



Master of Arts in Psychoanalytic Psychotherapy

Programme Handbook

2024/25

2024/25

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!

Lori

Lori Johnston

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 Iseult White, and I am the Academic and Clinical Director for your MA in Psychoanalytic Psychotherapy programme.

You have made the right choice in deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Psychoanalytic 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 for the Counselling, Psychotherapy and Addiction discipline, which includes the BA (Hons) in Counselling and Psychotherapy and the postgraduate programmes including the MA in Psychoanalytic Psychotherapy. I work closely with your Programme Coordinator, Programme Leader 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!

Iseult

Iseult White

Academic and Clinical Director for Counselling, Psychotherapy and Addiction

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 Academic Director, Programme Leader or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Academic Director**
The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Assistant Academic Director**
The Assistant Academic Director works alongside the Academic Director across many of their duties, including the management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme. The Assistant Academic Director also works in a student facing capacity, through teaching and supporting students more generally throughout their time as DBS.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Programme Leader**
The Programme Leader of the MA in Psychoanalytic Psychotherapy maintains a global overview of students' competence as they engage in all clinical and academic aspects of the programme. With this overview, the Programme Leader is in a position to stand over each student's progress vis-à-vis training in psychoanalytic psychotherapy. Such progress is dependent on students' ability to demonstrate an appreciation of the intimate relationship between the clinical and the academic in psychoanalysis.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Christopher Bond	students.dbs.ie/dashboard/sccm
Programme Leader	Monica Errity	monica.errity@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie. This is an indicative list and is subject to change.

Module Title	Module Leader	E-mail
Psychiatric Case Conference and Seminar	Monica Errity (leader) Barry O' Donnell	Monica.errity@dbs.ie Barry.odonnell@ucd.ie
Clinical Supervision	Monica Errity	Monica.errity@dbs.ie
Supervised Clinical Experience	Monica Errity	monica.errity@dbs.ie
Desire and Anxiety	Monica Errity	monica.errity@dbs.ie
The Drive and Repetition	Liam Barnard	liam.barnard@dbs.ie
Psychosis in the Clinic of Psychoanalysis -	Monica Errity	Monica.errity@dbs.ie
The Clinic of the Unconscious	Emma Grimes	Emma.grimes@dbs.ie
Infantile Sexuality and Infantile Neurosis	Miriam Kavanagh	Miriam,kavanagh@dbs.ie
Neurosis in the Clinic of Psychoanalysis	Estefania Garcia Moratilla	Estefania.Garcia@dbs.ie
Clinical Applications	Emma Grimes	Emma.grimes@dbs.ie
Transference in the Clinic of Psychoanalysis	Emma Grimes	Emma.grimes@dbs.ie
The History and Traditions of Psychoanalysis	Miriam Kavanagh	Miriam.kavanagh@dbs.ie
The Ethics of Psychoanalysis	Angelo Bottone, Liam Barnard	Angelo.bottone@dbs.ie ; liam.barnard@dbs.ie
Sexuality, Sexuation and the division of the Sexes	Monica Errity	monica.errity@dbs.ie

Infant Observation	Nicola Elmer	Nicola.elmer@dbs.ie
Research Seminar and Clinical Thesis	Monica Errity Mou Sultana	Monica.errity@dbs.ie Mou.Sutana@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](#). The [DBS website](#) will contain more information on these and other great DBS services and supports. Students can contact us through students.dbs.ie/dashboard/sccm where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.

Section 2 Programme Details

2.1 Aims of the Programme

The objectives of the MA in Psychoanalytic Psychotherapy programme in DBS are as follows:

- To direct 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.
- To provide a knowledge of psychiatric practice through the psychiatric case conference.
- To provide training in infant observation which grounds work with children and in family situations.
- To develop research skills demanded at level 9 for graduates to contribute effectively to research in the emerging field of psychoanalysis in Ireland.
- To deliver theoretical material from Freudian-Lacanian teaching which assists learner practitioners to articulate their experience of psychoanalysis.
- To provide a psychoanalytic framework of reference with which to approach a broad range of mental phenomena
- To provide a basis for engagement with psychoanalysis.

2.2 Programme Learning Outcomes

MIPLO1	Demonstrate competence in psychoanalytic psychotherapy practice and infant observation.
MIPLO2	Demonstrate specialised theoretical knowledge of psychoanalysis and its application as a psychotherapy in the context of psychiatric, mental health, social care and counselling contexts.
MIPLO3	Practice research methods appropriate to the field of psychoanalysis and its application as psychotherapy.
MIPLO4	Critically evaluate the ethical, professional and contemporary issues in the field of psychotherapy relevant to practice and its application in psychiatric, mental health, social care and counselling contexts.
MIPLO5	Demonstrate a critical understanding of the difference between psychoanalytic psychotherapy and other forms of psychotherapy.
MIPLO6	Demonstrate familiarity with applications of psychoanalysis to emerging phenomena in the field of mental health.

