**Independent Programme Review Report**

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| --- | --- |
| **Provider name** | DBS |
| **Date of site visit** | 12th April 2018 |
| **Date of report** | 4th May 2018 |

|  |  |  |
| --- | --- | --- |
| **Principal programme** | **Title** | Master of Arts in Addiction Studies |
|  | **Award** | Master of Arts |
|  | **Credit** | 90 ECTS |
|  | **Duration[[1]](#footnote-1)**  *(years, months, weeks)* | 1 year (3 semesters) full time;2 years (5 semesters) part-time |

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| **Embedded programme** | **Title** | Postgraduate Diploma in Arts in Addiction Studies |
|  | **Award** | Postgraduate Diploma in Arts |
|  | **Credit** | 60 ECTS |
|  | **Duration** | 3 semesters full-time; 5 semesters part-time |

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| --- | --- |
| **Provider name** | DBS |
| **Date of site visit** | 12th April 2018 |
| **Date of report** |  |

|  |  |  |
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| **Principal programme** | **Title** | MA in Psychoanalytic Psychotherapy |
|  | **Award** | Master of Arts |
|  | **Credit** | 120 ECTS |
|  | **Duration[[2]](#footnote-2)**  *(years, months, weeks)* | 3 years (6 semesters) part-time |

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# Introduction

The scope of the review encompassed three programmes within the DBS School of Arts. The programmes under review are the MA in Psychoanalytic Psychotherapy and the MA in Addiction Studies which are placed at Level 9 of the National Framework of Qualifications. Also under review is the Postgraduate Diploma in Arts in Addiction, an embedded programme within the MA in Addiction Studies which is a minor award at Level 9 on the Framework. These programmes are due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017.

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

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

Objectives of the Programmatic Review

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

1. What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
2. What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
3. What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme’s history and its future?
4. What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
5. Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
6. What other modifications need to be made to the programme and its awards to improve or reorient it?
7. Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
8. Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
9. What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
10. What changes need to be made to related polices, criteria and procedures (including QA procedures)?

# Independent Review Process

## Evidence Perused

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

• Programme rationale

• Programme aims, objectives and learning outcomes

• Programme structure

• Module choice and content

• Teaching, learning and assessment methodologies

• Access, transfer and progression

The guiding principles underpinning this review were:

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

The Programme Team has engaged in a significant consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes, in so far as these were available. See Section 7.2 of this report for more information

The results and conclusions of this review process informed the proposed changes to the programmes which are outlined in this report. DBS provided the panel with a self-evaluation reports for each programme (hereafter referred to as Programme Review Reports) and access to documentation before and during the site visit. Requests for further documentation were facilitated in a timely manner and supported by further explanations where appropriate.

Membership of Provider’s Review Team

|  |  |
| --- | --- |
| Dr Siobain O Donnell | Programme Leader in MA in Addiction Studies and Lecturer |
| Ms Terry Ball | Programme Leader in MA in Psychoanalytic Psychotherapy and Lecturer |
| Dr Angelo Bottone | Lecturer |
| Dr Hugh Cummins | Lecturer |
| Dr Grainne Donohoe | Lecturer |
| Mr Andrew Honeyman | Lecturer |
| Dr Rik Loose | Lecturer |
| Mr Cathal O Keeffe | Lecturer |
| Dr Mary Payton | Lecturer |
| Dr Garry Prentice | Lecturer |
| Ms Joanne Conway | Clinical Supervisor, Lecturer |
| Mr Gerry French | Clinical Supervisor |
| Ms Stephanie Metcalfe | Clinical Supervisor |
| Ms Nicola Elmer | Infant Observation Tutor |
| Ms Lydia MacKenna | Infant Observation Tutor |
| Ms Miriam Kavanagh | Infant Observation Tutor |
| Dr Barry O Donnell | Psychiatric Case Conference, St Vincent’s Hospital |
| Ms Marie O Neill | Head Librarian |
| Mr Shane Mooney | Head of Student Experience |
| Dr Lee Richardson | Data Analytics and Reporting Manager |
| Ms Sinead O Brien | Head of Academic Enhancement |
| Ms Lori Johnston | Registrar |
| Mr Grant Goodwin | Department Administrator |
| Ms Miriam O Donoghue | Head of Academic Programmes |

## Agenda

See Appendix 2

## Persons Met

## Staff, Students and Graduates with whom the Panel Met

Senior Management

|  |  |
| --- | --- |
| Andrew Conlan-Trant | Executive Dean |
| Miriam O’Donoghue | Head of Academic Programmes |
| Lori Johnston | Registrar |
| Shane Mooney | Head of Student Experience |
| Sinéad O’Brien | Head of Academic Enhancement |

Dialogue on Learning Opportunities:

|  |  |
| --- | --- |
| Miriam O’Donoghue | Head of Academic Programmes |
| Lori Johnston | Registrar |
| Shane Mooney | Head of Student Experience |
| Sinéad O’Brien | Head of Academic Enhancement |
| Marie O Neill | Head of Library |
| Terry Ball | MA Psychoanalytic Psychotherapy Programme Leader |
| Siobáin O’Donnell | MA Addiction Studies Programme Leader |

MA Psychoanalytic Psychotherapy Team

|  |  |
| --- | --- |
| **Name** | **Job Title with the Provider** |
| Terry Ball | Programme Leader |
| Grainne Donohue | Lecturer |
| Angelo Bottone | Lecturer |
| Nicola Elmer | Lecturer |
| Miriam Kavanagh | Lecturer |
| Gerry French | Lecturer |
| Joanne Conway | Lecturer |
| Dr Rik Loose | Lecturer |

MA Addiction Studies Team

|  |  |
| --- | --- |
| **Name** | **Job Title with the Provider** |
| Siobáin O’Donnell | MA Addiction Studies Programme Leader |
| Grainne Donohue | Lecturer |
| Angelo Bottone | Lecturer |
| Terry Ball | Lecturer |
| Garry Prentice | Lecturer |
| Dr Rik Loose | Lecturer |

Facilities Review

|  |  |
| --- | --- |
| Eddie Ormonde | Head of IT |

Learners and Graduates

|  |  |
| --- | --- |
| Rani Malayan | Current student MA Addiction Studies |
| Aisling Ní Bhriain | Current student MA Addiction Studies |
| Andrew Brady | Current student MA Addiction Studies |
| Bryan Harrison | Current student MA Addiction Studies |
| Tony Shortt | Graduate MA Addiction Studies |
| Monika Rampal | Graduate MA Addiction Studies |
| Gary Mohan | 1st Year MA Psychoanalytic Psychotherapy |
| Maeve Burke | 2nd Year MA Psychoanalytic Psychotherapy |
| Denise Waters | 3rd Year MA Psychoanalytic Psychotherapy |
| Julian Heltzel | 3rd Year MA Psychoanalytic Psychotherapy |
| Hugh Jaret | Graduate MA Psychoanalytic Psychotherapy |

# Review of the Programme Review Report

In general the panel found that both documents were well structured and easy to read. The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017. However, it was concluded that the content tended to be descriptive rather than analytical and reflective. There are areas of the documents where an analysis was not undertaken as prescribed by the guidelines.

