted in a manner morally and professionally ethical.

The Programme Team has engaged in a significant consultative process to ensure that the programme provides an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, professional bodies, regulatory agencies, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes. The results and conclusions of this review process informed the proposed changes to the programme which are outlined in this report.

DBS provided the panel with a self-evaluation reports for the programme (hereafter referred to as Programme Review Report) and access to documentation before and during the site visit. Requests for further documentation were facilitated in a timely manner and supported by further explanations where appropriate.

Membership of Provider's Review Team

Name	Job title with Provider
Cathal O'Keeffe	• Course Director, Psychology, Psychotherapy and Social Studies • Practicum Coordinator BA, HDip and MA • Lecturer for: Psychoanalysis HDip, Human Sexuality BA, Self Subject Person MA, Psychoanalysis Workshop MA
Martina Vaughan	• Trainer and Training Coordinator across the HDip, BA & MA • Theory and Practice and Counselling Skills Trainer on the HDip & MA
Terry Ball	• Lecturer for Traditions of Psychotherapy, HDip
Siobáin O'Donnell	• Academic Coordinator BA, HDip & MA • Lecturer for Addiction and Research Methods, BA
Mary Peyton	• Lecturer for Traditions of Psychotherapy, Psychopathology and Case Histories, Psychotherapy and the Public Sphere, HDip, BA, & MA
Stephen McCoy	• Lecturer for Psychopathology and Case Histories, Theories of Development, The Family and Psychotherapy, Introduction to the Work of Freud, Freuds Case Histories, HDip & BA
Miriam Kavanagh	• Lecturer for Group Psychotherapy, HDip
Maura Leahy	• Lecturer for The Family and Psychotherapy, HDip
Alison Kinsella	• Clinical Group Supervisor, BA & MA
Allison Joyner	• Clinical Group Supervisor • Lecture for Existential Psychotherapy, BA & MA
Eileen Tatschl	• Clinical Group Supervisor, BA & MA
Liz McEvoy	• Clinical Group Supervisor, BA & MA
Margaret Kinsella	• Theory & Practice Trainer, BA & MA • Clinical Group Supervisor, BA & MA
Marion Moran	• Clinical Group Supervisor, BA & MA
Mary De Courcy	• Clinical Group Supervisor, BA & MA
Mary Hilliard	• Clinical Group Supervisor, BA & MA
Sarah Kay	• Clinical Group Supervisor, BA & MA
Gerry French	• Process Group Facilitator, BA, HDip & MA
Marie Carroll	• Process Group Facilitator, BA, HDip & MA
Julie Howley	• Process Group Facilitator, BA, HDip & MA
Valerie Preston	• Process Group Facilitator, BA, HDip & MA
Noel Keane	• Process Group Facilitator, BA, HDip & MA
Maggie O'Neill	• Process Group Facilitator, BA, HDip & MA

Sheila Killoran Gannon	• Theory & Practice, Stress Response and Counselling Skills Trainer and Internal moderator and consultant, BA, HDip & MA
Rachel Murphy	• Theory & Practice and Counselling Skills Trainer, HDip
Heather Moore	• Theory & Practiceand Counselling Skills Trainer, HDip & MA
Ray McKiernan	• Stress Response Trainer, BA and HDip
Berna Brennan	• Stress Response and Counselling Skills Internal moderator and Consultant, HDip
Dr Rosie Burrows	• Lecturer for Gestalt Therapy, MA
Chris McNally	• Lecuer for Ethics & Contemporary Issues, BA & MA
Dr Angelo Bottone	• Lecturer for Ethics & Contemporary Issues, BA
Wilma Millar	• Lecturer for Self Subject Person, The Body and Psychotherapy, BA, MA • Theory & Practice and Counselling Skills Trainer. Group Supervisor, BA, HDip & MA
Dr Grainne Donohue	• Lecturer for Research Project module BA, HDip & MA
Dr Susan Eustace	• Theory and Practice trainer, BA
Lori Johnston	Registrar
Kerry McCall Magan	Head of Academic Programmes
Dr Lee Richardson	Data Analytics and Reporting Manager
Shane Mooney	Head of Student Experience
Jane Buggle	Librarian
Grant Goodwin	QA Officer
Laura Mulqueen	Programme Coordinator
Sarah Sharkey	Student Retention Officer

2.2   Agenda
See Appendix 2

2.3   Persons Met

Staff, Students and Graduates with whom the Panel Met
Senior Management

Name	Job Title with Provider
Andrew Conlan-Trant	Executive Dean
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Shane Mooney	Head of Student Experience
Emma Balfe	Head of Faculty and School (Acting)
Terry Ball	Programme Lead (Acting)
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning

Dialogue on Learning Opportunities:

Name	Job Title with Provider
Kerry McCall Magan	Head of Academic Programmes
Lori Johnston	Registrar
Martin Doris	Assistant Registrar
Emma Balfe	Head of Faculty and School (Acting)
Tanya Balfe	Admissions Manager
Ciara Lambe	Faculty Manager
Grant Goodwin	Quality Assurance Officer
Martina Vaughan	Training Officer
Laura MulQueen	Programme Coordinator Counselling and Psychotherapy Programmes
Rosie Reid	Lecturer in Psychology
Shane Mooney	Head of Student Experience
Tony Murphy	Head of Quality Enhancement and Innovation in Teaching and Learning
Jane Buggle	Librarian
Terry Ball	Programme Lead (Acting)
Siobáin O'Donnell	Academic Coordinator, Clinical Placement Officer

Standards and Participation in the Programme

Name	Job Title with the Provider
Terry Ball	Programme Lead (Acting)
Siobáin O'Donnell	Academic Coordinator, Clinical Placement Officer
Martina Vaughan	Training Officer
Chris McNally	Lecturer
Noel Keane	Lecturer
Joanne Conway	Lecturer
Paul Halligan	Lecturer
Mary De Courcy	Clinical Group Supervisor, Lecturer
Aiveen Farrelly	Group Pscychotherapy
Liz McEvoy	Clinical Group Supervisor
Maura Leehy	Lecturer
Rosie Reid	Lecturer in Psychology

Facilities Review

Shane Mooney	Head of Student Experience

Learners and Graduate

Elizabeth Garvey	BA, 3rd year
Tony Dunn2	BA, 4th year
Liz McGarrity	BA Graduate

3   Review of the Programme Review Report

In general, the panel found that the document was well structured and easy to read. The content followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017. There follows a summary of the commentary on nine major areas of the report and findings in relation to each area.

3.1   Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. Internal stakeholders consisted of students and staff (academic, support and administrative). Professional bodies included the Irish Association of Counselling and Psychotherapy (IACP) Irish Council for Psychotherapy (ICP) Irish Association of Humanistic and Integrative Psychotherapy (IAHIP) and CORU, Ireland's multi-professional health regulator. Consultations with key stakeholders such as the Health Service Executive (HSE), private counselling and psychotherapy providers such as Pieta House, Dublin Rape Crisis Centre and CAHMS. Consultations with graduates, employers and charitable organisations were carried out for the review, the panel learned. The review process was also informed by the comparator analysis undertaken by DBS, a review of External Examiner reports and feedback obtained from industry and professional organisations.

 The panel found that the consultation process had been comprehensive and it was concluded that the proposed programme was fit for purpose. Further commentary is provided in Section 7.2 and 7.3 of this report.

