



Higher Diploma in Arts in Psychology

Level 8, 90 ECTS

Programme Handbook

2021/22

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments, and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

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Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid and I am the Subject Leader and Course Director for your Psychology programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Psychology will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing inter-disciplinary field of research and practice, professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes for the Human and Social Sciences discipline, which include the Higher Diploma in Arts in Psychology and the postgraduate programmes including the MSc in Applied Psychology. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Assignments and Examinations

Your student portal is a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic-operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rosie.reid@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Rosie

Dr Rosie Reid
Course Director for Human & Social Sciences

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Course Director**
The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Subject Leader**
The SL is responsible for co-ordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The SL 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. The core purpose of the SL role is to provide professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources.
- **Programme Coordinators**
Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**
The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Samantha Hickey	samantha.hickey@dbs.ie
Course Director and Subject Leader	Dr Rosie Reid	rosie.reid@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie

This is an indicative list and is subject to change.

Module Title	Module Leader/Support Lecturers	Cohort
History and Schools in Psychology	Kevin Lynch	FT PT
Foundations in Developmental & Social Psychology	Kevin Lynch	FT PT
Research Technique & Analysis 1	Dr. Deaglan Page Dr. Ciara Devine	FT/PT PT
Cognitive Psychology	Dr. Dylan Colbert	FT/PT
Experimental Psychology	Dr. Dylan Colbert	FT/PT
Behaviour Analysis	Dr. John Hyland Dr. Ronda Barron	FT PT
Research Technique & Analysis 2	Dr. Deaglan Page Dr. Ciara Devine	FT/PT PT
Ethical Research Methods & Design	Dr. Ciara Devine	FT/PT
Biopsychology	Rachael Kelly	FT/PT
Personality and Individual Differences	Maxine Manley	FT/PT
Health Psychology	Dr Deaglan Page	FT/PT
Mental Health & Distress		FT/PT
Advanced Developmental & Social Psychology		FT/PT
Human Performance	Dr. Dylan Colbert	FT/PT
Research Project	Dr. Pauline Hyland Dr. Rosie Reid Dr. John Hyland Dr. Deaglan Page Dr. Dylan Colbert	FT/PT FT/PT FT/PT PT PT

There are also other valuable points of contact and support in DBS such as [Student Services](#), the [Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your [DBS Handbook](#) and the [DBS website](#) will contain more information on these and other great DBS services and supports.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

Successful completion of a Psychology programme represents the necessary first step to becoming a professional Psychologist. The Higher Diploma in Arts in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programme prepares, develops and facilitates independent learners who wish to enter professional training in Psychology, or to continue in a learning pathway and pursue post-graduate studies, and/or to become more employable for a variety of positions in the public or private sector. In addition, graduates of the Higher Diploma in Arts in Psychology will be eligible to apply for Graduate Membership of the relevant professional society, PSI.

The general programme aims are as follows:

1. To provide learners with the opportunity to develop, deepen and expand their theoretical knowledge of Psychology.
2. To equip learners with the knowledge, skills and competence required to progress in specialist and applied areas of Psychology.
3. To facilitate in learners a critical knowledge of the main domains of the empirical study of Psychology.
4. To develop in learners a critical awareness of the contribution of Psychology to understanding human behaviour and experience.
5. To allow learners to engage in advanced theoretical debates relevant to the understanding of contemporary issues in society.
6. To give learners an opportunity to access specific and sufficient areas of study to permit them to access relevant further professional recognition.

2.2 Programme Learning Outcomes

The Programme Learning Outcomes of the BA (Hons) in Psychology have been informed by the QQI Generic Major Awards Standards. On successful completion of the BA (Hons) in Psychology programme graduates will be able to:

MIPLO1	Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.
MIPLO2	Critically evaluate arguments and other persuasive approaches to problems in the field of Psychology.
MIPLO3	Use the scientific inquiry method and skills to solve advanced problems related to both behaviour and mental processes.
MIPLO4	Demonstrate clear knowledge of professional ethics and ethical issues that impinge on Psychological research.
MIPLO5	Use effective writing and oral communication skills to collaborate effectively.
MIPLO6	Apply Psychological principles to promote personal development and evaluate preferred career paths based on accurate self-assessment of abilities, achievement and motivation.

MIPO7	Identify how Psychological principles can be used to explain social issues and inform public policy, applying Psychological concepts, theories, and research findings as these relate to everyday life.
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2.3 Programme Structure

Your goal is to achieve 90 credits and to achieve the best award classification possible.

