



2020/21

# **Bachelor of Arts (Honours) in Psychology**

**Level 8, 180 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 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 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](https://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](mailto: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.
- **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

	E-mail
Programme Coordinator	<a href="mailto:Laura.mulqueen@dbs.ie">Laura.mulqueen@dbs.ie</a>
Course Director and Subject Leader	<a href="mailto:Rosie.reid@dbs.ie">Rosie.reid@dbs.ie</a>

### 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
Psychological Foundations	Zoe Shannon	FT/PT
Foundations in Social Psychology	Dr. Ronda Barron Dr. Dylan Colbert	FT PT
Foundations of Biopsychology	Dr. Deaglan Page Dr. Dylan Colbert	FT PT
Developmental Psychology	Dr. Lucie Corcoran	FT/PT
Fundamentals of Cognitive Psychology	Dr. Dylan Colbert	FT/PT
Academic Skills Lab	Aoife Gaffney	FT/PT
ASSET	Zoe Shannon	FT PT
Introduction to Psychoanalysis and the Unconscious	Stephanie Metcalfe Monica Errity	FT/PT
Research Technique & Analysis 1	Dr. Garry Prentice Dr. Pauline Hyland Dr. Lee Richardson Dr. Rosie Reid Zoe Shannon	PT FT FT PT FT
Modelling Cognitive Systems	Dr. Dylan Colbert	FT/PT
Development Across the Lifespan: Adolescence and Adulthood	Dr. Lucie Corcoran	FT/PT
Fundamentals of Biopsychology	Dr. Deaglan Page	FT/PT
Social Psychology	Dr. Ronda Barron	FT/PT
Experimental Psychology	Dr. Deaglan Page	FT/PT
Psychology in Action	Zoe Shannon	FT/PT
Ethical Research Methods & Design	Dr. John Hyland Dr. Pauline Hyland Dr. Deaglan Page	FT/PT FT/PT FT
Research Technique & Analysis 2	Dr. Pauline Hyland Dr. John Hyland Dr. Deaglan Page	FT/PT FT/PT FT
Personality and Psychoanalytic Subjectivity	Dr. Dylan Colbert Ms.Terry Ball	FT/PT FT/PT
Neuropsychopharmacology (M)	Dr. Deaglan Page	FT/PT
Internet Mediated Research (M)	Dr. Deaglan Page	FT/PT
Behaviour Science (M)	Dr. John Hyland	FT/PT
Human Performance (E)	Dr. Dylan Colbert	FT/PT
Organisational Psychology (E)	Dr. Ronda Barron	FT/PT



Health Psychology (E)	Dr. Garry Prentice	FT/PT
Mental Health & Distress (E)	Aoife Gaffney	FT/PT
Hysteria (E)	Miriam Kavanagh	FT/PT
Psychoanalysis & Language (E)	Ms. Terry Ball	FT/PT
Sexuality 1 (E)	Monica Errity	FT/PT
Sexuality 2 (E)	Ms. Terry Ball	FT/PT
Research Project (M)	Dr. Pauline Hyland Dr. Rosie Reid Dr. John Hyland	FT/PT FT/PT FT/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 Guide](#).*

## 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 BA (Hons) 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 BA (Hons) 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:

- Synthesise knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.
- Critically evaluate arguments and other persuasive approaches to problems in the field of Psychology.
- Use the scientific inquiry method and skills to solve advanced problems related to both behaviour and mental processes.
- Demonstrate clear knowledge of professional ethics and ethical issues that impinge on



Psychological research.

- Use effective writing and oral communication skills to collaborate effectively.
- Apply Psychological principles to promote personal development and evaluate preferred career paths based on accurate self-assessment of abilities, achievement and motivation.
- 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.