2.3 Programme Structure

Year(s)	Module Title	Credits	Semester	Assessment
1-4	Clinical Supervision	20	Sems1-3 (Yrs1-4)	CA 1 Learner placement report year 1 25% CA 2 Learner placement report Year 2 25% CA 3 Summative reflection Year 3 25% CA 4 Summative reflection Year 4 25%
1-4	Supervised Clinical Experience	40	Sems1-3 (Yrs1-4)	CA 1 Placement supervisor evaluation 15% CA 2 Placement supervisor evaluation 15% CA 3 Individual Supervisor report (year 3) 25% CA 4 Individual Supervisor report (year 4) 25% CA 5 Confirmation of attendance on placement 10% CA 6 Confirmation of conducting a minimum of 400 1-to-1 appointment-based sessions 10%
1-2	Infant Observation	15	Sems1-3 (Yrs1-2)	Establishing and maintaining an infant observation 10% 2 Annual reports 70% Regular contribution to weekly tutorial 20%
2-3	Psychiatric case Conference and Seminar	15	Sems1-2 (Yrs2-3)	Weekly case conference reports and end of year summary reflection for both years 80% Attendance 20%
1	The Clinic of the Unconscious	5	Yr1 Sem1	CAs (100%) Presentation Write-Up
1 or 2*	Neurosis in the Clinic of Psychoanalysis	5	Yr1 Sem1	CAs (100%) Written Assignment
1 or 2*	Transference in the Clinic of Psychoanalysis	5	Yr1 Sem2	CAs (100%) Essay
1 or 2*	The History and Traditions of Psychoanalysis	5	Yr1 Sem2	CAs (100%) Essay
2	Psychosis in the Clinic of Psychoanalysis	5	Yr2 Sem1	CAs (100%) Written assignment
1 or 2*	The Drive and Repetition	5	Yr2 Sem1	CA (100%) Essay
1 or 2*	Infantile Sexuality and Infantile Sexuation	5	Yr2 Sem2	CA (100%) Essay
1 or 2*	Desire and Anxiety	5	Yr2 Sem2	CAs (100%) Essay

3	Sexuality, Sexuation and the Division of the sexes	5	Yr3 Sem1	CAs (100%) Presentation and Essay
3	Clinical Applications	5	Yr3 Sem2	CAs (100%) Essay and presentation
3	The Ethics of Psychoanalysis	10	Sems1-2 (Yr3)	CAs (100%) Presentation and Written Assignment
4	Research Seminar, Thesis and Cartel Work.	30	Sems1-3 (Yr4)	Learning Journal 15% Research proposal 5% Clinical Thesis with <i>viva voce</i> 80%
TOTAL CREDITS		180		

*Years 1 or 2 modules (red or blue) rotate on a 2-year cycle. This year (2024-25) the red modules are being run.

2.4 Teaching and Learning Strategy

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. Some, but not all of the examples below pertain to the modes, approaches and activities employed in this programme.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
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

Examples of T&L Activities include:

Activity	Description
Supervision	Students speak about their experiences in placement and begin to apply theory to what they are observing.
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
Peer Presentations	Students present either individually or as a group to their fellow students
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

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

2.5 Awarding Body, NFQ Level and Professional Body Recognition

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

The professional body which recognises psychotherapy training courses is the Irish Council for Psychotherapy (ICP) while recognition of the psychoanalytic aspect of the programme comes from the Association for Psychoanalysis and Psychotherapy in Ireland (APPI). Currently the programme fulfils ICP criteria for training programmes i.e. providing for a minimum of 600 hrs Theory and Methodology; 400 hrs of clinical experience; 150 hrs supervision and 250 hrs of personal analysis. Once the programme has been rolled out DBS will be applying for ICP accreditation and APPI recognition.

DBS is obliged to carry out reviews and re-submit the programme for 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 award learners must fulfil all assessment criteria.

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.

Section 3 Assessment

3.1 Introduction to Assessment

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

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all 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](#)).

A link to 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.

Your goal is to demonstrate an engagement with psychoanalysis. 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.

Assessment Strategy Specific to the MA in Psychoanalytic Psychotherapy

Assessments reflect the dual nature of the programme, i.e., the practice of psychoanalytic psychotherapy and the theoretical concepts underlying practice. Assignments are designed with this in mind.