There follows a summary of the commentary on nine major areas of the reports and findings in relation to each area.

## Fitness for Purpose of the Programme

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. Internal stakeholders consisted of students and staff (academic, support and administrative). Professional bodies included the Irish Association for Psychoanalysis and Psychotherapy (APPI), Irish Council for Psychotherapy (ICP) and CORU, Ireland’s multi-professional health regulator. Consultations with key stakeholders such as St Vincent’s Hospital Group, the Health Service Executive (HSE), graduates, employers and charitable organisations were carried out for the review. The review process was also informed by the comparator analysis undertaken by DBS, a review of External Examiner reports and feedback obtained from industry and professional organisations.

The panel found that the consultation process had been comprehensive and it was concluded that the proposed programmes were fit for purpose. Further commentary is provided in Sections 7.6 and 7.7 of this report.

## Achievement of the Programme of its Stated Objectives

The aims, objectives and graduate profiles of each programme were outlined. For the MA in Addiction Studies and the Postgraduate Diploma in Addiction Studies it was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress within specialist areas in the addiction field. The MA in Psychoanalytic Psychotherapy directed learners to establish and maintain a psychoanalytically informed therapeutic position for the practice of psychoanalytic psychotherapy.

The panel found that the programme objectives and outcomes were clear and consistent with the QQI awards sought. Further commentary is included in Sections 7.6 and 7.7 of this report.

## Learner Profile

The MA in Addiction Studies is aimed, primarily, at graduates of disciplines associated with this field, introducing them to the core theoretical and practical elements of Addiction Studies and bringing them to the point of sufficient skills, knowledge and know-how to match those of a graduate of a Level 9 award.

The learner profile will be:

* Graduates with Second Class Level 8 Honours Degree (2.2) in a cognate discipline from a recognised third level institution or an equivalent qualification.
* Full-time/Part-time learners who may be already working in the sector and are seeking career advancement or upskilling in the area.

The MA in Psychoanalytic Psychotherapy is aimed at graduates of related or unrelated disciplines who have encountered psychoanalysis in some capacity and have been drawn to pursue formal study and training in the field and who wish to acquire a postgraduate qualification in psychotherapy based on psychoanalysis. The programme introduces learners to the core theoretical and practical elements of the disciplines and brings them to the point of sufficient skills, knowledge and know-how to match those of a graduate of award Level 9.

## Learner Performance

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

* Enrolments and Applications

In the case of the MA in Addiction Studies, enrolments and applications were at their highest level since 2014. The last intake in January 2018 consisted of 16 learners, 15 of whom were non-EU. In contrast, enrolments and applications for the MA in Psychoanalytic Psychotherapy were at their lowest level since 2014 (4 and 10 respectively in 2017 compared to 9 and 30 in 2014). It was noted that learners are primarily domestic. It was stated that one reason for an unsuccessful application is the absence of prior formal training in psychoanalysis, hence the proposal to change the entry criteria to drop this requirement. Further commentary is provided in Section 7.7 of this report.

* Attrition, Transfer, Progression, Completion, Drop Outs and Repeat Learners

A comprehensive analysis was provided for each programme including reasons for learners dropping out or being academically withdrawn. It was noted that for both programmes graduation rates are low relative to registrations. In the case of the MA in Addiction Studies for the 2016/17 year, there were 22 registrations and 3 completions. For the MA in Psychoanalytic Psychotherapy there were 20 registrations and 5 completions. The number of completions relative to registrations has declined during the period from 2014/15 to 2016/17. It was concluded that these trends are not inconsistent with a part-time programme (MA in Psychoanalytic Psychotherapy) and a programme with a part-time option (MA in Addictions Studies).

Commentary on attendance is included in Section 7.12 of this report.

* Analysis of Grades and QQI Classifications

In the case of the MA in Addiction Studies the normal distribution of grades for each module across the academic years 14/15, 15/16 and 16/17. In the main it demonstrates that the entire grading range has been used and year on year the outcomes from each module are similar centred on an average grade of approx. 40 -50%. In modules where the average is below 40% this may be due to a number of failing and repeating learners and/or learners who did not submit material for marking. Further commentary is provided in Section 7.11 of this report.

For the MA in Psychoanalytic Psychotherapy the trend is towards higher grades in 3 of the 4 clinically-focussed modules. The fourth module Psychiatric Case Conference and Seminar, while clinical, has a 30% on the summative assessment for the Seminar part of the module. The mean score for the academic modules tends to be lower than those for the clinical modules. With the proposed increase in academic material on the programme, this mean scores should increase as students have more opportunity to engage with difficult psychoanalytic concepts.

* Benchmarking Grades and QQI Award Classifications

The panel concluded that the analysis provided for both programmes was not comprehensive. In both cases only one unnamed comparator was cited based on information obtained from the QQI website. The commentary for the MA in Psychoanalytic Psychotherapy consisted of a graphical interpretation and no accompanying analysis. The panel was advised that DBS had sought comparative data from a range of other appropriate sources including the HEA, the IOTs and private providers without success.

## Quality of the Learning Environment

Commentary was provided on access to lecturers, the use of Moodle as a virtual learning environment, teaching strategy, access to clinical case conferences and clinical placements, visits to service providers and the use of guest speakers. Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included.

The panel concluded that the learning environment was consistent with the needs of the learners. Further commentary is provided in Section 7.10 of this report.

## Suitability of Learner Workload

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

The panel concluded that the workload was appropriate and noted the willingness of teaching staff to address any issues brought to them by the students.

## Effectiveness of Procedures for Assessment

It was noted that all assessment for the programmes conforms to the DBS assessment regulations which are informed by QQI Assessment and Standards Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from reviews and validations. It is the subsequent actions taken to 'close the loop' that should have a positive impact on improving the effectiveness of assessment procedures.

The panel found the assessment processes relating to the programmes to be appropriate. Further commentary is provided in Section 7.12 of this report.

## Quality Assurance Arrangements

All DBS quality assurance policies and procedures are detailed in the Quality Assurance Handbook (QAH). This is the first point of reference for all stakeholders involved in the design and monitoring of programmes. The programmes under review have been designed to comply with the DBS QAH and, in turn, with QQI’s statutory quality assurance guidelines with respect to governance, quality assurance, assessment access to transfer and progression. Programme-specific quality assurance considerations include conducting research in accordance with the DBS Ethical Guidelines for Research with Human Participants.