### 2.3 Programme Structure

Stage 1 will provide learners with introductory knowledge of core perspectives within Psychology such as the cognitive, social, developmental and biological approaches to understanding behaviour. In addition, Stage 1 provides an introduction to psychoanalysis as a sub-discipline of Psychology, and also introduces the learner to principles of data analysis and the research process. Learners are supplemented with two Psychology-relevant skills-based modules (*Academic Skills Lab* and *ASSET*), the first of which is intended to build on previous formal and informal learning and learning environments to stimulate reflection, curiosity and interest in the discipline and the enjoyment of learning, and equip learners with practical skills and strategies to adapt and thrive in third-level education. The second is a practical module that takes learners through seven essential 'survival' skills for developing personally and professionally.

Stage 2 will build on the introductory knowledge developed at Stage 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, and will be encouraged to evaluate the differences between psychoanalytic and Psychological conceptions of personality and subjectivity. Advanced coverage relating to research design, quantitative and qualitative methods will be explored through theory and practice, forming the foundations for the capstone *Research Project* module at Award stage. Also included in Stage 2 is an experiential module (*Psychology in Action*) to improve DBS graduate employability through learner actions. The module aims to increase career awareness, career exploration and career preparation and training in learners, who are required to research the labour market and seek a voluntary position within an organisation relevant to the discipline.

Stage 3 will complete learners' instruction in core areas in Psychology. Two elective pathways are available to learners at this stage; a Psychology stream and a psychoanalysis stream. Each mutually-exclusive stream is comprised of four, 5-credit modules pertaining to either discipline. 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.

Your goal is to achieve 180 credits and to achieve the best award classification possible.

Stage/ Level	Module Code	Module Title	Credits	% Award Weighting
<b>Stage 1 Level 6 (QQI)</b>	A6PS100	Psychological foundations	10	<b>None</b>
	A6PS104	Foundations in Social Psychology	5	
	A6PS110	Foundations of Biopsychology	5	
	A6PS108	Developmental Psychology	5	
	A6PS112	Fundamentals of Cognitive Psychology	5	
	A6PS101	Academic Skills Lab	5	
	A6PS103	ASSET	5	
	A6PP016	Introduction to Psychoanalysis & the Unconscious	10	
	A6PS105	Research Technique & Analysis 1	10	
	<b>TOTAL CREDITS LEVEL 6</b>			
<b>Stage 2 Level 7 (QQI)</b>	A7PS100	Modelling Cognitive Systems	5	<b>20%</b>
	A7PS110	Development across the Lifespan: Adolescence to Adulthood	5	
	A7PS102	Fundamentals of Biopsychology	5	
	A7PS112	Social Psychology	5	
	A7PS101	Psychology in Action (online)	5	
	A7PS103	Ethical Research Methods & Design	10	
	A7PS105	Research Technique & Analysis 2	10	
	A7PS108	Personality & Psychoanalytic Subjectivity	10	
	A7PS107	Experimental Psychology	5	
	<b>TOTAL CREDITS LEVEL 7</b>			
<b>Stage 3 Level 8 (QQI)</b>	A8PS100	Neuropsychopharmacology	5	<b>80%</b>
	A8PS101	Internet Mediated Research (online)	5	
	A8PS104	Behaviour Science	10	
	A8PS108	Human Performance (E)	5	
	A8PS106	Organisational Psychology (E)	5	
	A8PS110	Health Psychology (E)	5	
	A8PS103	Mental Health & Distress (E)	5	
	A8PP142	Hysteria (E)	5	
	A8PP176	Psychoanalysis Language (E)	5	
	A8PP144	Sexuality 1 (E)	5	
	A8PS114	Sexuality 2 (E)	5	

Stage/ Level	Module Code	Module Title	Credits	% Award Weighting
	A8RS100	Research Project	20	
	<b>TOTAL CREDITS LEVEL 8</b>		<b>60</b>	
	<b>OVERALL TOTAL CREDITS</b>		<b>180</b>	<b>100%</b>

