Bachelor of Arts (Honours) in Counselling and Psychotherapy,

Level 8, 240 ECTS
(with an embedded award of the Higher Certificate in Applied Social Studies, Level 6,120 ECTS)

Programme Handbook

2023/24

Foreword

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

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

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

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

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

Good luck on your journey!

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 Counselling and Psychotherapy programme.

You have made the right choice in 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 Counselling and 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 within 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 MA in Psychotherapy. I work closely with your Programme Coordinator, Programme Level Managers 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.

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 Managers 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:

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.

PLM Roles in the Department

The Department has a number of PLM 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.

- **Experiential PLM (Skills & Trainers)** 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.

- **Experiential PLM (Supervision & Process)** has responsibility for the coordination, organisation and delivery of the group process and supervision modules on the BA (Hons) in Counselling and Psychotherapy, Higher Diploma in Counselling and Psychotherapy and the MA in Psychotherapy.

- **Academic PLM** 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 Academic PLM.

- **Clinical Placement PLM** works closely with students to facilitate placement possibilities for all students, developing and maintaining placement possibilities for students on the psychotherapy training programmes in the Department of Psychotherapy. The Clinical Placement PLM vets and works closely with the centres of clinical placement and receives regular updated reports from them.

- **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.

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

1.2 Main Points of Contact for the programme

Role	Name	E-mail
Programme Coordinator	Christopher Bond	academicoperations@dbs.ie
Academic PLM & Clinical Placement PLM	Estefanía García-Moratilla	estefania.garcia@dbs.ie
Skills & Training PLM	Brian Holohan	brian.holohan@dbs.ie
Supervision & Process PLM	Iseult White	iseult.white@dbs.ie
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.*

Section 2 Programme Details

2.1 Aims of the Programme

The BA (Hons) in Counselling and Psychotherapy programme has three broad strands which provide a firm foundation in core academic issues, personal development and skills training. The successful combination of these three strands enables you to:

- Have a thorough grounding in the theoretical aspects that will inform your practice;

- Be supported and directed in personal development and self-care through engaging in personal therapy, stress response modules and process groups;

- Hone your skills in order to be competent in the practice of counselling and psychotherapy.

The general programme aims are as follows:

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.

2.2 Programme Learning Outcomes

The learning outcomes of the BA (Hons) in Counselling and Psychotherapy have been informed by the QQI Counselling and Psychotherapy Major Awards Standards at Level 8 on the NFQ. It is important for students to familiarise themselves with these Awards Standards.

Upon successful completion of the BA (Hons) in Counselling and Psychotherapy programme, graduates will be able to:

MIPLO1	Demonstrate a critical understanding of the skills of humanistic/psychodynamic counselling in accordance with the integrative model in a classroom context.
MIPLO2	Provide evidence of competence in self-care.
MIPLO3	Demonstrate theoretical knowledge of the major modalities of counselling and psychotherapy, in particular the humanistic and psychodynamic modalities in accordance with the integrative model.
MIPLO4	Practise the skills of humanistic/psychodynamic counselling in accordance with the integrative model.
MIPLO5	Demonstrate proficiency in the principles and practice of research methods appropriate to the field of psychotherapy.

MIPLO6	Evaluate the ethical, professional and contemporary regulatory issues in the field of psychotherapy.

2.3 Programme Structure

The BA (Hons) in Counselling and Psychotherapy programme will provide you with a broad graduate-level education and grounding in the theory and practice of counselling and psychotherapy. The programme offers you a practical training in therapeutic skills and an understanding of the ethical implications of therapeutic work. During the programme you will be guided in developing a capacity for reflective self-awareness through personal therapy and group experiences.

The BA (Hons) in Counselling and Psychotherapy programme is a supervised practice-based training programme in humanistic and psychodynamic forms of counselling and psychotherapy combined in accordance with the integrative model. It is aimed, primarily, at those who have expressed an interest in the programme or those who are already working in related fields. The four years also meets the criteria for training in counselling and psychotherapy in Ireland as required by the *Irish Association for Counselling and Psychotherapy* (IACP).

The BA (Hons) in Counselling and Psychotherapy 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.

Supervised clinical practice and Supervision (both group and individual) are 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 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 division between the first two years and the second two years of the four year BA (Hons) in Counselling and Psychotherapy programme is crucial to allow a decision to be made on the basis of a knowledge of a student's work and participation concerning their suitability for supervised clinical practice, and hence, continuation on the programme. The first two years is therefore a period primarily of personal development and academic endeavour which allows the core trainer and stress response trainer to establish a profile of each student so that a fair and balanced informed decision can be made regarding professional suitability for supervised clinical practice.

