

# Independent Panel Report on a Provider's Programme Review

<b>Provider</b>	Dublin Business School
<b>Programme(s) Reviewed</b>	Master of Arts in Psychoanalytic Psychotherapy

## Independent Panel Members

<b>Name</b>	<b>Role on Panel</b>	<b>Affiliation</b>
Dr. Paul O'Leary	Chair	SETU
Dr. Joseph Fitzgerald	Report Writer	TU Dublin
Mary Cullen	Industry Rep & Subject Matter Expert	St. Vincent's University Hospital
Dr. Patricia McCarthy	Subject Matter Expert	UCD
Prof. Lionel Bailly	Subject Matter Expert	UCL
Tammy Strickland	Learner Rep	RCSI

All members of the independent panel declared their independence of Dublin Business School and that they have no conflict of interest

## Part 1. Introduction

This programme review will be undertaken under DBS's internal quality assurance processes, which are informed by QQI's Core Statutory Quality Assurance (QA) Guidelines (pp 11-12) and Programme Review Manual 2022.

This review of this programme was undertaken by the MA in Psychoanalytic Psychotherapy programme team at DBS. Many of the current teaching staff have been involved in the delivery of the programme for a number of years, with a clear understanding of the programme description, learning outcomes and understanding of the benefits for students of the programme structure.

## Part 2. Evaluation Process

### 2.1 Documents Supplied to the Panel

	Document Type	Document Name
1	Programme Review Report	Programme Review Report_MAPP
2	Programme Document	ProgDoc_MA_in_Psychoanalytic_Psychotherapy
3	Programme Modules	ModuleAssessmentDoc_MA_in_Psychoanalytic_Psychotherapy
4	Programme CVs	TeamCVs_MA_in_Psychoanalytic_Psychotherapy
5	Teaching & Learning Strategy	TeachingLearningStrategy_MA_in_Psychoanalytic_Psychotherapy
6	Programme Handbook	Programme_Handbook_MA_in_Psychoanalytic_Psychotherapy

### 2.2 Provider's Representatives in Panel Discussions

	Person	Role / Job Title
1.	Tim Bicknell	President
2.	Lori Johnston	Academic Dean
3.	Dr. Rita Day	Academic Director
4.	Tanya Zubrzycki	Assistant Academic Director
5.	Shane Mooney	Head of Student Experience
6.	Darragh Breathnach	Registrar & Director of Campus Operations
7.	Emma Balfe	Head of Teaching Delivery and Content Production
8.	Grant Goodwin	Assistant Registrar
9.	Various Faculty Members	Lecturer

### 2.3 Description of Evaluation Process

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2022*, 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.

### Part 3. Panel Findings on Provider Programme Review Report

The following is the panel’s commentary and recommendations on the provider’s programme review report. The commentary and recommendations follow the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management.

#### Section A. Context and Terms of Reference for the Programme Review

##### **Commentary:**

The Independent Evaluation Panel has been convened to evaluate the programmatic review conducted DBS in respect of this MA in Psychoanalytic Psychotherapy, and to make a recommendation on the suitability of the revised programme for revalidation.

##### **Recommendations:**

none

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#### Section B. Provider Information and Programme Context

##### **Commentary:**

DBS was established in 1975 and over the following 40-plus years has increased its range of programmes and specialisms. Currently, programmes span a broad range of disciplines including accounting, business, film and creative media, finance, humanities and social sciences, law, marketing, and the computer sciences. Typically, DBS has over 8,000 active students every year, over half of which are part-time evening students and the remainder full-time, day students.

Approximately three quarters of the active students are enrolled on QQI validated programmes, specifically full-time and part-time undergraduate and postgraduate programmes at NFQ Level 6 to Level 9 including Higher Certificate, Higher Diploma, BA, BA Hons, BSc Hons, Postgraduate Diploma, MA, MBA, and MSc programmes. The remaining quarter of the students take programmes that are not on the NFQ, some of which are accredited by professional bodies such as the Project Management Institute or ACCA. DBS also offers a small number of programmes that are on the UK Ofqual framework. These are awarded by Kaplan Professional Awards (<https://kaplanpa.co.uk/>). DBS also offers some English language programmes though only where the learner is planning to progress to a higher education award programme. DBS has held ACELS accreditation for some years.

The DBS campus is located in Dublin city centre, with premises on Aungier Street, South Great Georges Street and Bow Lane. Facilities include lecture theatres, PC labs and tutorial rooms, a library including study rooms, study areas and PC terminals, canteen facilities and student services, including student welfare and counselling, and careers services. DBS has been flexible in adapting to the evolving needs of its learners post-Covid, through the delivery of a range of delivery options which are constantly under review.

DBS is a wholly-owned subsidiary of Kaplan Inc. (<https://kaplan.com/>), the education division of the Graham Holdings Company (<http://www.ghco.com/company-profile>). Kaplan is a global education company, serving more than one million learners per year in over 400 locations in 30 countries. Kaplan's programmes include higher and professional education, language instruction, test preparation and services to primary/secondary learners and schools. In the area of professional education alone, Kaplan last year provided some 600,000 programmes to individuals and firms in financial services and related fields around the globe. Kaplan has a turnover of approximately \$1.5 billion and represents about half the overall Graham Holdings company business.

