

Independent Programme Review Report

Provider name	DBS
Date of site visit	22nd March 2018
Date of report	17 th April 2018

Principal programme	Title	BA (Hons) in Psychology
	Award	BA (Hons) in Psychology
	Credit	180 ECTS
	Duration¹ <i>(years, months, weeks)</i>	3 years (6 semesters) Full-Time 4 years (8 semesters) Part-Time

Provider name	DBS
Date of site visit	22 nd March 2018
Date of report	17 th April 2018

Principal programme	Title	Higher Diploma in Arts in Psychology
	Award	Higher Diploma in Arts in Psychology
	Credit	90 ECTS
	Duration² <i>(years, months, weeks)</i>	2 years (4 semesters) Day & Evening Delivery for HDip.

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1 Introduction

The scope of the review encompassed two programmes within the field of Psychology studies, which are placed at Level 8 of the National Framework of Qualifications. The programmes under review lead to the Bachelor of Arts (Hons) in Psychology and the Higher Diploma in Arts in Psychology. These programmes are due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI *Core Policies and Criteria for the Validation of Programmes of Education and Training* (QQI, 2016), *Core Statutory Quality Assurance (QA) Guidelines* (QQI, 2016) and in accordance with the QQI *Programme Review Manual 2016/2017*.

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

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

Objectives of the Programmatic Review

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

- (1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
- (2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
- (3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
- (4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
- (5) Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
- (6) What other modifications need to be made to the programme and its awards to improve or reorient it?

- (7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- (8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
- (9) What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
- (10) What changes need to be made to related policies, criteria and procedures (including QA procedures)?

2 Independent Review Process

2.1 A Summary of the Review Process

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

- Programme rationale
- Programme aims, objectives and learning outcomes
- Programme structure
- Module choice and content
- Teaching, learning and assessment methodologies
- Access, transfer and progression.

The guiding principles underpinning this review were:

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

The Programme Team has engaged in a significant consultative process to ensure that the programmes provide an appropriate and relevant mix of academic content and practical application to address the needs of the various stakeholders. This process was informed by consultation with internal and external stakeholders, including current learners, external examiners, employer organisations, faculty, current reports by government agencies on labour force requirements, as well as a competitor analysis of similar programmes. The results and conclusions of this review process informed the proposed changes to the programmes which are outlined in this report.

DBS provided the panel with a self-evaluation reports for each programme (hereafter referred to as Programme Review Reports) and access to documentation before and during the site visit. Requests for further documentation were facilitated in a timely manner and supported by further explanations where appropriate.

Membership of Provider's Review Team

Name	Job Title with the Provider
Dr Rosie Reid	Lecturer and Programme Leader for Psychology
Dr Pauline Hyland	Lecturer
Dr John Hyland	Lecturer
Mr Michael Nolan	Psychology Laboratory Manager
Dr Jonathan Murphy	Lecturer
Dr Patricia Orr	Lecturer
Dr Patricia Frazer	Lecturer
Dr Garry Prentice	Lecturer
Dr Lucie Corcoran	Lecturer
Dr Rik Loose	Lecturer
Ms Terry Ball	Lecturer
Mr Cathal O'Keeffe	Lecturer
Ms Joanne Conway	Lecturer
Dr Ronda Barron	Lecturer
Dr Aoife Gaffney	Lecturer
Dr Mary Peyton	Lecturer
Ms Aoife Cartwright	Lecturer
Dr Prakashini Banka	Lecturer
Mr Dylan Colbert	Lecturer
Ms Monica Errity	Lecturer
Ms Lori Johnston	Registrar
Ms Sinead O'Brien	Head of Academic Enhancement
Dr Lee Richardson	Data Analytics and Reporting Manager
Mr Shane Mooney	Head of Student Experience
Ms Marie O'Neill	Head Librarian
Grant Goodwin	Department Administrator
Ms Miriam O'Donoghue	Head of Academic Programmes

2.2 Agenda

See Appendix 2

2.3 Staff, Students and Graduates with whom the Panel Met

Senior Management

Andrew Conlan-Trant	Executive Dean
Miriam O'Donoghue	Head of Academic Programmes
Lori Johnston	Registrar
Emma Balfe	Head of Faculty and School (Acting)
Shane Mooney	Head of Student Experience
Sinéad O'Brien	Head of Academic Enhancement
Andrew Finn	Assessment and Regulation Manager
Dr Rosie Reid	Programme Leader

Dialogue on Learning Opportunities:

Miriam O'Donoghue	Head of Academic Programmes
Lori Johnston	Registrar
Dr Rosie Reid	Programme Leader
Emma Balfe	Head of Faculty and School (Acting)
Shane Mooney	Head of Student Experience
Sinéad O'Brien	Head of Academic Enhancement
Andrew Finn	Assessment and Regulation Manager
Marie O'Neill	Head of Library

BA and Higher Diploma Teaching Teams

Name	Job Title with the Provider
Dr Rosie Reid	Lecturer and Programme Leader for Psychology
Dr Pauline Hyland	Lecturer
Dr John Hyland	Lecturer
Mr Michael Nolan	Psychology Laboratory Manager
Dr Jonathan Murphy	Lecturer
Dr Patricia Orr	Lecturer
Dr Garry Prentice	Lecturer
Dr Lucie Corcoran	Lecturer

Ms Terry Ball	Lecturer
Mr Cathal O'Keeffe	Lecturer
Dr Rik Loose	Lecturer
Dr Ronda Barron	Lecturer

Facilities Review

Shane Mooney	Head of Student Experience
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Learners and Graduates

Chris Bolger	past part-time BA (Hons) in Psychology (grad '17)
Laura McCarthy	past full-time BA (Hons) in Psychology (grad '17) Student of the Year
Adeline Morgan	current full-time BA (Hons) in Psychology (Year 1)
Benjamin Kimmel	current full-time BA (Hons) in Psychology (Year 2)
Delphine Velut	current full-time BA (Hons) in Psychology (Year 2)
Kevin Lynch	past part-time Higher Diploma in Arts in Psychology, (grad '16)
Dorothy Cleary	past part-time Higher Diploma in Arts in Psychology, (grad '17)
Meagan Hanley	current part-time Higher Diploma in Arts in Psychology, (Year 2)

3 Review of the Programme Review Reports

In general the panel found that both documents were well structured and easy to read. The contents followed the template provided in Section 5.2 of the Programme Review Manual 2016/2017.

However, it was concluded that the content tended to be descriptive rather than analytical and reflective. There are areas of the documents where an analysis was not undertaken as prescribed by the guidelines.