3.2   Achievement of the Programme of its Stated Objectives

The programme aims and objectives for the programme were outlined. The BA (Hons) in Counselling and Psychotherapy programme allows learners to:

1. Practise the skills of humanistic and psychodynamic counselling and psychotherapy utilising an integrative model.

2. Demonstrate, in concurrence with the integrative model, theoretical comprehension of the major modalities of psychotherapy, in particular the humanistic and psychodynamic modalities.

 3. Demonstrate practical research methodology skills so that they may pursue individual intellectual and research interests within the framework of the field of psychotherapy.

 4. Appraise the ethical, professional and contemporary regulatory issues in the fields of counselling and psychotherapy.

The panel found that the programme objectives and outcomes were clear and consistent with the QQI awards sought. Further commentary is included in Sections 7.2 and 7.3 of this report.

3.3   Learner Profile

The panel was informed that the BA (Hons) in Counselling and Psychotherapy programme is aimed at applicants who are drawn to study and work involving the exercise of listening who have encountered counselling and psychotherapy in some capacity. The programme introduces learners to the core theoretical and practical elements of the disciplines and brings them to the point of

sufficient knowledge, know-how and skills and competence to match those of a graduate of an award at Level 8. Thus, it will enable students to graduate with a relevant qualification suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field.

This programme is also aimed at those who would like to learn counselling skills and understand their basis in psychotherapeutic practice or to those who wish to enhance their current work practices for example, health and social care professionals, teachers, voluntary sector workers and many more. It is possible for the learner to choose to graduate after two years with an exit award, a Higher Certificate in Applied Social Studies. The exit award is provided for students who are not deemed by the teaching and supervisory team to be suitable to proceed to clinical practice.

3.4 Learner Performance

A quantitative analysis was provided for programme covering the areas specified in the Programme Review Manual 2016/2017 Section 3.

The panel made the observation that in choosing programmes for benchmarking purposes, DBS needs to ensure that they have access to the learning outcomes of those programme so that a more comprehensive data gathering and analysis can be undertaken. See Section 7.3 below.

- Enrolment analysis

It was noted that the numbers enrolled on the programme have decreased over the period under review, since 2014. In part this is due to the launch of the Higher Diploma in Counselling and Psychotherapy, whereby students who already possess a primary degree would have traditionally enrolled on the BA (Hons) in Counselling and Psychotherapy are choosing to enrol on the Higher Diploma in Counselling and Psychotherapy due to the further progression possibility to the Masters of Arts in Psychotherapy, and thereby completing a postgraduate qualification in Psychotherapy at Level 9 on the NFQ.

It was noted that there is currently a time of uncertainty surrounding statutory regulation and what this will mean for undergraduate programmes in this area is unclear. For instance, graduates gaining a grade of 2.1 on the BA may gain entry onto the DBS MA Counselling and Psychotherapy but would not be eligible for accreditation as a Psychotherapist with the professional body IAHIP on completion of this higher degree. See Section 7.3 of this report.

In addition, the number of competitors offering a qualification in Counselling and Psychotherapy has also increased over the years.

- Attrition, transfer, progression and completion by stage

It was noted by the panel that transfer applications from students wishing to transfer from other higher education institutions (including universities) with stage or award qualifications are welcomed onto the programme. Applicants must have passed the stage examinations and have achieved the learning outcomes for transfer or progression to the BA (Hons) Counselling and Psychotherapy. Transfer may be into year 3 as appropriate to the learning and suitability of the transfer student. In the past four years, no one has transferred in to the BA programme from outside of DBS.

The percentage of students who pass each programme year exceeds the DBS benchmark of 85%, with the exception of first and second year students in the academic year 2014/15, where the pass rate was 78.13% and 80% respectively.

The percentage of students who fail is at 0% for the period between 2014 and 2018. The analysis showed that one reason for this pass rate was the introduction of the Academic Coordinator in 2010/2011 who was put in place to support learners who have required academic support.
The number of students exiting at the end of year 2 is relatively low, with the highest percentage of students exiting in the academic year 2015/16. There were no exits in the academic year 2017/18. This was due to the professional suitability interviews between year 2 and year 3 whereby students were considered unsuitable for client practice.

Drop-out rates are influenced by the nature of the programme in that the clinical team will arrive at the conclusion that a student should step back from the programme or indeed take time out between year 2 and year 3. Some learners are deferred due to personal mitigating circumstances and on rare occasions are academically withdrawn for non-completion of the course. For those who have not completed the required hours for Supervised Clinical Practice, they will have to complete a 5th year. During this time learners will be expected to remain in Clinical Supervision and personal therapy.

- Analysis of grades and QQI award classifications

The analysis showed that the pass rates are relatively high in comparison to the fails and non-active percentages. It was noted that since the introduction of the coordinator roles in 2010, the pass rates have steadily increased.

The panel noted that strong performance at the top two classifications in each cycle. A major contributing factor to the profile of these grades is the kind of programme the BA (Hons) in Counselling and Psychotherapy programme is which requires such considerable personal investment that demands a major personal investment in the material of the programme in a way that more purely academic programmes do not.

Overall, 16.67% of graduates have graduated with a H1 and 78.33% of graduates have graduated with a 2:1. Very few students graduate with a pass award, with 0% of students in the academic year 2017/18 attaining a pass award. The percentage of students graduating with a H2:1 ranges from 70% in the academic year 2017/18 to 85.71% in the academic year 2015/16.

Benchmarking against corresponding results published by other providers

The panel noted that, in the academic years from 2014/15 up to 2017/18, the awards have been increasingly represented with the H2:1 band and less so in the H2:2 and pass bands. It was further noted that DBS is planning to review its grading criteria and welcomed this approach

Destination of learners who have graduated and employment/advancement opportunities.

- Graduate destinations

Data specific to the BA (Hons) in Counselling and Psychotherapy programme since 2010 indicates 82% of graduates were employed, and 18% of graduates were seeking employment. Graduate job titles, across private, statutory and community and voluntary sector include the following:

- Administrator Health Care Assistant Psychotherapist
- Business Development

- Higher Executive Officer, Civil Service
- Family Support Worker
- Client Service ICT Support Senior Youth Worker
- Community Youth Worker Legal Secretary Social Care Worker
- Consultant Management Consultant Supervisor
- Counsellor
- Psychotherapist – private practice
- Support Worker
- Diagnostic Assistant Negotiator Trade Marketing Manager
- Editor Policy Advisor
- Talent Manager & Psychotherapist

3.5   Quality of the Learning Environment

Commentary was provided on access to lecturers, the use of MOODLE as a virtual learning environment, teaching strategy and clinical placements and clinical supervision. Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included. The panel noted that the use of MOODLE by lecturers was inconsistent and also noted that DBS was taking steps to address this area by providing staff induction and training in its use.

The panel concluded that the learning environment was consistent with the needs of the learners. Further commentary is provided in Section 7.8 of this report.

3.6   Suitability of Learner Workload

The suitability of the learner workload is one of the areas monitored by the Programme Team through feedback from learners, alumni, external examiners, professional bodies and through review and discussion at team meetings.

The panel noted that that the workload was considered to be onerous by learners, who, nevertheless were fully committed to taking on work associated with the different practical and theoretical elements of the programme. The panel also noted the willingness of teaching staff to address any issues brought to them by the students in this regard. See Section 7.8 of this report.

