

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

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

## Part 1 A

<b>Provider name</b>	Dublin Business School
<b>Date of site visit</b>	12 April 2018
<b>Date of report</b>	16 February 2019
<b>Is this a re-validation report (Yes/No)</b>	Yes

## Overall recommendations

<b>Principal programme</b>	<b>Title</b>	Master of Arts in Psychoanalytic Psychotherapy
	<b>Award</b>	Master of Arts
	<b>Credit<sup>1</sup></b>	120
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions<sup>2</sup> OR Not Satisfactory</i>	Satisfactory

<sup>1</sup> Specify the credit units because more than one system of units is in use. E.g. 20 (ECTS).

<sup>2</sup> 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.

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<b>Embedded programme<sup>3</sup></b>	<b>Title</b>	N/A
	<b>Award</b>	
	<b>Exit award (Yes/No)</b>	
	<b>Credit</b>	
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	

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## Evaluators

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

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<sup>3</sup> Copy this panel for each embedded programme.

## Part 1 B

### Principal Programme: Master of Arts in Psychoanalytic Psychotherapy

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
DBS Dublin Campus	24	10
St Vincent's University Hospital	24	10
Various Placement Settings	1 /2	1
Infant Observation takes place in the home of the mother and infant participating in the observation	1	1

Enrolment interval ( <i>normally 5 years</i> )	Date of first intake	Originally September 2018 but amended to September 2019 due to timescale for re-validation application.
	Date of last intake	September 2023
Maximum number of annual intakes	1	
Maximum total number of learners per intake (over all centres)	Min 5, max 24	
Programme duration ( <u>months</u> from start to completion)	3 years (6 semesters) part-time	
Target learner groups	<p>The entry requirement is a Level 8 Bachelor's degree with a 2.2 or above. The MA in Psychoanalytic Psychotherapy programme is aimed at graduates of related or unrelated disciplines who have encountered psychoanalysis in some capacity and have been drawn to pursue formal study and training in the field. They may or may not have engaged in prior formal study of psychoanalysis but will possibly have been involved, educationally and/or experientially in areas related to psychology or psychotherapy. The programme is aimed at those who wish to acquire a postgraduate qualification in psychotherapy based on psychoanalysis. The programme introduces learners to the core theoretical and practical elements of the discipline and brings them to the point of sufficient knowledge, know-how and skills, and competence to match those of a graduate of award level 9. Thus, it will enable students to graduate with a relevant qualification suited to a broad range of career and professional development options and progress on the path towards becoming a professional working in this field.</p>	
Approved countries for provision	Ireland	
Delivery mode: Full-time/Part-time	Part-time	
The teaching and learning modalities	<ul style="list-style-type: none"> <li>• Classroom lectures</li> <li>• Directed e-learning</li> <li>• Tutorials</li> <li>• Guest lectures delivered by researchers and practitioners in the field of psychoanalytic psychotherapy</li> <li>• Integrative tutorial presentations</li> <li>• Practical skills sessions and workshops</li> </ul>	

	<ul style="list-style-type: none"> <li>• Individual and group work</li> <li>• Off campus Supervised Clinical Visits</li> <li>• Academic support</li> </ul>
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	<p>The MA in Psychoanalytic Psychotherapy programme is a thorough clinical and theoretical education in the field of psychoanalytic psychotherapy. It has a very strong research component. It is designed for learners interested in pursuing careers in the psychoanalytic psychotherapy practice in diverse settings in both private practice and employment. It is designed for learners interested in developing research skills appropriate to the field of psychoanalysis in order for them to support their own professional development and contribute significantly to the development of the psychoanalytic field nationally and internationally.</p> <p>This MA programme serves to produce graduates who are employable in mental health and social care settings as well as being in a position to establish a private practice. The components of the programme all serve these ends. Crucial to this are a sound understanding of core psychoanalytic concepts, an ability to appreciate how these concepts are relevant to and applicable in clinical settings and personal experience of one's own psychoanalysis.</p> <p>The MA in Psychoanalytic Psychotherapy programme is premised on the existence of unconscious mental functioning as discovered by, and articulated in, the work of Sigmund Freud, and developed in the work of Jacques Lacan. The purpose of the programme is to install in its learners a real encounter with the fact of these unconscious mental processes. The design of the programme follows from this fundamental position. The three pillars of the programme – personal psychoanalysis, academic study and clinical experience – support the realisation of the purpose of the programme.</p>
<b>Summary of <u>specifications</u> for teaching staff</b>	Lecturers and clinical personnel who staff the MA in Psychoanalytic Psychotherapy are experienced psychoanalytic practitioners who have qualifications in this field at a minimum of a Masters at Level 9 on the NFQ.
<b>Summary of specifications for the ratio of learners to teaching-staff</b>	1:24 for class room sessions 1:24 for workshops 1:5 for clinical supervision and infant observation groups
<b>Overall WTE staff/learner ratio.<sup>4</sup></b>	1:24