DBS has a workforce of 466 individuals which comprises 157 administrative staff and 309 academic professionals (March 2024). DBS successfully completed the re-engagement process with QQI in 2019, including gaining approval for the provision of blended learning. DBS continues to develop its range of programmes, its quality assurance systems, its teaching and learning capacity and its learning environment to deliver high-quality learning and education to an increasing number of students. To enable the College to meet this need it has also set a strategic objective of being in a position to seek Delegated Authority (DA) from QQI within the life of its current strategic plan. DBS is currently planning its route to an application for DA.

In submitting a programme for validation or revalidation, DBS fully considers the potential market for the programme, the size of previous intakes, where applicable, and its specific content, the competitive landscape, its capacity to deliver such a programme and the fit of this programme with its strategic intent. The programme being presented here will continue to enhance the DBS portfolio of programmes and enable DBS to contribute to the increasing demand for higher education along with addressing skills gaps in Ireland.

### **Quality Assurance of Education**

All DBS quality assurance processes and procedures are detailed in the Quality Assurance Handbook (QAH), which is provided with the supporting documentation for this review. The QAH is the first point

of reference for all stakeholders, and documents areas such as governance, development of new programmes, monitoring of validated programmes, joint awards, admissions, teaching and learning, assessment policies and procedures, learner support and staff development.

The Master of Arts in Psychoanalytic Psychotherapy programme has been designed to comply with the DBS *QAH* and, in turn, with QQI's statutory QA guidelines with respect to governance, quality assurance, assessment, access transfer and progression.

This programme is led by the Academic Director for Human and Social Sciences with the support of the Assistant Academic Director and the lecturing staff. All of the lecturing staff on the programme are either industry professionals or have previous experience of lecturing on a similar programme or module. These key people are well informed in their specific field which keeps their content, notes and delivery up to date. There are regular Programme Team meetings with the lecturing team chaired by the Assistant Academic Director. They are held once every semester and are minuted. Programme Team Meetings aim to ensure that modules are aligned and that there is no crossover and duplication of material.

**Recommendations:**

none

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## Section C. Baseline qualitative and quantitative information

### Programme Data Overview

*This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations*

#### **Commentary:**

The number of applicants for this programme of the past 5 years is outlined in the following table:

	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
<b>Part-time</b>	28	13	33	21	32

After an initial desk-based screening, these applicants then must undertake two interviews – one with the Programme Leader and another with a separate member of faculty. The panel was of the view that this process was robust as the interviews followed a set format which minimised subjectivity.

The number of applicants reflects the select niche nature of this programme but also a consistent demand for this programme within this area. However, DBS has recognised that a widening of the entry requirement scope should facilitate a higher number of applicants.

In terms of admissions, the following are the enrolments onto the programme:

<b>Year</b>	2019/20	2020/21	2021/22	2022/23
<b>Admission</b>	4	0	15	0

The provider has noted that the low enrolment numbers is due to a low level of acceptances in years (2022/23) and was impacted by the COVID pandemic (2020/21). Details of the student profile of these cohorts are outlined in the report. Furthermore, the provider noted some of the applications are from international students, who are not eligible for this programme given it is delivered only on a part-time basis.

In terms of student retention and progression, the provider notes that where students did not progress through the programme, it typically occurred early in the programme. Those who did sit for exams, for example, had a pass rate of 100%. Where students do step back from the programme, it tends to be for personal reasons or identifying early that the programme was not for them.

The report also details where the graduates have progressed after the programme.

**Recommendations:**

none

**Programme Delivery and Teaching & Learning Strategies**

*This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.*

**Commentary:**

The provider details its physical facilities and resources, which the panel notes as being comprehensive for supporting this programme. The provider also rationalised the move from a 3-year to a 4-year programme, which is needed for accreditation from professional bodies. Though this will mean a higher learner workload, the provider is conscious of this and plans to spread the assessment burden as much as is feasible. The panel concurs on the need to move to a 4-year programme.

**Recommendations:**

none

## Section D. Evaluation of the programme by stakeholders

### Evaluation by current learners and graduates of the programme

#### **Commentary:**

Current learners welcomed the full-day, one-day per week schedule. They also felt the assessment workload was well-balanced and allowed for students to focus on each assessment as it came in. However, it was noted that on some occasions feedback could be more comprehensive. Some of the student feedback noted that there could be clearer structure to the early part of some modules to give a good grounding of the 'introductory' aspects of the module content. Students noted that some areas of improvement were needed – e.g. details of graduate opportunities and clearer and quicker printing facilities on campus.

The provider has recognised this student input and has proposed appropriate programme changes – e.g. the introduction of a 'foundational module' in year 1.

#### **Recommendations:**

none

### Evaluation of the programme by Staff

#### **Commentary:**

Programme staff were happy with the content currently being delivered, and supportive of the breadth of content on the programme. However, staff felt that some modules would benefit from a name change so that the title better reflected the content being delivered. Staff did note the change in regulations, highlighting the issue of creating a 4-year structure to fulfil APPI and ICP requirements.