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

3.1 Fitness for Purpose of the Programmes

The panel evaluated the observations, comments and suggestions from the appropriate professional and regulatory bodies and these were duly factored into the review process. Regulatory bodies included The Psychological Society of Ireland (PSI), with whom DBS has a long-standing relationship, and CORU, Ireland's multi-professional health regulator. The review process was also informed by the comparator analysis undertaken by DBS, a review of External Examiner reports and feedback obtained from industry and professional organisations. The panel found that the consultation process had been comprehensive and it was concluded that the proposed programmes were fit for purpose. Further commentary is provided in Sections 7.6, 7.8, 7.12 and 7.13 of this report.

3.2 Achievement of the Programmes of their Stated Objectives

The aims, objectives and graduate profiles of each programme were outlined. It was stated that successful completion of each programme represents the necessary first step to becoming a professional psychologist. Both programmes have been designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programmes were developed to adhere to the QQI Generic Awards Standards and subsequently reviewed to ensure alignment with the aims and objectives of the programmes.

The panel found that the programme objectives and outcomes were clear and consistent with the QQI awards sought. Further commentary is included in Section 7.5 of this report

3.3 Learner Profile

The profile of learners was characterised as;

- Full-time and part-time learners who may already be in caring professions and are seeking progression;
- Mature learners (23+) both full-time and part-time.

For the Bachelor of Arts (Hons) in Psychology

- Learners entering through the CAO process that wish to pursue a career as a Psychologist.

For the Higher Diploma in Arts in Psychology

- Learners who have already attained a first qualification in a non-cognate area (2:1 or above) who wish to pursue a career as a professional psychologist.

An analysis of learners by gender and nationality was provided. It was noted that enrolments tend to be weighted significantly towards female learners and that, in general, domestic learners account for in excess of 95% of enrolments.

The panel was satisfied that the learner profiles were appropriate for the proposed programmes.

3.4 Learner Performance

An analysis of grades achieved by students was benchmarked against other comparators as set out below.

In relation to the Bachelor of Arts (Hons) in Psychology, a comparison was made against the corresponding results from nine other providers. The analysis shows how the percentage of learners achieving each degree classification follows a consistent trend across academic years 2014/15, 2015/16, and 2016/17 with the exception of H1 classifications. The percentage of H1 classifications increased from 2014/15 to 2015/16 (25% 14/15; 30% 15/16), before decreasing again in 2016/17 (23%). The percentage of students achieving a H2.1 classification was fairly consistent across the three academic years (41% 14/15; 39% 15/16; 44% 16/17), while the percentage of H2.2 and Pass classifications has remained consistent (H2 26% 14/15; 25% 15/16; 25% 16/17 and Pass 6% 14/15; 5% 15/16; 6% 16/17). A separate analysis of grades achieved by module indicates that the data warranted no particular concern with learner performance in this area.

In the case of the Higher Diploma in Arts in Psychology, a comparison was made against the corresponding results from one other provider. The percentage of students achieving each degree classification follows a consistent trend across academic years 2014/15, 2015/16, and 2016/17. The

percentage of H1 classifications across the academic year has increased from year to year (37%, N=44 14/15; 40%, N= 40 15/16; 42%, N=20 16/17), along with the percentage of students achieving Pass classification (5%, N=6 14/15; 6%, N= 6 15/16; 8%, N=4 16/17). The percentage of students achieving a H2.1 classification shows the opposite trend, decreasing across the three academic years (48%, N=58 14/15; 44%, N= 44 15/16; 40%, N=19 16/17), while the percentage of H2.2 classifications has remained consistent (10%, N=12 14/15; 10%, N= 10 15/16; 10%, N=5 16/17). There were no failing students across the academic years 2014/15, 2015/16, and 2016/17. A separate analysis of grades achieved by module indicates that the data warranted no particular concern with learner performance in this area.

An analysis of completion and attrition rates for both programmes was also provided.

For learners enrolled on the full time BA (Hons) in Psychology, completion rates exceed 75% across the academic years 2013/14, 2014/15, 2015/16 and 2016/17, with full time Award Stage learners having a completion rate exceeding 80% in all but 2016/17. Part time learner completion rates approach or exceed 80% for most years with three exceptions. Continuing and first year part time learners in 2013/14 and 2016/17 had completion rates of 72.85% and 70.46% respectively, while in 2015/16 the Award Stage completion rate dipped to 65.22%. In these three years there were quite high withdrawal and deferral rates within these cohorts, which may account for the lower completion rates.

In the case of the Higher Diploma in Arts in Psychology, learners enrolled in their first year of either the day or evening delivery, the completion rate meets or exceeds 75% across the academic years 2013/14, 2014/15, and 2016/17. The completion rate dipped slightly in 2015/16 for those learners enrolled in the first year of the evening delivery, but there was a significant proportion of withdrawals from this cohort, which may account for this. The completion rate for the day delivery cohort for the same year was 100%. For those learners who completed the course within the 2-year recommended pathway, the completion rates met or exceeded 81% across the academic years 2013/14, 2014/15, 2015/16 and 2016/17 in both day and evening deliveries.

In relation to both the benchmarking analysis and the analysis of completion and attrition rates, the panel noted that no commentary was provided on how DBS has responded to the trends in performance.

The panel concluded that the analysis provided in relation to benchmarking was of a varying degree of quality. In the case of the Higher Diploma in Arts in Psychology, only one comparator was cited but not identified. DBS was able to obtain only limited comparator data for the programme, despite having sought such data from a range of appropriate sources, including QQI, the HEA, IOTs and private providers.

3.5 Quality of the Learning Environment

Commentary was provided on access to lecturers, MOODLE, teaching strategy, the use of guest speakers and the role of the Engagement Officer to monitor learners' progress with assessment. Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. An outline of physical facilities and resources was also included.

The panel concluded that the learning environment was consistent with the needs of the learners. Further commentary is provided in Section 7.11 of this report.

3.6 Suitability of Learner Workload

The suitability of the learner workload is one of the areas monitored by the Programme Team through feedback from learners, alumni, external examiners, professional bodies and through review and discussion at team meetings. Detailed timetables for the courses were provided. One of the modifications proposed is to introduce online learning where appropriate, as a means to diversify the learning experience and address the changing needs of learners regarding flexibility and mode of delivery of the programme.

The panel found the workload to be appropriate and noted the willingness of teaching staff to address any issues brought to them by the students. Further commentary is provided in Section 7.12 of this report.

3.7 Effectiveness of Procedures for Assessment

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

The panel found the assessment processes relating to the programmes to be appropriate. Further commentary is provided in Section 7.13 of this report.

3.8 Quality Assurance Arrangements

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

The panel concluded that the quality assurance arrangements applied to the programmes were generally effective. Further commentary is provided in Section 7.15 of this report in relation to the internal review process undertaken for this programmatic review.

