



Master of Science in Applied Psychology

NFQ Level 9, 90 ECTS

Postgraduate Diploma in Science in Applied Psychology (exit award only)

NFQ Level 9, 60 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 Course Director and Subject Leader 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 Applied 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 interdisciplinary field of research and practice and 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 in the Human and Social Sciences discipline, which includes the BA (Hons) 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
- Decisions around stream choices.

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.
- **Programme Coordinator**
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.
- **Subject Leader**
The SL is responsible for coordination 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 subject leader 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
- **Capstone Coordinator**
The Capstone Coordinator manages the induction to the Capstone pathways where learners are introduced to the process and requirements for each of the Capstone electives (Research Placement and Major Dissertation). Learners are supported to make informed choices regarding their Capstone elective and to begin to develop a suitable research proposal and ethical approval forms for the research placement project report or major dissertation. The Capstone Coordinator continues to manage each respective Capstone pathway for the duration of the research placement or major dissertation, until submission of the final research placement report and performance review or major dissertation and viva voce.
- **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	Lecturer	Email
Advanced Quantitative Research Methods and Analysis	Dr. Dylan Colbert	dylan.colbert@dbs.ie
Advanced Qualitative Research Methods and Analysis	Dr. John Hyland	john.hyland@dbs.ie
Addiction and Rehabilitation	Dr. Siobain O'Donnell	siobain.odonnel@dbs.ie
Psychometrics and Psychometric Testing	Dr Sean Boyle	Sean.boyle@dbs.ie
Applied Neuroscience	Dr. Deaglan Page Dr Olivea Longe	deaglan.page@dbs.ie olivea.longe@dbs.ie
Motivation, Leadership and Positive Psychology	Dr Sean Boyle	Sean.boyle@dbs.ie
The Psychological Practitioner and the Therapeutic Relationship	Dr. Aoife Gaffney	aoife.gaffney@dbs.ie
Life Transitions and Interventions	Maxine Manley Dr. Nicola Elmer	maxine.manley@dbs.ie nicola.elmer@dbs.ie
Professional Issues and Ethics in Applied Psychology	Dr. Ronda Barron	ronda.barron@dbs.ie
Capstone 1 (E) Research Placement	Dr. John Hyland	john.hyland@dbs.ie
Capstone 2 (E) Major Dissertation	Dr. John Hyland	john.hyland@dbs.ie

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

The Master of Science in Applied Psychology is a one year full-time or two years part-time programme that aims to provide learners with the theoretical background and practical skills to apply their Psychological knowledge efficiently and productively to effect positive change in the world. It has been designed with an integrated delivery from end-to-end, covering a wide range of specialist topics that provide learners with the knowledge of theories, concepts and processes relating to Psychology and helps them understand how these can be applied in a variety of contemporary settings. Learners will explore human behaviour from individual, social and biological perspectives and through a detailed understanding of the discipline, both theoretically and methodologically, and will be enabled to assess appropriate interventions and design appropriate solutions for clients' needs. Modules focus on the applied nature of professional and ethical issues, neuroscience, life transitions and interventions and advanced research methods. Other modules have a specific focus upon the application of theory to the 'real world' allowing learners to further develop and apply competencies and knowledge in both Health Psychology and Organisational Psychology-themed applied modules. Finally, the programme offers a choice of elective capstone pathways (30 ECTS) that provides an opportunity for research placement and the production of a research placement project or independent research and the production of a major research dissertation. Learners who complete the full programme will therefore also develop and enhance their research capability through critical enquiry and detailed analytical problem solving.

The programme's specific objectives are to:

- Enable learners to explore the various theories, concepts and processes of Applied Psychology.
- Facilitate critical evaluation of competing Psychological theories through critical analysis and appraisal of Psychological studies and projects.
- Enable learners to understand how these theories can be applied to understanding human behaviour from individual, social and biological perspectives.
- Relate Psychological concepts, theories and processes to a variety of professional individual and group settings and situations.
- Develop in learners an understanding of contemporary local and global issues using an Applied Psychological perspective.
- Enable learners to assess appropriate interventions and design appropriate solutions for clients' needs.
- Enable learners to explore advanced research methods and demonstrate a detailed understanding of the theoretical and methodological considerations, evidencing these skills in a research placement or major research project.
- Provide graduates with the underpinning academic knowledge to enhance their employment and educational opportunities and achieve the award of a Master of Science in Applied Psychology.

