

# CERTIFICATE OF VALIDATION



QQI

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Extension #1

<b>Provider Name</b>	Dublin Business School
<b>Date of Validation</b>	12-Sep-19

	<b>First intake</b>	<b>Last intake</b>	<b>Intakes per annum</b>
<b>Enrolment Interval</b>	Sep-19	Aug-25	2

	Code	Title	Award	Duration (Months)	Intakes per annum
<b>Principal Programme</b>	PG24189	Master of Arts in Psychotherapy	Master of Arts (Major Award at NFQ Level 9) 9M20817 90 credits	2 years	2
<b>Embedded Programmes</b>	NA	n/a			

## Principal Programme

**5 Year Plan: Planned total enrolment i.e. aggregated across all intakes and all approved centres**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Minimum Intake into first year</b>	7				
<b>Maximum Intake into first year</b>	120				

### Target Learner groups

The Master of Arts in Psychotherapy programme is aimed at graduates of a Level 8 NFQ accredited programme sympathetic to the Humanistic and Integrative tradition (such as the Higher Diploma in Arts in Counselling and Psychotherapy or equivalent). Successful applicants will be required to have academic components, skills components which have been delivered in an experiential mode and personal development components (personal psychotherapy and process group work over a minimum of a two-year period). An applicant for the MA must also have a recommendation from a practitioner closely familiar with the applicant's study and experience recommending that the applicant is suitable for the Master of Arts in Psychotherapy programme and for supervised client work in particular. Consideration is given to clinicians from other traditions of psychotherapeutic and psychological work as long as they also have the required minimum experience of personal psychotherapy, process group work and skills training as well as formally recognised academic study in the field of psychotherapy. Suitable candidates should be able to demonstrate significant life experience, self-awareness and maturity. Learners on the Master of Arts in Psychotherapy programme are required to have entered their own psychotherapy before commencement of the programme. This will have been a requirement of the required prior learning qualification indicated above. Prior learning qualifications should also have included a minimum of 60 hours process group work. Ideally candidates also have experience either professionally or on a voluntary basis in a role which can be related to the work of counselling/psychotherapy. Candidates are expected to be able to show evidence of having the personal qualities necessary to undertake psychotherapy training. To this end there is an interview process as part of the admissions procedure in order to assess academic and personal suitability.

The Master of Arts in Psychotherapy programme fosters a learning environment that produces learners who are theoretically well informed about the field of psychotherapy, skilled in the techniques of humanistic and psychodynamic psychotherapy, in the integrative model and ethical in their practice. This programme introduces learners to a form of work through which one's own

	<p>subjective position and one's relation to the practice of psychotherapy can be articulated. The Master of Arts in Psychotherapy programme provides direction to learners taking up the practice of psychotherapy. To these ends the Master of Arts in Psychotherapy programme is founded on the personal work of the learner's own psychotherapy and engagement with process group work as well as a rigorous training in the skills and supervision of humanistic and psychodynamic psychotherapeutic practice in accordance with the integrative model.</p>				
<p><b>Brief Synopsis of the programmes</b></p>	<p>The Master of Arts in Psychotherapy award consists of: experiential training groups, personal development through the experience of psychotherapy and process groups and supervised clinical practice. These components are represented throughout the modules over the two years of the MA programme.</p> <p>The orientation of the programme is humanistic, psychodynamic and from an integrative model, and learners are introduced to the principles of existential psychotherapy, Gestalt therapy, the body in psychotherapy and so on. The programme is centred around the learners' supervised clinical practice, skills training and continued personal development, and also provides them with experience of psychotherapy through both group and individual settings. The programme includes the required experiential skills, personal development and theoretical components which means it is recognised by the Irish Association for Humanistic and Integrative Psychotherapy (IAHIP).</p> <p>The programme is constructed as the final two years of a professional four-year postgraduate training in psychotherapy in combination with the Higher Diploma in Counselling and Psychotherapy part-time programme.</p> <p>The Master of Arts in Psychotherapy is a thorough clinical and theoretical education in the field. It has a strong research component. It is designed for learners interested in pursuing careers in a counselling and psychotherapy practice in diverse settings both in private practice and employment. It is designed for learners interested in developing research skills appropriate to the field of counselling and psychotherapy in order for them to support their own professional development and contribute significantly to the development of the field nationally and internationally.</p> <p>The Master of Arts in Psychotherapy programme serves to produce graduates who are employable in mental health and social care settings as well as being in a position to establish and build up a private practice. The components of the programme deliver this aim. The clinical skills components of the programme (the theory and practice modules and the clinical supervision modules) are crucial to the robustness of the programme. It is the premise of the design and rationale of the programme that these components would not be possible to learn without the requirement to be in personal psychotherapy, the modules in personal development and self-care (process group) alongside the academic modules of the programme. This combination of modules is vital to the robustness of the programme.</p>				
<p><b>Delivery mode: full-time / part-time</b></p>	<p>Part-Time.</p>				
<p><b>Teaching and Learning Modes</b></p>	<ol style="list-style-type: none"> <li>1. Classroom lectures</li> <li>2. Case-based learning</li> <li>3. Practical skills sessions</li> <li>4. Workshops</li> <li>5. Tutorials</li> <li>6. Individual and group work</li> <li>7. Blended Learning</li> </ol>				
<p><b>Approved countries</b></p>	<p>Ireland</p>				
<p><b>Physical resource requirements</b></p>	<p>Lecture rooms with multimedia resources and physical resources suitable for working in breakout groups. Classroom / computer room with requisite (non-specialist) software required for the delivery of the programme.</p>				
<p><b>Staff Profiles</b></p>	<table border="1"> <thead> <tr> <th data-bbox="414 1915 1404 1971"><b>Qualifications and Experience</b></th> <th data-bbox="1404 1915 1522 1971"><b>WTE</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="414 1971 1404 2107">Lecturing staff will have a minimum of a Masters or equivalent in Counselling and Psychotherapy. They should also have teaching, training, supervising or research experience within the counselling and psychotherapy field but also specific to the modality being taught. Staff should have considerable practical / clinical experience in</td> <td data-bbox="1404 1971 1522 2107">6.1</td> </tr> </tbody> </table>	<b>Qualifications and Experience</b>	<b>WTE</b>	Lecturing staff will have a minimum of a Masters or equivalent in Counselling and Psychotherapy. They should also have teaching, training, supervising or research experience within the counselling and psychotherapy field but also specific to the modality being taught. Staff should have considerable practical / clinical experience in	6.1
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mutually supporting theory and practice-learning opportunities for learning.

