



2020/21

Master of Science in Applied Psychology

Level 9, 90 ECTS

Programme Handbook



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 inter-disciplinary 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 which include the BA (Hons) in Psychology and the postgraduate programmes, including the MSc in Applied Psychology. I work closely with your Programme Coordinator Laura Mulqueen and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations
- Decisions around stream choices.

Your student portal is also 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
Acting 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 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.
- **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 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
- **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	Laura Mulqueen	laura.mulqueen@dbs.ie

Course Director	Rosie Reid	rosie.reid@dbs.ie
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1.3 Programme Team

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

The list below is an indicative list and it's subject to change.

Module Title	Module Leader/Support Lecturers	Cohort
Applied Neuroscience	Dr. Deaglan Page	FT/PT
Life Transitions and Interventions	Dr. Lucie Corcoran Dr. Nicola Elmer	FT PT1
Professional Issues and Ethics in Applied Psychology	Dr. Ronda Barron	FT/PT
Advanced Research Methods and Analysis	Dr. Garry Prentice	FT/PT2
Dissertation	Dr. Garry Prentice	FT/PT2
Leadership and Organisational Development	Dr. Barbara Caska	FT
Psychometrics and Psychometric Testing	Dr. Barbara Caska	FT
Public and Community Health	Dr. Ronda Barron	FT
Positive Psychology in Practice	Dr. Ronda Barron	FT
The Psychology of Motivation and Productivity	Dr. Barbara Caska	FT
Occupational Health Psychology	Dr. Nicola Elmer	FT
Addiction and Rehabilitation	Dr. Siobain O'Donnell	FT
The Psychological Practitioner and the Therapeutic Relationship	Ms. Aoife Gaffney	FT

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 Programme Aims and Objectives

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 learner to further develop and apply competencies and knowledge in both Health Psychology and Organisational Psychology-themed applied modules. Finally, the programme culminates with a capstone research module (30 ECTS) that provides an opportunity for applied research and the production of a research dissertation. Learners who complete the programme will therefore 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 designing 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 placement and/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 Through this learning journey learners will develop discipline specific knowledge and skills as well as transversal skills of communication, teamwork, leadership and digital literacy.

2.2 Programme Learning Outcomes

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

MIPO	Learning outcome
MIPO1	Critique the application of evidence-based Psychological concepts to solving current issues.
MIPO2	Competently assess the effectiveness of Psychological interventions.
MIPO3	Apply advanced research skills used within the field of Applied Psychology that will result in originality of research.
MIPO4	Critically assess the ethics applicable to both multidisciplinary and autonomous approach to Applied Psychology
MIPO5	Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.

On successful completion of all modules within the Organisational Psychology Career Pathway graduates will be able to:

MIPO	Learning outcome
MIPO1	Critique the application of evidence-based Psychological concepts to solving current issues.

MIPLO2	Competently assess the effectiveness of Psychological interventions.
MIPLO3	Apply advanced research skills used within the field of Applied Psychology that will result in originality of research.
MIPLO4	Critically assess the ethics applicable to both multidisciplinary and autonomous approach to Applied Psychology
MIPLO5	Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
MIPLO6	Critically evaluate business and employee needs with knowledge of psychological theory and practice.
MIPLO7	Apply advanced theoretical and methodological knowledge to address weaknesses/problems in organisations.

On successful completion of all modules within the Health Psychology Career Pathway 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	Apply advanced research skills used within the field of Applied Psychology that will result in originality of research.
MIPLO4	Critically assess the ethics applicable to both multidisciplinary and autonomous approach to Applied Psychology
MIPLO5	Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
MIPLO6	Critically evaluate social and health policies and systems that align with knowledge of Psychological theory and practice.
MIPLO7	Apply advanced theoretical and methodological knowledge to address weaknesses/problems in health.

2.3 Programme Structure

The programme comprises 90 ECTS credits (60 taught + 30 ECTS credit dissertation) and can be completed in one academic year (September to August) by full-time learners and two academic years by part-time learners. The programme comprises four mandatory 10 ECTS credit modules and eight elective 5 ECTS credit modules where the learner chooses 4 modules – and culminates in a 30 ECTS credit dissertation using ‘real life data’. The mandatory modules focus on professional issues and ethics, research methods, applied neuroscience and life transitions and interventions. Learners must take all mandatory modules and choose 4 of the 8 elective modules on offer. The elective modules form two distinct ‘career pathways’ although learners are free to choose any of the elective modules on offer in each semester. Modules are delivered in an order that is best suited to the learners’ development throughout the programme.

In order for learners to complete the research project they will work closely with a member of the faculty. In keeping with the skills-based focus of the programme, the research will be written up as a dissertation. Learners will also present and defend their research arising from their dissertation at a viva voce examination.

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 9 (QQI)	A9PS100	Applied Neuroscience	10	
	A9PS102	Life Transitions and Interventions	10	
	A9PS104	Professional Issues and Ethics in Applied Psychology	10	
	A9RS100	Advanced Research Methods and Analysis	10	
	A9RS114	Dissertation	30	
	A9PS110	Leadership and Organisational Development (E)	5	
	A9PS112	Psychometrics and Psychometric Testing (E)	5	
	A9PS114	Public and Community Health (E)	5	
	A9PS118	Positive Psychology in Practice (E)	5	
	A9PS106	The Psychology of Motivation and Productivity (E)	5	
	A9PS108	Occupational Health Psychology (E)	5	
	A9PS116	Addiction and Rehabilitation (E)	5	

	A9PS120	The Psychological Practitioner and the Therapeutic Relationship (E)	5	
	OVERALL TOTAL CREDITS		90	100%

2.4 Other Relevant Programme Information

The learner is not restricted to one career pathway and may opt to complete modules within both pathways depending on the delivery per semester. Elective delivery is dependent upon sufficient numbers.