There are additional quality assurance requirements for the MA in Psychoanalytic Psychotherapy. These include a requirement for learners to pass each component of assessment in clinical modules. Students must engage in placement supervision as well as verify that they have been in their own psychoanalysis for the duration of the programme. When it becomes inappropriate for a student to continue in a placement a Clinical Suitability Panel reviews the case before any further placements are offered. As all learners on the programme engage in Infant Observation, which entails regular visits to a mother and infant in their own home, DBS is in the process of putting in place the structures which are required to allow for Garda Vetting of learners.

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

## Proposed Modifications

An overview of the proposed modifications to the programmes is set out below. Detailed action plans have been prepared to implement the revised programmes from September 2018.

MA in Addiction Studies:

* With the introduction of a new theoretical taught module in the area of addiction studies and the rebalancing of the other subject areas, there will be some re-distribution of the content in the current modules;
* It is proposed to re-distribute and re-organise some of the content of current modules as part of the wider plan to introduce a new theoretical module:- Dialogical Meaning in Addiction: Theory, Practice and Policy;
* The re-distribution of content and organisation across some modules will necessitate the re-naming of those modules;
* It is proposed to re-name some modules to reflect the revised reorganisation of content;
* All modules will be updated as appropriate in relation to content, syllabus, reading lists, etc;
* Inclusion of a PG Dip as an exit award at 60ECTs.

MA in Psychoanalytic Psychotherapy:

* While continuing to provide extensive placement experience in psychiatric, educational and social care settings and the corresponding supervision supports, it is proposed to rebalance the modules across the programme to increase the theoretical content of the programme;
* It is proposed to increase the number of taught modules on the theory of psychoanalysis;
* With this introduction of new theoretical taught modules, there will be some re-distribution of the content in the current modules;
* It is proposed to re-distribute and re-organise some of the content of current modules as part of the wider plan to introduce new theoretical module;
* The re-distribution of content across modules will necessitate the re-naming of some modules;
* It is proposed to re-name some modules to reflect the revised reorganisation of content;
* With this increase in psychoanalytic theory on the programme it will not be necessary to require entrants to have previously studied psychoanalysis;
* It is proposed to no longer require entrants to have a background of formal study in psychoanalysis.

The panel concluded that the proposed modifications to the programmes were appropriate. The proposed programme and stage schedules are set out in Part 3, Section 10 of this report.

# Evaluation of the Modified Programme

## Report

See Appendix 1

# Outcome of the Review

## Summary

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

## Recommendations

|  |  |  |
| --- | --- | --- |
| **Principal programme** | **Title** | MA in Addiction Studies |
|  | **Award** | MA in Arts |
|  | **Credit** | 90 ECTS |
|  | **Recommendation**  *Satisfactory* |  |

|  |  |  |
| --- | --- | --- |
| **Embedded programme** | **Title** | Postgraduate Diploma in Arts in Addiction Studies |
|  | **Award** | Postgraduate Diploma in Arts |
|  | **Credit** | 60 ECTS |
|  | **Recommendation**  *Satisfactory* |  |

|  |  |  |
| --- | --- | --- |
| **Principal programme** | **Title** | MA in Psychoanalytic Psychotherapy |
|  | **Award** | MA in Arts |
|  | **Credit** | 120 ECTS |
|  | **Recommendation**  *Satisfactory* |  |

# Panel

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Affiliation** |
| Ms Donna Bell | Chair | Independent Consultant |
| Mary Jennings | Secretary | Independent Consultant |
| Dr Sarah Morton | Subject Expert | Assistant Professor, School of Social Policy, Social Work and Social Justice, UCD |
| Dr Mary Darby | Subject Expert | Consultant Psychiatrist, School of Psychotherapy, St Vincent’s Hospital |
| Dr Aisling Campbell | Subject Expert | Consultant Psychiatrist and lecturer in psychiatry in UCC |
| Dr Derek Barter | Subject Expert | Continuing Education Manager, Dept of Adult and Community Education NUI Maynooth |
| Mr Conor Roe | Learner Representative | Masters in Science - Integrative Psychotherapy, DCU |
| Dr Brian Galvin | Employer Representative | Head of Irish National Focal Point to EMCDDA, Health Research Bureau (HRB) |

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

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

# Part 1

|  |  |
| --- | --- |
| **Provider name** | DBS |
| **Date of site visit** | 12th April 2018 |
| **Date of report** | 4th May 2018 |
|  |  |

|  |  |  |
| --- | --- | --- |
| **MA in Addiction Studies** | **First intake 2018** | **Last intake 2022** |
| **Enrolment interval** | September | January |
| **Maximum number of annual intakes** | Two per year | |

|  |  |  |
| --- | --- | --- |
| **Principal programme** | **Title** | MA in Addiction Studies |
|  | **Award** | MA in Arts |
|  | **Credit** | 90 ECTS |
|  | **Duration[[3]](#footnote-3)**  *(years, months, weeks)* | 1 year (3 semesters) full time;2 years (5 semesters) part-time |
|  | **Recommendation**  *Satisfactory* |  |
|  |  |  |
| **Embedded programme** | **Title** | Postgraduate Diploma in Arts in Addiction Studies |
|  | **Award** | Postgraduate Diploma in Arts |
|  | **Credit** | 60 ECTS |
|  | **Duration**  **(years, months, weeks)** | 3 semesters full-time; 5 semesters part-time |
|  | **Recommendation**  **Satisfactory** |  |
|  |  |  |
| **Module[[4]](#footnote-4)** | **Title** | N/A |
|  | **Award** |  |
|  | **Credit** |  |
|  | **Duration**  **(years, months, weeks)** |  |
|  | **Recommendation** |  |

|  |  |  |
| --- | --- | --- |
| **MA in Psychoanalytic Psychotherapy** | **First intake 2018** | **Last intake 2022** |
| **Enrolment interval** | September | January |
| **Maximum number of annual intakes** | One per year | |

|  |  |  |
| --- | --- | --- |
| **Principal programme** | **Title** | MA in in Psychoanalytic Psychotherapy |
|  | **Award** | MA in Arts |
|  | **Credit** | 120 ECTS |
|  | **Duration[[5]](#footnote-5)**  *(years, months, weeks)* | 3 years (6 semesters) part-time |
|  | **Recommendation**  *Satisfactory* |  |

## Evaluators

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Affiliation** |
| Ms Donna Bell | Chair | Independent Consultant |
| Mary Jennings | Secretary | Independent Consultant |
| Dr Sarah Morton | Subject Expert | Assistant Professor, School of Social Policy, Social Work and Social Justice, UCD |
| Dr Mary Darby | Subject Expert | Consultant Psychiatrist, School of Psychotherapy, St Vincent’s Hospital |
| Dr Aisling Campbell | Subject Expert | Consultant Psychiatrist and lecturer in psychiatry in UCC |
| Dr Derek Barter | Subject Expert | Continuing Education Manager, Dept of Adult and Community Education NUI Maynooth |
| Mr Conor Roe | Learner Representative | Masters in Science - Integrative Psychotherapy, DCU |
| Dr Brian Galvin | Employer Representative | Head of Irish National Focal Point to EMCDDA, Health Research Bureau (HRB) |