#### **Recommendations:**

none

### External Examiner Feedback

#### **Commentary:**

External Examiner feedback has been broadly positive. Where some issues were highlighted, there was evidence of the provider addressing these.

**Recommendations:**

none

## Section E. Programme Quality Assurance

### Complaints, appeals and commendations

**Commentary:**

The provider has robust QA policies in place at an institutional and programme level. These policies are clear, fair and transparent. The report details these and provides links to DBS's QA policies in these areas.

**Recommendations:**

none

### Quality Assurance Systems and Processes

**Commentary:**

The report is clear in how this programme fits within DBS's overarching QA system, but also the programme specific QA. The key policies relevant for this programme are clearly outlined.

**Recommendations:**

none

### Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

**Commentary:**

n/a

**Recommendations:**

none

## Section F. Summary Analysis of the programme

### **Commentary:**

The programme review summary analysis is coherent with the analysis undertaken as part of the programme review and other sections presented in the report.

### **Recommendations:**

none

## Section G. Revision of the programme

*In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.*

### **Commentary:**

Section 7 outlines the main changes suggested for the programme. The major changes are a change from a 3- to a 4-year programme and the inclusion of exit awards. The panel is supportive of these changes.

### **Recommendations:**

none

## Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

### Section A. Commentary on review process:

The review process undertaken by the provider was extensive, comprehensive and completed with the clear goal of improving the programme.

### Section B. Recommendations on review process:

The volume of material produced by the provider is commendable, and clearly indicative of the thoroughness of the review process undertaken. However, the scale of the material provided might have been structured to differentiate between core material and supplemental evidence to enable the Panel's effective engagement within the short time timeframe of the review/revalidation event. Though the process is clearly robust and inclusive, the workload it presents to panels is significant.

The focus should be on retaining the robustness of the system, but reducing the administrative burden on both the provider and panels.

### Section C. Commentary on programme revisions:

The panel is satisfied with the programme revisions put forward.

### Section D. Recommendations on programme revisions:

The panel supports the proposed programme revisions.

Signed:  \_\_\_\_\_

Panel Chairperson:

Date: 21/05/2024

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# Independent Evaluation Report on an Application for Revalidation of a Programme of Education and Training

## Part 1. Provider details

<b>Provider name</b>	Dublin Business School
<b>Date of site visit</b>	26/04/2024
<b>Date of report</b>	

## Section A. Overall recommendations

<b>Principal programme</b>	<b>Title</b>	Master of Arts in Psychoanalytic Psychotherapy
	<b>Award</b>	Major
	<b>Credit</b>	180
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

<b>Embedded programme 1</b>	<b>Title</b>	Postgraduate Diploma in Arts in Psychoanalytic Studies
	<b>Award</b>	Major
	<b>Credit</b>	60
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

<b>Embedded programme 2</b>	<b>Title</b>	Certificate in Psychoanalytic Studies
	<b>Award</b>	Special Purpose
	<b>Credit</b>	20
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

## Section B. Expert Panel

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Dr. Paul O’Leary	Chair	SETU
Dr. Patricia McCarthy	Subject Matter Expert	UCD
Prof. Lionel Bailly	Subject Matter Expert	UCL
Mary Cullen	Industry Rep & Subject Matter Expert	St. Vincent’s University Hospital
Dr. Joseph Fitzgerald	Report Writer	TU Dublin
Tammy Strickland	Learner Rep	RCSI

## Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
DBS	12	5

Proposed Enrolment	
<b>Date of first intake</b>	September 2024
<b>Maximum number of annual intakes</b>	1
<b>Maximum total number of learners per intake</b>	12
<b>Programme duration</b> ( <i>months from start to completion</i> )	45 months
<b>Panel Commentary on proposed enrolment:</b>	
The panel is satisfied that DBS has the necessary resources to comfortably support an intake of this size.	
Target learner groups	
<p>The entry requirement is a Level 8 Bachelor's degree with a 2.2 or above with an entry route for those with previous relevant learning. The MA in Psychoanalytic Psychotherapy programme 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. 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. The programme introduces learners to the core theoretical and practical elements of the discipline and brings them to the point of sufficient knowledge, know-how and skills, and competence to match those of a graduate of award level 9. Thus, it will enable students to graduate with a relevant qualification suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field.</p>	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	Part-time
The teaching and learning modalities	
<ul style="list-style-type: none"> <li>• Classroom/Face to Face</li> <li>• Placement</li> </ul>	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The MA in Psychoanalytic Psychotherapy programme is a thorough clinical and theoretical education in the field of psychoanalytic psychotherapy. It has a very strong research component. It is designed for learners interested in pursuing careers in the psychoanalytic psychotherapy practice in diverse settings in both private practice and employment. It is designed for learners</p>	

interested in developing research skills appropriate to the field of psychoanalysis in order for them to support their own professional development and contribute significantly to the development of the psychoanalytic field nationally and internationally.