3.9 Proposed Modifications

The proposed modifications to the programmes are set out below. Detailed action plans have been prepared to implement from September 2018. Changes common to both programmes are:

- Increasing the ECTS for the research project modules to 20 ECTS from 15 ECTS in the Higher Diploma programmes and from 10 ECTS to 20 ECTS in the BA programme.
- changing the titles of some modules for transparency and to be more representative of current technology;
- making changes in the form of introducing new modules, incorporating new material into existing modules, the amalgamation, rescheduling and removal of modules;
- For the BA (Hons) in Psychology
 - the assessment and redistribution of group work with an emphasis on the Level 8 award stage and achieving equitability of assessment in the elective streams;
 - consolidating 'Employability Pillar' credits into a 15 ECTS delivery.

The proposed programme structures are shown in Section 7 Appendix 1 Part 3 of this report.

The panel concluded that the proposed modifications to the programmes were appropriate. Further commentary is included in Sections 7.6 and 7.8 of this report.

4 Evaluation of the Modified Programme

4.1 Report

See Appendix 1

5 Outcome of the Review

5.1 Summary

As a result of the programmatic review process, 1 condition, 14 recommendations and 2 commendations were made. The condition, recommendations and commendations are listed in Section 7 Appendix 1, Part 2 of this report.

5.2 Overall recommendations

Principal programme	Title	Bachelor of Arts (Hons) in Psychology
	Award	Bachelor of Arts (Hons) in Psychology
	Credit	180 ECTS
	Recommendation <i>Satisfactory subject to proposed conditions³</i>	

Principal programme	Title	Higher Diploma in Arts in Psychology
	Award	Higher Diploma in Arts in Psychology
	Credit	90 ECTS
	Recommendation <i>Satisfactory subject to proposed conditions⁴</i>	

³ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the ‘special conditions’ may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

⁴ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

6 Panel

Evaluators		
Name	Role	Affiliation
Donna Bell	Chair	Independent Consultant
Mary Jennings	Secretary	Independent Consultant
Professor Andrew Coogan	Subject Expert	Head of Psychology Dept. NUI, Maynooth
Dr Sinéad Smyth	Subject Expert	Assistant Professor in Psychology, DCU
Susan McBride	Learner Representative	Final year BA Hons Psychology student at NCI
Dr Áine Behan	Employer Representative	Industry Expert and CEO of CortechsConnect

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

Further, in exceptional cases the ‘special conditions’ may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

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

Part 1

Provider name	DBS
Date of site visit	22 nd March 2018
Date of report	17 th April 2018

Bachelor of Arts (Hons) in Psychology	First intake September 2019	Last intake January 2024
Enrolment interval	September	January
Maximum number of annual intakes	Two per year: September and January	

Principal programme	Title	Bachelor of Arts (Hons) in Psychology
	Award	Bachelor of Arts (Hons) in Psychology
	Credit	180 ECTS
	Duration⁵ <i>(years, months, weeks)</i>	3 years (6 semesters) Full-Time 4 years (8 semesters) Part-Time
	Recommendation <i>Satisfactory subject to proposed conditions⁶</i>	

Principal programme	Title	Higher Diploma in Arts in Psychology
	Award	Higher Diploma in Arts in Psychology
	Credit	90 ECTS
	Duration⁷ <i>(years, months, weeks)</i>	2 years (4 semesters) Day & Evening Delivery for HDip.
	Recommendation	

⁵ Expressed in terms of time from initial enrolment to completion

⁶ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

⁷ Expressed in terms of time from initial enrolment to completion

	<i>Satisfactory subject to proposed conditions⁸</i>	
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	First intake 2019	Last intake 2024
Enrolment interval	September	January
Maximum number of annual intakes	Two	

7.1 Evaluators

Name	Role	Affiliation
Donna Bell	Chair	Independent Consultant
Mary Jennings	Secretary	Independent Consultant
Professor Andrew Coogan	Subject Expert	Head of Psychology Dept, NUI, Maynooth
Dr Sinéad Smyth	Subject Expert	Assistant Professor in Psychology, DCU
Susan McBride	Learner Representative	Final year BA Hons Psychology student at NCI
Dr Áine Behan	Employer Representative	Industry Expert and CEO, CortechsConnect

⁸ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the ‘special conditions’ may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

7.2 Principal Programme Bachelor of Arts (Hons) in Psychology

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Campus Dublin	10	120

Target learner groups	<ul style="list-style-type: none"> • Learners entering through the CAO process who wish to pursue a career as a professional Psychologist • Full-time and part-time learners who may already work in caring professions and are seeking career progression through the attainment of the degree qualification • Mature learners (23+), both full-time and part-time.
Number of learners per intake	Min 10, max 120
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time/Part-time
The teaching and learning modalities	DBS's pedagogy is grounded in the union of teaching and research, with the student experience at its heart. DBS's Learning, Teaching and Assessment Strategy (LTAS) 2018-22 is based on the development of evidence-informed models of learning, teaching and assessment, enriched by appropriate and effective use of digital technologies and quality face-to-face teaching. It identifies and support students as co-creators and partners in learning, and in learning and teaching enhancement.
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 BA (Hons) in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programme combines the pedagogical depth of core disciplines in Psychology with knowledge of other relevant perspectives of behaviour, practical skills, and 'soft' skills training in, for example, communication, teamwork, planning and reflection.</p> <p>The programme prepares, develops and facilitates independent learners who wish to enter professional training in Psychology, pursue postgraduate studies, and/or to become more employable for a variety of positions in the public or private sector. Graduates of this programme will be eligible to apply for Graduate Membership of the relevant professional society, PSI.</p>
Specifications for teaching staff	Faculty lecturing on the current BA (Hons) in Psychology are experienced Modules Leaders with most qualified to Doctoral level or experienced psychoanalytical practitioners with a minimum relevant recognised qualification at Masters NMQ Level 9. All have research and teaching experience within the field of Psychology.