3.7   Effectiveness of Procedures for Assessment

It was noted that all assessment for the programmes conforms to the DBS assessment regulations which are informed by QQI Assessment and Standards Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations.

In discussion with staff and with learners, the panel was informed that the level of assessment, particularly exam-based assessment, had been reduced in recent times, in recognition of the workload faced by part-time students and to ensure that there was no over-assessment across the 30 subjects involved in the programme. This process was kept under review by staff. See Section 7.11 for further commentary.

The panel found that the external supervisor was tasked with grading the student for their work on placement. It was the view of the panel that this process was not fully transparent and was of the

view that it was inappropriate that the external supervision would contribute to grading student performance on placement. See Section 7.11 for further commentary.

The panel found the assessment processes relating to the programmes to be appropriate. Further commentary is provided in Section 7.11 of this report.

3.8 Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programmes under review have been designed to comply with the DBS QAH and, in turn, with QQI's statutory quality assurance guidelines with respect to governance, quality assurance, assessment access to transfer and progression. Programme-specific quality assurance also comply with the guidelines laid down by IACP in relation to clinical training, governance, quality assurance, assessment, access, transfer and progression. Mandatory workshops are provided on DBS's Child Protection Policy and on Clinical Induction, prior to beginning year 3 of the programmes when learners take up client practice.

Learners must sign a declaration that they have read and understood DBS Ethical Guidelines for Research with Human Participants.

There are additional quality assurance requirements for the BA (Hons) in Counselling and Psychotherapy. These include a requirement for learners to pass each component of assessment in the Skills and Clinical Supervision modules. Students must engage in placement supervision as well as verify that they have been in their own personal therapy for the duration of the programme. This applies to the BA and to the Higher Certificate in Applied Social Studies. When it becomes inappropriate for a student to continue in a placement a Clinical Suitability Panel reviews the case before any further placements are offered.

At the end of Year 2, learners whom the DBS team cannot recommend for progression to client work, but who have managed to successfully complete the academic assessments in the first two years of the BA programme, may gain an exit award at Level 6, the Higher Certificate in Applied Social Studies.

The panel concluded that the quality assurance arrangements applied to the programmes were generally effective.

3.9 Proposed Modifications

An overview of the proposed modifications to the programme is set out below. Detailed action plans have been prepared to implement the revised programme from September 2019.

Based on stakeholder feedback and on-going analysis of the programme and outcomes, the panel learned that the programme team were of the view that the current format of the programme is functioning well and that the modules and module content remains appropriate. The nature of content in this programme is that it does not rapidly go out of date and fundamental theories and concepts of counselling and psychotherapy are core to the programme.

While no major changes to the module content are proposed, the programme documentation, including module descriptors, will be extensively reviewed in order to ensure alignment with the

updated QQI Programme Validation template and against QQI Criteria for Validation of Programmes. All reading lists, including electronic resources, will be updated across the modules.

 It is also proposed to revise the assessment strategy and weighting, most significantly through increasing the emphasis on formative assessment and replacing examinations with more innovative assessment strategies appropriate to the learning in the discipline.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1

5 Outcome of the Review

5.1 Summary

As a result of the programmatic review process, seven recommendations were made. The recommendations are listed in Section 7 Appendix 1, Part 2 of this report.

6   Panel

Evaluators		
Name	**Role**	**Affiliation**
Donna Bell	Chair	Independent Consultant, Education and QA
Mary Jennings	Secretary	Independent Consultant
Gerry Moore	Subject Expert	Associate Professor and Chair of the Masters in Psychotherapy, DCU
Gerry Myers	Subject Expert	Course Director for MA in Integrative Psychotherapy, University of Limerick; Psychotherapist in Private Practice
Alan Dignam	Learner Representative	MA student in Psychotherapy IICP College, Tallaght, Dublin
Eileen Prendiville	Employer Representative	Private Practitioner, psychotherapist, Director of Academic Affairs, Children's Therapy Centre.

All members of the panel have declared that they are independent of DBS and have no conflict of interest.

7 Appendix 1: Evaluation Report on Modified Programme intended to be submitted as an Application for Revalidation

Part 1

Provider name	DBS
Date of site visit	15th April 2019
Date of report	27th May 2019

	First intake	Last intake
Enrolment interval	September 2019	September 2023
Maximum number of annual intakes	2: September and January	

Principal programme	Title	BA (Hons) Counselling and Psychotherapy
	Award	BA (Hons) Counselling and Psychotherapy
	Credit	240
	Duration[3] *(years, months, weeks)*	Part-time, 2 semesters of 12 weeks each completed each academic year (8 semesters over 4 years)
Satisfactory	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions[4] OR Not Satisfactory*	

Embedded programme	Title	Higher Certificate in Arts in Applied Social Studies
	Award	Higher Certificate in Arts (exit award)
	Credit	120
	Duration (years, months, weeks)	Part-time, 2 semesters of 12 weeks, each completed each academic year
Satisfactory	Recommendation Satisfactory OR Satisfactory subject to	

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[3] Expressed in terms of time from initial enrolment to completion

[4] Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

proposed conditions OR Not Satisfactory	

Evaluators

Evaluators		
Name	**Role**	**Affiliation**
Donna Bell	Chair	Independent Consultant, Education and QA
Mary Jennings	Secretary	Independent Consultant
Gerry Moore	Subject Expert	Associate Professor and Chair of the Masters in Psychotherapy, DCU
Gerry Myers	Subject Expert	Course Director for MA in Integrative Psychotherapy, University of Limerick; Psychotherapist in Practice Practice.
Aidan Dignam	Learner Representative	MA student in Psychotherapy IICP College, Tallaght, Dublin
Eileen Prendiville	Employer Representative	Private Practitioner, psychotherapist, Director of Academic Affairs, Children's Therapy Centre.

BA (Hons) Counselling and Psychotherapy (Principal Programme)

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Dublin Campus	120	12

Target learner groups	The BA (Hons) in Counselling and Psychotherapy programme is aimed at applicants who are drawn to study and work involving the exercise of listening who have encountered counselling and psychotherapy in some capacity and have been drawn to pursue formal study and training in the field. They may or may not have engaged in prior formal study of counselling and psychotherapy but will possibly have been involved experientially in areas related to psychology or psychotherapy or have engaged in their own personal therapy. The programme is aimed at those who wish to acquire an undergraduate qualification in the practice of counselling and psychotherapy. The programme introduces learners to the core theoretical and practical elements of the disciplines and brings them to the point of sufficient knowledge, know-how and skills and competence to match those of a graduate of award Level 8. Thus, it will enable students to graduate with a relevant qualification suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field. On completion of this course, learners will have acquired a broad undergraduate education and the practical and

	intellectual skills required for postgraduate education and a variety of career paths.