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, recorded or hybrid mode. Although 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 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 Overview

The breakdown of continuous assessment and final examinations is as follows:

		Module	Code	CA Weight	CA Type	Exam Weight
Core Modules 70 ECTs		Applied Neuroscience	A9PS100	20% 10% 30% (10%)	Case Study Individual report Group Advocacy Project	40%
		Life transitions and interventions	A9PS102	20% 30%	Presentation* Report	50%
		Professional Issues and Ethics in Applied Psychology	A9PS104	40% 30% 30% (10%)	Mock Ethics proposal Reflection seminar/ write up Debate	NA
		Advanced Research Methods and Analysis	A9RS100	20% 40% 40%	Outline Proposal / Research Plan Presentation* Qualitative Project Quantitative Project	NA
		Dissertation	A9RS114	10% 80% 10%	Proposal Dissertation Viva Presentation	NA
Electives semester 1 20 ECTs	Organisational Psychology	Leadership and organisational development	A9PS110	20% 80% (20%)	MCQ and short answer test Qualitative projects	NA
		Psychometrics and Psychometric Testing	A9PS112	50%	Case Study	50%
	Health Psychology	Public and Community Health	A9PS114	50%	Group project promoting well-being & presentation	50%
		Positive Psychology in Practice	A9PS118	70% 30%	Online Positive Psychology Intervention Class exercises	NA
Electives semester 2 20 ECTs	Organisational Psychology	The Psychology of Motivation and Productivity	A9PS106	40% 60%	Extended essay Intervention design	NA
		Occupational Health Psychology	A9PS108	50% (25%)	Group Case study	50%
	Health Psychology	Addiction and Rehabilitation	A9PS116	60% 40%	Case Study Personal Reflective Journal	NA
		The psychological	A9PS120	20% 80%	Presentation* Essay	NA

		practitioner and the therapeutic relationship				
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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.

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://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 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.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . 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](https://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)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

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:

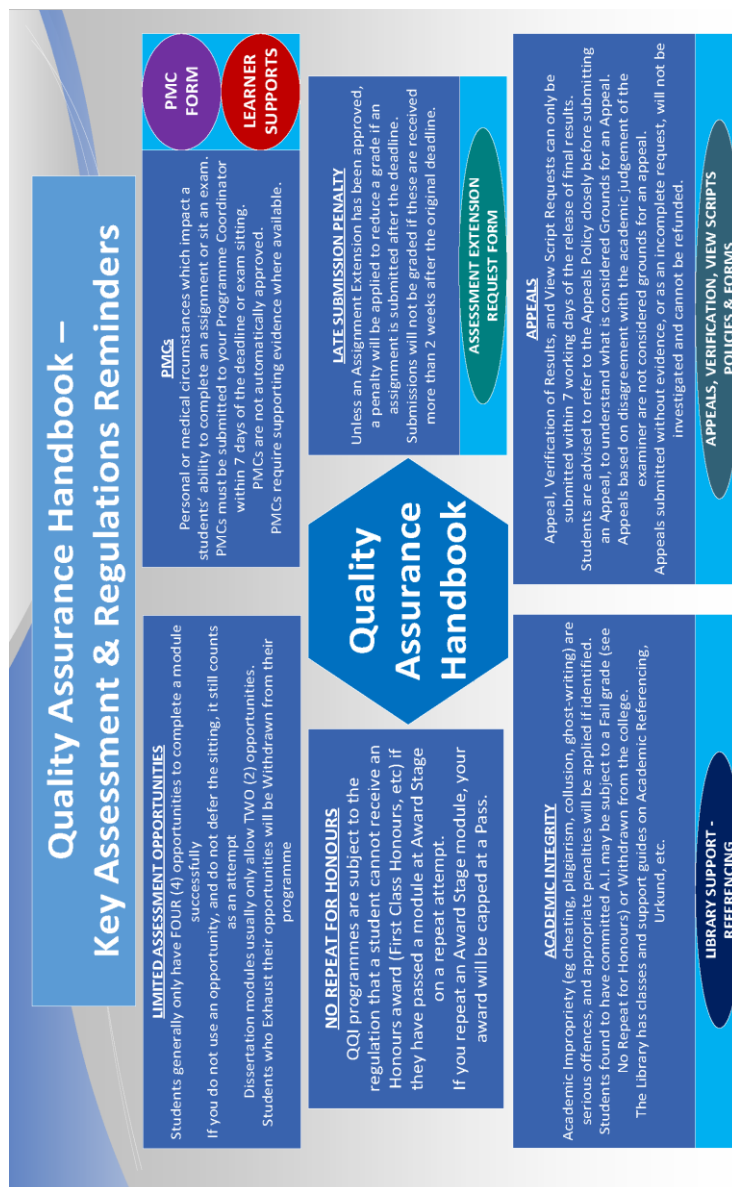
<https://students.dbs.ie/academicoperations/academic-calendars>

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

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 Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!