**Approved Centres**

<b>Centre</b>	<b>Minimum Number of learners per intake per Centre</b>	<b>Maximum Number of learners per intake per Centre</b>
DBS - Dublin Campus	7	60

**Learner Teacher Ratios**

<b>Learning Activity</b>	<b>Ratio</b>
Supervision Group	1:4
Skills classes	1:15
Process	1:12
Classroom sessions	1:30

**Programme being replaced by this programme**

<b>Prog Code</b>	<b>Programme Title</b>	<b>Validated</b>	<b>To Close</b>
PG21067	Master of Arts in Psychotherapy	11-Jul-14	

# Conditions of Validation of the Programmes Covered by this Certificate of Validation

## Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

- 1.co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
- 2.establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
- 3.continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
- 4.provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

## Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

### Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

- 1.Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

### Part 2.2 Condition of Validation Concerning the Duration of Enrolment

- 1.The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

### Part 2.3 General Condition of Validation

The provider of the programme shall:

- 1.Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
- 2.Ensure that the programme is provided with the appropriate staff and physical resources as validated.
- 3.Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
- 4.Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
- 5.Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.

6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.
9. Adhere to QQI regulations and procedures for certification.
10. Notify QQI in writing without delay of:
  - a. any material change to the programme;
  - a. anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards;
  - b. anything that infringes the conditions of validation; or
  - c. anything that would be likely to cause QQI to consider reviewing the validation.
11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)).
12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

#### **Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria**

1. n/a

#### **Part 2.5 Special Conditions of Validation**

1. n/a

## Approved programme schedules

<b>Name of Provider:</b>		Dublin Business School												
<b>Programme Title</b>		Master of Arts in Psychotherapy												
<b>Award Title</b>		Master of Arts in Psychotherapy												
<b>Stage Exit Award Title<sup>3</sup></b>		N/A												
<b>Modes of Delivery (FT/PT):</b>		Part-time												
<b>Teaching and learning modalities</b>		As per module descriptors												
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>						
Major	9	7	Award	9	7	90	1 <sup>st</sup> September 2019	0313						
<b>Module Title (Up to 70 characters including spaces)</b>		<b>Semester no where applicable. (Semester 1 or Semester2)</b>	<b>Module</b>		<b>Credit Number</b>	<b>Total Student Effort Module (hours)</b>				<b>Allocation of Marks (from the module assessment strategy)</b>				
			<b>Status</b>	<b>NFQ Level where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Hours of Independent</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam</b>
Supervised Clinical Practice		1-4	M	9	10	250	200		10	40			100	
Clinical Group Supervision		1-4	M	9	5	60	60				60		40	
Process Group		1-2	M	9	5	60	60						100	

Theory and Practice 1: Psychodynamic Psychotherapy	1	M	9	5	125	18		107		60		40	
Theory and Practice 2: Integrative Psychotherapy	2	M	9	5	125	18		107		60		40	
Theory and Practice 3: Object Relations	3	M	9	5	125	18		107		60		40	
Theory and Practice 4: Integrative Psychotherapy	4	M	9	5	125	18		107		60		40	
Gestalt Therapy	1, 2	M	9	5	125	24		101		100			
Existential Psychotherapy	1, 2	M	9	5	125	22		103		100			
Ethics and Contemporary Issues	4	M	9	5	125	18		107		100			
The Body in Psychotherapy	1	M	9	5	125	18		107		100			
Psychotherapy and the Public Sphere	2	M	9	5	125	18		107		100			
Workshops	3, 4	M	9	5	125	24		101		100			
Self, Subject, Person	3	M	9	5	125	18		107		100			
Research Project	2, 3, 4	M	9	15	375	50		325		100			

**Special Regulations** (Up to 280 characters)

Special Regulation 1: For the modules Clinical Group Supervision, Theory and Practise 1, 2, 3 and 4, special regulations apply in that it is required that a learner pass each component of assessment.

Special Regulation 2: Learners on the MA will verify with written documentation that they have been in their own personal psychotherapy weekly with a reputable and recognised practitioner for the duration of the programme. The same applies to fortnightly individual supervision.