This programme is also aimed at those who wish to learn counselling and psychotherapeutic skills, and to practice those skills, whether as a professional or in related fields such as social care, community work, in the Gardaí, in an education setting or in the voluntary sector. |
Number of learners per intake	120
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time
The teaching and learning modalities	1. Classroom lectures
2. Case-based learning
3. Practical skills sessions
4. Workshops
5. Tutorials
6. Individual and group work
7. Blended Learning
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The BA (Hons) in Counselling and Psychotherapy (BACAP) award, consists of: experiential training groups, personal development through the experience of psychotherapy and process groups and supervised clinical practice. These components are represented throughout the modules over the four years of the BA (Hons) programme. Personal psychotherapy, undertaken at the latest in the second year of the programme, is a requirement that is not represented in the modules of the course. The other major component of personal exploration and development, namely the Process Group Work is represented.
The orientation of the programme is integrative/humanistic, and learners are introduced to the principles of psychoanalysis, developmental psychology, existential psychotherapy, cognitive behavioural therapy (CBT) and so on. The programme is centred around the learners' personal development, and also provides them with experience of counselling and psychotherapy through both group and individual settings. Alongside the learners' own experiential learning, the programme develops knowledge of different forms of psychopathology and theories of psychotherapy and counselling. The programme includes the required counselling skills, personal development and theoretical components which mean it is recognised by the Irish Association for Counselling and Psychotherapy (IACP).
The programme is constructed as a four-year part-time programme of 30 modules leading to an award of BA (Hons) in Counselling and Psychotherapy.
Specifications for teaching staff	Lecturing staff will have a minimum of a Masters and/or PhD in Counselling and Psychotherapy.

	They should also have teaching, training, supervising or research experience within the counselling and psychotherapy field but also specific to the modality being taught. Staff, in a practice-oriented programme should have considerable practical/clinical experience in mutually supporting theory and practice learning opportunities for learning
Specifications for the ratio of learners to teaching-staff	1:30 for classroom sessions 1:15 for skills and training modules 1:12 for process sessions 1:4 for group supervision Overall WTE ratio staff to learner is 0:129

Higher Certificate in Applied Social Studies (Embedded Programme)

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Dublin Campus	120	12

Target learner groups	The Higher Certificate in Applied Social Studies is an embedded aware in the BA (Hons) Counselling and Psychotherapy and, similar to the principal programme, is aimed at applicants who are drawn to study and work involving the exercise of listening who have encountered counselling and psychotherapy in some capacity and have been drawn to pursue formal study and training in the field. They may or may not have engaged in prior formal study of counselling and psychotherapy but will possibly have been involved experientially in areas related to psychology or psychotherapy or have engaged in their own personal therapy. The programme introduces learners to the core theoretical of the disciplines and brings them to the point of sufficient knowledge, know-how and skills and competence to match those of a graduate of award Level 6. The Higher Certificate is an exit award for those who are not considered eligible or professionally suitable to progress on to supervised client practice in year 3 of the BA (Hons) in Counselling and Psychotherapy. A learner may in fact take it upon themselves to exit at the end of the two years and avail of the exit award of a Higher Certificate in Arts in Applied Social Studies.
Number of learners per intake	120
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Part-time

The teaching and learning modalities	1. Classroom lectures 2. Case-based learning 3. Practical skills sessions 4. Workshops 5. Tutorials 6. Individual and group work 7. Blended Learning
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The Higher Certificate in Applied Social Studies is an embedded award in the BA (Hons) in Counselling and Psychotherapy. It is an award only for those learners whom the team cannot recommend for progression to client work but who have managed to successfully complete the academic assessments of the first two years. The Higher Certificate in Applied Social Studies consists of three interconnected strands: experiential training groups, personal development through the experience of psychotherapy and process groups. Personal psychotherapy, undertaken at the latest in the second year of the programme, is a requirement that is not represented in the modules of the course. The other major component of personal exploration and development, namely the Process Group Work is represented. In summary, the division between the first two years and the second two years of the four-year BA (Hons) is crucial to allow a decision to be made on the basis of a knowledge of a learner's work and participation concerning their suitability for supervised clinical practice. The first two years is therefore a period primarily of personal development for the learner and allowing for DBS to establish a profile of the learner so that a fair and balanced informed decision can be made regarding suitability for supervised clinical practice.
Specifications for teaching staff	Lecturing staff will have a minimum of a Masters and/or PhD in Counselling and Psychotherapy. They should also have teaching, training, supervising or research experience within the counselling and psychotherapy field but also specific to the modality being taught. Staff, in a practice-oriented programme should have considerable practical/clinical experience in mutually supporting theory and practice learning opportunities for learning
Specifications for the ratio of learners to teaching-staff	1:30 for classroom sessions 1:15 for skills and training modules 1:12 for process sessions 1:4 for group supervision Overall WTE ratio staff to learner is 0:129

Other noteworthy features of the application

INSTRUCTIONS FOR PREPARING THE INDEPENDENT EVALUATION REPORT

Evaluators completing this report are expected to understand **Core policies and criteria for the validation by QQI of programmes of education and training 2016**.

Note that in making its determination QQI
- Will consider the findings of the validation process including the **<ins>independent evaluation report</ins>** along with the applicant's response to this report;
- May consider any other information received in respect of the process;
- May consider an account of the conduct of the process and its context noting any concerns or complaints expressed by the applicant.

The independent evaluation report must address whether the programme meets the validation criteria in general and in detail.

The independent evaluation report must, for each programme, embedded programme and module that leads to a QQI award:
1. Outline the salient characteristics of the proposed programmes (Part 1);
2. Outline whether and how the QQI validation criteria and sub-criteria are addressed by the application for validation citing evidence from the application documentation and other findings (e.g. from the site visit);
3. Address whether the principal programme, and any embedded programme, and any module proposed to lead to a minor award, meets the validation criteria in general and in detail. (Part 2 and Part 3)
4. Include one of the following overall conclusions in light of the applicable validation policies and criteria:
    - Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3 of Core **policies and criteria for the validation by QQI of programmes of education and training**);
    - Satisfactory subject to proposed special6 conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
    - Not satisfactory.
5. Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. **If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence.** A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

All independent evaluation reports are required to provide a rationale for any proposed special conditions and recommendations to the provider as well as the overall conclusion.

The report may also propose recommendations for consideration by the provider.

Part 2 Evaluation against the validation criteria

7.1 The provider is eligible to apply for validation of the programme

Satisfactory Yes	Comment	Sub criteria
		a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
		b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.
		c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[5]

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BA (Hons) in Counselling and Psychotherapy (Principal Programme)

Higher Certificate in Applied Social Studies (Embedded Programme)

As an established provider of higher education programmes DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. It was noted that DBS has in place procedures for access, transfer and progression as set out in Section 4 of the Programme Document. DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI. The panel was informed that DBS is currently taking part in the re-engagement process with QQI and has completed the Pilot Phase. As part of the re-engagement process, policies and procedures were being reviewed.

At the site visit, DBS provided a copy of the letter to be submitted to QQI with the application for the revalidation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

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[5] This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

7.2 The programme objectives and outcomes are clear and consistent with the QQI awards sought

Satisfactory Yes	Comment	Sub-criteria
		a) The programme aims and objectives are expressed plainly.
		b) A QQI award is specified for those who complete the programme.
		(i) Where applicable, a QQI award is specified for each embedded programme.
		c) There is a satisfactory rationale for the choice of QQI award(s).
		d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*
		e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
		f) The programme title and any embedded programme titles are
		(i) Consistent with the title of the QQI award sought.
		(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
		(i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[6]
		(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
		h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
		i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
		(i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with

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[6] Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

Satisfactory Yes	Comment	Sub-criteria
		relevant QQI minor awards standards.[7]

BA (Hons) in Counselling and Psychotherapy (Principal programme)

Higher Certificate in Applied Social Studies (Embedded programme)

The panel found that the aims, objectives and rationales for the programmes were expressed clearly as set out in Section 2.1 of the Programme Document. It was noted that the 120 ECTs Higher Certificate in Applied Social Studies will be available to learners who have successfully completed the first two years of the programme but who are not deemed suitable for clinical practice that commences in year three of the programme.