This programme has been designed to cover a wide range of specialist topics whilst providing an overall focus on application. Learners who complete the Master of Science in Applied Psychology will develop critical understanding of core areas in Psychology from a solution-focussed "real-world" perspective, while enhancing their research capability and practical skills in line with requirements

set out by *Horizon 2020* with its emphasis on excellent science, industrial leadership and tackling societal challenges. These skills are relevant to the needs of learners, society and the economy through practical experience also address Ireland's *National Skills Strategy 2025*, as well as industry and student feedback (See Section 3). Through this learning journey learners will develop discipline specific knowledge and skills as well as transversal skills of communication, teamwork, leadership and digital literacy. The programme contains an embedded exit award, the Postgraduate in Science in Applied Psychology (60 ECTS, NFQ Level 9) which is available for those who cannot complete the research component of this programme for personal or professional reasons.

2.2 Programme Learning Outcomes

On successful completion of the Master of Science in Applied Psychology, graduates will be able to:

MIPLO	Learning outcome
MIPLO1	Critique the application of evidence-based Psychological concepts to solving current issues.
MIPLO2	Competently assess the effectiveness of Psychological interventions.
MIPLO3	Critically assess the ethics applicable to both multidisciplinary and autonomous approach to Applied Psychology.
MIPLO4	Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
MIPLO5	Provide evidence-based critiques of assessment processes and instruments, drawing on an advanced understanding of psychometric research.
MIPLO6	Critically evaluate business and employee needs with knowledge of Psychological theory and practice.
MIPLO7	Apply advanced theoretical and methodological knowledge to increase optimal human performance.
MIPLO8	Critically evaluate social and health policies and systems that align with knowledge of Psychological theory and practice.
MIPLO9	Apply advanced theoretical and methodological knowledge to address weaknesses / problems in health.

In addition to fulfilling MIPLOs 1-9 above those learners who complete the *Capstone 1* will:

MIPLO10	Have gained practical experience in the field of Applied Psychology through practical skills training, research placement and the development of written reports.
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In addition to fulfilling MIPLOs 1-9 above those learners who complete the *Capstone 2* will:

MIPLO11	Apply advanced research skills used within the field of Applied Psychology that will result in solution focused research outcomes (major dissertation).
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2.3 Programme Structure

Stage label	Stage synopsis
Award	<p>The programme comprises mandatory modules that focus upon the applied nature of professional and ethical issues, neuroscience, life transitions and interventions and advanced research methods. Other mandatory modules with a specific focus upon the application of theory to the ‘real world’ allow the learner to further develop and apply competencies and knowledge in both Health Psychology and Organisational Psychology-themed applied modules.</p> <p>For the full-time delivery, in Semester 1 learners will begin two 10 ECTS linear modules, <i>Life Transitions and Interventions</i> and <i>Professional Issues and Ethics in Applied Psychology</i> in addition to four 5 ECTS modules in <i>Advanced Quantitative Research Methods and Analysis</i>, <i>Advanced Qualitative Research Methods and Analysis</i>, <i>Addiction and Rehabilitation</i> and <i>Psychometrics and Psychometric Testing</i>. All of these modules are assessed by a range of continuous assessment across the 24- or 12-week period.</p> <p>In Semester 2 learners will continue with <i>Life Transitions and Interventions</i> and <i>Professional Issues and Ethics in Applied Psychology</i> while taking an additional four 5 ECTS modules in <i>Applied Neuroscience</i>, <i>Motivation, Leadership and Positive Psychology</i>, <i>Public and Community Health</i> and <i>The Psychological Practitioner and the Therapeutic Relationship</i>. The continuous assessment for the linear modules is completed in Semester 2. The 5 ECTS modules are all assessed by continuous assessment across the 12-week semester, the exception being <i>Public and Community Health</i>, which also is assessed by a terminal exam during the scheduled examination period.</p> <p>In Semester 3, the programme offers a choice of elective capstone pathways (<i>Capstone 1</i> or <i>Capstone 2</i>, each 30 ECTS) that provide an opportunity for the learner to integrate accumulated learning and make the necessary connections in the context of the discipline, through the process of research placement or independent research and the production of a research placement project or major research dissertation.</p> <p>For the part-time delivery, in Semester 1 learners begin <i>Life Transitions and</i></p>