Students who exit after year 2 of this programme can avail of a Higher Certificate at level 6. The availability of the Higher Certificate in Applied Social Studies as an effective mechanism for the management of the question of suitability for clinical practice is crucial to the delivery of the BA (Hons) programme. The premise is that it is possible to succeed in the academic study of the field of counselling and psychotherapy without necessarily being suitable to work as a practitioner in the field. If you have any questions in relation to the above, please discuss with your trainer or one of the coordinators. Your goal is to achieve 240 credits (60 per year) and to achieve the best award classification possible.

Stage/ Level	Module Code	Module Title	Credits	% Award Weighting
Stage 1 Level 6 (NFQ)	A6PP002	The Stress Response I	10	**None**
	A6PP003	Contemporary Issues I	10	
	A6PP004	Approaches to Counselling and Psychotherapy	10	
	A6PP005	Developmental Psychology	5	
	A6PP006	Process Group	10	
	A6PP101	Counselling Skills I – Introduction	10	
	A6PS002	Introduction to Psychology	5	
	TOTAL CREDITS LEVEL 6		**60**	
Stage 2 Level 6 (NFQ)	A6PP022	Contemporary Issues II	10	**None**
	A6PP023	Human Sexuality	5	
	A6PP024	The Family System	10	
	A6PP025	Process Group	10	
	A6PP026	The Stress Response II	10	
	A6PP113	Counselling Skills II – The Therapeutic Relationship	10	
	A6PS181	Introduction to the work of Freud	5	
	TOTAL CREDITS LEVEL 6		**60**	
Stage 3 Level 7 (NFQ)	A7PP003	Existentialism and Psychotherapy	10	**20%**
	A7PP004	Research Methodology	5	
	A7PP005	Freud's Case Histories	5	
	A7PP007	Approaches to Addiction	5	
	A7PP008	Supervised Practice I	10	
	A7PP009	Psychopathology	5	
	A7PP100	Psychotherapy Skills I - Psychodynamic	10	
	A7PP102	Clinical Group Supervision I	10	
	TOTAL CREDITS LEVEL 7		**60**	
Stage 4 Level 8 (NFQ)	A8PP022	Cognitive Behavioural Therapy	5	**80%**
	A8PP023	Ethics	5	
	A8PP025	Group Psychotherapy	5	
	A8PP026	Research Project	10	
	A8PP100	Psychotherapy Skills II – Integrative	10	
	A8PP112	Supervised Practice II	10	
	A8PP162	Clinical Group Supervision II	10	
	A8PP164	The Body and Psychotherapy	5	
	TOTAL CREDITS LEVEL 8		**60**	
	OVERALL TOTAL CREDITS		**240**	**100%**

2.4 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 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland. The programme is listed on the Irish Register of Qualifications.

The programme is also currently recognised by the Irish Association for Counselling and Psychotherapy (IACP).

In both the case of QQI and IACP, DBS is obliged to carry out reviews and re-submit the programme for re-approval on a cyclical basis. This means that, during your programme of study, there may be changes to programme content or delivery. Where this occurs, transition arrangements are carefully considered to ensure coherence and consistency for learners.

At all times, delivery of the programme must be in compliance with the approved programme and to achieve the recognised aware learners must fulfil all assessment criteria, as well as hours for experiential elements of the programme including personal and group therapy and clinical practice. IACP also sets out specific requirements for how elements are undertaken in terms of in-person activities versus online.

CORU Recognition

CORU is Ireland's multi-profession health regulator whose role is to protect the public through regulating the health and social care professions listed in the Health and Social Care Professionals Act 2005 (as amended). It includes the Health and Social Care Professionals Council and the Registration Boards established under the Act 2005 (as amended).

To regulate the professions, CORU will:

- Set the standards that health and social care professionals must meet
- Ensure that the relevant educational bodies deliver qualifications that prepare professionals to provide safe and appropriate care
- Maintain and publish a Register of health and social care professionals who meet our standards
- Ensure that registered professionals keep their skills up to date by promoting Continuing Professional Development (CPD)
- Run Fitness to Practise hearings into the conduct and competence of a Registrant

CORU confirmed the establishment of and appointment of members to the Counsellors and Psychotherapists Registration Board in 2019, under the Health and Social Care Professionals Act 2005 (amended) to separately regulate the professions of Counsellors and Psychotherapists.