The programme is a 180 ECT programme to be delivered over 4 years. Credits are equally divided between the clinical and academic components of the programme (90 credits for clinical practice and 90 for taught modules). The motivation for the establishing a 4-year programme structure for the MA in Psychoanalytic Psychotherapy is complex. The professional body, which has until recently recognised the MA in Psychoanalytic Psychotherapy programme in its 3-year structure format, is the Association for Psychoanalysis and Psychotherapy in Ireland (APPI). Since 2016, however, when APPI became a constituent member of the Psychoanalytic Section of the Irish Council for Psychotherapy (ICP), the basic requirement of any part-time programme seeking recognition is that it be a 4-year post-graduate programme. At the time, a structure was put in place under the auspices of the School of Psychotherapy at St. Vincent's University Hospital, which allowed learners to extend their training to four years post-graduation. This arrangement, known as a Specific Modality Training (SMT), has been recognised by APPI since 2016. However, with the advent of imminent government regulation (CORU) under the Health and Social Care Professionals Act 2005, this arrangement may no longer be viable. This new 4-year part-time programme is intended to create a less complex path to accreditation, while satisfying both APPI and CORU requirements.

The MA in Psychoanalytic Psychotherapy programme is premised on the existence of unconscious mental functioning as discovered by, and articulated in, the work of Sigmund Freud, and developed in the work of Jacques Lacan. The purpose of the programme is to instil in its learners a real encounter with the fact of these unconscious mental processes. The design of the programme follows from this fundamental position. The three pillars of the programme – personal psychoanalysis, academic study and clinical experience – support the realisation of the purpose of the programme.

The MA in Psychoanalytic Psychotherapy programme is designed for learners 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 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 clinical work based on psychoanalysis. The programme is academically challenging and strategically relevant in psychotherapy theory and practice and will equip learners with knowledge of current and emerging issues that inform or apply to the psychotherapy field. The course is designed to produce graduates capable of making a difference in the field of psychoanalytic psychotherapy.

Learning on the programme takes place in a variety of environments.

The theoretical content and skills components of the course are delivered on campus in DBS while the experiential aspects of learning take place in a variety of settings where students can begin to apply their theoretical knowledge to practical situations. These include placements at a number of clinical, educational and social care settings such as adult psychiatric units, child, adolescent mental health clinics, learning disability clinics, primary schools, projects for primary school children, a project attached to a probation office, and drug rehabilitation centres. Learners attend these centres in an observational capacity, joining in as members of a team and may on occasion at the discretion of the placement supervisor engage in some one-to-one work with individuals. Learners begin one-to-one work in their second year under supervision of an individual supervisor within various clinics around Dublin.

The *Psychiatric Case Conference and Seminar* takes place in the Department of Psychiatry and the School of Psychotherapy in St. Vincent's University Hospital where learners have the opportunity to gain insight into different modalities of treatment within mental health services and to consider the differences between these modalities and psychoanalysis. Infant observation takes place in the home of the participating family. Again, this is an opportunity for learners to connect theoretical concepts learnt about in class with real life situations.

Group supervision which takes place on campus offers learners a space to begin to formulate a psychoanalytic response to their experiences on placement, one-to-one work and infant observation.

The MA in Psychoanalytic Psychotherapy programme is designed in such a way so as to ensure that there is a seamless connection between theory and practice; academic learning in classroom-based modules informs, and is informed by, the clinical components of the programme, namely the psychiatric case conference, the placement experiences and the infant observation exercise. This seamless connection between theory and practice can be achieved because staffing requirements insist that all lecturers on the programme are practitioner-teachers, accredited practitioner members of professional bodies and analyst members of Schools of psychoanalysis. Central to all of this, in terms of preparing learners to become competent practitioners in the field of psychoanalysis, is engagement with one's personal psychoanalysis, minimally, for the duration of the programme.

Summary of specifications for teaching staff	WTE
Lecturer	<p>WTE 1.1</p> <p>This programme will require 12 staff to deliver this programme. There are 7 existing staff and the programme team may require one new appointment.</p>
Administration and Support Staff	0.64

Academic Director	0.1
Programme Leader	0.1

Learning Activity	Ratio of learners to teaching staff
Lecture classroom-based sessions	1:12
Seminar	1:24*
Supervision	1:4
Practical experience	N/A
<b>Panel Commentary on programme outline and staffing:</b>	
The panel is satisfied that the programme outline and staffing is appropriate for this programme.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24065	Master of Arts in Psychoanalytic Psychotherapy	August 2024

#### Section D. Other noteworthy features of the application

n/a
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**Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).** Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

n/a
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## Part 2. Evaluation against the validation criteria

*The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.*

*If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.*

### Criterion 1. The provider is eligible to apply for validation of the programme

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.<sup>1</sup></p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme	Yes	DBS will deliver this programme under its approved Quality Assurance Policies and Procedures. DBS meets the pre-requisites under Section 44 (7) of the 2012 Act to apply for validation of the programme. This was confirmed to the panel during the site visit.
Embedded Programme 1	Yes	
Embedded Programme 2	Yes	

<sup>1</sup>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.

**Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought**

<ul style="list-style-type: none"> <li>a) The programme aims and objectives are expressed plainly.</li> <li>b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> <li>(i) Where applicable, a QQI award is specified for each embedded programme.</li> </ul> </li> <li>c) There is a satisfactory rationale for the choice of QQI award(s).</li> <li>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</li> <li>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</li> <li>f) The programme title and any embedded programme titles are <ul style="list-style-type: none"> <li>(i) Consistent with the title of the QQI award sought.</li> <li>(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</li> </ul> </li> <li>g) For each programme and embedded programme <ul style="list-style-type: none"> <li>(i) The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified.<sup>2</sup></li> <li>(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards.</li> </ul> </li> <li>h) Where applicable, the <b>minimum intended module learning outcomes</b> are explicitly specified for each of the programme's modules.</li> <li>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</li> </ul> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>3</sup></p>
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	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	The panel was satisfied that the objectives and outcomes of this programme are well considered and a good fit with the QQI Award sought. Despite having more ECTS credits than a typical Masters programme (180 ECTS), the provider clearly rationalised this and outlined how and why it is appropriate for this programme. This number of ECTS credits was also discussed and agreed with QQI.  The MIPLOs are clearly stated and the panel was satisfied that these were appropriate for the programme as outlined.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>2</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>3</sup> 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.

**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)**

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>4</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>5</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>6</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>7</sup>
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	The panel discussed the change from a 3-year to 4- year programme. The decision to move to a 4-year programme was to align this programme to similar programmes nationally (UCD’s programme was cited as an example), and would also ensure that the programme would meet the professional requirements of APPI and ICP requirements. The panel was satisfied with this change.  The panel was satisfied with the provider was sufficiently meeting both academic and professional standards for this programme.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>4</sup> 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.

<sup>5</sup> This might be predictive or indirect.

<sup>6</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>7</sup> 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.

Criterion 4. **The programme’s access, transfer and progression arrangements are satisfactory**

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>8</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>9</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>The current learner profile is typically people coming from the humanities, in areas such as social care. The provider is of the view that this is perhaps too exclusionary and that the proposed new entry requirement will broaden accessibility.</p> <p>In addition to the standard entry requirements, applicants are required to write a personal statement, which is an integral part of the application process.</p> <p>Non-standard entry will involve engagement between admissions and programme management.</p> <p>The panel queried the RPL processes in place and whether the interview process is used as an RPL process. The provider detailed the process in place, for which the interview can serve as a component. If an applicant doesn't meet the stated criteria, they need to detail any experience that they may have in this area (e.g. attending conferences/seminars etc.).</p>

<sup>8</sup> 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

<sup>9</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

		This is then taken into account (along with a potential interview) and then applied to the College's over-arching RPL process. The panel was satisfied with this.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

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

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>10</sup>.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>11</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>The major development in this programme is the move from a 3-year to a 4-year programme. This results in the inclusion of additional modules, as the programme has moved from 120 ECTS to 180 ECTS. The panel is satisfied that this is appropriate and is also satisfied that the new modules included as a result of this are appropriate for this programme.</p> <p>The research module has changed to a clinical thesis which links the clinical practice component of the programme with the academic grounding of the topic.</p> <p>The panel queried the title of the module ‘Addiction &amp; Autism’. The provider confirmed that the title is actually ‘Clinical Applications’, which the panel was satisfied is an appropriate title for the content in this module.</p>
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>10</sup> 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.

<sup>11</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

**Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned**

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff<sup>12</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development<sup>13</sup> opportunities<sup>14</sup>.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) 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.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	The panel met with the programme team during the site visit. Most of this team have taught on this programme for a number of years. All of the faculty that the panel met were well qualified (supported by the accommodated CVs) and demonstrated in-depth module content knowledge. DBS confirmed that it has a complement of academic staff already in place to deliver this programme currently and committed to the appointment of an additional faculty member if student numbers go over 8 as they would require more supervisors based on the staff-student ratio stated.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>12</sup> 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

**Criterion 7. There are sufficient physical resources to implement the programme as planned**

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> <li>(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment)</li> <li>(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)</li> <li>(iii) printed and electronic material (including software) for teaching, learning and assessment</li> <li>(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable</li> <li>(v) technical support</li> <li>(vi) administrative support</li> <li>(vii) company placements/internships – if applicable</li> </ul> <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> <li>(i) Planned intake (first five years) and</li> <li>(ii) The total costs and income over the five years based on the planned intake.</li> </ul> <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>The panel discussed the physical resources that DBS currently has in place. DBS detailed the number and variety of classrooms it has available at its disposal across its campus. DBS also detailed the broad array of support it provides through its library services. These include both ‘traditional’ library services as well as Academic Writing and Study Skills supports. They also provide a number of other resources, such as exam support, pastoral support, student welfare support etc.</p> <p>Library services regularly highlight the resources available to learners and there is a facility available to learners where they can request resources that the provider does not currently available.</p> <p>The programme document details the resources that the provider has in place, which the panel were satisfied were sufficient for the successful delivery of this programme.</p>
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