## 7.1 Principal Programme MA in Addiction Studies

|  |  |  |
| --- | --- | --- |
| **Names of Centres Where the Programmes are to be provided** | **Maximum number of learners** | **Minimum number of learners** |
| DBS Dublin Campus | 50 | 8 |

|  |  |
| --- | --- |
| **Target learner groups** | * Graduates with Second Class Level 8 Honours Degree (2.2) in a cognate discipline (See Section 4.2.1) from a recognised third level institution or an equivalent qualification. * Full-time/Part-time learners who may be already working in the sector and are seeking career advancement or upskilling in the area. |
| **Number of learners per intake** | 8-50 |
| **Approved countries for provision** | Ireland |
| **Delivery mode: Full-time/Part-time** | Full-time and part-time |
| **The teaching and learning modalities** | * Classroom Lectures * Directed e-learning * Tutorials * Guest Lectures delivered by researchers and practitioners in the field of addiction * Integrative Tutorial Presentations * Practical Skills Sessions and workshops * Individual and Group Work * Off campus Supervised Clinical * Academic support * Supervised Clinical Visits |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | The programme is designed to prepare learners to be competent and effective practitioners in the area of addiction studies. Learners get an opportunity to develop the key professional skills, knowledge, attributes and approaches required to successfully engage in this area. Special attention is placed on the research element of this Masters so as to allow learners to investigate and deepen insights specific to the field and combine that learning with the personal learning associated with reflective practice. |
| **Specifications for teaching staff** | Staff lecturing on this programme will be qualified to a minimum of a full Level 9 in the area of addiction studies and related areas such as policy, psychoanalysis and psychopharmacology. The majority of staff hold Level 10 qualifications. |
| **Specifications for the ratio of learners to teaching-staff** | 1:50 for class room sessions  1:25 for workshops  1:25 for practical sessions  1:25 for supervised clinical visits |
|  |  |

## Postgraduate Diploma in Addiction Studies

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| --- | --- | --- |
| **Names of Centres Where the Programmes are to be provided** | **Maximum number of learners** | **Minimum number of learners** |
| DBS Dublin Campus | 50 | 8 |

|  |  |
| --- | --- |
| **Target learner groups** | * Graduates with Second Class Level 8 Honours Degree (2.2) in a cognate discipline (See Section 4.2.1) from a recognised third level institution or an equivalent qualification. * Full-time/Part-time learners who may be already working in the sector and are seeking career advancement or upskilling in the area. |
| **Number of learners per intake** | 8-50 |
| **Approved countries for provision** | Ireland |
| **Delivery mode: Full-time/Part-time** | Full-time and part-time |
| **The teaching and learning modalities** | * Classroom Lectures * Directed e-learning * Tutorials * Guest Lectures delivered by researchers and practitioners in the field of addiction * Integrative Tutorial Presentations * Practical Skills Sessions and workshops * Individual and Group Work * Off campus Supervised Clinical * Academic support * Supervised Clinical Visits |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | The programme is designed to prepare learners to be competent and effective practitioners in the area of addiction studies. Learners get an opportunity to develop the key professional skills, knowledge, attributes and approaches required to successfully engage in this area. Special attention is placed on the research element of this Masters so as to allow learners to investigate and deepen insights specific to the field and combine that learning with the personal learning associated with reflective practice. |
| **Specifications for teaching staff** | Staff lecturing on this programme will be qualified to a minimum of a full Level 9 in the area of addiction studies and related areas such as policy, psychoanalysis and psychopharmacology. The majority of staff hold Level 10 qualifications. |
| **Specifications for the ratio of learners to teaching-staff** | 1:50 for class room sessions  1:25 for workshops  1:25 for practical sessions  1:25 for supervised clinical visits |
|  |  |

## Principal Programme MA in Psychoanalytic Psychotherapy

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| --- | --- | --- |
| **Names of Centres Where the Programmes are to be provided** | **Maximum number of learners** | **Minimum number of learners** |
| DBS Dublin Campus | 24 | 10 |
| St Vincent’s University Hospital | 24 | 10 |
| Various Placement Settings | 1 /2 | 1 |
| Infant Observation takes place in the home of the mother and infant participating in the observation | 1 | 1 |

|  |  |
| --- | --- |
| **Target learner groups** | Graduates of related or unrelated disciplines who have encountered psychoanalysis in some capacity and have been drawn to pursue formal study and training in the field. They may or may not have engaged in prior formal study of psychoanalysis but will possibly have been involved, educationally and/or experientially in areas related to psychology or psychotherapy. The programme is aimed at those who wish to acquire a postgraduate qualification in psychotherapy based on psychoanalysis. |
| **Number of learners per intake** | Min 5 & Max 12 |
| **Approved countries for provision** | Ireland |
| **Delivery mode: Full-time/Part-time** | Part-time |
| **The teaching and learning modalities** | 1. Class room lecture 2. Psychiatric Case Conference 3. Seminar 4. Tutorial 5. Placement Experience 6. Infant Observation 7. Group Supervision 8. Individual Supervision |
| **Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)** | The programme directs learners in establishing and maintaining a psychoanalytically informed therapeutic position for the practice of psychoanalytic psychotherapy by providing extensive placement experience in psychiatric, educational and social care settings to allow learners develop their psychotherapeutic position under supervision. It provides a knowledge of psychiatric practice through the Psychiatric Case Conference and provides training in Infant Observation which grounds work with children and in family situations. It develops research skills for graduates to contribute effectively to research in the emerging field of psychoanalysis in Ireland. It delivers theoretical material from Freudian-Lacanian teaching which assists learner practitioners to articulate their experience of psychoanalysis. |
| **Specifications for teaching staff** | Lecturers and clinical personnel are experienced psychoanalytic practitioners who have qualifications in this field at a minimum of Level 9 NFQ. |
| **Specifications for the ratio of learners to teaching-staff** | 1:25 for class room sessions  1:25 for workshops  1:5 for clinical supervision and infant observation groups |
|  |  |