Specifications for the ratio of learners to teaching-staff	This can vary by module. Note: For lab- based modules the ratio students to teacher is 25:1 There is the possibility of greater flexibility in this ratio as more mobile labs come on stream in order to facilitate new methods of learning.	
	1/120	Class room sessions
	1/120	Online lectures
	1/25	Workshops
	1/25	Practical Sessions

7.3 Principal Programme Higher Diploma in Arts in Psychology

Names of Centres Where the Programmes are to be provided	Maximum number of learners	Minimum number of learners
DBS Campus Dublin	8	75

Target learner groups	<ul style="list-style-type: none"> Learners who have already attained a first qualification in a non-cognate area (2:1 or above) that wish to pursue a career as a professional psychologist
Number of learners per intake	Minimum 8 and maximum 75
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time/Part-time
The teaching and learning modalities	DBS's pedagogy is grounded in the union of teaching and research, with the student experience at its heart. DBS's Learning, Teaching and Assessment Strategy (LTAS) 2018-22 is based on the development of evidence-informed models of learning, teaching and assessment, enriched by appropriate and effective use of digital technologies and quality face-to-face teaching. It identifies and support students as co-creators and partners in learning, and in learning and teaching enhancement.
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 Higher Diploma in Arts in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programme combines the pedagogical depth of core disciplines in Psychology with knowledge of other relevant perspectives of behaviour, practical skills, and 'soft' skills training in, for example, communication, teamwork, planning and reflection.</p> <p>The programme prepares, develops and facilitates independent learners who wish to enter professional</p>

	training in Psychology, pursue postgraduate studies, and/or to become more employable for a variety of positions in the public or private sector. Graduates of this programme will be eligible to apply for Graduate Membership of the relevant professional society, PSI.	
Specifications for teaching staff	Faculty lecturing on the current Higher Diploma in Arts in Psychology are experienced Modules Leaders with most qualified to Doctoral level or experienced psychoanalytical practitioners with a minimum relevant recognised qualification at level 9 (NFQ). All have research and teaching experience within the field of Psychology.	
Specifications for the ratio of learners to teaching-staff	This can vary by module. Note: For lab- based modules the ratio students to teacher is 25:1 There is the possibility of greater flexibility in this ratio as more mobile labs come on stream in order to facilitate new methods of learning.	
	1/75	Class room sessions
	1/25	Workshops
	1/25	Practical Sessions

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG21079	Bachelor of Arts (Honours) in Psychology	September 2018
PG21106	Higher Diploma in Arts in Psychology	September 2018

Part 2. Evaluation against the validation criteria

7.4 Criterion 1: The provider is eligible to apply for validation of the programme

Satisfactory (yes, no, partially)	Comment	Sub criteria
Yes		a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.
No		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.
No		c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. ⁹

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

At the time of the site visit the panel was advised that the signature and declaration required under criteria 1(b) and 1(c) had yet to be provided. DBS has indicated that these requirements will be met when the application for revalidation is submitted to QQI.

Condition

DBS provides the signature and declaration required under 1(b) and 1(c) when the revalidation application is submitted to QQI.

⁹ 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 or enforcing such requirements.

7.5 Criterion 2: The objectives & outcomes are clear & consistent with the awards sought

Satisfactory Yes	Comment	Sub-criteria
		a) The programme aims and objectives are expressed plainly.
		b) A QQI award is specified for those who complete the programme.
		(i) Where applicable, a QQI award is specified for each embedded programme.
		c) There is a satisfactory rationale for the choice of QQI award(s).
		d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i> .
		e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
		f) The programme title and any embedded programme titles are
		(i) Consistent with the title of the QQI award sought.
		(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
		g) For each programme and embedded programme
		(i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. ¹⁰
		(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.
		h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.
		i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
		(i) For each minor award specified, the minimum intended module learning outcomes to qualify for

¹⁰ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

Satisfactory Yes	Comment	Sub-criteria
		the award are consistent with relevant QQI minor awards standards. ¹¹

The panel found that the aims, objectives and rationales for both programmes were expressed clearly. The programmes and module learning outcomes have been clearly outlined and are appropriate for the level of the award. The titles of the programmes were deemed to be appropriate and in line with the QQI standard for the corresponding Major Award Type and Stem on the NFQ. It was noted that the minimum intended programme learning outcomes were informed by the QQI Generic Awards Standards and have been mapped against these standards.

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

Satisfactory Yes	Comment	Sub-criteria
		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. ¹²
		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.

¹¹ 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.

¹² 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.

		(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
		(iv) There is evidence ¹³ of learner demand for the programme.
		(v) There is evidence of employment opportunities for graduates where relevant ¹⁴ .
		(vi) The programme meets genuine education and training needs. ¹⁵
		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.

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

It was the view of the panel that there has been insufficient evidence in the documentation and at the site visit in relation to the employment opportunities available to graduates. It was noted however that the Employability Module did provide students with useful insights and information on possible progression and employment opportunities. Students interviewed cited the assistance provided by the Careers Office in relation to provision of information on some employment opportunities.

Meetings with students and graduates did provide evidence of their knowledge of available progression pathways through different avenues both within DBS and in other institutions.

There was evidence of transferable skills being built into the structure of programmes to enhance the prospect of employability among graduates of the programmes

Recommendation 1:

DBS provides further information on the breakdown of the First Destinations of the graduates of both programmes.

¹³ This might be predictive or indirect.

¹⁴ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹⁵ 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.

The panel concluded that the implementation of the proposed modifications to the programmes was not sufficiently outlined with regard to the impact on existing students, particularly in relation to the proposed change from 10ECTS to 20ECTS for the Final Year Project.

Recommendation 2:

The implementation and communication to students of the change in weighting for the Final Year project should be carefully managed.

The proposed process of transition for existing students from current to proposed programme structure was not sufficiently clear: it was noted that DBS stated that it proposes to manage the transition of existing students on a ‘case-by-case’ basis.

The panel noted that there was a lack of explicit commitment to research—led teaching set out in the programme review documents. It was noted that, at the site visit, DBS did report that research-led teaching, a commitment to innovation and academic quality were core elements in its overall strategy as an institution.

Recommendation 3:

DBS provides clear evidence of a commitment to a cross-cutting, research-led teaching at programme level.

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

Satisfactory Yes	Comment	Sub-criteria
		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 ¹⁶ .
		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

¹⁶ 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

		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 ¹⁷) 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 <i>intended programme learning outcomes</i> , 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.

The panel was satisfied that the programmes' access, transfer and progression arrangements were clearly articulated and working in practice. Information on access, transfer and progression is available through DBS website, Open Days at the college, promotional material and the Student Handbooks. This includes information on CAO, EU and non-EU entry requirements and information for students with disabilities. Applicants are also assessed under the provisions for the recognition of prior learning policy and procedures. DBS provides three annual scholarships (tuition fees and monthly allowance) to students nominated by local schools; students must meet the minimum entry requirements to provide more access opportunities.

Graduates from the BA (Hons) in Psychology had staircased to Masters programmes in Psychology-related disciplines, including cyber psychology, criminology, mental health and forensic psychology.

¹⁷ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

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

Satisfactory Yes	Comment	Sub-criteria
		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.
		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.
		c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.
		d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.
		e) The programme is structured and scheduled realistically based on sound educational and training principles ¹⁸ .
		f) The curriculum is comprehensively and systematically documented.
		g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
		h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
		i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
		j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. ¹⁹

¹⁸ 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.

