

## CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

<b>Provider Name</b>	Dublin Business School
<b>Date of Validation</b>	09-Apr-26

	Code	Title	Award	Exit Only
<b>Principal Programme</b>	PG26864	Master of Arts in Psychotherapy	Master of Arts (Masters Degree at NFQ Level 9) 9M23189 90 credits	N/A
<b>Embedded Programme</b>	N/A			

	First Intake	Last Intake
<b>Enrolment Interval</b>	Sep-26	Sep-27

### Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
<b>Intakes per Annum:</b>	0	2	Part Time
<b>Minimum Learners per Intake:</b>	0	7	
<b>Maximum Learners per Intake:</b>	0	60	
<b>Duration (months)</b>	N/A	24	

### Target Learner Groups

The Master of Arts in Psychotherapy programme is aimed at graduates of a Level 8 NFQ accredited programme (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 Masters 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. Due to the significant responsibility inherent in the practice of psychotherapy, it is imperative that only learners deemed suitable for clinical practice at the completion of the Higher Diploma in Counselling and Psychotherapy (or equivalent) are eligible to apply and interview for the Master of Arts in Psychotherapy, where they will commence client work. Therefore, the Higher Diploma in Arts in Counselling and Psychotherapy is designated as a distinct Level 8 award. The mandatory interview for all applicants seeking entry to the Master of Arts in Psychotherapy is vital for upholding training quality and standards, thereby safeguarding both learners and the public.

## Brief Synopsis of the Programmes

Across the two years of study, learners engage in supervised clinical practice, experiential training skills training, and both individual and process group. The curriculum introduces a range of theoretical orientations including existential, Gestalt, and body-oriented psychotherapies, supporting learners in the development of a humanistic and integrative practice within a psychodynamic frame. The programme builds on prior learning achieved through the Higher Diploma in Counselling and Psychotherapy, comprising the final two years of a four-year professional training pathway. It includes a substantial research component enabling learners to engage in practice-based inquiry and to contribute to the advancement of knowledge within the discipline.

The Masters of Arts in Psychotherapy meets the professional training standards required for recognition by the Irish Association for Humanistic and Integrative Psychotherapy (IAHIP). Graduates are equipped to practise as psychotherapists in diverse health, educational, and community settings and to establish and manage a professional private practice in accordance with recognised ethical and professional standards, with the combined four-year HDip and MA pathway maintaining recognition by IAHIP and supporting eligibility for grandparenting to the future CORU register.

Following a strategic review of its academic portfolio, DBS has decided to undertake a phased withdrawal from its Counselling and Psychotherapy programmes, including the MA in Psychotherapy, in order to align with its long-term ambition to focus on programmes that address the evolving skills needs of an international business school context. The final year for admitting new learners onto the MA in Psychotherapy will be 2027-2028, and DBS will continue to offer the programme through to final graduation in 2028-2029 so that all current and incoming cohorts on the established HDip/MA pathway can complete within the CORU grandparenting window, with explicit commitments to maintain academic and clinical leadership roles, maintain IAHIP recognition, and clinical placements and supervision, and provide full teach-out support to all affected learners.

## Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Critically appraise and take responsibility for own personal and ethical practice, demonstrating sustained engagement in personal psychotherapy, supervised practice, and advanced reflective work in individual and group contexts, including process groups, clinical group supervision, and group projects.
2. Demonstrate advanced interpersonal communication and clinical problem solving skills in the practice of humanistic and psychodynamic psychotherapy, adapting interventions appropriately to diverse clients and complex clinical situations.
3. Synthesize and critically evaluate key theories within humanistic and psychodynamic modalities, articulating an integrative theoretical position and communicating this coherently in oral and written forms.
4. Display a critical awareness of, and ability to apply, appropriate research methodologies and ethical principles in psychotherapy research, including designing, conducting, presenting, and critically appraising research relevant to clinical practice in the field of psychotherapy.
5. Critically evaluate and manage complex clinical presentations and ethical dilemmas, demonstrating informed judgment regarding contemporary professional, legal, and regulatory frameworks in psychotherapy and in inter-professional contexts.
6. Integrate theoretical knowledge, personal process, and clinical skills to self-evaluate professional practice, demonstrating ongoing self-care, resilience, interpersonal effectiveness, and professional suitability for autonomous, ethical practice as a psychotherapist.

### Teaching and Learning Modes

1. Lectures / Classes
2. Practical Sessions
3. Tutorials

### Approved Countries

Ireland

## Physical Resource Requirements

Appropriately equipped computer work area.

Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources.

Appropriate software resources to be used in the teaching and learning of all modules.

Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.

Appropriately equipped computer work area.

Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources.

Staff Profiles	Qualifications and Experience	WTE
Lecturers and Practice Trainer	Academic staff to be qualified to at least Masters Level 9 in psychotherapy or related area, with some teaching, training, supervising or research experience within the counselling and psychotherapy field. Staff should have considerable practical/clinical experience and experience in mutually supporting theory and practice learning opportunities for learners.	8
Process Group Conductors	Staff must have considerable practical/clinical experience significant experience in facilitating process groups and/or participating in group relations.	6
Clinical Group Supervisors	Clinical Group Supervisors are required to hold an IAHIP supervision qualification or an equivalent recognised supervision credential, together with a Masters Level 9 qualification in psychotherapy or a closely related discipline, or significant clinical practice in the field. They must have a minimum of 3-5 years' post-accreditation supervision experience, including demonstrable experience of supervising groups in psychotherapy training contexts. In addition to substantial practical/clinical experience, supervisors are expected to evidence expertise in facilitating the integration of theory and practice, supporting reflective learning, and maintaining high standards of ethical, safe and developmentally appropriate supervision for trainee psychotherapists.	6
Academic and Clinical Director	<p>The ACD is responsible for the overall management and development of the programme, the coordination of the organisation and delivery of the programme, and the management and support of learners on the programme, and for ensuring clinical standards are maintained at a high level of quality. The role is focussed on 4 key areas:</p> <ul style="list-style-type: none"> <li>● Governance of discipline area programmes</li> <li>● Programme development, review, and retention for discipline area</li> <li>● Programme innovation, employer engagement and foster growth opportunity in discipline area</li> <li>● Clinical governance and clinical excellence</li> </ul> <p>The ACD has an important role in mentoring learners and providing them with guidance and support on both academic and non-academic matters related to learner life. Learner attendance is taken at every lecture and an 'early warning' system ensures that where a learner's attendance falls short, counselling is available from the ACD. Along with the Student Engagement Officer, the ACD determines any issue that warrants intervention and if required a range of measures can be adopted. Such measures include following up directly with the learner by telephone and email.</p> <p>If direct contact is not made with the learner, an official letter will also be sent by the ACD and if necessary, followed up by a meeting with the ACD. The ACD highlights any 'at risk' learners and works with the Programme Team and Student Retention Officer to put supports in place. The ACDr also advises learners should they require an extension to an assessment deadline when personal mitigating circumstances apply. The ACD also manages the communication between the Registrar's office and the learner to ensure that the learner is aware of their obligations and responsibilities. In addition, administrative and pastoral support is received from the DBS Academic Operations and Student Services teams.</p>	1
Academic and Training Officer	The Academic and Training Officer (ATO) plays a key role in upholding the quality and successful delivery of academic programmes by keeping learners well-informed and supported, while collaborating with academic, trainer and supervisor teams to ensure adherence to professional standards and regulatory requirements. The ATO is responsible for quality control and programme compliance, liaising with bodies such as QQI, CORU and IAHIP, and ensuring documentation and teaching materials are up to date and aligned with best practices. On the learner support side, the ATO mentors learners, monitors attendance and academic progress, and implements early interventions for at-risk learners in collaboration with other support teams. The ATO also manages administrative processes such as exam submissions, accommodations, and communications with the Registrar's Office, while providing both academic and pastoral support to ensure learners receive comprehensive guidance throughout their studies.	1

Practicum Coordinator	The Practicum Coordinator has responsibility for the coordination of the organisation and delivery of the supervision modules, as well as for the monitoring and recording of arrangements for personal psychotherapy and for individual supervision. The Practicum Coordinator collates all documentation to provide evidence that learners have completed the requisite number of hours of personal psychotherapy and of clinical supervision.	1
Clinical Placement Officer	The Clinical Placement Officer role is central in supporting learners with a high-quality experience of clinical practice, ensuring that all placements meet QQI and IAHIP standards. Key responsibilities include supporting learners, collaborating with programme staff to maintain compliance and effective communication, and proactively developing and maintaining a diverse range of placement opportunities. The role also involves vetting and monitoring clinical placement centres, and ensuring that all placements adhere to IAHIP and programme requirements. Working closely with the Academic and Clinical Director, trainers, and supervisors, the Clinical Placement Officer ensures that every learner has equitable access to suitable placements. This comprehensive oversight ensures quality of placement experience.	1

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38628L Dublin Business School	7	120

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Lecture	1:30
	Research Project	1:60
	Practical Sessions	1:15

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24189	Master of Arts in Psychotherapy	10-Jun-25

# 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

## Part 2.5 Special Conditions of Validation

### Master of Arts in Psychotherapy

Following the PAEC meeting on 09 April, the PAEC requested that the Executive seek regulatory and progression confirmation for learners on this programme. CORU provided the required information for (proposed) learners on this programme and the below special condition of validation was added to the independent evaluation report.