It was concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the awards. The titles of the programmes were deemed to be appropriate and in line with the QQI standard for the award type on the NFQ. It was noted that the title of the programme will be kept under review and account will be taken by DBS of any changes that may be proposed by the new regulatory body CORU that impact the titles of the award at a later stage. See Criterion 3 for further comment on this topic.

It was noted that the minimum intended programme learning outcomes for the BA (Hons) in Counselling and Psychotherapy were informed by the QQI Counselling and Psychotherapy Awards Standards and have been mapped against these standards.

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[7] Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

7.3 The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

Satisfactory Yes	Comment	Sub-criteria
		a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[8]
		b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
		(i) There is a satisfactory rationale for providing the programme.
		(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
		(iv) There is evidence[9] of learner demand for the programme.
		(v) There is evidence of employment opportunities for graduates where relevant[10].
		(vi) The programme meets genuine education and training needs.[11]
		c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

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[8] Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

[9] This might be predictive or indirect.

[10] It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

[11] There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		d)	Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
		e)	The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies (Embedded Programme)

The panel found that the consultation process with stakeholders has been comprehensive and feedback received had been factored into the programmes. See Section 3.1 for further commentary.

The panel made the observation that in choosing programmes for benchmarking purposes, DBS needs to ensure that they have access to the learning outcomes of those programmes so that a more comprehensive data gathering and analysis can be undertaken. See Section 3.4 of this report.

The panel noted that the title of the principal programme (see 7. 2 above), which reflects the programme content, may be running the risk of raising graduates' expectations about future registration once statutory regulation is introduced. Currently, the Minister for Health has indicated that there will be two separate registers for counselling and psychotherapy, Further work remains to be done by the incoming regulatory body CORU on clarifying what this entails in terms of accreditation regulation for counselling and psychotherapy. In conversation with staff, the panel learned that DBS were actively engaged in forums with professional and statutory bodies concerned with the topic and that, as a team, they were actively keeping possible developments that might affect the programme under review.

In meeting with students and a graduate, the panel noted some concern about how possible developments and the current ambiguity that exists in this area might impinge on topics such as career choice or entry requirements for further study progression. For instance, graduates gaining a grade of 2.1 on the BA may gain entry onto the DBS MA Counselling and Psychotherapy but would not be eligible for accreditation as a psychotherapist with the professional body IAHIP on completion of this higher degree. The group expressed the view that they did not have sufficiently transparent information from DBS to allay concerns about the on-going developments with regard to regulation and accreditation.

It is recommended that this ambiguity in relation to transparency of information around possible regularly requirements for counselling and psychotherapy is clearly signposted to students and DBS remain alert to possible future needs to address this concern.

7.4 The programme's access, transfer and progression arrangements are satisfactory

Satisfactory Yes	Comment	Sub-criteria
		a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[12].
		b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
		c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[13]) in order to enable learners to reach the required standard for the QQI award.
		d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
		e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
		f) The programme title (the title used to refer to the programme):-

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[12] Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings
- Progression and transfer routes
- Entry arrangements
- Information provision

[13] http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

			(i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
			(ii) Is learner focused and meaningful to the learners;
			(iii) Has long-lasting significance.
			g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)

Higher Certificate in Applied Social Studies (Embedded Programme)

The panel was satisfied that the programmes' access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is available through DBS website, promotional material and the Student Handbooks. This includes information on EU and non-EU entry requirements and information for students with disabilities.

The panel noted that the entry requirements included those with a leaving certificate or Level 5 FETAC award and those with or without a primary degree. Given the necessary life experience needed to satisfactory participate in the programme, the panel was advised that it was deemed to be most suitable for mature learners. Applicants need to provide references from two referees, one professional/educational and one testifying to their good and suitable character as well as submitting a 400-word personal statement articulating the basis of their interest in the programme.

The panel learned that there are programme-specific Recognition of Prior Learning (RPL) for entry, advanced entry and direct access on a case-by-case basis. Over the past five years, DBS has accepted applicants under its RPL policy onto the programme from other institutions including PCI College, NUI Maynooth and National Counselling Institute of Ireland (NCHI).

Discussions with students and a graduate confirmed that graduates from the programmes have obtained employment as therapists in the health and social care areas, or, in business organisations, as managers or HR professionals. They indicated that many of the skills learned were transferable to a range of occupations. Some had begun the process of accreditation and towards private practice in the profession.

Graduates of the BA (Hons) Counselling and Psychotherapy may progress to further study in DBS in in the MA programmes in psychotherapy, psychoanalytic psychotherapy and addiction studies, the panel noted.

From the documentation provided and in discussion with staff, the panel was made aware that careful consideration is given to learners who may progress into year 3 of the programme, when clinical practice commences. Those who are not deemed suitable to continue into year 3 are eligible for the exit award of Higher Certificate in Applied Social Studies, provided they reach the required academic standard.

7.5 The programme's written curriculum is well structured and fit-for-purpose

Satisfactory Yes	Comment	Sub-criteria
		a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
		b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
		c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
		d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
		e) The programme is structured and scheduled realistically based on sound educational and training principles[14].
		f) The curriculum is comprehensively and systematically documented.
		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
		j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[15]

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[14] This applies recursively to each and every element of the programme from enrolment through to completion.
In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.
[15] If the duration is variable, for example, when advanced entry is available, this should be explained and justified.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)

The panel was generally satisfied that the programme and related modules were appropriately structured and scheduled.

The panel noted that the BA (Hons) in Counselling and Psychotherapy programme had been reviewed against the QQI Counselling and Psychotherapy Award Standards and combined knowledge in areas of humanistic, integrative and psychodynamic modalities, cultural and contemporary issues and ethics. The programme develops competence through in-depth study, meaningful structured reflection and the integration of theory with experiential learning through supervised clinical practise and a Research Project. Special attention is placed on the skills and self-care aspect of the training.

In summary, the programme consists of three interconnected strands:

- Experiential training and supervision group.
- Personal development through the experience of psychotherapy and process groups.
- Theoretical modules which support the two strands named above.

 In conversation with students and a graduate at the site visit, the panel found that they were appreciative of the transferable skills gained during the course which they had been able to apply in their existing employment over the course of their studies. These included capacity for team building and team work, decision-making critical thinking, self-awareness and self-regulation around stress, for instance.

The panel noted that Supervised Clinical Practice and Supervision (both group and individual) were introduced in the third year of the programme in accordance with best practice and the recommendation of the professional body. Personal psychotherapy, undertaken at the latest in the second year of the programme, is a requirement. In conversation with teaching staff, the panel noted the importance placed on the value of the Process and Group Work component of the curriculum as a way for learners to explore their own processes and group interaction. The work, the panel was informed, often provided good entry points to other core, theoretical elements of the curriculum.

The panel noted that the documentation provided in relation to clinical practice on placements does not adequately align with QQI standards applicable for 3rd year students, particularly QQI standards in relation to safe practice (controlled practice with volunteers under supervision) and professional practice (with volunteers). The point was discussed with teaching staff, including those with responsibility for clinical placements and clinical supervision and the panel concluded that the application of these standards in relation to safe practice was not clear.