## Other noteworthy features of the application

|  |
| --- |
| **INSTRUCTIONS FOR PREPARING THE INDEPENDENT EVALUATION REPORT**  Evaluators completing this report are expected to understand **Core policies and criteria for the validation by QQI of programmes of education and training 2016**.  Note that in making its determination QQI   * Will consider the findings of the validation process including the **independent evaluation report** along with the applicant’s response to this report; * May consider any other information received in respect of the process; * May consider an account of the conduct of the process and its context noting any concerns or complaints expressed by the applicant.   **The independent evaluation report must address whether the programme meets the**  **validation criteria in general and in detail.**  The independent evaluation report must, for each programme, embedded programme and module that leads to a QQI award:   1. Outline the salient characteristics of the proposed programmes (Part 1); 2. Outline whether and how the QQI validation criteria and sub-criteria are addressed by the application for validation citing evidence from the application documentation and other findings (e.g. from the site visit); 3. Address whether the principal programme, and any embedded programme, and any module proposed to lead to a minor award, meets the validation criteria in general and in detail. (Part 2 and Part 3) 4. Include one of the following overall conclusions in light of the applicable validation policies and criteria:  * Satisfactory (meaning that it recommends that QQI can be satisfied in the   context of unit 2.3 of Core **policies and criteria for the validation by QQI of programmes of education and training**);   * Satisfactory subject to proposed special6 conditions (specified with timescale   for compliance for each condition; these may include proposed pre-validation  conditions i.e. proposed (minor) things to be done to a programme that almost  fully meets the validation criteria before QQI makes a determination);   * Not satisfactory.  1. Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. **If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence.** A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.   All independent evaluation reports are required to provide a rationale for any proposed  special conditions and recommendations to the provider as well as the overall  conclusion.  The report may also propose recommendations for consideration by the provider. |

# Part 2 Evaluation against the validation criteria

## Criterion1: The provider is eligible to apply for validation of the programme

|  |  |  |
| --- | --- | --- |
| **Satisfactory**  **Yes** | **Comment** | **Sub criteria** |
|  |  | 1. The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. |
|  |  | 1. The application for validation is signed by the provider’s chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. |
|  |  | 1. The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.[[6]](#footnote-6) |

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

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

## Criterion 2: The programme objectives and outcomes are clear and consistent with the QQI awards sought

| **Satisfactory**  **Yes** | **Comment** | **Sub-criteria** |
| --- | --- | --- |
|  |  | 1. The programme aims and objectives are expressed plainly. |
|  |  | 1. A QQI award is specified for those who complete the programme. |
|  |  | * 1. Where applicable, a QQI award is specified for each embedded programme. |
|  |  | 1. There is a satisfactory rationale for the choice of QQI award(s). |
|  |  | 1. The award title(s) is consistent with unit 3.1 of QQI’s *Policy and Criteria for Making Awards.* |
|  |  | 1. The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. |
|  |  | 1. The programme title and any embedded programme titles are |
|  |  | * 1. Consistent with the title of the QQI award sought. |
|  |  | * 1. Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. |
|  |  | 1. For each programme and embedded programme |
|  |  | * 1. The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.[[7]](#footnote-7) |
|  |  | * 1. The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards. |
|  |  | 1. Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme’s modules. |
|  |  | 1. Any QQI minor awards sought for those who complete the modules are specified, where applicable. |
|  |  | * 1. For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.[[8]](#footnote-8) |

The panel found that the aims, objectives and rationales for the programmes were expressed clearly. It was noted that the 60 ECTs Post Graduate Diploma in Arts in Addiction Studies will be available to learners who have successfully completed the taught modules of the MA in Addiction Studies but are prevented from progressing with their studies.

It was concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the awards. The titles of the programmes were deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ.

It was noted that the minimum intended programme learning outcomes for the MA in Psychoanalytic Psychotherapy were informed by the QQI Counselling and Psychotherapy Awards Standards and have been mapped against these standards. In the case of the MA in Addiction Studies the minimum intended programme learning outcomes were informed by the QQI Generic Awards Standards and have been mapped against these standards.

The panel acknowledged that the MA in Psychoanalytic Psychotherapy and the MA in Addiction Studies, which includes the embedded Post Graduate Diploma in Arts in Addiction Studies, are very distinct programmes. The MA in Psychoanalytic Psychotherapy is primarily a clinical programme. It is firmly rooted in theoretical education in the field of psychoanalytic psychotherapy. The MA in Addiction Studies and the Post Graduate Diploma in Addiction Studies are academic programmes. The programmes provide a theoretical examination of addiction and there are no clinical components.

It was noted that the MA in Addiction Studies and the Post Graduate Diploma in Arts in Addiction Studies had emerged from a predominating psychoanalytic perspective. Further course development has sought to reflect other perspectives on addiction. As these changes have been made overtime, such as clinical visits and opportunities to volunteer in organisations providing services in the area of addiction, the identity of the course as a solely academic programme was found to have been compromised. There also appears to be some divergence between the stated aims of these programmes and the expectations of the students enrolling. Based on feedback from students and graduates the panel concluded that the students and graduates aspired towards a more applied focus, including practice.

## Criterion 3: The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives).

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.[[9]](#footnote-9) |
|  |  | 1. The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes. |
|  |  | * 1. There is a satisfactory rationale for providing the programme. |
|  |  | * 1. The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find. |
|  |  | * 1. There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies). |
|  |  | * 1. There is evidence[[10]](#footnote-10) of learner demand for the programme. |
|  |  | * 1. There is evidence of employment opportunities for graduates where relevant[[11]](#footnote-11). |
|  |  | * 1. The programme meets genuine education and training needs.[[12]](#footnote-12) |
|  |  | 1. There are mechanisms to keep the programme updated in consultation with internal and external stakeholders. |
|  |  | 1. Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented. |
|  |  | 1. The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications. |

The panel was informed of the comprehensive consultation process undertaken for this review, a description of which is provided in Section 3.1 of this report.

The panel was updated around the issues in regard to the APPI which now requires students to have four years formal study in psychoanalysis to gain accreditation as a psychoanalyst. As the MA in Psychoanalytic Psychotherapy is of three years’ duration, graduates would be required to undergo a further year’s study before they can apply for membership of APPI.

The panel was informed that DBS has established a transition route with St Vincent's University Hospital to provide access to a one year post-Masters programme which would allow for professional recognition. The panel was also advised of the ongoing work being done by CORU towards the introduction of statutory regulation of the psychotherapy profession.

It was clear from feedback from academic staff that DBS has been proactive in keeping abreast of developments and contributing to discussions. Students on the programme confirmed that they were being kept informed of developments.

It was noted that the MA in Addiction Studies had an emphasis on understanding the treatment of addiction from a psychoanalytic perspective as a core element in the programmes. The panel noted that there was considerably less emphasis on areas such as prevention, harm reduction, recovery and rehabilitation, all areas under consideration in for example, the formulation of the current national drugs strategy. They further noted that there was an opportunity to provide more context on the career paths that had been opened up to graduates of the programme.

Students and graduates with whom the panel met indicated that the programme was useful in enabling them to broaden their perspective on addiction. Refer to Section 7.7 of this report for graduate destinations.