Care is taken to monitor students' professional suitability throughout the programme. Correlative to this is having in place mechanisms to give feedback in relation to students' progress. There are three main fora for mutual feedback on progress in relation to clinical work and engagement, these are:

- Weekly in-house group supervision, feedback from peers and tutor on oral presentations within this forum and feedback from tutor in relation to learner written reports, these are the reports from the weekly psychiatric case conferences (second- and third-year learners) and the end of placement reports (first- and second-year learners)
- Feedback from placement supervisors, both weekly and at the end of placements (first- and second-year learners) and feedback/supervision from the individual supervisor (third- and fourth-year learners)
- An end of year interview between learner and Leader with in-house group supervisor.

The Programme Leader coordinates these fora and, together with a Clinical Suitability Panel, monitors students' progress throughout the programme. The Clinical Suitability Panel consists of the practitioner-supervisors who deliver the *Clinical Supervision* and *Infant Observation* modules across the four years of the programme. This Clinical Suitability Panel, which includes the Leader of the programme, has a maximum of six members and is responsible for deciding on students' progression through the clinical components of the programme. The Clinical Suitability Panel has two scheduled meetings a year, though extraordinary meetings are sometimes called. In addition, members of the Clinical Suitability Panel participate in the annual meeting of all placement supervisors. If concerns arise in relation to suitability for clinical work, there is a procedure for addressing these concerns and which involves consultation with the Clinical Suitability Panel and with the placement supervisor(s).

As well as weekly feedback at group supervision, students will be given feedback about their progress, both academic and clinical, at an end of year appraisal meeting. In exceptional circumstances if two or more clinical supervisors (placement, group, or infant obs.) independently express concerns about a student's suitability, this meeting may be brought forward and withdrawal from the programme or your 'taking a year out' may be the outcome of consultation.

Good clinical practice, however, is dependent on your solid grasp of the Freudian-Lacanian theoretical concepts which underpin psychoanalytic practice. Module learning outcomes highlight the very intimate connection between theoretically focused modules and the clinical practice of psychoanalytic psychotherapy.

Each module on this programme has a set of assessment instruments designed to measure your achievement of the module learning outcomes and, ultimately, the programme learning outcomes. Each learning outcome and assessment has been mapped to the Level 9 QQI *Counselling and Psychotherapy Awards Standards* (2014). Special regulations (see Section 5.2 below) apply for the modules, *Psychiatric Case Conference and Seminar*, *Clinical Supervision*, *Supervised Clinical Experience* and *Infant Observation* in that it is required that you pass *each* component of assessment. You 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.

Assessment methods are employed to ensure that you have the opportunity to demonstrate your achievement of the learning outcomes for each module. The assessment strategy is a key component of the programme and was informed by a range of considerations relating to academic achievement, clinical suitability and personal development.

3.2 Assessment Schedule

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, Learner Support Co-ordinator will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

3.3 Reassessment

In relation to the taught, academic-focussed modules, reassessment is in accordance with college policy, i.e., repeat assessment assignments. However, given the complexity of several assessment arrangements, often across modules, reassessment is organised on a case by case basis. The format of this reassessment is arrived at by the Clinical Suitability Panel with focus on the personal and professional development of the student.

3.4 General Submission Requirements

1. All assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\) Part B Section 5.2.2.6](#) as follows:
 - A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
 - An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.
 - Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
 - Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
 - Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.
3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).

- Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
 - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
 1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
 - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
 - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
- Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
 - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
 - Assignments must be appropriately packaged and presented.
 - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
 - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
 - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
 - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
7. When you submit your assignment you will be asked to click on a button which will declare the following:

By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.

I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.

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 personal timetables.

. www.dbs.ie

- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . <https://tts.dbs.ie/> for generic timetables
- . <https://library.dbs.ie/>
- . <https://lorls.dbs.ie/> (to access your reading list online)
- . <https://esource.dbs.ie/home> (repository of student and faculty research)
- . students.dbs.ie/dashboard/sccm (to log support queries or issues)

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

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 Quality Assurance Handbook

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**

<p>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</p>	<p>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.</p>	
<p>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.</p>		<p>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.</p> <p style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #0070C0; color: white;">ASSESSMENT EXTENSION REQUEST FORM</p>
<p>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.</p> <p style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #0070C0; color: white;">LIBRARY SUPPORT - REFERENCING</p>	<p>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.</p> <p style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #0070C0; color: white;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS</p>	

5.2 Programme Specific Regulations

Special Regulation 1

For the modules, Psychiatric case Conference and Seminar, Clinical experience and Clinical Supervision, Infant Observation, special regulations apply in that it is required that a student pass each component of assessment. Students 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

Students 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. NOTE:

➤ **Choosing Psychoanalytic Practitioners:**

It is a fundamental principle of the psychoanalytic teaching on the DBS MA that it is not possible to take up a psychoanalytic position in clinical practice or attain theoretical comprehension without an extensive period of one's own psychoanalysis. Students on the DBS MA are required to be in their own psychoanalysis and receive psychoanalytic clinical supervision.