Stage/ Level	Module Code	Module Title	Credits	% Award Weighting
Level 8 (QQI)	A8PS032	History and Schools in Psychology	5	
	A8PS113	Foundations in Developmental & Social Psychology	5	
	A8PS111	Research Technique & Analysis 1	5	
	A8PS115	Cognitive Psychology	5	
	A8PS116	Experimental Psychology	5	
	A8PS132	Behaviour Analysis	5	
	A8PS117	Research Technique & Analysis 2	5	
	A8PS118	Ethical Research Methods & Design	5	
	A8PS050	Biopsychology	5	
	A8PS054	Personality and Individual Differences	5	
	A8PS056	Health Psychology	5	
	A8PS103	Mental Health & Distress	5	
	A8PS138	Developmental Psychology	5	
	A8PS108	Human Performance	5	
	A8PS119	Research Project	20	
OVERALL TOTAL CREDITS			90	100%

Year One will provide learners with introductory knowledge of core perspectives within Psychology such as cognitive, social, developmental and biological approaches to understanding behaviour. In addition, this year introduces the learner to a variety of research techniques and the principles of data analysis, before exploring these from quantitative and qualitative perspectives. Understanding of the central components of Psychological investigation is facilitated through exploration of theory in addition to practical engagement.

Year Two builds on the introductory knowledge in Year 1 in the core Psychology components, with post-introductory coverage of cognitive, social, developmental and biological Psychology. Learners will also engage with another core component at the centre of the discipline; *Personality and Individual Differences*. Non-core topics are juxtaposed with the core, to allow further contextualisation of human behaviour from a range of perspectives. Finally, the capstone *Research Project* module provides an opportunity for the learner to integrate accumulated learning and make

the necessary connections in the context of the discipline, through the process of independent research and the production of a research dissertation. Learners also present this research at the DBS Psychology Poster Conference, which forms part of their formal assessment.

2.4 Other Relevant Programme Information

The modules of this programme are delivered over 2 years in both day- and evening-delivery. The modules are at award stage, however specific modules have pre-requisite counterparts, which must be complete before progression can be undertaken. This information is presented below:

Pre requisite	Post requisite
Research Technique & Analysis 1	Research Technique & Analysis 2 Experimental Psychology Ethical Research Methods & Design
Foundations in Developmental & Social Psychology	Advanced Developmental & Social Psychology
Research Technique & Analysis 1 Research Technique & Analysis 2 Ethical Research Methods & Design Experimental Psychology	Research Project

2.5 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches, and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics, or theories
Tutorial	Where the lecturer and students engage in a discussion

Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class or hybrid mode. The on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity. Assessment types will include practical, continual assessment, reports, group activities and exams.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting, and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment overview is below. The assessment schedule can be found on the HDip Psychology Support Page on Moodle and syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

3.2 Assessment Schedule

	Module	Code	CA Weight	CA Type	Exam Weight
MANDATORY (Year 1 semester 1)	History and Schools in Psychology	A8PS032	35 %	Essay	60%
			5%	In class reflection task	
	Foundations in Developmental & Social Psychology	A8PS113	50%	Article to be reviewed and findings applied to real life issue	50%
	Research Technique & Analysis 1	A8PS111	40%	Closed Book in class test	NA
	Cognitive Psychology	A8PS115	40%	Open book in class test Group presentation	60%
	Experimental Psychology	A8PS116	40%	Build an experiment in Open Sesame	

			60%	Laboratory journal	
	Behaviour Analysis	A8PS132	40%	In class exam	60%
	Research Technique & Analysis 2	A8PS117	50%	In class qualitative assessment	N/A
	Ethical Research Methods & Design	A8PS118	50%	Lab Report Lab report	N/A
			50%	Research proposal & In class Presentation	

MANDATORY (Year 2 semester 1)	Biopsychology	A8PS050	40%	In class test	60%
	Personality and Individual Differences	A8PS054	50%	Psychobiography/ In class Poster Display	50%
	Health Psychology	A8PS056	50%	Essay	N/A
			50%	Practical assessment & presentation	
	Research Project	A8PS119	15%	Research Proposal Presentation of proposal Draft introduction	N/A
MANDATORY (Year 2 semester 2)	Mental Health & Distress	A8PS103	40%	Book report	N/A
			60%	In class analysis of unseen article test	
	Developmental Psychology	A8PS138	40 %	Essay	60%
	Human Performance	A8PS150	40%	Group Qualitative Project	60%
Research Project	A8PS119	70%	Thesis & Electronic Poster	N/A	
			15%	Poster Presentation	

Assessment Submission

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.