**Criterion 8. The learning environment is consistent with the needs of the programme's learners**

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>DBS confirmed that the programme will be delivered through a part-time delivery model. The programme will blend theoretical and practical elements, and each module is highly applied to the workplace context.</p> <p>DBS already has sufficient classroom capacity for this programme, and it uses Moodle as its Virtual Learning Environment. The panel are content that the learning environment (both physical and virtual) that DBS has in place are sufficient for learners on this programme.</p>
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

Criterion 9. **There are sound teaching and learning strategies**

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support<sup>15</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>DBS outlined how placements are an integral part of the teaching &amp; learning strategy for this programme. Placements on this programme will move from 3 placements to 2 over the duration of the programme. The provider did acknowledge that they may need to expand the number of placements on the programme should the student numbers expand in the future.</p> <p>The provider has an array of placement opportunities, in different industries, context areas and across psychotherapy and psychoanalytics.</p> <p>The provider also foresees that past graduates of the programme may be able to facilitate placement opportunities in the future. This is something that they have done in previous years.</p> <p>Students take part in the case conference at St Vincent’s University Hospital, which is again highlighted as an integral part of the learning process of this programme. Attendance at this case conference is a requirement of the programme and is mandatory because it is not possible for the student to ‘make this up’ afterwards, given the live nature of the conference. The panel queried whether there is a need to have attendance as part of the grade attained, given that a student would still struggle with the reflection journal if they did not attend the case conference (i.e. they will suffer in terms of marks on the submitted reflection document if they didn’t attend, so there may be no need for the attendance component of the assessment). However, DBS argued how important this case conference has been in the past, and that it does see students show a level of commitment to the profession. The panel concurred with this sentiment.</p>
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>15</sup> 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.

Criterion 10. **There are sound assessment strategies**

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i><sup>16</sup></p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.<sup>17</sup></p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>18</sup></p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.<sup>19</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>There are no final exams on the programme, something the programme team argued was appropriate for the nature of this programme and professional area.</p> <p>The provider noted the challenge presented by Generative AI. However, the provider argued that the impact on this programme is perhaps slightly reduced given the small student-staff ratio and the close relationship between staff and students, which allows the provider to be able to identify, should the occasion arise, an anomaly between a submitted assessment and the anticipated work of the student (e.g. faculty would know the ‘student voice’ from regular interactions with them).</p> <p>The panel queried if, given there are no exams on this programme, whether there is a sufficient variety of assessment type. The provider outlined a variety of assessments – there are significant written assessments but also other forms, such as weekly quizzes, presentations etc.</p>
<b>Embedded Programme 1</b>	Yes	

<sup>16</sup> See the section on transitional arrangements.

<sup>17</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>18</sup> 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.

<sup>19</sup> 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).

<b>Embedded Programme 2</b>	Yes	
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Criterion 11. **Learners enrolled on the programme are well informed, guided and cared for**

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities<sup>20</sup>.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i><sup>21</sup> 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.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	<p>DBS have a data analysis function, which uses data from attendance, assessment submission, moodle login activity etc. to assess student engagement and then provide immediate supports to students were needed.</p> <p>The panel met with students and graduates of the programme. The current students were complimentary of the programme, stating that the programme has exceeded their expectations.</p> <p>The students and graduates noted there were some issues with information and transparency of attaining/receiving information on this programme and future opportunities from the course.</p> <p>The students noted that the title of 'part-time' for this programme is not fully true and that the programme feels more like a full-time programme. However, the extent of work on the programme is clear to learners prior to enrolment.</p> <p><b>The panel notes that the student representative was unfortunately unable to attend the panel sessions with the provide due to an</b></p>

<sup>20</sup> 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).

<sup>21</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		unforeseen illness. However, the panel is satisfied that the learner perspective was taken into account during its deliberations.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

**Criterion 12. The programme is well managed**

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance<sup>22</sup> is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b>	Yes	The panel asked DBS to detail its programme management structure and how it relates to this programme. DBS detailed its overarching QA structure and how this allows for strong management of its programmes (this is detailed in the programme document). DBS also explained that each programme has an Academic Director, an Assistant Academic Director, and a dedicated programme coordinator, who can provide assistance with many ‘day-to-day’ queries of students. The panel were satisfied with the programme management arrangements in place and that these allow for quality management of this programme.
<b>Embedded Programme 1</b>	Yes	
<b>Embedded Programme 2</b>	Yes	

<sup>22</sup> See also QQI’s Policy on Monitoring (QQI, 2014)

## Part 3. Overall recommendation to QQI

### 3.1 Principal programme:

Select one	
✓	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 ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

#### Reasons for the overall recommendation

DBS presented a thorough rationale for the revalidation of this programme. The documentation is thorough, comprehensive and detailed. During the provider meetings, DBS presented as highly functional, organised and committed to providing a quality programme. Its QA structure was comprehensive and demonstrates an ability to successfully operate this programme.

#### Commendations

1. Demonstrated impact, relevance and applied nature of the programme.
2. Dynamic and passionate team delivering and supporting the programme
3. A clear commitment from the programme team and DBS to provide the best learning experience in taking the positive step of moving this from a 3-year to a 4-year programme.