The panel noted that the comparator analysis for the MA in Addiction Studies used two providers from the USA and Australia. It was recognised that at the time of the site visit, there were no other post graduate programmes in Addiction Studies offered by providers in Ireland. However the panel was aware that Masters programmes in the field of Addiction will be available at Griffith College and Trinity College Dublin from September 2018.

## Criterion 4: The programme’s access, transfer and progression arrangements are satisfactory

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied[[13]](#footnote-13). |
|  |  | 1. Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats. |
|  |  | 1. If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL[[14]](#footnote-14)) in order to enable learners to reach the required standard for the QQI award. |
|  |  | 1. The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants). |
|  |  | 1. The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions. |
|  |  | 1. The programme title (the title used to refer to the programme):- |
|  |  | * 1. Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). |
|  |  | * 1. Is learner focused and meaningful to the learners; |
|  |  | * 1. Has long-lasting significance. |
|  |  | 1. The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements. |

## 

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

The panel noted and supported the proposed change to the entry requirements to the MA in Psychoanalytic Psychotherapy to no longer require entrants to have a background of formal study in psychoanalysis. It was concluded that the potential risks associated with the change were being well managed.

Discussions with students and graduates confirmed that graduates from the programmes have obtained employment in the health and social care areas, in the prison and probation services and organisations providing services in the area of addiction. A number of graduates of the MA in Psychoanalytic Psychotherapy have gone into clinical practice in the field.

It was further noted that several current students on the programmes had progressed from other DBS programmes in the area of psychology.

## Criterion 5: The programme’s written curriculum is well structured and fit-for-purpose

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. |
|  |  | 1. In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs. |
|  |  | 1. Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes. |
|  |  | 1. The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff. |
|  |  | 1. The programme is structured and scheduled realistically based on sound educational and training principles[[15]](#footnote-15). |
|  |  | 1. The curriculum is comprehensively and systematically documented. |
|  |  | 1. The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. |
|  |  | 1. The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. |
|  |  | 1. Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements. |
|  |  | 1. The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.[[16]](#footnote-16) |

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

As stated in Section 7.5 of this report the MA in Addiction Studies is an academic programme providing a theoretical examination of addiction and there are no clinical components. The panel noted the shift from a psychoanalytic to a dialogical focus evidenced by the introduction of more contemporary issues such as the module 'Women in Addiction.'

The panel found that there was lack of coherence in the overall structure of the curriculum. Concerns were raised by the panel about the dilution of the academic programme by the addition of applied elements which appear to have served to increase students’ expectations of a more practice-based programmes. Feedback from students and graduates indicated that they would welcome more of opportunities such as the clinical supervision visits currently provided. Contrary to the stated focus of programme, students and graduates expressed a preference for career paths that were practice related, rather than in the academic areas of research or policy.

Recommendation 1

The curriculum of the MA in Addiction Studies be reviewed to ensure greater conceptual integration and oversight.

In relation to the MA in Addiction Studies, the panel raised the issue of the importance of an adequate level of supervision on clinical visits. The example was given of ethical concerns in relation to groups of students on visits to services with vulnerable services users who may have a limited capacity to comprehend or consent to such interactions.

The panel noted the positive feedback from students and graduates in relation to the 'hands on' nature of the clinical placements provided on the MA in Psychoanalytic Psychotherapy programme. They had also found the case conferences to be beneficial. It was acknowledged by the Programme Manager that some supervision personnel had been in place for a lengthy time period and that the risks around attrition needed to be monitored.

## 7.10: Criterion 6: There are sufficient qualified and capable programme staff available to implement the programme as planned

|  |  |  |
| --- | --- | --- |
| **Satisfactory**  **Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (7.14c). |
|  |  | 1. The programme has an identified complement of staff[[17]](#footnote-17) (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments. |
|  |  | 1. The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required. |
|  |  | 1. There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development[[18]](#footnote-18) opportunities[[19]](#footnote-19). |
|  |  | 1. There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance. |
|  |  | 1. Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post. |

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

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities maintained by the library. The staff scholarship scheme was outlined and some of the staff were utilising this resource to conduct research. There was evidence of some support to attend conferences and a number of initiatives to showcase research outputs, such as the annual research day held in DBS. However there was an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. The panel found that this has the potential to both negatively impact on course content and on the careers and expertise of academics.

Recommendation 2

Appropriate supports are put in place for staff development in the area of research activity and outputs.

## Criterion 7: There are sufficient physical resources to implement the programme as planned

|  |  |  |
| --- | --- | --- |
| **Satisfactory**  **Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (7.14d). |
|  |  | 1. The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of: |
|  |  | 1. suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) |
|  |  | 1. suitable information technology and resources (including educational technology and any virtual learning environments provided) |
|  |  | 1. printed and electronic material (including software) for teaching, learning and assessment |
|  |  | 1. suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable |
|  |  | 1. technical support |
|  |  | 1. administrative support |
|  |  | 1. company placements/internships – if applicable |
|  |  | 1. If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment). |
|  |  | 1. There is a five-year plan for the programme. It should address |
|  |  | 1. Planned intake (first five years) and |
|  |  | 1. The total costs and income over the five years based on the planned intake. |
|  |  | 1. The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required. |

The panel noted that a five year plan had been provided for each of the programmes under review.

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

The library facilities were viewed by the panel. It was noted that the facilities deploy a wide range of technology resources to support learners and staff, including access to an assignment planner, a Kindle lending facilities, a registrar of scholarly activity as well as a user-friendly search engine to enable ease of search for books and academic journals. It was noted that specialist library staff are employed to assist students to develop their research capabilities. The library is engaged in publishing the DBS journals for the School of Arts and the School of Business, featuring peer-reviewed research by both staff and students. This is in line with a core pillar of DBS’s strategy on achieving academic excellence. It was noted that this facility won a Best Library Team award in the Education Awards 2017.

Commendation 1

The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.

## Criterion 8: The learning environment is consistent with the needs of the programme’s learners

|  |  |  |
| --- | --- | --- |
| **Satisfactory**  **Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The programme’s physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes. |
|  |  | 1. Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors. |
|  |  | 1. The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace. |

A description of the learning environment in place to support students is provided in Section 3.5 of this report. In relation to the clinical practice component for the MA in Psychoanalytic Psychotherapy, the panel was satisfied that these arrangements are subject to the same rigorous approach as the other aspects of the programme.

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

* Learner surveys
* Peer Mentoring Support (with training provided for mentors)
* Student representation on the Academic Board and Board of Studies
* Support for, and engagement with, an elected Student Union
* Student services for:
  + Accommodation
  + Counselling and referral services, including specific contact with the provider of mental health for young people, *Jigsaw*
  + Sports and societies, with many student-led events
  + Entertainment
  + Study and meeting spaces within the campus

The panel concluded that the staff with responsibility for support services were proactive in responding to student feedback for improvements in facilities which was undertaken on a continuous basis. It was noted that this section of DBS received an Education Awards 2017 for Best Student Engagement.