	<p><i>Interventions and Professional Issues and Ethics in Applied Psychology</i> in addition to <i>Addiction and Rehabilitation</i> and <i>Psychometrics and Psychometric Testing</i>. All of these modules are assessed by the same range of continuous assessment across the 24- or 12-week period as in the full-time delivery.</p> <p>In Semester 2 part-time learners continue with <i>Life Transitions and Interventions</i> and <i>Professional Issues and Ethics in Applied Psychology</i> while taking <i>Applied Neuroscience</i> and <i>Motivation, Leadership and Positive Psychology</i>. The continuous assessment for the linear modules is completed in Semester 2 as on the full-time delivery. In addition, part-time learners commence the <i>Capstone 1</i> or <i>2</i> pathway in Semester 2, completing their proposal by the end of the semester.</p> <p>The part-time programme continues into a second year of delivery in which learners in Semester 3 take four, 5 ECTS modules: <i>Advanced Quantitative Research Methods and Analysis</i>, <i>Advanced Qualitative Research Methods and Analysis</i>, <i>Public and Community Health</i> and <i>The Psychological Practitioner and the Therapeutic Relationship</i>. As on the full-time programme, these modules are all assessed by continuous assessment across the 12-week semester, the exception being <i>Public and Community Health</i>, which also is assessed by a terminal exam during the scheduled examination period. The <i>Capstone 1</i> or <i>2</i> pathway continues in Semester 3 with part-time learners completing the First Meeting assessment and commencing research placement or independent research engagement.</p> <p>Semester 4 of the part-time programme has no taught modular component and allows the learner to fully engage solely in the <i>Capstone 1</i> or <i>2</i> pathway, culminating in the submission of assessment requirements by the end of the semester.</p>
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2.4 Teaching and Learning Strategy for a multi-modal environment

This section is an opportunity to discuss the proposed teaching activities and modes of delivery that you can expect on this programme.

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.

Multimodal delivery has been fully incorporated across the programme to utilise face-to-face, live online, pre-recorded and on-demand resources.

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

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.

Your programme is a mixture of these modes of delivery and your timetable has been carefully constructed to offer an effective blend of on site (in class), live online and Asynchronous (pre-recorded and OnDemand) materials. The asynchronous materials are not shown on your timetable as these are flexible learning objects that you can watch and listen to in your own time. The onsite / in class and the live online components are shown on your timetable.

Recordings of face-to-face and online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting elearning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc and any other relevant and appropriate supporting resources.

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules (see sample heat map of multimodal delivery across modules below).

core Psychology concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to greater explore and challenge understanding with peers using Psychology-based scenarios and problems. Guest lectures, clinical site visits and case studies are utilised to anchor learning in the real world. In-class individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

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

FAQ

1. What will my class look like?

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 the 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, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

Multimodal delivery is aligned across weeks to ensure that a mix of modes does not occur within any one day/evening. Modules with synched schedules of delivery have been timetabled together on the same day/evening to ensure consistency of on-campus and online/asynchronous schedules.

Typically, a timetabled class will take place in one mode or another, for example through face to face, live online, or recorded. Although the on-demand mode can be used on its own or with any of the other modes. On-Demand will not appear on your timetable as the timetabled class as you will be able to watch the learning content at your own convenience. However, you should include On-Demand in your own learning schedule to make sure that you are fully prepared for the next timetabled class.

3. How many hours per week can I expect to learn using different modes?

Face-to-face contact hours average 2 per week for the full-time delivery, and 1.5 per week for the part-time delivery. Live online class contact hours can vary per cohort and can be 2 per week for the full-time delivery, and 1 per week for the part-time delivery. Asynchronous resources are equivalent for both cohorts (see heat map above).

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 schedule is below and Moodle 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.