The programme requires that students be in psychoanalysis and psychoanalytic supervision with practitioners who are recognised for this work, preferably in a Freudian-Lacanian mode. It is a fundamental principle of psychoanalytic teaching that it is not possible to take up a psychoanalytic position in clinical practice or attain theoretical comprehension without an extensive period of one's own psychoanalysis.

The programme teaching and training practises openness, respect and tolerance of arrangements for psychoanalysis in place before a student applies for the programme. This includes where the practitioner has a good reputation as a psychoanalytic practitioner but works from a different orientation. All applicants are required to consider that they are choosing to take up Freudian-Lacanian work. An applicant / student can consider how their relation to the programme will be informed by undergoing this programme while in an analysis that follows different principles. An applicant / student will be invited to consider how this evident disparity bears on their own relation to psychoanalysis – the fundamental relationship in psychoanalysis, according to Jacques Lacan – while attending psychoanalysis which follows different principles. The programme concern is not primarily with the specific school of psychoanalysis a practitioner follows but rather that the practitioner practises in accordance with the ethics of psychoanalysis and is not, in fact, hostile to psychoanalysis.

The programme's concern is for applicants and students to find a psychoanalytic practitioner for psychoanalysis and psychoanalytic supervision in whom the analyser is **confident that the psychoanalytic practitioner bases her / his practice on her / his own extensive experience of psychoanalysis**. Students / applicants are encouraged to research this question – the question of a practitioner's relation to psychoanalysis – and whether he / she submits to the principle of an extensive period of psychoanalysis being required for psychoanalytic work. Applicants and students can find out from practitioners themselves, as well as from hearing them speak at conferences and seminars and from reading their work where their position is articulated.

The psychoanalytic practitioner will provide direction regarding the regularity of sessions. Anyone entering into psychoanalysis should expect to be attending at least twice weekly during the weeks of work over the course of a year.

Of the three pillars of the Masters programmes – theoretical study, clinical practice and one's own psychoanalysis – it is the latter that can be put in place ahead of commencing on the Masters component. This is strongly encouraged and is the strongest aspect in any application. Where there is no indication of considering an arrangement for one's own psychoanalysis at the time of applying, a place may not be offered on the Masters programmes.

Special Regulation 3

For the module, Research Seminar and Clinical 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.

Student contact hours and independent learning – Theory and Methodology:

Module	Class Contact Hours	Other Contact Hours	Independent Learning
Psychiatric Case Conference & Seminar	48	48	274
Clinical Supervision	110	150	240
Supervised Clinical Experience	30	610	360
Infant Observation	75	100	200
The Clinic of the Unconscious	18		107
Neurosis in the Clinic of Psychoanalysis	18		107
Transference in the Clinic of Psychoanalysis	18		107
The History and Traditions of Psychoanalysis	18		107
Psychosis in the Clinic of Psychoanalysis	18		107
The Drive and Repetition	18		107
Desire and Anxiety	18		107
Infantile Sexuality and Infantile Neurosis	18		107
Clinical Applications	18		107
Sexuality, Sexuation and the Division of the Sexes	18		107
The Ethics of Psychoanalysis	36		214
Research Seminar Clinical Thesis	36		714
TOTAL		1,423	3,072

Calculation of Supervision hours over programme's four years:

Individual supervision	Small group supervision, based on the ratio: 4 hours = 1 hour	TOTAL hours of supervision
122 (minimum)*	28 (i.e. 110÷4)	150 (minimum)

* Combined individual supervision and on-site placement supervision

Special Regulation 4

Learners are evaluated for clinical suitability throughout the programme, and where a Clinical Suitability Panel determines that a learner does not meet the proficiency, practical, or professional requirements for clinical practice, the Panel may recommend a pause in or withdrawal from the Masters programme.

Special Regulation 5

Attendance is required for the Psychiatric Case Conference and Seminar, and must be no less than 80% for group supervision in the Clinical Supervision module.

Section 6 Supporting Student Success

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

6.1 The Learning Charter

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

Section 7 My Career

7.1 Student Careers

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

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

During your time in DBS, you will:

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

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

Section 8 My Student Life

8.1 Peer Mentor Programme

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

8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStEP Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecturer 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 2024/25. 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 Leader or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!