## Criterion 9: There are sound teaching and learning strategies

|  |  |  |
| --- | --- | --- |
| **Satisfactory**  **Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The teaching strategies support achievement of the intended programme/module learning outcomes. |
|  |  | 1. The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes. |
|  |  | 1. The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload). |
|  |  | 1. Learning is monitored/supervised. |
|  |  | 1. Individualised guidance, support[[20]](#footnote-20) and timely formative feedback is regularly provided to enrolled learners as they progress within the programme. |

In meetings with students and graduates, the panel found that they were very positive about the level of support received from lecturers and other staff. They appreciated the small class sizes and the easy access to teaching staff, who were generally very responsive to requests for support, clarification or feedback, which was delivered in a timely manner.

In relation to the MA in Addiction Studies the panel was informed that some non-EU students had experienced challenges regarding language and cultural differences which had resulted in non-submission of assessments. DBS responded by putting in place weekly academic support tutorials which are proving beneficial in addressing these issues.

The panel noted the effective and long-standing relationships that DBS staff had developed with clinical partners such as St Vincent’s Hospital and with service providers and schools, enabling students to avail of appropriate clinical and non-clinical learning opportunities.

The panel found that the booklists provided for students on some of the modules on the MA in Addiction Studies and the Postgraduate Diploma in Addiction Studies were not sufficiently up to date to reflect current thinking in this field.

Recommendation 3

Core texts on the MA in Addiction Studies be updated to reflect current thinking and more recent publications, where appropriate.

## Criterion 10: There are sound assessment strategies

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. All assessment is undertaken consistently with ***Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards****[[21]](#footnote-21)* |
|  |  | 1. The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures. |
|  |  | 1. The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.[[22]](#footnote-22) |
|  |  | 1. The programme includes formative assessment to support learning. |
|  |  | 1. There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.[[23]](#footnote-23) |
|  |  | 1. Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable. |
|  |  | 1. There are sound procedures for the moderation of summative assessment results. |
|  |  | 1. The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.[[24]](#footnote-24) |

The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013.

From the programme review document for the MA in Addiction Studies the panel noted the low attendance of students at some modules. It was further noted that for the proposed programme two modules include an end of term examination and one in-class test. In discussions with the teaching team the panel was advised that there is further scope to consider the usefulness of examinations and test-related assessment at this level of study, and that the assessment strategies for these modules could be revised in a manner that would encourage greater class attendance and participation.

In relation to areas for improvement, the panel noted feedback from students that some assessments were based on utilising books from the library and there were occasions where insufficient copies were available. In one instance, a group of twenty students had access to only five books.

## Criterion 11: Learners enrolled on the programme are well informed, guided and cared for

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments. |
|  |  | 1. Information is provided about learner supports that are available to learners enrolled on the programme. |
|  |  | 1. Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures. |
|  |  | 1. If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways. |
|  |  | 1. The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities. |
|  |  | 1. There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it. |
|  |  | 1. The programme provides supports for enrolled learners who have special education and training needs. |
|  |  | 1. The programme makes reasonable accommodations for learners with disabilities[[25]](#footnote-25). |
|  |  | 1. If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*[[26]](#footnote-26)and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme. |
|  |  | 1. The programme’s learners will be well cared for and safe while participating in the programme, (e.g. while at the provider’s premises or those of any collaborators involved in provision, the programme’s locations of provision including any workplace locations or practice-placement locations). |

An overview of the support services available to students is outlined in Section 7.10 of this report. The panel noted that the Student Handbooks and website contained relevant information in relation to the supports and services available to students. Use was made of noticeboards to provide up-to-date information throughout the campus.

Students and graduates with whom the panel met confirmed that support services are well publicised. Students who have English as a second language reported that supports for areas such as English language, learning skills or information technology skills were provided and well attended. The panel was informed that DBS complies with the Code of Practice for Provision of Programmes to International Students.

The panel noted from the Programmatic Review documents that no formal appeals were lodged by students in the period 2015-2018 (up to March). At the site visit, the panel was provided with an up-to-date review of any appeals lodged and was satisfied that these had been appropriately dealt with in accordance with the Request to View Scripts and Verification of Results processes. These processes have been set out in the Quality Assurance Handbook and have been made available to students via the Exams Office website.

## Criterion 12: The programme is well managed

|  |  |  |
| --- | --- | --- |
| **Satisfactory Yes** | **Comment** | **Sub-criteria** |
|  |  | 1. The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures. |
|  |  | 1. The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not. |
|  |  | 1. There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff. |
|  |  | 1. There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources. |
|  |  | 1. Quality assurance[[27]](#footnote-27) is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria. |
|  |  | 1. The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved. |
|  |  | 1. The programme operation and management arrangements are coherently documented and suitable. |
|  |  | 1. There are sound procedures for interface with QQI certification. |

The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. The programme-specific quality assurance arrangements are outlined in Section 3.8 of this report.

# Overall recommendation to DBS

|  |  |
| --- | --- |
| Select one |  |
| Satisfactory | Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training; |
|  | Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (**minor**) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);[[28]](#footnote-28) |
|  | Not satisfactory. |

## Reasons[[29]](#footnote-29) for the overall recommendation

The panel concluded that the criteria have been met.

## Summary of recommendations

1. The curriculum of the MA in Addiction Studies be reviewed to ensure greater conceptual integration and oversight.

2. Appropriate supports are put in place for staff development in the area of research activity and outputs.

3. Core texts on the MA in Addiction Studies be updated to reflect current thinking and more recent publications, where appropriate.

## Summary of Commendations

1. The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.

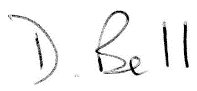
# Declarations of Evaluators’ Interests

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

Donna Bell

Panel chairperson: Date: 4th May 2018

Signed:



## Disclaimer

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

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# Part 3: Proposed programme schedules

