

CERTIFICATE OF VALIDATION



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

ReValidation

Provider Name	Dublin Business School
Date of Validation	12-Sep-19

	First intake	Last intake	Intakes per annum
Enrolment Interval	Sep-19	Aug-24	2

	Code	Title	Award	Duration (Months)	Intakes per annum
Principal Programme	PG24188	Bachelor of Arts (Honours) in Counselling and Psychotherapy	Bachelor of Arts (Honours) (Major Award at NFQ Level 8) 8M20818 240 credits	4 years	2
Embedded Programmes	PG24190	Higher Certificate in Arts in Applied Social Studies	Higher Certificate in Arts (Major Award at NFQ Level 6) 6M20819 120 Credits	2 years	Exit

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
Minimum Intake into first year	12	12	12	12	12
Maximum Intake into first year	120	120	120	120	120

Target Learner groups

The BA (Hons) in Counselling and Psychotherapy programme is aimed at applicants who are drawn to study and work involving the exercise of listening who have encountered counselling and psychotherapy 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 counselling and psychotherapy but will possibly have been involved experientially in areas related to psychology or psychotherapy or have engaged in their own personal therapy. The programme is aimed at those who wish to acquire an undergraduate qualification in the practice of counselling and psychotherapy. The programme introduces learners to the core theoretical and practical elements of the disciplines and brings them to the point of sufficient knowledge, know-how and skills and competence to match those of a graduate of award Level 8. 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. On completion of this course, learners will have acquired a broad undergraduate education and the practical and intellectual skills required for postgraduate education and a variety of career paths. This programme is also aimed at those who wish to learn counselling and psychotherapeutic skills, and to practice those skills, whether as a professional or in related fields such as social care, community work, in the Gardaí, in an education setting or in the voluntary sector.

Brief Synopsis of the programmes

The BA (Hons) in Counselling and Psychotherapy (BACAP) 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 four years of the BA (Hons) programme. Personal psychotherapy, undertaken at the latest in the second year of the programme, is a requirement that is not represented in the modules of the course. The other major component of personal exploration and development, namely the Process Group Work is represented. The orientation of the programme is integrative/humanistic, and learners are introduced to the

principles of psychoanalysis, developmental psychology, existential psychotherapy, cognitive behavioural therapy (CBT) and so on. The programme is centred around the learners' personal development, and also provides them with experience of counselling and psychotherapy through both group and individual settings. Alongside the learners' own experiential learning, the programme develops knowledge of different forms of psychopathology and theories of psychotherapy and counselling. The programme includes the required counselling skills, personal development and theoretical components which mean it is recognised by the Irish Association for Counselling and Psychotherapy (IACP). The programme is constructed as a four year part-time programme of 30 modules leading to an award of BA (Hons) in Counselling and Psychotherapy.

Delivery mode: full-time / part-time

Part-time only

Teaching and Learning Modes

1. Classroom lectures
2. Case-based learning
3. Practical skills sessions
4. Workshops
5. Tutorials
6. Individual and group work
7. Blended Learning

Approved countries

Ireland

Physical resource requirements

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.

Staff Profiles

Qualifications and Experience	WTE
Lecturing staff will have a minimum of a Masters and/or PhD 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, in a practice-oriented programme should have considerable practical/clinical experience in mutually supporting theory and practice learning opportunities for learning.	2.24

Approved Centres

Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
DBS: Dublin Campus	12	60

Learner Teacher Ratios

Learning Activity	Ratio
Skills and training modules	1:15
Process sessions	1:12
Group supervision	1:4
Classroom sessions	1:30

Programme being replaced by this programme

Prog Code	Programme Title	Validated	To Close
PG21086	Bachelor of Arts (Honours) in Counselling and Psychotherapy	11-Jul-14	

Embedded Programme

Code	Title	Award	Duration (Months)	Annual Intakes
PG24190	Higher Certificate in Arts in Applied Social Studies	Higher Certificate in Arts 6M20819 120 credits	2 years	Exit

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
Minimum Intake into first year	12	12	12	12	12
Maximum Intake into first year	120	120	120	120	120

Target Learner groups

The Higher Certificate in Applied Social Studies is an embedded award in the BA (Hons) Counselling and Psychotherapy and, similar to the principal programme, is aimed at applicants who are drawn to study and work involving the exercise of listening who have encountered counselling and psychotherapy 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 counselling and psychotherapy but will possibly have been involved experientially in areas related to psychology or psychotherapy or have engaged in their own personal therapy. The programme introduces learners to the core theoretical of the disciplines and brings them to the point of sufficient knowledge, know-how and skills and competence to match those of a graduate of award Level 6. The Higher Certificate is an exit award for those who are not considered eligible or professionally suitable to progress on to supervised client practice in year 3 of the BA (Hons) in Counselling and Psychotherapy. A learner may in fact take it upon themselves to exit at the end of the two years and avail of the exit award of a Higher Certificate in Arts in Applied Social Studies.