The Counsellors and Psychotherapists Registration Board at CORU has statutory responsibility for:

- Establishing and maintaining a Register of members of the profession

- Assessing, approving and monitoring training courses for the health and social care professions under the Act
- Establishing the Code of Professional Conduct and Ethics and standards of performance to which counsellors and psychotherapists must adhere.

Currently there is no date for the opening of the CORU registers for Counsellors and Psychotherapists. Please refer to the CORU website here for more information.

DBS intends to make an application for programme approval to the Registration Board when CORU opens the process. There is no guarantee the programme will be approved.

2.5 Other Relevant Programme Information

Supervised clinical practice is at the core of the BA (Hons) in Counselling and Psychotherapy and is mandatory from year 3. The programme serves primarily to introduce students to client work in a way that is appropriate, manageable and formative. Alongside both group and individual supervision, the counselling and psychotherapy skills training and a student's own personal therapy support the very core foundation of a competent practice as a counsellor and psychotherapist. No applicant gains entry on to the BA (Hons) in Counselling and Psychotherapy year 3 without a clear, unequivocal endorsement of their suitability from practitioner-trainers in humanistic/integrative/psychodynamic counselling and psychotherapy such as comes from the feedback component of the skills modules in year 1 and 2. On the basis of feedback sessions as well as the student's overall academic performance, a decision can be reached by training staff and the student regarding continued suitability for clinical practice.

Clinical Placements:
It is crucially important that trainees can begin clinical practice in safe, secure, professional settings. In DBS the Clinical Placement Officer works closely with all students to facilitate placement possibilities. The Clinical Placement Officer works closely with the Course Director, 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 counselling and psychotherapy training programmes in the Department of Psychotherapy. The Clinical Placement Officer works closely with the centres of clinical placement and receives regular updated reports from them.

Assessment of Clinical Practice:
Students who successfully complete the programme will have provided evidence of having been in their own personal psychotherapy for the duration of the BA (Hons) in Counselling and Psychotherapy programme and have shown evidence of engagement in both group and individual supervision of their clinical practice.

They will have shown evidence of engagement in process group work over the course of the programme and have completed the required period of both group and individual supervision. It is important that trainees will have engaged fully in the supervisory process and have shown understanding that clinical supervision is an on-going component of continuing clinical

practice. Trainees will have been offered an opportunity to have studied and critically assessed the ethical, professional and contemporary regulatory issues in the fields of counselling and psychotherapy. A major component of the assessment process for the Module on Clinical Supervision is the completion of a Case History.

Garda Vetting:

As a requirement from the Department of Education, students undertaking programmes which have clinical placement components are required to go through a vetting process. To this end, students commencing clinical placement in the third year of the BA (Hons) in Counselling and Psychotherapy are contacted by the Garda Vetting Liaison Officer at DBS to complete this process.

2.6 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. The Counselling and Psychotherapy programme is primarily delivered in face-to-face in-class modes.

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
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

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

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class

Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

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

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into a 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 while the assessment process is overseen by External Examiners. This is to ensure fairness, consistency of marking and the correct standard across all assessments. 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.

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 assessments 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 practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- 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 Disability Support well in advance of any assessment or exam dates.

3.2 Assessment Schedule

Please refer to the "Upcoming Events" section on your Moodle Dashboard for information on Assessments Schedule. Any amendments to the Assessment Schedule will be published here.

3.3 Reassessment

Module assessment has been designed to allow the student to demonstrate level-appropriate knowledge and skills, often through the lens of application. CAs assess student knowledge of the theoretical and practical components of the module. Assessment design ensures that weaker and stronger students can be differentiated by allowing strong students to display the advanced knowledge they have gained by going beyond lecture materials, and providing evidence of their own relevant in-depth research on a topic.

Students must acquire a variety of knowledge and skills both individually and in teams, and demonstrate competence in the disciplines involved. This is designed into the programme with the mix of individual and group work required across the programme as the student builds towards achieving the Programme learning outcomes. Where a student has not achieved the learning outcomes and needs to be reassessed, an appropriate re-assessment task is determined. It is a requirement that the re-assessment task must provide the student with an opportunity to demonstrate that they have achieved the module learning outcomes.

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 as instructed through Moodle will 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 the Helpdesk.
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 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.