# Proposed programme and stage schedules MA in Psychoanalytic Psychotherapy

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Provider:** | | Dublin Business School | | | | | | | | | | | | | | |
| **Programme Title** | | Master of Arts in Psychoanalytic Psychotherapy | | | | | | | | | | | | | | |
| **Award Title** | | Master of Arts | | | | | | | | | | | | | | |
| **Stage Exit Award Title3** | | Master of Arts  in Psychoanalytic Psychotherapy | | | | | | | | | | | | | | |
| **Modes of Delivery (FT/PT):** | | PT | | | | | | | | | | | | | | |
| **Teaching and learning modalities** | | Class room lecture; Psychiatric Case Conference; Seminar; Tutorial; Placement Experience; Infant Observation; Group Supervision; Individual Supervision | | | | | | | | | | | | | | |
| **Award Class4** | **Award NFQ level** | **Award EQF Level** | **Stage** (1, 2, 3, 4, …, or Award Stage)**:** | | **Stage NFQ Level2** | **Stage EQF Level2** | | | **Stage Credit(ECTS)** | | | **Date Effective** | | | **ISCED**  **Subject code** | |
| Major | 9 | 7 | Award | | 9 | 7 | | | 120 | | | 1st Sept 2018 | | | 0215 | |
| **Module Title**  (Up to 70 characters including spaces) | | **Semester no where applicable**  **(Semester 1 or Semester 2)** | **Module** | | **Credit**  **Number5** | **Total Student Effort Module (hours)** | | | | | | **Allocation Of Marks (from the module assessment strategy)** | | | | |
| **Status** | **NFQ Level1**  **where specified** | **Credit Units** | **Total Hours** | **Class (or equiv) Contact Hours** | **Directed e-learning** | | **Hours of Independent Learning** | **Work-based learning effort** | **C.A. %** | **Supervised Project %** | **Proctored practical demonstration %** | | **Proctored written exam %** |
| Psychiatric case Conference and Seminar | | Linear | M | 9 | 10 | 250 | 100 | 12 | | 138 |  | 100 |  |  | |  |
| Clinical Supervision | | Linear | M | 9 | 10 | 250 | 100 | 12 | | 78 | 60 | 100 |  |  | |  |
| Supervised Clinical Experience | | Semester 2, Year 1 and then  Linear | M | 9 | 10 | 250 | 0 | 0 | | 20 | 230 | 100 |  |  | |  |
| Infant Observation | | Linear | M | 9 | 10 | 250 | 75 | 12 | | 83 | 80 | 100 |  |  | |  |
| Formations of the Unconscious | | 1 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Infantile Sexuality and Infantile Neurosis | | 1 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| The Clinic of the Unconscious | | 2 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Sexuality, Sexuation and the Division of the Sexes | | 2 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Neurosis in the Clinic of Psychoanalysis | | 1 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Psychoanalysis and Addiction | | 1 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Psychosis in the Clinic of Psychoanalysis | | 2 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| The History and Traditions of Psychoanalysis | | 2 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| The Ethics of Psychoanalysis | | 1 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Transference in the Clinic of Psychoanalysis | | 2 | M | 9 | 5 | 125 | 18 | 12 | | 95 |  | 100 |  |  | |  |
| Research Seminar and Thesis | | Linear | M | 9 | 30 | 750 | 24 | 26 | | 700 |  | 20 | 80 |  | |  |
| Special Regulation 1 | | For the modules, Psychiatric case Conference and Seminar, Clinical Supervision, Supervised Clinical Experience, Infant Observation special regulations apply in that it is required that a learner pass each component of assessment. Learners cannot compensate over the different components of the assessment on account of the clinical component of the module for which a guarantee of reaching a pass grade is essential. | | | | | | | | | | | | | | |
| Special Regulation 2 | | Learners on the MA will verify with written documentation that they have been in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner for the duration of the programme. Failure to adequately verify engagement in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner will prevent the learner from graduating from the programme. | | | | | | | | | | | | | | |
| Special Regulation 3 | | For the module, Research Seminar and Thesis, a special regulation applies in that a learner must pass in each one of the components of this module. There is no compensation across components. | | | | | | | | | | | | | | |

# Appendix 2: Agenda

School of Arts   
Programmatic Review

MA in Psychoanalytic Psychotherapy (level 9)

MA in Addiction Studies (level 9)

Location: Dublin Business School, Aungier Street building, Room AS1.2

12th April 2018

|  |  |
| --- | --- |
| Time | Activity |
| 8.45 - 9.45am | Private Meeting of Panel |
| 9.45 - 10.15am | Meeting with Senior Management to Discuss:   * Rationale for the development of programme(s) * The associated internal approval process and findings |
| 10:15 - 11.00am | Dialogue on Learning Opportunities:   * Model of Provision * Resourcing of proposed programme provision * Staffing of the proposed programme provision |
| 11.00 – 11:30am | Tea/Coffee Break and Private Meeting of Panel |
| 11:30 – 12.45pm | Awards Standards and Participation in the Programmes:   * Access and admission requirements for the programme * Structure, aims, objectives and intended learning outcomes of the programme * Curriculum design and content * Assessment: programme assessment strategy * module assessment strategies * assessors * examiners |
| 12.45 - 13.30pm | Lunch and Private Meeting of Panel |
| 13.30 –14:30pm | Facilities Review |
| 14:30 – 15:15pm | Meet with Students and Graduates |
| 15:15 – 16:30pm | Tea/ Coffee Break and Private meeting of Panel |
| 16:30 – 16.45pm | Preliminary Oral Feedback to DBS Senior Staff |

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. Expressed in terms of time from initial enrolment to completion [↑](#footnote-ref-3)
4. Modules are only validated if they are to lead to a QQI award. [↑](#footnote-ref-4)
5. Expressed in terms of time from initial enrolment to completion [↑](#footnote-ref-5)
6. This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements. [↑](#footnote-ref-6)
7. Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body. [↑](#footnote-ref-7)
8. Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system. [↑](#footnote-ref-8)
9. Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense. [↑](#footnote-ref-9)
10. This might be predictive or indirect. [↑](#footnote-ref-10)
11. It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented. [↑](#footnote-ref-11)
12. There is clear evidence that the programme meets the **target learners’** education and training needs and that there is a clear demand for the programme. [↑](#footnote-ref-12)
13. Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

    Progression and transfer routes

    Entry arrangements

    Information provision [↑](#footnote-ref-13)
14. <http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf> (accessed 26/09/2015) [↑](#footnote-ref-14)
15. This applies recursively to each and every element of the programme from enrolment through to completion.

    In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes. [↑](#footnote-ref-15)
16. If the duration is variable, for example, when advanced entry is available, this should be explained and justified. [↑](#footnote-ref-16)
17. Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors. [↑](#footnote-ref-17)
18. Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching. [↑](#footnote-ref-18)
19. Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved. [↑](#footnote-ref-19)
20. Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support. [↑](#footnote-ref-20)
21. See the section on transitional arrangements. [↑](#footnote-ref-21)
22. This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards. [↑](#footnote-ref-22)
23. The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements. [↑](#footnote-ref-23)
24. If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes). [↑](#footnote-ref-24)
25. For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015). [↑](#footnote-ref-25)
26. See Code of Practice for Provision of Programmes to International Students (QQI, 2015) [↑](#footnote-ref-26)
27. See also [QQI’s Policy on Monitoring (QQI, 2014)](http://www.qqi.ie/Pages/Policy-on-Monitoring.aspx) [↑](#footnote-ref-27)
28. Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected. [↑](#footnote-ref-28)
29. Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied. [↑](#footnote-ref-29)