- Always complete the required number of questions in an exam.
- Practice writing out answers for end-of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

3.3 Reassessment

Module assessment has been designed to allow the learner to demonstrate level-appropriate knowledge and skills, often through the lens of application. CAs assess learner knowledge of the theoretical and practical components of the module. Assessment design ensures that weaker and stronger learners can be differentiated by allowing strong learners to display the advanced knowledge they have gained by going beyond lecture materials, and providing evidence of their own relevant in-depth research on a topic.

Learners must acquire a variety of knowledge and skills both individually and in teams, and demonstrate competence in the disciplines involved. This is designed into the programme with the mix of individual and group work required across the programme as the learner builds towards achieving the Programme Learning Outcomes. Where a learner has not achieved the learning outcomes and needs to be reassessed, an appropriate re-assessment task is determined. It is a requirement that the re-assessment task must provide the learner with an opportunity to demonstrate that they have achieved the module learning outcomes.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.

6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
- Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks. Once registered, a learner should use the calendar in their student email account for personalised timetables.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

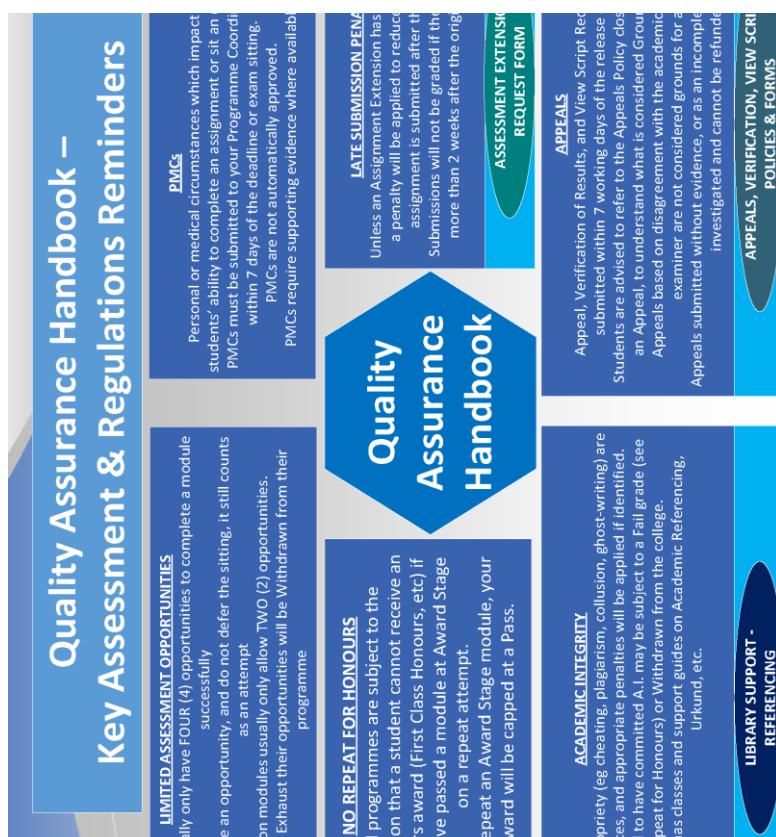
<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/gah>.

5.1 Key Assessment Regulations



5.2 Programme Specific Regulations

Professional Body Considerations

The Higher Diploma in Arts in Psychology currently meets all criteria that are required by the Psychological Society of Ireland (PSI) for accreditation purposes:

- Psychology has been a main subject (i.e., either the only one or one of two main subjects or, in the case of modular degrees, half or more of the course).
- There is clear evidence to satisfy the Council of the Society that Psychology has not been merely a secondary subject that would normally be regarded as a minor, subsidiary or ancillary subject.
- The course leading to the qualification must meet the requirements of standard and breadth of coverage (the breadth of coverage is defined below and is kept under review).
- External examiners recognised as being Psychologists and appropriately qualified are appointed for the course.

- Resources [including human resources] provided for the teaching of Psychology are adequate at the time of accreditation and throughout the accreditation period. The institution responsible for the delivery of the Psychology degree programme will be required to confirm the availability of adequate resources (e.g., budget allocation) on request by PSI at any time during the term of accreditation. Such requests will be formally made to the Head of the Psychology Department.

For further detail of accreditation requirements and criteria, please refer to *Guidelines on the Accreditation of Courses Leading to a First Qualification in Psychology* (PSI, 2004).

Research Considerations

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants*.

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

Section 6 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!