It is recommended that DBS develop a suite of documents, both for students and placement partners, that would set out suitable clinical practice for Levels, 7, 8 and 9, in accordance with QQI standards.

Higher Certificate in Applied Social Studies (Embedded Programme)

The panel was informed that the availability of the Higher Certificate in Applied Social Studies, which is structured as an academic programme, is an effective mechanism for the management of the question of suitability for clinical practice is central to the delivery of the BA (Hons) programme.

 The programme is recognised by IACP which ensures that the hours accrued during this training contribute towards the student's accreditation. Each learner will still have to present to IACP once they complete the pre-accreditation hours required post-graduation. Hours for client work will be increasing to 120 as per the IACP Course Guidelines from September 1st of 2020.

7.6 There are sufficient qualified and capable programme staff available to implement the programme as planned

Satisfactory Yes	Comment	Sub-criteria
		a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.12c).
		b) The programme has an identified complement of staff[16] (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
		c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
		d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[17] opportunities[18].
		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
		f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the

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[16] Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

[17] Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

[18] Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

		programme will not enrol learners unless a complement of staff meeting the specifications is in post.

BA(Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies

The panel was advised that teaching staff are qualified to a minimum of NFQ Level 9 with many qualified to doctoral level or enrolled in doctoral studies. The panel noted that a cohort of experienced counselling and psychotherapy practitioners were involved in the delivery of the programme.

The panel was informed that the overall WTE ratio staff to learner is 0:129 and this was deemed to be appropriate.

In conversation with staff, the panel was informed that DBS had mechanisms in place for the large cohort of staff involved in the programme to meet for regular reviews as a team or in small groups to ensure that there was a cohesive and coordinated approach to delivery of the programme. There are a number of coordinator roles specific to the programme, following the distinctions in the programme between experiential, skills-based modules, theoretical modules and supervision and group process modules. The Coordinator assists in the coordination of the faculty as well as the work of the learners.

The panel noted that some staff expressed the view that they were not fully up to speed with the consistent and effective use of MOODLE. The panel was informed that DBS have now taken action to increase the competence of staff in the use of this technology, with training initiatives underway through the office of the newly appointed Head of Quality Enhancement and Innovation in Teaching and Learning in the college.

DBS has a research strategy in place to encourage staff to undertake research in their own disciplines. The staff scholarship scheme for research was outlined at the site visit and the panel was informed about the annual Research Day at the college where faculty from different disciplines presented updates on current research projects. DBS publishes its own scholarly journal, featuring research by both staff and students.

The panel was informed that DBS does provide some support to staff to attend conferences or other CPD-related events. In conversation with teaching staff, the panel found that there was a low level of awareness among staff, including part-time staff, around the process for accessing the support for CPD provided.

It is recommended that processes around accessing support for CPD are made transparent and accessible to all staff.

7.7 There are sufficient physical resources to implement the programme as planned

Satisfactory Yes	Comment	Sub-criteria
		a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (7.12d).
		b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
		(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
		(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
		(iii) printed and electronic material (including software) for teaching, learning and assessment
		(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
		(v) technical support
		(vi) administrative support
		(vii) company placements/internships – if applicable
		c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
		d) There is a five-year plan for the programme. It should address
		(i) Planned intake (first five years) and
		(ii) The total costs and income over the five years based on the planned intake.
		e) The programme includes controls to ensure entitlement to use the property

		(including intellectual property, premises, materials and equipment) required.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies (Embedded Programme)

A tour of the physical facilities in the Aungier St and Castle House Campuses was undertaken by the panel. The on-going development and upgrading of common meeting and study areas throughout the campus to facilitate group work and peer study support was acknowledged.

The panel found that the library uses technology effectively to support learners and staff, including access to an assignment planner, Kindle lending facilities, a Registrar of Scholarly Activity as well as a user-friendly search engine to enable ease of search for books and academic journals. It was noted that specialist library staff are employed to assist students to develop their research capabilities. The library is engaged in publishing the DBS journals for the School of Arts and the School of Business and Law featuring peer-reviewed research by both staff and students. This initiative is in line with a core pillar of DBS's strategy on achieving academic excellence.

The panel considered that the information technology facilities were of a high standard, with mobile laboratories available to students throughout the campus, providing ease of access to library and MOODLE resources. The panel noted that the information technology support services had been integrated with other student services making it easier for students to avail of this service on an on-going basis.

The panel concluded that there were sufficient physical resources to implement the programme as planned.

7.8 The learning environment is consistent with the needs of the programme's learners

Satisfactory Yes	Comment	Sub-criteria
		a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
		b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
		c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)

Higher Certificate in Applied Social Studies (Embedded Programme)

The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students as set out in Sections 5.8 and 5.9 of the Programme Document. The use of class representatives as a mechanism for feedback was working well in practice, the panel noted in conversations with both students and staff at the site visit.

Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed and the panel found that these were satisfactory. Refer to Criterion 7, Criterion 9 and Criterion 12 for further commentary.

The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students including:

- Learner surveys
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union

- Student services for:
    - Accommodation
    - Counselling and referral services, including specific contact with the provider of mental health for young people, *Jigsaw*

- o Sports and societies, with many student-led events
- o Entertainment
- o Study and meeting spaces within the campus.

The panel concluded that the staff with responsibility for support services were proactive in responding to student feedback for improvements in facilities which was undertaken on a continuous basis.

7.9   There are sound teaching and learning strategies

Satisfactory Yes	Comment	Sub-criteria	
		a)	The teaching strategies support achievement of the intended programme/module learning outcomes.
		b)	The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
		c)	The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
		d)	Learning is monitored/supervised.
		e)	Individualised guidance, support[19] and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

BA (Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies (Embedded Programme)

The panel noted that there was a clear structure for the coordination of the programmes between the 3 strands, with specific responsibility assigned to staff in a coordination role. It was clear that staff are suitably qualified (See Criterion 6) and brought a wide variety of theoretical, practical and specialised knowledge to the programme.

What was less clear to the panel was any 'anchoring philosophy' or pedagogy and delivering the programme among the large cohort of staff, many of whom are part-time.

The panel found that there was a mismatch between the documentation and the subsequent discussion with teaching staff with regard to pedagogy and they concluded that the pedagogy was not clear and explicit.

It is recommended that, as the teaching team develops, that they make their teaching and learning strategy and pedagogy more explicit.

In discussion with teaching staff at the site visit, the panel learned that there was an inconsistent use of MOODLE by staff, some of whom were not conversant with all its features and capabilities.

The panel noted that DBS had put in place a post to support staff in relation to the effective and consistent use of MOODLE and welcomed this initiative in response to a stated need

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[19] Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

7.10 There are sound assessment strategies

Satisfactory Yes	Comment	Sub-criteria
		a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*[20]
		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
		c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[21]
		d) The programme includes formative assessment to support learning.
		e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[22]
		f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
		g) There are sound procedures for the moderation of summative assessment results.
		h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[23]

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[20] See the section on transitional arrangements.

[21] This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

[22] The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

[23] If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

BA (Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies (Embedded Programme)

The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013, as set out in Section 5.10 of the Programme Document. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from review and validations.

