Master of Arts in Psychotherapy

Level 9, 90 ECTS

Programme Handbook

2022/23

Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third-level institution. We have five campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an outstanding student experience.

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

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

Good luck on your journey!

Tony

Dr Tony Murphy
Academic Dean

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Section 1 Programme Information

Welcome Message from Academic Director

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

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

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

I look after the undergraduate programmes in the Human and Social Sciences discipline, which includes the BA (Hons) in Counselling and Psychotherapy and the postgraduate programmes including the Higher Diploma in Counselling and Psychotherapy and the MA in Psychotherapy. I work closely with your Programme Coordinator, Programme Level Manager and your lecturers.

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

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

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

Rosie

Dr Rosie Reid
Academic Director for Human & Social Sciences

1.1 Programme Administration

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

- **Academic Director**
  The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**
  The Assistant Academic Director has responsibility contributing to programme development and delivery. They work across the discipline supporting the Academic Director to ensure the educational products delivered are of the highest quality.

- **Programme Level Manager**
  The PLM is responsible for coordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The PLM has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. The core purpose of the PLM role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.

- **Programme Coordinators**
  Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Module Leader**
  The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

Coordinator Roles in the Department of Psychotherapy
The Department of Psychotherapy also has a number of coordinator roles arising from the specific requirement that the programmes in the department be delivered predominantly by practitioner-teachers. This follows distinctions in the modules delivered on some of the programmes between the experiential skills-based modules, the theoretical modules and supervision and process group

modules. The coordinator roles receive administrative support from a designated member of the *Academic Operations Unit* in the college.

- **Training Officer** has responsibility for the coordination, organisation and delivery of the training modules on the BA (Hons) in Counselling and Psychotherapy, Higher Diploma in Counselling and Psychotherapy and the MA in Psychotherapy, that is, all modules entitled Counselling and Psychotherapy Skills and Theory and Practice as well as the Stress Response modules. Finally, the training coordinator organises the mid-term and end of year feedback interviews and all interviews for admission onto our courses.

- **Academic Coordinator** has responsibility for the coordination of the organisation and delivery of the theoretical modules across the BA (Hons) in Counselling and Psychotherapy, Higher Diploma in Counselling and Psychotherapy and the Masters in Psychotherapy. The Academic Coordinator also monitors assessment schedules for all programmes to ensure academic integrity. All PMCs must go through the AC.

- **Practicum Coordinator** has responsibility for the coordination of the organisation and delivery of the supervision modules, the process group modules as well as for the monitoring and recording of arrangements for personal psychotherapy and for individual supervision. The Practicum Coordinator collates all documentation to provide evidence that students have completed the requisite number of hours of personal psychotherapy, of process group and of individual supervision and client hours.

- **Clinical Placement Officer**
  In DBS the Clinical Practice Officer works closely with students to facilitate, indeed ensure, placement possibilities for all students. The Clinical Placement Officer works closely with the Subject Leader, Trainers and Supervisors in the Department of Psychotherapy, attending regular Coordinator meetings for the Department. It is the role of the Clinical Placement Officer to develop and maintain placement possibilities for students on the psychotherapy training programmes in the Department of Psychotherapy. The Clinical Placement Officer vets and works closely with the centres of clinical placement and receives regular updated reports from them.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Lacramioara Suvac	lacramioara.suvac@dbs.ie
Academic Director	Dr Rosie Reid	rosie.reid@dbs.ie
Assistant Academic Director	Dr Pauline Hyland	pauline.hyland@dbs.ie
Academic Coordinator & Clinical Placement Officer	Dr Siobáin O'Donnell	siobain.odonnell@dbs.ie
Training Officer	TBC	
Programme Level Manager & Practicum coordinator	Rachel Murphy	rachel.murphy@dbs.ie

1.3 Programme Team

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

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

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

Section 2 Programme Details

2.1 Aims of the Programme

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

The successful combination of these four strands enables learners to:

1. Have a thorough grounding in the theoretical aspects that will inform their practice;
2. Engage competently and ethically in supervised clinical practice (client work and its supervision);
3. Be supported and directed in personal development and self-care through engaging in personal therapy, and process groups;
4. Hone their skills alongside their theory and practice experiential modules in order to be competent in the practice of Psychotherapy.
5. These four broad strands inform the programme aims listed below. The general programme aims are to allow learners to:
6. Require learners training on the programme to continue their own personal psychotherapy, process group work, supervised clinical practice, individual supervisions and group supervised clinical practice for the duration of their training.
7. Assess learners' progression in their training in the skills and theories of humanistic / integrative / psychodynamic psychotherapy in ways that are transparent, fair and meet the highest standards of professional practice.
8. Assess learners' appreciation that their own experience of psychotherapy is the fundamental basis of practice in humanistic and psychodynamic psychotherapy in the integrative model.
9. Equip learners with the principles and practice of research methods appropriate to the field of psychotherapy.
10. Provide learners with the resources and opportunities to critically assess the many ethical, professional and regulatory issues in the field of psychotherapy.