#### Special Conditions of Validation (directive and with timescale for compliance)

none

#### Embedded programme 1:

Select one	
✓	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 ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

#### Reasons for the overall recommendation

As above for principal programme

## Commendations

As above for principal programme

## Special Conditions of Validation (directive and with timescale for compliance)

none

## Embedded programme 2:

Select one	
✓	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 ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

### Reasons for the overall recommendation

As above for principal programme

### Commendations

As above for principal programme

### Special Conditions of Validation (directive and with timescale for compliance)

none

## Summary of recommended special conditions of validation

## Summary of recommendations to the provider

## Declarations of Evaluators' Interests

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

Panel chairperson: Dr Paul O'Leary

Date: 21/05/2024

Signed:



### 3.2 Disclaimer

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

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

## Part 4. Proposed programme schedules

<b>Name of Provider:</b>		Dublin Business School												
<b>Programme Title</b>		Master of Arts in Psychoanalytic Psychotherapy												
<b>Award Title</b>		Master of Arts												
<b>Stage Exit Award Title<sup>3</sup></b>		Certificate in Psychoanalytic Studies at end of 1st year Postgraduate Diploma in Arts in Psychoanalytic Psychotherapy <sup>12</sup> .												
<b>Modes of Delivery (FT/PT):</b>		Part-Time												
<b>Teaching and learning modalities</b>		On Campus face to face delivery Classroom lecture; Psychiatric Case Conference; Seminar; Tutorial; Placement Experience; Infant Observation; Group Supervision; Individual Supervision												
<b>Award Class</b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level</b>	<b>Stage EQF Level</b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>						
Major	9	7	Award	9	7	180	1st September 2024	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>13</sup>	NFQ Level <sup>1</sup> where specified		Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of	Work-based learning effort <sup>14</sup> Individual supervision	C.A. %	Supervised Project %
<i>The Clinic of the Unconscious (Year 1 only)</i>		1 (Yr1)	M	9	5	125	18	12	95		100%			
<i>Neurosis in the Clinic of Psychoanalysis</i>		1 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>Transference in the Clinic of Psychoanalysis</i>		2 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>The History and Traditions of Psychoanalysis</i>		2 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>Infantile Sexuality and Infantile Neurosis</i>		1 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>The Drive and Repetition</i>		2 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>Desire and Anxiety</i>		2 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>Clinical Supervision</i>		1-3 (Yr1-4)	M	9	20	500	115	48	187	150	100%			

<sup>12</sup> If unable to complete thesis or issues of unsuitability arise after 1st year

<sup>13</sup> Mandatory (m) or elective (E)

<sup>14</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

<i>Supervised Clinical Experience</i>	1-3 (Yr1-4)	M	9	40	1,000	30 <sup>15</sup>	50	420	500 <sup>16</sup>	100%			
<i>Infant Observation</i>	1-3 (Yr1-2)	M	9	15	375	75	12	188	100	100%			
<i>Psychosis in the Clinic of Psychoanalysis</i>	3 (Yr2)	M	9	5	125	18	12	95		100%			
<i>Psychiatric Case Conference and Seminar</i>	1-2 (Yr2-3)	M	9	15	375	96	54	225		100%			
<i>Sexuality, Sexuation and the Division of the Sexes</i>	1 (Yr3)	M	9	5	125	18	12	95		100%			
<i>Clinical Applications</i>	2 (Yr3)	M	9	5	125	18	12	95		100%			
<i>The Ethics of Psychoanalysis</i>	1-2 (Yr3)	M	9	10	250	36	24	190		100%			
<i>Research Seminar and Clinical Thesis</i>	1-3 (Yr4)	M	9	30	750	36	24			20%	80%		
<b>Special Regulations</b>													
1 For the modules, <i>Psychiatric case Conference and Seminar</i> , <i>Clinical Supervision</i> , <i>Supervised Clinical Experience</i> , <i>Infant Observation</i> 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.													
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													
3 For the module, <i>Research Seminar and Clinical Thesis</i> , 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													
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.													
5 Attendance is required for the <i>Psychiatric Case Conference and Seminar</i> , and must be no less than 80% for group supervision in the <i>Clinical Supervision</i> module.													
<b>Multi-year delivery notes:</b>													
<ul style="list-style-type: none"> <li>• Year 1 and Year 2 rotate delivery of 15 ECTS (three 5 credit modules) per cycle, which are also cross-taught between Year 1 and Year 2 students.</li> <li>• Clinical Supervision, and Supervised Clinical Experience run across years 1-4 of the programme, with approximately equal distribution of hours (and ECTS proportionally) each year. <ul style="list-style-type: none"> <li>○ <b>Clinical Supervision</b> entails weekly classes in Years 1-2 (24 weekly classes across the taught semesters [1-2], and 4 additional sessions in the summer semester [3], at 1.25hrs per session). In Years 3-4 classes are fortnightly (made up of 18 classes every second week, at 1.25hrs per class).</li> <li>○ <b>Supervised Clinical Experience</b> involves two 15-week placements (one-day-a-week, approx. 7.5hrs) in Years 1-2. These placements can include one-to-one work, as well as additional one-to-one sessions outside of these full-day arrangements, commencing in Year 1 semester 2.</li> </ul> </li> <li>• Infant Observation runs across years 1-2 of the programme, with approximately equal distribution of hours (and ECTS proportionally) each year. This module includes a 2-year observation period, and therefore can extend into Year 3 where a learner does not secure an observation-family early in Year 1.</li> </ul>													

<sup>15</sup> Accounts for supervision while on placement (15hrs each in Year 1 and Year).