Brief Synopsis of the programmes

The Higher Certificate in Applied Social Studies is an embedded award in the BA (Hons) in Counselling and Psychotherapy. It is an award only for those learners whom the team cannot recommend for progression to client work but who have managed to successfully complete the academic assessments of the first two years. The Higher Certificate in Applied Social Studies consists of three interconnected strands: experiential training groups, personal development through the experience of psychotherapy and process groups. Personal psychotherapy, undertaken at the latest in the second year of the programme, is a requirement that is not represented in the modules of the course. The other major component of personal exploration and development, namely the Process Group Work is represented. In summary, the division between the first two years and the second two years of the four-year BA (Hons) is crucial to allow a decision to be made on the basis of a knowledge of a learner's work and participation concerning their suitability for supervised clinical practice. The first two years is therefore a period primarily of personal development for the learner and allowing for DBS to establish a profile of the learner so that a fair and balanced informed decision can be made regarding suitability for supervised clinical practice.

Delivery mode: full-time / part-time

Part-time.

Teaching and Learning Modes

1. Classroom lectures
2. Case-based learning
3. Practical skills sessions
4. Workshops
5. Tutorials
6. Individual and group work
7. Blended Learning

Approved countries where enrolled learners will be based

Ireland

Physical resource requirements

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.

Staff Profiles

Qualifications and Experience	WTE
Staff need to be qualified to at least Level 8 in Counselling and Psychotherapy with staff delivering training modules qualified to at least Level 9 (NFQ). Staff delivering specific modules should have knowledge or experience of the subject specialism and also be a practitioner. Those staff delivering the training modules should be experienced and accredited practitioners within the field of humanistic, integrative and psychodynamic.	2.24

Approved Centres

Centre	Minimum Number of learners per intake per Centre	Maximum Number of learners per intake per Centre
DBS: Dublin Campus	12	60

Learner Teacher Ratios

Learning Activity	Ratio
Skills and training modules	1:15
Process Sessions	1:12
Group Supervision	1:4
Classroom sessions	1:30

Programme being replaced by this programme

Prog Code	Programme Title	Validated	To Close
PG21107	Higher Certificate in Arts in Applied Social Studies	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

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Counselling and Psychotherapy												
Award Title		BA (Hons) in Counselling and Psychotherapy												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		As per module descriptors												
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			60	1 st September 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status³¹	NFQ Level¹ where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort³²	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to Psychology		1	M		5	125	18		107		100			
Counselling Skills I - Introduction		1 and 2	M		10	250	28		222		100			
The Stress Response I		1 and 2	M		10	250	24		226		100			
Approaches to Counselling and Psychotherapy		1 and 2	M		10	250	24		226		60			40

³¹ Mandatory (m) or elective (E)

³² 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.

Contemporary Issues I	1 and 2	M		10	250	24		226		100		
Process Group	1 and 2	M		10	250	45		205			100	
Developmental Psychology	2	M		5	125	18		107		40		60
Special Regulations (Up to 280 characters)												
Special Regulation 1: For the Module Counselling Skills I special regulations apply in that it is required that a learner pass each component of assessment.												

Name of Provider:		Dublin Business School											
Programme Title		BA (Hons) in Counselling and Psychotherapy											
Award Title		BA (Hons) in Counselling and Psychotherapy											
Stage Exit Award Title³		N/A											
Modes of Delivery (FT/PT):		Part-time											
Teaching and learning modalities		As per module descriptors											
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			60	1 st September 2019	0313					
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	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	Hours of Independent Learning	Work-based learning effort³⁴	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to the Work of Freud	1	M		5	125	18		107		100			
Counselling Skills II – Therapeutic Relationship	1 and 2	M		10	250	28		222		100			
The Stress Response II	1 and 2	M		10	250	24		226		100			
Contemporary Issues II	1 and 2	M		10	250	24		226		100			
The Family System	1 and 2	M		10	250	24		226		40			60
Process Group	1 and 2	M		10	250	45		205				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.

Human Sexuality	2	M		5	125	18		107		40			60
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Module Counselling Skills II special regulations apply in that it is required that a learner pass each component of assessment.													
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner. 25 hours of personal therapy must be completed prior to client practice as per IACP guidelines.													