Learners should note that, at this time, the CORU register for counsellors and psychotherapists is not yet open, and that this programme is not approved by CORU for the purposes of registration.

CORU has indicated that, when the register opens, a grandparenting process is envisaged for applicants who are already practicing in the profession. Eligibility for grandparenting will be determined by the Registration Board at that time and will be subject to defined threshold criteria, which may include the nature and scope of practice, number of hours of professional practice completed, supervised practice, and other regulatory requirements.

Completion of this programme does not of itself confer eligibility for statutory registration, nor can eligibility for registration through grandparenting be guaranteed. Any future application for registration will be assessed by the Registration Board on an individual basis, in accordance with the legislation, standards of proficiency, and grandparenting criteria in force at the time of application.

Prospective and enrolled learners are therefore advised to consider this programme as an academic qualification, and not as a programme that confers, or guarantees, professional registration. They should seek up to date information directly from CORU when making decisions about professional registration..

## Programme and stage schedules

### PG26864 Master of Arts in Psychotherapy

<b>Name of Provider</b>		Dublin Business School											
<b>Programme Title</b>		PG26864 Master of Arts in Psychotherapy											
<b>Award Title</b>		Master of Arts						<b>Exit Award Only</b>		N/A			
<b>Teaching and learning modalities</b>		Lectures / Classes; Practical Sessions; Tutorials											
<b>Delivery Modes</b>	<b>Award Class</b>	<b>Award NFQ Level</b>	<b>Award EQF Level</b>	<b>Stage</b>	<b>Stage NFQ Level</b>	<b>Stage Credits</b>	<b>First Intake</b>			<b>ISCED Code</b>			
Part time	Major	9	7	Award Stage	9	90	Sep 2026			03.1.3			
<b>Module</b>				<b>Total Student Effort Module (Hours)</b>					<b>Allocation of Marks</b>				
<b>Title</b>	<b>Semester</b>	<b>Status</b>	<b>Credit</b>	<b>Total Hours</b>	<b>Class Contact Hours</b>	<b>Direct e-learning</b>	<b>Hours of independent learning</b>	<b>Work-based learning efforts</b>	<b>C.A. %</b>	<b>Project %</b>	<b>Skills demonstration %</b>	<b>Exam %</b>	<b>Workbased %</b>
Theory and Practice 1: Psychodynamic Psychotherapy	1	M	5	125	18	0	107	0	100	0	0	0	0
Theory and Practice 2: Integrative Psychotherapy I	2	M	5	125	18	0	107	0	100	0	0	0	0
Research Project	2&3	M	15	375	50	0	325	0	100	0	0	0	0
The Body in Psychotherapy	1	M	5	125	18	0	107	0	100	0	0	0	0
Gestalt Therapy	1&2	M	5	125	23	0	102	0	100	0	0	0	0
Existential Psychotherapy	1&2	M	5	125	23	0	102	0	100	0	0	0	0
Theory and Practice 3: Object Relations	3	M	5	125	18	0	107	0	100	0	0	0	0
Theory and Practice 4: Integrative Psychotherapy A	Not Applicable	M	5	125	18	0	107	0	100	0	0	0	0
Workshops	Not Applicable	M	5	125	24	0	101	0	100	0	0	0	0
Self Subject Person	3	M	5	125	18	0	107	0	100	0	0	0	0
Psychotherapy and the Public Sphere	2	M	5	125	18	0	107	0	100	0	0	0	0
Ethics and Contemporary Issues	Not Applicable	M	5	100	60	0	40	0	100	0	0	0	0
Clinical Group Supervision	Not Applicable	M	5	100	60	0	40	0	60	0	40	0	0
Process Groups	Not Applicable	M	5	60	60	0	0	0	0	0	100	0	0

Supervised Clinical Practice	Not Applicable	M	10	250	40	0	10	200	0	0	0	0	100
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