<sup>4</sup> This is the total wholetime equivalent number of staff dedicated exclusively to this programme divided by the maximum number of learners that can be enrolled with that complement of staff.

### Programmes being replaced by the [principal programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG21063	MA in Psychoanalytic Psychotherapy	September 2018	Transfer to replacement programme	September 2019

### Embedded programme n/a

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
N/A		

Enrolment interval ( <i>normally 5 years</i> )	Date of first intake	
	Date of last intake	
Maximum number of annual intakes		
Maximum total number of learners per intake		
Programme duration (months from start to completion)		
Target learner groups		
Approved countries for provision		
Delivery mode: Full-time/Part-time		
The teaching and learning modalities		
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
Summary of specifications for teaching staff		
Summary of specifications for the ratio of learners to teaching-staff		
Overall WTE staff/learner ratio.		

Programmes being replaced (applicable to applications for revalidation)	Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
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Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
N/A	N/A	N/A	N/A	N/A

## Other noteworthy features of the application

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. 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.

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

Enrolments and applications for the MA in Psychoanalytic Psychotherapy were at their lowest level since 2014 (4 and 10 respectively in 2017 compared to 9 and 30 in 2014). It was noted that learners are primarily domestic. It was stated that one reason for an unsuccessful application is the absence of prior formal training in psychoanalysis, hence the proposal to change the entry criteria to drop this requirement. The number of completions relative to registrations has declined during the period from 2014/15 to 2016/17. There were 20 registrations and 5 completions. It was concluded that these trends are not inconsistent with a part-time programme.

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

However, in terms of benchmarking grades and QQI Award Classifications the panel concluded that the analysis provided for the programme was not comprehensive. The panel was advised that DBS had sought comparative data from a range of other appropriate sources including the HEA, the IOTs and private providers without success. The panel now notes that QQI has recently produced a draft report on award classification distributions across higher education institutions and access to this will allow DBS to better address this piece of analysis going forward.

## Part 1C Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

N/A
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## Part 2A Evaluation against the validation criteria

### Criterion 1

<b>The provider is eligible to apply for validation of the programme</b>	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.	
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.	
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>5</sup>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meet this criterion.*

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

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

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<sup>5</sup> This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.



## Criterion 2

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

- 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 *Policy and Criteria for Making Awards*.
- 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.<sup>6</sup>
  - (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.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>7</sup>

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel found that the aims, objectives and rationales for the programme was expressed clearly. The MA in Psychoanalytic Psychotherapy is primarily a clinical programme. It is firmly rooted in theoretical education in the field of psychoanalytic psychotherapy. It was noted that the minimum intended programme learning outcomes for the MA in Psychoanalytic Psychotherapy were informed by the QQI Counselling and Psychotherapy Awards Standards and have been mapped against these standards. It was concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the awards.

The programme objectives and programme outcomes are clear and consistent with the QQI award sought. They are set out in Sections 2.1 and 2.4 of the Programme Document. The MIPLOs are mapped against the QQI Counselling and Psychotherapy Awards Standards as set out in Section 10 of the Programme Document.

The Master of Arts in Psychoanalytic Psychotherapy was originally validated against the QQI Counselling and Psychotherapy Awards Standards and currently satisfies this standard. For

<sup>6</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>7</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Programme Review it has been re-mapped against this standard and the Learning Outcomes have been informed by the Counselling and Psychotherapy Awards Standards. This is detailed in Sections 2.2 and 2.3 of the Programme Document.

The title of the programme was deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ.

## Criterion 3

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

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>8</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>9</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>10</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>11</sup>
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel found that the programme concept, implementation strategy and interpretation of QQI awards are well informed, taking into consideration social, cultural, educational, professional and employment objectives. The extensive consultation with the health sector, as well as students and graduates was evidenced in Section 3.3 of the Programme Document and had informed the evolution of the programme.