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

2.2 Programme Learning Outcomes

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

MIPLO1	Critically appraise personal and ethical responsibility by continued engagement in personal psychotherapy and supervised practice, advanced group facilitation and team work via process group, advanced critical thinking and reflective skills in individual and group supervision of clinical practice.
MIPLO2	Demonstrate competence in advanced communication skills and ability to problem solve in the practice of skills of humanistic / psychodynamic psychotherapy appropriate to completion of required study and training in this form of practice.
MIPLO3	Exhibit a critical and theoretical understanding of the psychodynamic and the humanistic modalities of psychotherapy practice via advanced presentation skills in accordance with the integrative model.
MIPLO4	Display mastery of the role and a critical awareness of the principles and practice of research methods appropriate to the field of psychotherapy via group and individual presentation skills.
MIPLO5	Critically evaluate and assess complex cases, ethical dilemmas and professional and contemporary regulatory issues within both the field of psychotherapy and a variety of inter-professional contexts.
MIPLO6	Assimilate the theory, personal process and practical skills components of the training programme in order to self-evaluate, and provide continued evidence of advanced self-care, communication and listening skills and professional suitability to practice.

2.3 Programme Structure

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

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

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

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

2.4 Other Programme Relevant Information

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

Stage label	Module title	ECTS	Module synopsis
Award	Process Group	5	It is required that learners are in their own personal psychotherapy contemporaneously with the taking of this module. Personal psychotherapy therapy is to be humanistic / integrative / psychodynamic and therefore comprises of weekly sessions. Process Group is a fundamental part of training in humanistic / integrative / psychodynamic psychotherapy. It has a crucial function in providing learners with the challenge to articulate in a group context the issues that arise over the duration of the programme. It constitutes an indispensable component for personal development.
Award	Theory and Practice 1: Psychodynamic Psychotherapy	5	This module aims to develop and expand the learners' understanding of psychodynamic approaches to psychotherapy, and moreover to facilitate their skills for clinical practice based on experiential teaching and learning.
Award	Theory and Practice 2: Integrative Psychotherapy	5	This module aims to further develop and build on the theory studied by the learner in the module Theory and Practice 1: Psychodynamic Psychotherapy with an emphasis on the principles and practice of the integrative tradition in psychotherapy.
Award	Gestalt Therapy	5	This module aims to outline the philosophical foundations and working principles of Gestalt Therapy Theory in practice. Up to date developments are introduced, including the Gestalt research fidelity scale which defines internationally agreed principles of Gestalt.
Award	Existential Psychotherapy	5	This module aims to outline the historical and theoretical foundations of Existential Psychotherapy in order for learners to consider to what extent Existential Psychotherapy may be integrated into their practice and to what extent it differs.
Award	Theory and Practice 3: Object Relations	5	Together with the learners' on going supervised clinical practice the module provides a practice-based understanding of the Object Relations approach to psychotherapy. Through offering an understanding of the concept of intersubjective space, learners can develop further understanding of the therapeutic relationship and be facilitated to link process, content and inter-subjectivity to theory and practice.
Award	Theory and Practice 4: Integrative Psychotherapy 2	5	In conjunction with the learners' on-going supervised clinical practice the Integrative Psychotherapy 2 module provides practice-based understanding and application of the Integrative approach to psychotherapy. It supports learners to synthesise the principles of an integrative model drawing from theories across the main schools of psychotherapy.

Stage label	Module title	ECTS	Module synopsis
Award	Ethics and Contemporary Issues	5	This module aims to introduce questions from the tradition of ethical enquiry and examine their relevance for contemporary psychotherapy practice. This module provides a forum for consideration of, and response to, ethical dilemmas through exercises and study of published examples. In addition, it relates these issues to codes of ethics of professional bodies such as IAHIP as well as to the question of State Regulation of psychotherapy.
Award	The Body in Psychotherapy	5	This module examines the neuro-physiological basis of attachment theory and its implication for the practice of psychotherapy in the overall context of the question of the body in psychotherapy.
Award	Psychotherapy and the Public Sphere	5	This module aims to introduce learners to the issues involved in psychotherapy practice in public health and social care settings.
Award	Workshops	5	This module involves eight workshops delivered by experienced practitioner-teachers on crucial topics in the field of psychotherapy.
Award	Self, Subject, Person	5	This module aims to provide a comprehensive overview of the notions of self, person and subject in a way that informs the learner's on-going clinical practice where these terms are central to the formulation of that practice.
Award	Research Project	15	This module introduces the learners to a range of research methodologies relevant to the question of research in the field of psychotherapy. This module supports and facilitates learners in the research process necessary for the production of a scholarly thesis of 12,000 - 15,000 words.