¹⁹ If the duration is variable, for example, when advanced entry is available, this should be explained and justified.

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

It was concluded that the proposed revised weighting from 10ECTS to 20ECTS for the Final Year project in the BA Programme and from 15ECTS to 20ECTS for the Higher Diploma Programme appropriately reflects the total student effort required on this project.

The panel noted that the titles of Module 1.9 Data Analysis and Module 2.7 Quantitative and Qualitative Analysis did not adequately reflect the learning outcomes as stated in the module descriptors in the Programme Review document.

Recommendation 4

The titles of Module 1.9 Data Analysis and Module 2.7 Quantitative and Qualitative Analysis be reconsidered to more appropriately reflect the stated learning outcomes of these modules which are more focussed on methodologies rather than analysis.

A review of the programme documents and discussion with the teaching team resulted in a finding that the major issue of ethics had not been sufficiently or explicitly stated in the module titles and learning outcomes.

Recommendation 5

The central importance of ethics be reflected in module titles and learning outcomes throughout the programmes as appropriate, including giving consideration to having the topic of ethics as a core module in its own right.

Commendation 1

The panel commends the introduction of the Experimental Module into the programmes.

This finding reflects the recommendation that DBS increase the number of experimental—led projects by students made by PSI at the last reaccreditation visit and feedback from external examiners.

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

Satisfactory Yes	Comment	Sub-criteria
		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 unit (7.15c).

		b) The programme has an identified complement of staff ²⁰ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
		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.
		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 ²¹ opportunities ²² .
		e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
		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.

The panel was advised that teaching staff are qualified to a minimum of Masters level, with increasing numbers qualified to doctoral level or enrolled in doctoral studies.

The panel concluded that there had not been sufficient information provided on staffing resources for the proposed programmes.

Recommendation 6

The staff/student ratios for both programmes be expressed in FTEs.

The panel found that documentation had not been provided evidencing that staffing resources relative to student numbers conforms to established professional norms as stipulated by PSI. It

²⁰ 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.

²¹ 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.

²² 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.

was noted that the reported percentage of teaching hours provided by part-time staff at 27% is approaching the limit set by PSI of 30%.

Recommendation 7

DBS take appropriate steps to ensure that staffing resources relative to student numbers remain within professional standards and to provide the appropriate documentation evidencing this.

It was acknowledged that continuous professional development is mainly focussed on scholarly activities. The panel was advised that research activities are monitored through the Register of Scholarly Activity maintained by the library. Staff publications are included in the College's open access institutional repository eSource. It was noted that scholarly activities undertaken by staff include conference presentations, committee membership, consultancy and publications (books and peer reviewed articles).

The panel welcomed enabling mechanisms from DBS that allow for research time for Psychology staff in the form of the DBS research scholarship scheme. However, the panel noted the relatively modest research provision available to staff. Since the research time allocated via scholarship is limited to 7.5% of contracted hours, it was concluded that this made for an asymmetry in the time available to part-time staff to scholarship time.

Recommendation 8

DBS takes steps to further incentivise and reward research among psychology teaching staff, including giving consideration to an amended scholarship scheme for part-time staff.

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

Satisfactory Yes	Comment	Sub-criteria
		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 (7.15d).
		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:
		(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)
		(ii) suitable information technology and resources (including educational

		technology and any virtual learning environments provided)
		(iii) printed and electronic material (including software) for teaching, learning and assessment
		(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
		(v) technical support
		(vi) administrative support
		(vii) company placements/internships – if applicable
		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).
		d) There is a five-year plan for the programme. It should address
		(i) Planned intake (first five years) and
		(ii) The total costs and income over the five years based on the planned intake.
		e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

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

A tour of the physical facilities in the Aungier St and Castle House campuses was undertaken including the dedicated psychology laboratory (VR equipment, bio-feedback laboratory and multi-media laboratory). Interviews with students indicated that staff in the laboratory facility were supportive of their efforts to make optimum use of this facility for project assignments.

Commendation 2

The panel commends DBS’s investment in experimental research facilities and continued investment in up-to date technologies, e.g. VR applications.

The panel noted that the number of experimental projects in psychology was very low (4-5). It was also noted that this was the case at the last PSI reaccreditation of the programmes and it was concluded that a slow rate of progress had been made on this issue to date.

Recommendation 9

Further investment and expansion in experimental research facilities be undertaken by DBS in order to enable a greater number of experimental research projects.

The panel found that student feedback indicated that an increase in communication about the facilities and resources would increase student engagement with experimental research projects.

Recommendation 10

A clear communications plan be made and implemented to inform students of the resources available and to encourage more students to undertake experimental research projects.

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

The panel noted the on-going development and upgrading of common meeting and study areas to facilitate group work and peer study support.

7.11 Criterion 8: The learning environment is consistent with the needs of the programme's learners

Satisfactory Yes	Comment	Sub-criteria
		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.
		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.
		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.

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

- Learner surveys – an Operations and Facilities survey in week 2, followed by a Learning & Teaching survey in week 10
- Class representative meetings
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union
- Student services for:

- Accommodation
- Counselling and referral services, including specific contact with the provider of mental health for young people, *Jigsaw*
- Sports and societies, with many student-led events
- Entertainment
- Study and meeting spaces within the campus

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

The panel found that there was insufficient evidence in the documents and at the site visit, to demonstrate how feedback from students was taken on board by DBS.

Recommendation 11

DBS sets out an action plan, with clear metrics and a timeline on how agreed improvements or modifications would be implemented to ensure that there is a closed loop between the feedback received and any subsequent changes made as a result.

7.12 Criterion 9: There are sound teaching and learning strategies

Satisfactory Yes	Comment	Sub-criteria
		a) The teaching strategies support achievement of the intended programme/module learning outcomes.
		b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
		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).
		d) Learning is monitored/supervised.
		e) Individualised guidance, support ²³ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

In meetings with students and graduates, the panel found that they were very positive about the level of support received from lecturers and other staff. They appreciated the small class sizes and

²³ 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.

the easy access to teaching staff, who were generally very responsive to requests for support or feedback, which was delivered in a timely manner.

It was noted that, in cases where students had identified workload issues particularly in relation to clashing deadlines for assessments, staff worked collaboratively to resolve these issues.

In discussion with senior staff, the panel noted DBS's commitment to consultation with PSI and graduates ensure that the programmes continued to serve the needed of learners including the development of innovative learning and teaching strategies, such as modules with an e-learning component; peer-led instruction; the design of spaces to facilitate active learning environments and encouraging collaborative research between students and between students and staff.