<sup>8</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>9</sup> This might be predictive or indirect.

<sup>10</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>11</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

The panel was informed of the consultation process undertaken for this review. The comments and suggestions from internal and external stakeholders were noted and duly factored into the review process. Feedback had been sought from students, graduates, staff (academic, support and administrative) and external examiners. Professional bodies included the Irish Association for Psychoanalysis and Psychotherapy (APPI), the Irish Council for Psychotherapy (ICP) and CORU, Ireland's multi-professional health regulator. Consultations with key stakeholders such as St Vincent's Hospital, the Health Service executive (HSE), employers and charitable organisations were carried out for the review. The panel concluded that the consultation process had been comprehensive.

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

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

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

## Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>12</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>13</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme): -
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was satisfied that the programme's access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is

<sup>12</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>13</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

available through DBS website, promotional material and the Student Handbooks. This includes information on EU and non-EU entry requirements and information for students with disabilities.

The interview process, interview selection criteria, and other entry processes are clearly documented, as per Sections 4.1 and 4.2. of the Programme Document, in relation to the specification of learning that target learners are expected to achieve before enrolment.

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

The panel found that a number of graduates of the MA in Psychoanalytic Psychotherapy have gone into clinical practice in the field. It was further noted that several current students had progressed from other DBS programmes in the area of psychology.

## Criterion 5

The programme's written curriculum is well structured and fit-for-purpose	
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 <sup>14</sup> . 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 <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation. <sup>15</sup>	
Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was satisfied that the programme and modules were appropriately structured and scheduled. The programme's written curriculum and modules are well structured and fit for purpose. Detailed coverage is provided in Section 5 of the Programme Document.

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

<sup>14</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>15</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

the clinical practice component of the programme are subject to the same rigorous approach as the other elements of the programme.



## Criterion 6

### **There are sufficient qualified and capable programme staff available to implement the programme as planned**

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff<sup>16</sup> (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<sup>17</sup> opportunities<sup>18</sup>.
- 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.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

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

The panel was advised that the WTE/Learner ratio for this programme is 1:24 and this was deemed to be appropriate.

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities maintained by the library. The staff scholarship scheme was

<sup>16</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

<sup>17</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>18</sup> Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

outlined and some of the staff were utilising this resource to conduct research. There was evidence of some support to attend conferences and a number of initiatives to showcase research outputs, such as the annual research day held in DBS. However, there was an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. It was concluded that this has the potential to both negatively impact on course content and on the careers and expertise of academics.

**It is recommended that appropriate supports are put in place for staff development in the area of research activity and outputs.**

In its Response documentation, DBS provided a copy of its recently completed Research Strategy for the College, which plans out the pathway for research for the next five years. The panel is satisfied that this response has addressed the recommendation.

## Criterion 7

### **There are sufficient physical resources to implement the programme as planned**

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- 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.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel noted that a five-year plan had been provided for the programme under review.

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

The library facilities were viewed by the panel. It was noted that the facilities deploy a wide range of technology resources to support learners and staff, including access to an assignment planner, a Kindle lending facility, a registrar of scholarly activity as well as a user-friendly search engine to enable ease of search for books and academic journals.

It was noted that specialist library staff are employed to assist students to develop their research capabilities. The library is engaged in publishing the DBS journals for the School of Arts and the School of Business, featuring peer-reviewed research by both staff and students. This is in line with a

core pillar of DBS's strategy on achieving academic excellence. It was noted that this facility won a Best Library Team award in the Education Awards 2017.

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

## Criterion 8

### **The learning environment is consistent with the needs of the programme's learners**

- 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.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The learning environment is consistent with the needs of the programme's learners. The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students as set out in Sections 5.8 and 5.9 of the Programme Document.

A core element of the programme is the module on *Supervised Clinical Experience* which involves the learner spending full days participating fully in the work environment. The panel was informed that a clinical team, which includes the Programme Leader, is responsible for monitoring and supporting learners' progression through the clinical components of the programme. This is outlined further in Sections 5.8 and 5.9 of the Programme Document.