<sup>16</sup> The 400 hours of clinical practice required for accreditation by APPI are spread equally over the four years here (approx. 125 per year).

<b>Name of Provider:</b>		Dublin Business School											
<b>Programme Title</b>		Postgraduate Diploma in Arts in Psychoanalytic Studies											
<b>Award Title</b>		Postgraduate Diploma in Arts											
<b>Stage Exit Award Title<sup>3</sup></b>		Certificate in Psychoanalytic Studies at end of 1st year											
<b>Modes of Delivery (FT/PT):</b>		Part-Time											
<b>Teaching and learning modalities</b>		On Campus face to face delivery Classroom lecture;											
<b>Award Class</b>	<b>Award NFQ level</b>	<b>Award Level</b>	<b>EQF</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level</b>	<b>Stage EQF Level</b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>				
Major	9	7		Award	9	7	60	1st September 2024	0313				
<b>Module Title</b> (Up to 70 characters including spaces)	<b>Semester</b> no where applicable (Semester 1 or Semester 2)	<b>Module</b>		<b>Credit Number</b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
		<b>Status<sup>17</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>e-learning</b>	<b>Directed Learning</b>	<b>Hours of Independent Learning</b>	<b>Work-based learning effort<sup>18</sup> Individual supervision</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>
<i>The Clinic of the Unconscious (Year 1 only)</i>	1 (Yr1)	M	9	5	125	18	12	95		100%			
<i>Neurosis in the Clinic of Psychoanalysis</i>	1 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>Transference in the Clinic of Psychoanalysis</i>	2 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>The History and Traditions of Psychoanalysis</i>	2 (Cycle 1 – Yr1)	M	9	5	125	18	12	95		100%			
<i>Infantile Sexuality and Infantile Neurosis</i>	1 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>The Drive and Repetition</i>	2 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>Desire and Anxiety</i>	2 (Cycle 2 – Yr2)	M	9	5	125	18	12	95		100%			
<i>Psychosis in the Clinic of Psychoanalysis</i>	3 (Yr2)	M	9	5	125	18	12	95		100%			
<i>Sexuality, Sexuation and the Division of the Sexes</i>	1 (Yr3)	M	9	5	125	18	12	95		100%			
<i>Clinical Applications</i>	2 (Yr3)	M	9	5	125	18	12	95		100%			
<i>The Ethics of Psychoanalysis</i>	1-2 (Yr3)	M	9	10	250	36	24	190		100%			
<b>Special Regulations</b>													
N/A													

<sup>17</sup> Mandatory (m) or elective (E)

<sup>18</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

**Table 5.11c Part-time Proposed Course Schedule for the Certificate in Psychoanalytic Studies**

<b>Name of Provider:</b>		Dublin Business School												
<b>Programme Title</b>		Certificate in Psychoanalytic Studies												
<b>Award Title</b>		Certificate												
<b>Stage Exit Award Title<sup>3</sup></b>		N/A												
<b>Modes of Delivery (FT/PT):</b>		Part-Time												
<b>Teaching and learning modalities</b>		On Campus face to face delivery Classroom lecture;												
<b>Award Class</b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level</b>	<b>Stage EQF Level</b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>			<b>ISCED Subject code</b>				
Major	9	7	Award	9	7	20	1st September 2024			0313				
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester</b> no where applicable (Semester 1 or Semester 2)	<b>Module</b>		<b>Credit Number</b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
			<b>Status<sup>19</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Independent Learning</b>	<b>Hours of supervision</b>	<b>Work-based learning effort<sup>20</sup> Individual supervision</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>
<i>The Clinic of the Unconscious (Year 1 only)</i>		1 (Yr1)	M	9	5	125	18	12	95		100%			
<i>Neurosis in the Clinic of Psychoanalysis</i>		1 (Cycle 1 – Yr1)	E	9	5	125	18	12	95		100%			
<i>Transference in the Clinic of Psychoanalysis</i>		2 (Cycle 1 – Yr1)	E	9	5	125	18	12	95		100%			
<i>The History and Traditions of Psychoanalysis</i>		2 (Cycle 1 – Yr1)	E	9	5	125	18	12	95		100%			
<i>Infantile Sexuality and Infantile Neurosis</i>		1 (Cycle 2 – Yr2)	E	9	5	125	18	12	95		100%			
<i>The Drive and Repetition</i>		2 (Cycle 2 – Yr2)	E	9	5	125	18	12	95		100%			
<i>Desire and Anxiety</i>		2 (Cycle 2 – Yr2)	E	9	5	125	18	12	95		100%			
<b>Special Regulations</b>														
N/A														