2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time

Examples of T&L approaches include:

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

Examples of T&L Activities include:

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

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

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

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

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides. Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

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

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

The assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the exam page in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Schedule

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

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

Stage	Module	ECTS	Assessment
1 and 2	Clinical Group Supervision	5	Year 1 Mid-term. Self-Reflective essay End of year Reflective essay Group Supervisors Report- 25% Initiative and effort to establish client work 5% Feedback 20% (capstone with Theory and Practice) Year 2 MID term. Self-Reflective essay End of year Reflective essay Case History - 15% Group Supervisors Report- 15% Feedback 20% (Capstone with Theory and Practice)
1 and 2	Process Group	5	The assessment will be in terms of attendance and participation and will be registered as Pass or Fail.
1	Theory and Practice 1: Psychodynamic Psychotherapy	5	Individual paper 60% Feedback 40% (capstone grade contributing to Clinical Group Supervision)
1	Theory and Practice 2: Integrative Psychotherapy	5	Individual Paper 60% Feedback 40% (Capstone with Clinical Group Supervision)
2	Theory and Practice 3: Object Relations	5	Individual paper 60% Feedback Interview 40% (Capstone with Clinical Group Supervision 2)
2	Theory and Practice 4: Integrative Psychotherapy	5	Individual Paper 60% Feedback 40% (Capstone with Clinical Group Supervision 2)
1 and 2	Gestalt Therapy	5	Individual Paper 60% Individual written Report/ 40%
1 and 2	Existential Psychotherapy	5	CA Essay 60% DVD & Report 40%
2	Ethics and Contemporary Issues	5	Individual Paper 50% Group presentation and report 50%
1	The Body in Psychotherapy	5	Individual paper 60% Group Presentation 40%
2	Psychotherapy and the Public Sphere	5	In class Group Presentation 40% Individual Written Report 60%
2	Workshops	5	Out of 8 workshops, learners will keep a Learning Journal. There will be 1000-word individual reports for 4 of the workshops 60% and one overall summary 40%.

Stage	Module	ECTS	Assessment
2	Self, Subject, Person	5	Individual paper 60% Group Presentation 40%
1 and 2	Research Project	15	Proposal and supervisors report 25% Individual Research Project 75%

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

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

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found here.
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end -of term exams by doing previous papers, in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the Learner Supports Service well in advance of any assessment or exam dates.

3.3 Reassessment

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

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations (*QAH* Part B Section 5) must be complied with, in addition to the requirements set out in the Assessment Brief:
   - Students are required to refer to the assessment regulations in their Student Handbooks and in Part B Section 5 of the *Quality Assurance Handbook*.

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

3.5 Awarding Body and NFQ Level

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

3.6 Useful links and tips

Door codes for Bow Lane are available at Reception desks.
Once registered, a learner should use the calendar in their student email account for personalised timetables.
   . www.dbs.ie
   . https://elearning.dbs.ie/ (Moodle)
   . www.mydbs.ie (student email)
   . tts.dbs.ie for generic timetables
   . https://library.dbs.ie/
   . Lorls.dbs.ie (to access your reading list online)
   . esource.dbs.ie (repository of student and faculty research)
   . servicedesk.dbs.ie (to log support queries or issues)

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

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:
https://students.dbs.ie/academicoperations/academic-calendars

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

Section 5 Quality Assurance Handbook

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

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)
Students generally only have FOUR (4) opportunities to complete a module successfully
If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt
Dissertation modules usually only allow TWO (2) opportunities. Students who Exhaust their opportunities will be Withdrawn from their programme

PMCs (QAH B.4.3)
Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.
PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.
PMCs are not automatically approved.
PMCs require supporting evidence where available.

PMC FORM

LEARNER SUPPORTS

CAPPED MODULE GRADES (QAH 5.5.3)
A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.

If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.

Quality Assurance Handbook (2019)

LATE SUBMISSION PENALTY (QAH B.5.4)
Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.
Submissions **will not be graded** if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION REQUEST FORM

ACADEMIC INTEGRITY (QAH B.3.3)
Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.
Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.
The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT - REFERENCING

APPEALS (QAH B.3.5)
Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.
Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.
Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.
Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS

5.2 Programme Specific Regulations

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

Section 6 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success. The Team has received awards to recognise their efforts.

6.1 The Learning Charter

The DBS Learner Charter, which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS.

Section 7 My Career

7.1 Student Careers

The DBS Careers Team are dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind reception, and the team can be contacted by e-mail.

Section 8 My Student Life

8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStep Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecture will look for a nominated class rep from each class. These will then partake in NStep training and be invited to sit on the Student Council.

8.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

8.5 Social

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our

students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

8.6 Societies

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

8.7 IT Helpdesk

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

8.8 DBS Library

Multiple supports can be accessed through the library. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: https://libguides.dbs.ie/Academic_Support

Section 9 My Health and Wellbeing

9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the Student Welfare Officer who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the Disability Supports Office as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

9.4 The Student Engagement and Success Unit

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2022/23. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing and teaching learning and assessment.

Section 10 Conclusion

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

Enjoy your time at DBS!