The panel was informed about access to lecturers, the use of Moodle as a virtual learning environment, teaching strategy, and the provision of extensive placement experience in psychiatric, educational and social care settings to allow learners develop their psychotherapeutic position under supervision. Knowledge of psychiatric practice is provided through the Psychiatric Case Conference and through the training provided in Infant Observation which grounds work with children and in family situations.

Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed and the panel found that these were satisfactory. Refer to Criterion 7, Criterion 9 and Criterion 12 for further commentary.

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

- Learner surveys
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union
- Student services for:
  - Accommodation

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

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

## Criterion 9

<b>There are sound teaching and learning strategies</b>	
<ul style="list-style-type: none"><li>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</li><li>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</li><li>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).</li><li>d) Learning is monitored/supervised.</li><li>e) Individualised guidance, support<sup>19</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</li></ul>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

There are sound teaching and learning strategies. These are outlined in Sections 5 of the Programme Document. In meetings with students and graduates at the site visit, the panel noted that they were very positive about the support received from staff.

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

The panel was advised that 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. It was noted that the workload for the programmes was considered to be appropriate by students and graduates.

The panel noted the effective and long-standing relationships that DBS staff had developed with clinical partners such as St Vincent's Hospital and with service providers and schools, enabling students to avail of appropriate clinical and non-clinical learning opportunities. Specifically, these partnerships provided students with expert knowledge of psychiatric practice through the Psychiatric Case Conferences, while training and supervision in Infant Observation grounded the work with children and in family situations in psychoanalytic theory and practice.

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<sup>19</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

## Criterion 10

<b>There are sound assessment strategies</b>	
a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i> <sup>20</sup> 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. <sup>21</sup> d) The programme includes formative assessment to support learning. e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules. <sup>22</sup> 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. 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. <sup>23</sup>	
Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013, as set out in Section 5.10 of the Programme Document. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from review and validations. The panel found the assessment processes relating to the programme to be appropriate.

<sup>20</sup> See the section on transitional arrangements.

<sup>21</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>22</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>23</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).



## Criterion 11

### **Learners enrolled on the programme are well informed, guided and cared for**

- 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.
- 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<sup>24</sup>.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*<sup>25</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- 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).

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Psychoanalytic Psychotherapy

**if applicable, please comment here and under other relevant criterion on the suitability of any collaboration and/or transnational provision**

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

<sup>24</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>25</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

Learners enrolled on the programme are well informed, guided and cared for. Supports for learners are detailed in Sections 5.9 and 8.2 of the Programme Document.

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

Students and graduates with whom the panel met confirmed that support services are well publicised. The panel noted that as students enrolled on the programme are, in the main, from Ireland, there was not an issue with English as a second language and that consequently no provision was required for this programme.

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

Collaborative and transnational provision is not applicable here.

## Criterion 12

### The programme is well managed

- 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<sup>26</sup> 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.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Psychoanalytic Psychotherapy
No	<i>Detail the programmes or modules that do not meet the criterion</i>
Partially	<i>Detail the programmes or modules that do not meet the criterion but meet it partially</i>

**If applicable, please comment here and under other relevant criterion on the suitability of any collaboration and/or transnational provision**

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH (Quality Assurance Handbook) contains the

<sup>26</sup> See also QQI's Policy on Monitoring (QQI, 2014)

governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. Programme-specific quality assurance arrangements focus on conducting research in accordance with the DBS Ethical Guidelines for Research with Human Participants.

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

Collaborative and transnational provision is not applicable here.

## Part 2B Overall recommendation to QQI

### Master of Arts in Psychoanalytic Psychotherapy

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>27</sup>
	Not satisfactory.

The panel carried out a comprehensive review of the Master of Arts in Psychoanalytic Psychotherapy between March and November 2018. The programmes were 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.

The review comprised four stages:

- A desk review by the panel of the self-evaluation report on the internal programme review prepared by the Programme Leaders and Programme Team and a review of the initial proposed revised programmes to be submitted for revalidation of the programmes.
- A site visit on 22<sup>nd</sup> March 2018 involving a series of meeting with academic staff and administrative staff engaged in programme delivery and support, a meeting with recent graduates and current learners a on the programmes and a tour of the DBS campus on two sites to review facilities.
- The preparation of a panel report, outlining the process and evidence pursued and proposing one recommendation.
- A follow-up desk review of revised documentation provided by DBS addressing the panel's recommendation.