7.13 Criterion 10: There are sound assessment strategies

Satisfactory Yes	Comment	Sub-criteria
		a) All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards ²⁴
		b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
		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. ²⁵
		d) The programme includes formative assessment to support learning.
		e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. ²⁶
		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.

²⁴ See the section on transitional arrangements.

²⁵ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²⁶ 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.

		g) There are sound procedures for the moderation of summative assessment results.
		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. ²⁷

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

The panel noted that it was not clear what proportion of the final awards is contingent on continuous assessment and what proportion by written examination. It was further noted that no rationale was provided for the assessment mix currently proposed at a programmatic level.

Recommendation 12

A full review of the assessment strategy be conducted to provide a clear rationale for the assessment strategy determining the final award of both programmes.

7.14 Criterion 11: Learners on the programme are well informed, guided & cared for

Satisfactory Yes	Comment	Sub-criteria
		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.
		b) Information is provided about learner supports that are available to learners enrolled on the programme.
		c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
		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.
		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.

²⁷ 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).

		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.
		g) The programme provides supports for enrolled learners who have special education and training needs.
		h) The programme makes reasonable accommodations for learners with disabilities ²⁸ .
		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> ²⁹ 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.
		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).

The panel noted that the Student Handbooks and website contained relevant information in relation to many of the supports and services available to students. Use was made of noticeboards to provide up-to-date information throughout the campus.

The panel found, when meeting graduates and current students, that class representatives played a role in providing support and information to students. Students reported that lecturers and staff were generally responsive to requests for support and information when requested.

The panel noted that students' awareness of information regarding central student services such as appeals and complaints protocols was not evident. Teaching staff were identified as the point of contact in relation to information about the processes for appeals and complaints.

Recommendation 13

Information regarding appeals and complaints protocols be more effectively disseminated.

²⁸ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁹ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

7.15 Criterion 12: The programme is well managed

Satisfactory Yes	Comment	Sub-criteria
		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.
		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-the-purpose of identifying which centres are suited to provide the programme and which are not.
		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.
		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.
		e) Quality assurance ³⁰ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
		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.
		g) The programme operation and management arrangements are coherently documented and suitable.
		h) There are sound procedures for interface with QQI certification.

³⁰ See also QQI's Policy on Monitoring (QQI, 2014)

The panel found that the internal review process outlined in the documentation was highly descriptive and lacked critical self-reflection. It was stated that all teaching staff and several support staff were involved in the review process, although there was a lack of clear written evidence as to the outcome of these on-going reviews.

It was noted, for example, that no clear rationale had been provided as to how proposed modifications to the way programmes were to be assessed. In other cases, there was insufficient evidence as to how proposed changes would be monitored and measured in a structured way, with clear metrics and KPIs, e.g. how a greater number of experimental projects by students would be encouraged and facilitated.

Recommendation 14

The internal review process be revisited to ensure that the review translates into measurable outcomes.

8 Overall recommendation to DBS

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	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); ³¹
	Not satisfactory.

8.1 Reasons³² for the overall recommendation

The panel recommends that the criteria were substantially met. See recommended condition below.

8.2 Summary of recommended conditions

DBS provides the signature and declaration required under 1(b) and 1(c) when the re-validation application is submitted to QQI.

³¹ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

³² Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

8.3 Summary of recommendations to the provider

1. DBS provides further information on the breakdown of the First Destination of the graduates of both programmes.
2. The implementation and communication to students of the change in weighting for the Final Year project should be carefully managed.
3. DBS provides clear evidence of a commitment to a cross-cutting, research-led teaching at programme level.
4. The title of Module 2.7 Qualitative and Quantitative Analysis and Module 1.9 Data Analysis be reconsidered to more appropriately reflect the stated learning outcomes of these modules which are more focussed on methodologies rather than analysis.
5. The central importance of ethics be reflected in module titles and learning outcomes throughout the programmes as appropriate, including giving consideration to having the topic of ethics as a core module in its own right.
6. The staff/student ratios for both programmes be expressed in FTEs.
7. DBS take appropriate steps to ensure that staffing resources relative to student numbers remain within professional standards and to provide the appropriate documentation evidencing this.
8. DBS take steps to further incentivise and reward research among psychology teaching staff, including giving consideration to an amended scholarship scheme for part-time staff.
9. Further investment and expansion in experimental research facilities be undertaken by DBS in order to enable a greater number of experimental research projects.
10. A clear communications plan be made and implemented to inform student of the resources available and to encourage more students to undertake experimental research projects.
11. DBS sets out an action plan, with clear metrics and a timeline on how agreed improvements or modifications would be implemented to ensure that there is a closed loop between the feedback received and any subsequent changes made as a result.
12. A full review of the assessment strategy be conducted to provide a clear rationale for the assessment strategy determining the final award of both programmes.
13. Information regarding appeals and complaints protocols be more effectively disseminated.
14. The internal review process be revisited to ensure that the review translates into measurable outcomes.

8.4 Summary of commendations

1. The panel commends the introduction of the Experimental Module into the programmes.
2. The panel commends DBS's investment in experimental research facilities and continued investment in up-to date technologies, e.g. VR applications.

9 Declarations of Evaluators' Interests

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

Panel chairperson: Donna Bell

Date: 17th April 2018

Signed:

A handwritten signature in black ink that reads "D. Bell". The signature is written in a cursive style with a large initial 'D' and a clear 'Bell'.

9.1 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.

10 Part 3: Proposed programme schedules

BA (Hons) in Psychology proposed programme and stage schedule Stage 1

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Psychology												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		FT												
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	1		6	5	60	1 st Sept 2019	0313					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status³³	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of learning effort³⁴	Work-based learning effort³⁴	C.A. %	Supervised Project %	Proctored practical demonstration %
Psychological Foundations		1/2	M	6	10ECTS	250	70	25	155		50			50
Foundations in Social Psychology		1	M	6	5ECTS	125	35	12	78		100			
Foundations of Biopsychology		1	M	6	5ECTS	125	35	12	78		100			
Developmental Psychology		2	M	6	5ECTS	125	35	13	77		50			50
Fundamentals of Cognitive Psychology		2	M	6	5ECTS	125	35	13	77		50			50
Academic Skills Lab		1	M	6	5ECTS	125	24	24	77		100			
Adult skills, social and emotional training (ASSET)		2	M	6	5ECTS	125	26	13	86		100			

³³ Mandatory (m) or elective (E)

³⁴ 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.

Introduction to Psychoanalysis & the Unconscious	1/2	M	6	10ECTS	250	70	25	155		100			
Research Technique & Analysis 1	1/2	M	6	10ECTS	250	70	25	155		100			
Special Regulations													
None.													