In discussion with staff and with learners, the panel was informed that the level of assessment, particularly exam-based assessment, had been reduced in recent times, in recognition of the workload faced by part-time students and to ensure that there was no over-assessment over the 30 subjects involved in the programme. The panel was informed that the assessment strategy was under review by staff on a continuous basis. The panel noted, for example, that some assessments were done in-class or subjects were combined for the purposes of assessment on a continuous basis where appropriate and some exam-based assessments had been discontinued. The panel noted however that it was not always clear how the assessment strategy aligned with the module learning outcomes. It was further noted that there were no common assessment rubrics used by all staff. See Criterion 9 for further comment.

The panel noted that some areas, such as the Process Group were not subject to formal assessment but were clearly linked to the development of the learner. The panel deemed this to be appropriate.

The panel learned that the assessment schedule was coordinated by the academic coordinators on the programme. Through the class representatives or directly with the coordinator, students had opportunities to gain an extension for assignments or to discuss other difficulties in relation to the assessment process.

The panel noted that in conversation with students and the graduate that there is a high work load on the programme and that they are having difficulty in achieving any kind of work life balance as a result. The level of assessment was part of the issued identified in this situation.

It is recommended that DBS review the assessment strategy with a view to evaluating the nature and effectiveness of assessment, bearing in mind the intended learning outcomes.

The panel found that the external supervisor was tasked with grading the student for their work on placement. The panel was informed that DBS employs accredited supervisors who are provided with a marking sheet with designated heading for the purpose of assigning a grade. The panel noted that, through the oversight of the Practicum Coordinator, any inconsistency in grading was identified and addressed. It was the view of the panel that this process was not fully transparent and was of the view that it was inappropriate that the external supervision would contribute to grading student performance on placement.

It is recommended that the supervisor would attest to the competency on an 'achieved or not achieved' basis but would not assign a grade.
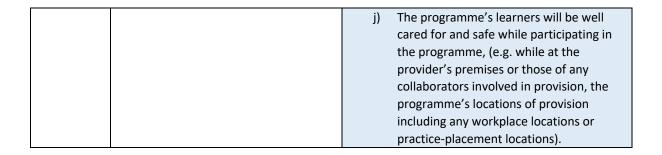
7.11 Learners enrolled on the programme are well informed, guided and cared for

Satisfactory Yes	Comment	Sub-criteria
		a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
		b) Information is provided about learner supports that are available to learners enrolled on the programme.
		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
		d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
		e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
		f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
		g) The programme provides supports for enrolled learners who have special education and training needs.
		h) The programme makes reasonable accommodations for learners with disabilities[24].
		i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[25] and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.

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[24] For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).
[25] See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

BA (Hons) in Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applied Social Studies (Embedded Programme)

An overview of the support services available to students is outlined in Section 5.9 of the Programme Document. The panel noted that the Student Handbooks and website contained relevant information in relation to the supports and services available to students. Use was made of notice boards to provide up-to-date information throughout the campus.

Students and the graduate with whom the panel met confirmed that support services are well publicised. Information technology skills were provided and this service is integrated with other student services, making it very accessible for students.

The panel noted from the Programme Review Report that no formal appeals or complaints were lodged by students in the period under review. In discussion with staff, the panel was informed that learners are systematically provided with feedback on their performance and that this practice is an integral part of the programme. The students and graduate met confirmed to the panel that this was the case. This constant dialogue means that any issues arising are dealt with as early as possible at the local level with lecturers and supervisors, the panel concluded. The students and graduate further confirmed that they were aware of how to make a complaint or an appeal and that this information was widely disseminated throughout the college.

The panel was informed of the state of uncertainty and ambiguity around upcoming state regulation and accreditation in the area of counselling and psychotherapy and the difficulty this caused in providing clarity to students around accreditation requirements, registration and awards standards. Both senior management and teaching staff were monitoring developments in this area and provided oral briefings to learners on developments on an informal basis, the panel was informed by staff and learners.

In discussion with students and a graduate at the site visit, there was evidence that learners had not been given clear information in relation to current issues regarding professional body accreditation requirements, forthcoming statutory registration (CORU) and clear awards standards.

It is recommended that transparency is captured in the form of appropriate written material being developed to inform learners in relation to professional body accreditation requirements, forthcoming statutory regulation (CORU) and clear awards standards.

7.12 The programme is well managed

Satisfactory Yes	Comment	Sub-criteria
		a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
		b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
		c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
		d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
		e) Quality assurance[26] is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
		f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
		g) The programme operation and management arrangements are coherently documented and suitable.
		h) There are sound procedures for interface with QQI certification.

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[26] See also QQI's Policy on Monitoring (QQI, 2014)

BA (Hons) Counselling and Psychotherapy (Principal Programme)
Higher Certificate in Applies Social Studies (Embedded Programme)

The panel was satisfied that there are effective structures in place for the governance and management of the programme under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning. It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

Programme-specific quality assurance also comply with the guidelines laid down by IACP in relation to clinical training, governance, quality assurance, assessment, access, transfer and progression. Mandatory workshops are provided on DBS's Child Protection Policy and on Clinical Induction, prior to beginning year 3 of the programmes when learners take up client practice. Learners must sign a declaration that they have read and understood DBS Ethical Guidelines for Research with Human Participants. See also Section 3.8 of this report.

8 Overall recommendation to DBS

BA (Hons) in Counselling and Psychotherapy (Principal Programme)

Higher Certificate in Applied Social Studies (Embedded Programme)

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);[27]
	Not satisfactory.

Reasons[28] for the overall recommendation

The panel concluded that all criteria have been met.

8.1 Summary of recommendations to the provider

- It is recommended that the ambiguity in relation to transparency of information around possible regularly requirements for counselling and psychotherapy is clearly signposted to students and DBS remain alert to possible future needs to address the concern.

- It is recommended that DBS develop a suite of documents, both for students and placement partners, that would set out suitable clinical practice for Levels, 7, 8 and 9, in accordance with QQI standards.

- It is recommended that processes around accessing support for CPD are made transparent and accessible to all staff.

- It is recommended that, as the teaching team develops, that they make their teaching and learning strategy and pedagogy more explicit.

- It is recommended that DBS review the assessment strategy with a view to evaluating the nature and effectiveness of assessment, bearing in mind the intended learning outcomes.

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[27] Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

[28] Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

- It is recommended that the supervisor would attest to the competency on an 'achieved or not achieved' basis but would not assign a grade.

It is recommended that transparency is captured in the form of appropriate written material being developed to inform learners in relation to professional body accreditation requirements, forthcoming statutory regulation (CORU) and clear awards standards.

9   Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Donna Bell   Date: 27th May 2019

Signed:

9.1   Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Pane

Part 3: Proposed programme schedules

Name of Provider:	Dublin Business School
Programme Title	BA (Hons) in Counselling and Psychotherapy
Award Title	BA (Hons) in Counselling and Psychotherapy
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	1	6	5	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status[29]	NFQ Level[1] where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[30]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to Psychology	1	M	6	5	125	18		107		100			
Counselling Skills I - Introduction	1 and 2	M	6	10	250	28		222		100			
The Stress Response I	1 and 2	M	6	10	250	24		226		100			

[29] Mandatory (m) or elective (E)

[30] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Module													
Approaches to Counselling and Psychotherapy	1 and 2	M	6	10	250	24		226		60			40
Contemporary Issues I	1 and 2	M	6	10	250	24		226		100			
Process Group	1 and 2	M	6	10	250	45		205				100	
Developmental Psychology	2	M	6	5	125	18		107		40			60
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Module Counselling Skills I special regulations apply in that it is required that a learner pass each component of assessment.													