The revised documentation consisted of:

- DBS's Programme Review Document for Master of Arts in Psychoanalytic Psychotherapy (referred to as Programme Document hereafter)
- Programme Team's response to the Independent Programme Review Report (referred to as Team Response hereafter)
- DBS Research Strategy
- Proposed Course Schedules for the MA in Psychoanalytic Psychotherapy

Based on the site visit and the revised documentation received, the panel concluded that the Master of Arts in Psychoanalytic Psychotherapy, as presented to QQI for revalidation, satisfies the core policies and criteria for revalidation by QQI of programmes of education and training.

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<sup>27</sup> 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.

Specifically, the panel is satisfied that:

Under **Criterion 1:** DBS meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. The panel was informed DBS is currently taking part in the re-engagement process with QQI. QA policies and procedures are therefore under review. Access, transfer and progression procedures are detailed in Section 4 of Programme Document and Chapter 6 of the DBS Quality Assurance Handbook.

The panel noted that DBS has in place arrangements for Protection of Enrolled Learners (PEL), documentation for which is provided to QQI with every submission for revalidation of a programme.

Under **Criterion 2:** The programme objectives and programme outcomes are clear and consistent with the QQI award sought. They are set out in Sections 2.1 and 2.4 of the Programme Document. The MIPLOs are mapped against the QQI Counselling and Psychotherapy Awards Standards as set out in Section 10 of the Programme Document.

The Master of Arts in Psychoanalytic Psychotherapy was originally validated against the QQI Counselling and Psychotherapy Awards Standards and currently satisfies this standard. For Programme Review it has been re-mapped against this standard and the Learning Outcomes have been informed by the Counselling and Psychotherapy Awards Standards. This is detailed in Sections 2.2 and 2.3 of the Programme Document.

Under **Criterion 3:** the panel found that the programme concept, implementation strategy and interpretation of QQI awards are well informed, taking into consideration social, cultural, educational, professional and employment objectives. The extensive consultation with the health sector, as well as students and graduates was evidenced in Section 3.3 of the Programme Document and had informed the evolution of the programme.

Under **Criterion 4:** the programme's access, transfer and progression arrangements are satisfactory. The interview process, interview selection criteria, and other entry processes are clearly documented, as per Sections 4.1 and 4.2. of the Programme Document, in relation to the specification of learning that target learners are expected to achieve before enrolment. The panel supported the proposed change to the entry requirements to no longer require entrants to have a background of formal study in psychoanalysis. It was evident that the potential risks associated with the change were being well managed.

Under **Criterion 5:** the programme's written curriculum and modules are well structured and fit for purpose. Detailed coverage is provided in Section 5 of the Programme Document. The panel was satisfied that the arrangements in place for the clinical practice component of the programme are subject to the same rigorous approach as the other elements of the programme.

Under **Criterion 6:** there are sufficient qualified and capable programme staff available to implement the programme as planned. The panel was advised that teaching staff are qualified to a minimum of NFQ Level 9 with many qualified to doctoral level or enrolled in doctoral studies. This is evidenced in Appendix 2 of the Programme Document which contains the cvs of teaching staff. Other staffing matters are covered in Sections 1.2, 7.4 and 7.7 of the Programme Document. It was noted that through DBS's partnership with St Vincent's Hospital on the programme, students were also taught by highly experienced practitioners in the field of psychoanalytic psychotherapy.

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities, which was viewed by the panel at the site visit. However, it was noted that there is an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. The panel recommended that appropriate supports be put in place for staff development in this area. In its Team Response document, DBS provided a copy of its recently completed Research Strategy for the College, which plans out the pathway for research for the next five years. The panel is satisfied that this response has addressed the recommendation.

Under **Criterion 7:** there are sufficient physical resources to implement the programme as planned, as set out in Section 8 of the Programme Document. The wide range of technology resources utilised by the Library to support learners was noted. The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.

The panel noted that a five-year plan had been provided for the programmes under review as evidenced in Section 3.13 of the Programme Document.

Under **Criterion 8:** the learning environment is consistent with the needs of the programme's learners. The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students as set out in Sections 5.8 and 5.9 of the Programme Document.

A core element of the programme is the module on *Supervised Clinical Experience* which involves the learner spending full days participating fully in the work environment. The panel was informed that a clinical team, which includes the Programme Leader, is responsible for monitoring and supporting learners' progression through the clinical components of the programme. This is outlined further in Sections 5.8 and 5.9 of the Programme Document.