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Psychology												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		PT												
Teaching and learning modalities		Formal lectures, seminars, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	1	6	5	60	1 st Sept 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status³⁵	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of learning effort³⁶	Work-based learning effort³⁶	C.A. %	Supervised Project %	Proctored practical demonstration %
Psychological Foundations		1/2	M	6	10ECTS	250	37.5	25	187.5		50			50
Foundations in Social Psychology		1	M	6	5ECTS	125	18	12	95		100			
Foundations of Biopsychology		1	M	6	5ECTS	125	18	12	95		100			
Developmental Psychology		2	M	6	5ECTS	125	19.5	13	92.5		50			50
Fundamentals of Cognitive Psychology		2	M	6	5ECTS	125	19.5	13	92.5		50			50
Academic Skills Lab		1	M	6	5ECTS	125	18	24	83		100			
Adult skills, social and emotional training (ASSET)		2	M	6	5ECTS	125	19.5	13	92.5		100			
Introduction to Psychoanalysis & the Unconscious		1/2	M	6	10ECTS	250	37.5	25	187.5		100			
Research Technique & Analysis 1		1/2	M	6	10ECTS	250	37.5	25	187.5		100			

³⁵ Mandatory (m) or elective (E)

³⁶ 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.

Special Regulations

None.

BA (Hons) in Psychology proposed programme and stage schedule Stage 2

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Psychology												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		FT												
Teaching and learning modalities		Formal lectures, online lectures, seminars, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	2	7	6	60	1 st Sept 2019	0313						
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
		Status³⁷	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of independent learning effort³⁸	Work-based learning effort³⁸	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Modelling Cognitive Systems	1	M	7	5ECTS	125	35	12	78		100				
Development Across the Lifespan: Adolescence and Adulthood	1	M	7	5ECTS	125	35	12	78		100				
Fundamentals of Biopsychology	2	M	7	5ECTS	125	35	13	77		50			50	
Social Psychology	2	M	7	5ECTS	125	35	13	77		50			50	
Psychology in Action	2	M	7	5ECTS	125	23	13	64	25	100				
Ethical Research Methods & Design	1/2	M	7	10ECTS	250	70	25	155		100				
Research Technique & Analysis 2	1/2	M	7	10ECTS	250	70	25	155	100					

³⁷ Mandatory (m) or elective (E)

³⁸ 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.

Personality and Psychoanalytic Subjectivity	1/2	M	7	10ECTS	250	70	25	155	100				
Experimental Psychology	1	M	7	5ECTS	125	35	12	78	100				
Special regulations													
None.													

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Psychology												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		PT												
Teaching and learning modalities		Formal lectures, online lectures, seminars, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	2	7	6	60	1 st Sept 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status³⁹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of independent learning effort⁴⁰	Work-based learning effort⁴⁰	C.A. %	Supervised Project %	Proctored practical demonstration %
Modelling Cognitive Systems		1	M	7	5ECTS	125	18	12	95		100			
Development Across the Lifespan: Adolescence and Adulthood		1	M	7	5ECTS	125	18	12	95		100			
Fundamentals of Biopsychology		2	M	7	5ECTS	125	19.5	13	92.5		50			50
Social Psychology		2	M	7	5ECTS	125	19.5	13	92.5		50			50
Psychology in Action		2	M	7	5ECTS	125	23	13	64	25	100			
Ethical Research Methods & Design		1/2	M	7	10ECTS	250	37.5	25	187.5		100			
Research Technique & Analysis 2		1/2	M	7	10ECTS	250	37.5	25	187.5	100				
Personality and Psychoanalytic Subjectivity		1/2	M	7	10ECTS	250	37.5	25	187.5	100				
Experimental Psychology		1	M	7	5ECTS	125	18	12	95	100				
Special regulations														

³⁹ Mandatory (m) or elective (E)

⁴⁰ 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.

None.

BA (Hons) in Psychology proposed programme and stage schedule Stage 3

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts (Honours) in Psychology											
Award Title		Bachelor of Arts (Honours)											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		FT											
Teaching and learning modalities		Formal lectures, online lectures, seminars, interactive group work, workshops, laboratory practicals											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award	8	6	60	1 st Sept 2019	0313					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
		Status ⁴¹	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of learning effort ⁴²	Work-based learning effort ⁴²	C.A. %	Supervised Project %	Proctored practical demonstration %
Neuropsychopharmacology	2	M	8	5ECTS	125	35	13	77		50			50
Internet Mediated Research	1	M	8	5ECTS	125	35	12	78		100			
Behaviour Science	1/2	M	8	10ECTS	250	70	25	155		50			50
Human Performance	2	E	8	5ECTS	125	35	26	64		50			50
Organisational Psychology	1	E	8	5ECTS	125	35	12	78		100			
Health Psychology	1	E	8	5ECTS	125	35	12	78		100			
Mental Health & Distress	2	E	8	5ECTS	125	35	13	77		100			
Hysteria	1	E	8	5ECTS	125	35		90		100			
Psychoanalysis and Language	2	E	8	5ECTS	125	35	13	77		100			

⁴¹ Mandatory (m) or elective (E)

⁴² 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.

Sexuality 1	1	E	8	5ECTS	125	35	12	78		100			
Sexuality 2	2	E	8	5ECTS	125	35	13	77		50			50
Research Project	1/2	M	8	20ECTS	500	70	25	405		100			
Special regulations													
None.													

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts (Honours) in Psychology												
Award Title		Bachelor of Arts (Honours)												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		PT												
Teaching and learning modalities		Formal lectures, online lectures, seminars, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Award	8	6	60	1 st Sept 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status⁴³	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of learning effort⁴⁴	Work-based learning effort⁴⁴	C.A. %	Supervised Project %	Proctored practical demonstration %
Neuropsychopharmacology		2	M	8	5ECTS	125	19.5	13	92.5		50			50
Internet Mediated Research		1	M	8	5ECTS	125	18	12	95		100			
Behaviour Science		1/2	M	8	10ECTS	250	37.5	25	187.5		50			50
Human Performance		2	E	8	5ECTS	125	19.5	26	79.5		50			50
Organisational Psychology		1	E	8	5ECTS	125	18	12	95		100			
Health Psychology		1	E	8	5ECTS	125	18	12	95		100			
Mental Health & Distress		2	E	8	5ECTS	125	19.5	13	92.5		100			
Hysteria		1	E	8	5ECTS	125	18		107		100			
Psychoanalysis and Language		2	E	8	5ECTS	125	19.5	13	92.5		100			
Sexuality 1		1	E	8	5ECTS	125	18	12	95		100			

⁴³ Mandatory (m) or elective (E)

⁴⁴ 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.