Name of Provider:	Dublin Business School
Programme Title	BA (Hons) in Counselling and Psychotherapy
Award Title	BA (Hons) in Counselling and Psychotherapy
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	1	6	5	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status[31]	NFQ Level[1] where specified	Credit Number[5] Credit Units	Total Student Effort Module (hours) Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[32]	Allocation Of Marks (from the module assessment strategy) C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to the Work of Freud	1	M	6	5	125	18		107		100			
Counselling Skills II – Therapeutic Relationship	1 and 2	M	6	10	250	28		222		100			
The Stress Response II	1 and 2	M	6	10	250	24		226		100			
Contemporary Issues II	1 and 2	M	6	10	250	24		226		100			
The Family System	1 and 2	M	6	10	250	24		226		40			60
Process Group	1 and 2	M	6	10	250	45		205				100	

[31] Mandatory (m) or elective (E)

[32] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

| Human Sexuality | 2 | M | 6 | 5 | 125 | 18 | | 107 | | 40 | | | 60 |

Special Regulations (Up to 280 characters)
Special Regulation 1: For the Module Counselling Skills II special regulations apply in that it is required that a learner pass each component of assessment.
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner. 25 hours of personal therapy must be completed prior to client practice as per IACP guidelines.

Name of Provider:	Dublin Business School
Programme Title	BA (Hons) in Counselling and Psychotherapy
Award Title	BA (Hons) in Counselling and Psychotherapy
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	7	6	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status[33]	Module NFQ Level[1] where specified	Credit Number[5] Credit Units	Total Student Effort Module (hours) Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[34]	Allocation Of Marks (from the module assessment strategy) C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Approaches to Addiction	1	M	7	5	125	18		107		100			
Freud's Case Histories	1	M	7	5	125	18		107		100			
Psychotherapy Skills I - Psychodynamic	1 and 2	M	7	10	250	28		222		30	30	40	
Clinical Group Supervision I	1 and 2	M	7	10	250	24		226		30	30	40	
Existentialism and Psychotherapy	1 and 2	M	7	10	250	24		226		100			
Supervised Practice I	1 and 2	M	7	10	250			210	40			100	
Psychopathology	2	M	7	5	125	18		107		100			

[33] Mandatory (m) or elective (E)

[34] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Research Methodology	2	M	7	5	125	18		107		100			

Special Regulations (Up to 280 characters)
Special Regulation 1: For the Modules Psychotherapy Skills I and Group Supervision I special regulations apply in that it is required that a learner pass each component of assessment.
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner

Name of Provider:	Dublin Business School
Programme Title	BA (Hons) in Counselling and Psychotherapy
Award Title	BA (Hons) in Counselling and Psychotherapy
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	Award	8	6	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status[35]	NFQ Level[1] where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[36]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Psychotherapy Skills II - Integrative	1 and 2	M	8	10	250	28		222		60		40	
Clinical Group Supervision II	1 and 2	M	8	10	250	28		222		30	30	40	
Cognitive Behaviour Theory	1	M	8	5	125	18		107		100			
The Body in Psychotherapy	1 and 2	M	8	5	125	22		103		100			
Ethics	2	M	8	5	125	18		107		100			
Group Psychotherapy	1	M	8	5	125	18		107		100			
Supervised Practice II	1 and 2	M	8	10	250			170	80			100	

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[35] Mandatory (m) or elective (E)

[36] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Research Project	1 and 2	M	8	10	250	24		226		20	80		
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Modules Psychotherapy Skills II and Group Supervision II special regulations apply in that it is required that a learner pass each component of assessment.													
Special Regulation 2: Learners on the BA (Hons) must verify with written documentation that they have been in their own psychotherapy with a reputable practitioner for the duration of years 2, 3 and 4 of the programme. Failure to adequately verify engagement in their own psychotherapy meeting the requirements of the programme (80hours of personal therapy) with a reputable practitioner will prevent the learner from graduating from the programme.													

Name of Provider:	Dublin Business School
Programme Title	Higher Certificate in Arts in Applied Social Studies
Award Title	Higher Certificate in Arts in Applied Social Studies
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	6	5	Award	6	5	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status[37]	NFQ Level[1] where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[38]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to Psychology	1	M	6	5	125	18		107		100			
Counselling Skills I - Introduction	1 and 2	M	6	10	250	28		222		100			
The Stress Response I	1 and 2	M	6	10	250	24		226		100			
Approaches to Counselling and Psychotherapy	1 and 2	M	6	10	250	24		226		60			40
Contemporary Issues I	1 and 2	M	6	10	250	24		226		100			
Process Group	1 and 2	M	6	10	250	45		205				100	

[37] Mandatory (m) or elective (E)

[38] Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Developmental Psychology	2	M	6	5	125	18		107		40			60
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Module Counselling Skills I special regulations apply in that it is required that a learner pass each component of assessment.													

Name of Provider:	Dublin Business School
Programme Title	Higher Certificate in Arts in Applied Social Studies
Award Title	Higher Certificate in Arts in Applied Social Studies
Stage Exit Award Title[3]	N/A
Modes of Delivery (FT/PT):	Part-time
Teaching and learning modalities	As per module descriptors

Award Class[4]	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	6	5	Award	6	5	60	1st September 2019	0313

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number[5]	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
		Status[39]	NFQ Level[1] where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort[40]	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to the Work of Freud	1	M	6	5	125	18		107		100			
Counselling Skills II – Therapeutic Relationship	1 and 2	M	6	10	250	28		222		100			
The Stress Response II	1 and 2	M	6	10	250	24		226		100			
Contemporary Issues II	1 and 2	M	6	10	250	24		226		100			
The Family System	1 and 2	M	6	10	250	24		226		40			60
Process Group	1 and 2	M	6	10	250	45		205				100	

Human Sexuality	2	M	6	5	125	18		107		40			60

Special Regulations (Up to 280 characters)
Special Regulation 1: For the Module Counselling Skills II special regulations apply in that it is required that a learner pass each component of assessment.
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner.

Appendix 2: Agenda

School of Arts Programmatic Review

BA (Hons) in Counselling and Psychotherapy and H Cert in Arts in Applied Social Sciences

Location: DBS Aungier Street building, Room AS1.2 on 15th April 2019

Time	Activity
8.45 - 10.00am	Private Meeting of Panel
10.00 - 10.30am	Meeting with Senior Management to Discuss: • Strategic and Institutional Issues • Rationale for the development of the programmes
10:30 - 11.15am	Dialogue on Learning Opportunities: • Model of Provision • Resourcing of proposed programme provision • Staffing of the proposed programme provision
11.15 – 11:45am	Tea/Coffee Break and Private Meeting of Panel
11:45 – 13.00pm	Standards and Participation in the Programmes: • Internal approval process • Access and admission requirements for the programmes • Structure, aims, objectives and intended learning outcomes of the programmes • Curriculum design and content • Assessment
13.00 - 13.45pm	Lunch and Private Meeting of Panel
13.45 –14:45pm	Facilities Review
14:45 – 15:30pm	Meet with Students and Graduates
15:30 – 16:45pm	Tea/ Coffee Break and Private meeting of Panel
16:45 – 17.00pm	Preliminary Oral Feedback to DBS Senior Staff