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Counselling and Psychotherapy												
Award Title		BA (Hons) in Counselling and Psychotherapy												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		As per module descriptors												
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	3			60	1 st September 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	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	Hours of Independent Learning	Work-based learning effort³⁶	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Approaches to Addiction		1	M		5	125	18		107		100			
Freud's Case Histories		1	M		5	125	18		107		100			
Psychotherapy Skills I - Psychodynamic		1 and 2	M		10	250	28		222		30	30	40	
Clinical Group Supervision I		1 and 2	M		10	250	24		226		30	30	40	
Existentialism and Psychotherapy		1 and 2	M		10	250	24		226		100			
Supervised Practice I		1 and 2	M		10	250			210	40			100	
Psychopathology		2	M		5	125	18		107		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.

Research Methodology	2	M		5	125	18		107		100			
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Modules Psychotherapy Skills I and Group Supervision I special regulations apply in that it is required that a learner pass each component of assessment.													
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner													

Name of Provider:		Dublin Business School												
Programme Title		BA (Hons) in Counselling and Psychotherapy												
Award Title		BA (Hons) in Counselling and Psychotherapy												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		As per module descriptors												
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 September 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	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	Hours of Independent Learning	Work-based learning effort³⁸	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Psychotherapy Skills II - Integrative		1 and 2	M	8	10	250	28		222		60		40	
Clinical Group Supervision II		1 and 2	M	8	10	250	28		222		30	30	40	
Cognitive Behaviour Theory		1	M	8	5	125	18		107		100			
The Body in Psychotherapy		1 and 2	M	8	5	125	22		103		100			
Ethics		2	M	8	5	125	18		107		100			
Group Psychotherapy		1	M	8	5	125	18		107		100			
Supervised Practice II		1 and 2	M	8	10	250			170	80			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.

Research Project	1 and 2	M	8	10	250	24		226		20	80		
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Modules Psychotherapy Skills II and Group Supervision II special regulations apply in that it is required that a learner pass each component of assessment.													
Special Regulation 2: Learners on the BA (Hons) must verify with written documentation that they have been in their own psychotherapy with a reputable practitioner for the duration of years 2, 3 and 4 of the programme. Failure to adequately verify engagement in their own psychotherapy meeting the requirements of the programme (80hours of personal therapy) with a reputable practitioner will prevent the learner from graduating from the programme.													

Name of Provider:		Dublin Business School												
Programme Title		Higher Certificate in Arts in Applied Social Studies												
Award Title		Higher Certificate in Arts in Applied Social Studies												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		As per module descriptors												
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	6	5	1			60	1 st September 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	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	Hours of Independent Learning	Work-based learning effort⁴⁰	C.A. %	Supervised Project %	Proctored practical demonstration %
Introduction to Psychology		1	M		5	125	18		107		100			
Counselling Skills I - Introduction		1 and 2	M		10	250	28		222		100			
The Stress Response I		1 and 2	M		10	250	24		226		100			
Approaches to Counselling and Psychotherapy		1 and 2	M		10	250	24		226		60			40
Contemporary Issues I		1 and 2	M		10	250	24		226		100			
Process Group		1 and 2	M		10	250	45		205			100		

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.

Developmental Psychology	2	M		5	125	18		107		40			60
Special Regulations (Up to 280 characters)													
Special Regulation 1: For the Module Counselling Skills I special regulations apply in that it is required that a learner pass each component of assessment.													

Name of Provider:		Dublin Business School												
Programme Title		Higher Certificate in Arts in Applied Social Studies												
Award Title		Higher Certificate in Arts in Applied Social Studies												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		As per module descriptors												
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	6	5	Award	6	5	60	1 st September 2019	0313						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status⁴¹	NFQ Level¹ where specified		Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort⁴²	C.A. %	Supervised Project %	Proctored practical demonstration %
Introduction to the Work of Freud		1	M	6	5	125	18		107		100			
Counselling Skills II – Therapeutic Relationship		1 and 2	M	6	10	250	28		222		100			
The Stress Response II		1 and 2	M	6	10	250	24		226		100			
Contemporary Issues II		1 and 2	M	6	10	250	24		226		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.

The Family System	1 and 2	M	6	10	250	24		226		40		60
Process Group	1 and 2	M	6	10	250	45		205			100	
Human Sexuality	2	M	6	5	125	18		107		40		60
Special Regulations (Up to 280 characters)												
Special Regulation 1: For the Module Counselling Skills II special regulations apply in that it is required that a learner pass each component of assessment.												
Stage requirement: Learners are required to have attended personal psychotherapy weekly and to have this verified by the practitioner.												