The assessment overview can be found below. An assessment schedule will be made available on the MSc Applied Psychology Noticeboard, which will list the due dates for all your assessments due over the academic year. Submission links on Moodle will be set to these dates and Moodle syncs with the student dashboard to provide a calendar of deadlines.

3.2 Assessment Schedule

The programme assessment strategy has been designed to ensure practical application of the core principles of the modules combined with appropriate theoretical underpinning and also to facilitate feedback, which consolidates the overall learning experience. The assessment schedule can be found on the MSc in Applied Psychology Noticeboard on MOODLE and changes will be reflected there. A breakdown of continuous assessment and final examinations for the programme is below:

Stage	Module title	ECTS	Assessment
Award	Advanced Quantitative Research Methods and Analysis	5	Practical worksheets (30%) Quantitative report

			(70%)
Award	Advanced Qualitative Research Methods and Analysis	5	Qualitative mini project and report (100%) Report divided into: class progress reports and checks (30%) Written report (70%)
Award	Addiction and Rehabilitation	5	Case study (100%)
Award	Psychometrics and Psychometric Testing	5	Case study & essay: Review and critique of a psychometric test (50%) Group construction of a psychometric test (50%; 10% individual component)
Award	Applied Neuroscience	5	Group BAW advocacy project (100%; 10% individual report)
Award	Motivation, Leadership and Positive Psychology	5	Reflection on Positive Psychology applied to organisations (50%) Case study: motivation & leadership through Positive Psychology (50%)
Award	Public and Community Health	5	Group project promoting well-being in College (50%; 10% individual component) Final Exam (50%)
Award	The Psychological Practitioner and the Therapeutic Relationship	5	Presentation of evaluation of a therapy type (50%) Essay (50%)
Award	Life Transitions and Interventions	10	Presentation of evaluation of intervention approach (50%) Report on life transition (50%)
Award	Professional Issues and Ethics in Applied Psychology	10	Group debate and personal reflection (50%; 10% participation in Q&A for debates) Topic review with personal reflection (50%; 10% for reflection)
Award	Capstone 1 (Research Placement) (E) (for Masters students only)	30	Research proposal (10%) First Meeting assessment (10%) Minor dissertation/Placement project report (60%) Placement performance review (20%)
Award	Capstone 2 (Major Dissertation) (E) (for Masters students only)	30	Research proposal (10%) First Meeting assessment (10%) Major Dissertation (70%)

			Final presentation and oral defence (10%)
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All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, the Learner Support Coordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

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

Reassessment must assess the same learning outcomes as the prescribed assessment, and therefore all reassessments will conform in structure and subject matter to the original assessment, with the scope of group assessments being reduced as appropriate for individual assessment.

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://servicedesk.dbs.ie/HEAT/> and submit the *Assignment Extension Request Form Ticket*, 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 9 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/quality-assurance/qah> .

5.1 Key Assessment Regulations

Quality Assurance Handbook – Key Assessment & Regulations Reminders

<p>LIMITED ASSESSMENT OPPORTUNITIES</p> <p>Students generally only have FOUR (4) opportunities to complete a module successfully</p> <p>If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt</p> <p>Dissertation modules usually only allow TWO (2) opportunities.</p> <p>Students who Exhaust their opportunities will be Withdrawn from their programme</p>	<p>PMCs</p> <p>Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	<p>PMC FORM</p> <p>LEARNER SUPPORTS</p>
<p>NO REPEAT FOR HONOURS</p> <p>QQI programmes are subject to the regulation that a student cannot receive an Honours award (First Class Honours, etc) if they have passed a module at Award Stage on a repeat attempt.</p> <p>If you repeat an Award Stage module, your award will be capped at a Pass.</p>	<h1>Quality Assurance Handbook</h1>	<p>LATE SUBMISSION PENALTY</p> <p>Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline. Submissions will not be graded if these are received more than 2 weeks after the original deadline.</p>
<p>ACADEMIC INTEGRITY</p> <p>Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified. Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.</p> <p>The Library has classes and support guides on Academic Referencing, Urkund, etc.</p>	<p>ASSESSMENT EXTENSION REQUEST FORM</p>	<p>APPEALS</p> <p>Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results. Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal. Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal. Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>
<p>LIBRARY SUPPORT - REFERENCING</p>	<p>APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES & FORMS</p>	

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!