Sexuality 2	2	E	8	5ECTS	125	19.5	13	92.5		50			50
Research Project	1/2	M	8	20ECTS	500	37.5	25	437.5		100			
Special regulations													
None.													

HDip in Psychology proposed programme and stage schedule Award Stage Year 1

Name of Provider:		Dublin Business School											
Programme Title		Higher Diploma in Arts in Psychology											
Award Title		Higher Diploma											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Day-delivery											
Teaching and learning modalities		Formal lectures, interactive group work, workshops, laboratory practicals											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award	8	6	40	1 st Sept 2019	0313					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
		Status ⁴⁵	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning ⁴⁶	Work-based learning effort ⁴⁶	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
History and Schools in Psychology	1	M	8	5ECTS	125	24	12	89		50			50
Research Technique & Analysis 1	1	M	8	5ECTS	125	24	12	89		100			
Foundations in Developmental & Social Psychology	1	M	8	5ECTS	125	24	12	89		50			50
Cognitive Psychology	1	M	8	5ECTS	125	24	12	89		40			60
Experimental Psychology	2	M	8	5ECTS	125	24	12	89		100			
Behaviour Analysis	2	M	8	5ECTS	125	24	12	89		40			60
Research Technique & Analysis 2	2	M	8	5ECTS	125	24	12	89		100			
Ethical Research Methods & Design	2	M	8	5ECTS	125	24	12	89		100			
Special Regulations: None.													

⁴⁵ Mandatory (m) or elective (E)

⁴⁶ 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.

Name of Provider:		Dublin Business School											
Programme Title		Higher Diploma in Arts in Psychology											
Award Title		Higher Diploma											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Evening-delivery											
Teaching and learning modalities		Formal lectures, interactive group work, workshops, laboratory practicals											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award	8	6	40	1 st Sept 2019	0313					
Module Title (Up to 70 characters including spaces)	Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number ⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
		Status ⁴⁷	NFQ Level ¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort ⁴⁸	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
History and Schools in Psychology	1	M	8	5ECTxS	125	18	12	95		50			50
Research Technique & Analysis 1	1	M	8	5ECTS	125	18	12	95		100			
Foundations in Developmental & Social Psychology	1	M	8	5ECTS	125	18	12	95		50			50
Cognitive Psychology	1	M	8	5ECTS	125	18	12	95		40			60
Experimental Psychology	2	M	8	5ECTS	125	18	12	95		100			
Behaviour Analysis	2	M	8	5ECTS	125	18	12	95		40			60
Research Technique & Analysis 2	2	M	8	5ECTS	125	18	12	95		100			
Ethical Research Methods & Design	2	M	8	5ECTS	125	18	12	95		100			
Special Regulations: None.													

⁴⁷ Mandatory (m) or elective (E)

⁴⁸ 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.

HDip in Psychology proposed programme and stage schedule Award Stage Year 2

Name of Provider:		Dublin Business School												
Programme Title		Higher Diploma in Arts in Psychology												
Award Title		Higher Diploma												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Day-delivery												
Teaching and learning modalities		Formal lectures, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	8	6	Award		8	6	50	1 st Sept 2019	0313					
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status⁴⁹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of learning effort⁵⁰	Work-based learning effort⁵⁰	C.A. %	Supervised Project %	Proctored practical demonstration %
Health Psychology		3	M	8	5ECTS	125	24	12	89		100			
Personality and Individual Differences		3	M	8	5ECTS	125	24	12	89		50			50
Biopsychology		3	M	8	5ECTS	125	24	12	89		40			60
Mental Health and Distress		4	M	8	5ECTS	125	24	12	89		100			
Advanced Developmental and Social Psychology		4	M	8	5ECTS	125	24	12	89		50			50
Human Performance		4	M	8	5ECTS	125	24	12	89		40			60
Research Project		3&4	M	8	20ECTS	500	48	24	428		100			
Special regulations														
N/A														

⁴⁹ Mandatory (m) or elective (E)

⁵⁰ 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.

Name of Provider:		Dublin Business School												
Programme Title		Higher Diploma in Arts in Psychology												
Award Title		Higher Diploma												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Evening-delivery												
Teaching and learning modalities		Formal lectures, interactive group work, workshops, laboratory practicals												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	8	6	Award	8	6	50	1 st Sept 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status⁵¹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of independent learning effort⁵²	Work-based learning effort⁵²	C.A. %	Supervised Project %	Proctored practical demonstration %
Health Psychology		3	M	8	5ECTS	125	18	12	95		100			
Personality and Individual Differences		3	M	8	5ECTS	125	18	12	95		50			50
Biopsychology		3	M	8	5ECTS	125	18	12	95		40			60
Mental Health and Distress		4	M	8	5ECTS	125	18	12	95		100			
Advanced Developmental and Social Psychology		4	M	8	5ECTS	125	18	12	95		50			50
Human Performance		4	M	8	5ECTS	125	18	12	95		40			60
Research Project		3&4	M	8	20ECTS	500	36	24	440		100			
Special regulations														
N/A														

⁵¹ Mandatory (m) or elective (E)

⁵² 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.

11 Appendix 2: Agenda for site visit

School of Arts

Programmatic Review

BA (Hons) in Psychology (level 8)

Higher Diploma in Arts in Psychology (level 8)

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

Agenda

1st March 2018

Time	Activity
9:00 – 10:00am	Private Meeting of Panel
10:00 – 10.30am	Meeting with Senior Management to Discuss: <ul style="list-style-type: none">• Rationale for the development of programme(s)• The associated internal approval process and findings
10:30 – 10:40am	Private Meeting of Panel
10.40 – 11.15am	Dialogue on Learning Opportunities: <ul style="list-style-type: none">• Model of Provision• Resourcing of proposed programme provision• Staffing of the proposed programme provision
11.15 – 11:30am	Tea/Coffee Break
11:30 – 1:00pm	<p>Award Standards and Participation in the Programme:</p> <ul style="list-style-type: none">• Access and admission requirements for the programme• Structure, aims, objectives and intended learning outcomes of the programme• Curriculum design and content• Assessment:<ul style="list-style-type: none">• programme assessment strategy• module assessment strategies• assessors• examiners <p>Note: the teaching staff on the BA (hons) in Psychology and Higher Diploma in Psychology programmes to meet the Panel as one group.</p>
13:00 – 13.45pm	Lunch and Private Meeting of Panel
13.45 –14:30pm	Facilities Review
14:30 – 15:15pm	Meet with Students

15:15 – 15:30pm	Tea/ Coffee Break
15:30 – 16:30pm	Private Meeting of Panel
16:30 – 16.45pm	Preliminary Oral Feedback to DBS Senior Staff