Under **Criterion 9:** there are sound teaching and learning strategies. These are outlined in Sections 5 of the Programme Document. In meetings with students and graduates at the site visit, the panel noted that they were very positive about the support received from staff.

Under **Criteria 10:** there are sound assessment strategies. The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013 as set out in Section 5.10 of the Programme Document.

Under **Criteria 11:** learners enrolled on the programme are well informed, guided and cared for. The panel noted that the Student Handbooks and website reviewed contained relevant information in relation to the supports and services available to students. Students and graduates with whom the panel met confirmed that support services are well publicised. Supports for learners are detailed in Sections 5.9 and 8.2 of the Programme Document.

Under **Criteria 12:** the programme is well managed. The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

## Summary of recommendations to the provider

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

## Declarations of Evaluators' Interests

Dr Mary Darby, now retired, was co-founder of the School of Psychotherapy at St Vincent's University Hospital.

DBS has a transition route for graduates to complete post-Masters training in The School of Psychotherapy at St Vincent's University Hospital in order to fulfil the requirements for professional recognition.

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

Panel chairperson:

Date: 16 February 2019



Signed:

## Addendum

Here address any amendments to the application forwarded to the panel by QQI to address any proposed special conditions of validation.

## Disclaimer

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

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



## Part 3: Proposed programme schedules

### 1 Proposed programme and stage schedules MA in Psychoanalytic Psychotherapy

Name of Provider:		Dublin Business School												
Programme Title		Master of Arts in Psychoanalytic Psychotherapy												
Award Title		Master of Arts												
Stage Exit Award Title <sup>3</sup>		Master of Arts in Psychoanalytic Psychotherapy												
Modes of Delivery (FT/PT):		PT												
Teaching and learning modalities		Class room lecture; Psychiatric Case Conference; Seminar; Tutorial; Placement Experience; Infant Observation; Group Supervision; Individual Supervision												
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>	Stage EQF Level <sup>2</sup>		Stage Credit(ECTS)			Date Effective		ISCED Subject code	
Major	9	7	Award		9	7		120			1 <sup>st</sup> Sept 2018		0215	
Module Title (Up to 70 characters including spaces)		Semester no where applicable (Semester 1 or Semester 2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Psychiatric case Conference and Seminar		Linear	M	9	10	250	100	12	138		100			
Clinical Supervision		Linear	M	9	10	250	100	12	78	60	100			
Supervised Clinical Experience		Semester 2, Year 1 and then Linear	M	9	10	250	0	0	20	230	100			
Infant Observation		Linear	M	9	10	250	75	12	83	80	100			
Formations of the Unconscious		1	M	9	5	125	18	12	95		100			

Infantile Sexuality and Infantile Neurosis	1	M	9	5	125	18	12	95		100			
The Clinic of the Unconscious	2	M	9	5	125	18	12	95		100			
Sexuality, Sexuation and the Division of the Sexes	2	M	9	5	125	18	12	95		100			
Neurosis in the Clinic of Psychoanalysis	1	M	9	5	125	18	12	95		100			
Psychoanalysis and Addiction	1	M	9	5	125	18	12	95		100			
Psychosis in the Clinic of Psychoanalysis	2	M	9	5	125	18	12	95		100			
The History and Traditions of Psychoanalysis	2	M	9	5	125	18	12	95		100			
The Ethics of Psychoanalysis	1	M	9	5	125	18	12	95		100			
Transference in the Clinic of Psychoanalysis	2	M	9	5	125	18	12	95		100			
Research Seminar and Thesis	Linear	M	9	30	750	24	26	700		20	80		
Special Regulation 1	For the modules, Psychiatric case Conference and Seminar, Clinical Supervision, Supervised Clinical Experience, Infant Observation special regulations apply in that it is required that a learner pass each component of assessment. Learners cannot compensate over the different components of the assessment on account of the clinical component of the module for which a guarantee of reaching a pass grade is essential.												
Special Regulation 2	Learners on the MA will verify with written documentation that they have been in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner for the duration of the programme. Failure to adequately verify engagement in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner will prevent the learner from graduating from the programme.												
Special Regulation 3	For the module, Research Seminar and Thesis, a special regulation applies in that a learner must pass in each one of the components of this module. There is no compensation across components.												