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

Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The DBS Quality Assurance Handbook (QAH) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The Quality Assurance Handbook is on the DBS Student website here and there is a link to it on every Moodle page under **Quicklinks>Academic Policies & Procedures**.

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an appeal or complaint, for example.

QAH Table of Contents
- A.1 Governance
- A.2 Overarching Policies
- B.1 Learner Admissions
- B.2 Learner Supports
- B.3 Learner Conduct, Appeals and Complaints
- B.4 Programme Participation
- B.5 Assessment Regulations
- B.6 Examination Boards and Award Classifications
- C.1 Learning and Teaching
- C.2 Programme Development and Review
- C.3 Transnational Collaborative and Joint Awards

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

The BA (Hons) Counselling and Psychotherapy is recognised by the Irish Association of Counsellors and psychotherapists (IACP) as meeting the requirements for the initial training of counsellors and psychotherapists. While the programme meets these requirements, there are additional client hours you must complete after you have finished the degree should you wish to apply for full membership. Please refer to all special regulations on the timetables that have been emailed to you by the Programme Coordinator. Also, please pay close attention to personal therapy requirements as per the IACP and our own internal requirements. If you have any questions, please contact the Practicum Coordinator, Academic Programme Level Manager or the Skills & Training/ Supervision & Process Programme Level Managers for further information.

Personal Psychotherapy and Individual Supervision
Psychotherapeutic experience as a client is provided through individual psychotherapy requirements during training and through group process experience.

Personal therapy is a fundamental basis for training and subsequent practice in humanistic /integrative/psychodynamic psychotherapy. Students on the BA (Hons) programme are required to undergo personal psychotherapy for the duration of the training from year 2. Although it is mandatory

from year 2, it is strongly recommended to begin from year 1 and to continue throughout the training. The orientation of your therapist must also be humanistic/integrative/psychodynamic and must be accredited with IACP, BACP or IAHIP. Fulfilment of this requirement is assessed on the basis of receiving a form from the psychotherapist that the student has attended **a minimum** of 80 hours therapy during the BA (Hons) programme. The importance is that this is weekly, continuous personal therapy and **not an hours counting exercise**. Therefore, irrespective of the hours attained, no student should cease personal therapy at any point whilst attached to this training. This is monitored by the core trainers and the Practicum Coordinator. Personal therapy is an additional expense and not covered by course fees. This financial arrangement is managed by the student and their chosen and approved therapist.

Individual supervision is also monitored in the same way on the programme which commences prior to client practice in years 3 and 4. Individual supervision is fortnightly regardless of the quantity of current client hours. Students are not expected to take on any more than 4 clients per week. It is required that students are in their own personal therapy contemporaneously with the taking of the module Clinical Supervision, whereby the students will also be in Group Supervision. Individual supervisors must also be experienced and accredited by IACP or IAHIP. Clinical Group Supervision is provided by the college, however, individual supervision is an additional cost for the student, to be arranged with the approved supervisor.

See documentation that was emailed to you by the programme coordinator for personal therapy and individual supervision requirement forms and forms to be signed by therapists and supervisors for the review and sign off by the Practicum Coordinator, Rachel Murphy. No students should continue with either their chosen therapist or supervisor until the Practicum Coordinator has signed off. For those in years 3 and 4, see also your Clinical Handbook.

Without testimony of satisfactory engagement in your own personal psychotherapy or individual supervision it is not possible to achieve the award of BA (Hons) in Counselling and Psychotherapy. Individual therapy prior to the programme does not count towards the required hours of the programme. All students are encouraged to work with the same therapist and supervisor until completion of the programme. Requirements for both should be reached by May of the final year in order to graduate from the programme.

Professional Suitability Interview Process:
The Feedback and Professional Suitability Interview process provides assessment through a system of dialogue and feedback to trainees from trainers and supervisors. Professional Suitability interviews take place twice yearly with trainers and supervisors engaging in the assessment of experiential and practical modules. Supervised Clinical Practice and the Skills modules on the BA (Hons) in Counselling and Psychotherapy programme share in a capstone module which allows a combined assessment of theory and clinical practice and which offers an opportunity for students to gain constructive feedback on their progress. Your trainers will discuss this feedback process in greater detail with you in class. If you have any queries in relation to this process, please speak with your trainers.

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 is 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 and Academic Hub. 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://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0

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 2023/24. 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 Programme Level Managers or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!