## 2.4 Other Relevant Programme Information

The modules of this programme are delivered over 3 years full-time and 4 years part-time delivery. 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 Ethical Research Methods & Design Experimental Psychology
Foundations in Biopsychology	Fundamentals of Biopsychology
Foundations in Biopsychology Fundamentals of Biopsychology	Neuropsychopharmacology
Foundations in Social Psychology	Social Psychology
Developmental Psychology	Development Across the Lifespan: Adolescence and Adulthood
Fundamentals of Cognitive Psychology	Modelling Cognitive Systems
Introduction to Psychoanalysis and the Unconscious	Personality & Psychoanalytic Subjectivity
Introduction to Psychoanalysis and the Unconscious Personality & Psychoanalytic Subjectivity	Psychoanalysis electives
Sexuality 1	Sexuality 2
Research Technique & Analysis 1 Research Technique & Analysis 2 Ethical Research Methods & Design Experimental Psychology	Research Project

### Rules for electives and their rationale

The BA (Hons) in Psychology is designed to facilitate learning in the core subject areas, which is then supplemented at Award stage by two mutually-exclusive elective streams; one in Psychology, and the other in psychoanalysis. The Psychology elective stream provides coverage of other non-core modules that familiarise the student with the application of Psychology, and further different perspectives in Psychology. The psychoanalysis elective stream continues to build on the foundational knowledge of the discipline covered in Stages 1 and 2, and offers a perspective on and consideration of, the human individual from the point of view of the subject. Completion of the

psychoanalysis modules in Stages 1 and 2 is pre-requisite to undertaking the psychoanalysis stream at Award Stage, and there also are pre-requisite requirements within the stream. The inclusion of streams of learning is beneficial for learners wishing to tailor their learning further towards either discipline; Psychology or psychoanalysis, whilst still meeting the criteria for PSI accreditation of their award.

## 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.

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 Services](#) well in advance of any assessment or exam dates.

### 3.2 Assessment Overview

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
1F09/1P09	Psychological foundations	A6PS100	25%	Poster	50%
			25%	Self-reflection seminar report	
	Foundations in Social Psychology	A6PS104	50%	In class written assessment	NA
			50%	Essay	
	Foundations of Biopsychology	A6PS110	50%	Methods profile poster	NA
			50%	In class test	
	Developmental Psychology	A6PS108	50%	Essay- analysis of a character	50%
			50%	In class experiment written up as research report	50%
1F09/2P09	Academic Skills Lab	A6PS101	50%	Group presentation	NA
			50%	Worksheets	
	ASSET	A6PS103	50%	Worksheets	NA
			50%	Group Interview Practising Psychologist	
	Introduction to Psychoanalysis	A6PP016	50%	Individual written report	NA
			50%	individual written report	
1F09/2P09	Research Technique & Analysis 1	A6PS104	20%	Weekly exercises	NA
			30%	In class theory test	
			50%	In class SPSS test	

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
2F09/ 2P09	Modelling Cognitive Systems	A7PS100	50%	Group presentation	NA
			50%	In class test	
	Development across the Lifespan: Adolescence to Adulthood	A7PS110	70%	Essay on applied topic	NA
			30%	Presentation of applied topic	
	Fundamentals of Biopsychology	A7PS102	50%	Group Poster/ individual component	50%
	Social Psychology	A7PS112	50%	Review of article & findings applied to real world issue	50%
	Psychology in Action (online)	A7PS101	50%	"50-day" seminar	NA
			50%	Reflective journal with catalogue of correspondence and timeline of progress	
2F09/ 3P09	Ethical Research Methods & Design	A7PS103	30%	Lab report	NA
			30%	Lab report	
			40%	Research proposal with in class presentation	
	Research Technique & Analysis 2	A7PS105	30%	In class quantitative test	NA
			20%	In class qualitative test	
		50%	Data report		
	Personality & Psychoanalytic Subjectivity	A7PS108	50%	Psychobiography & In class Poster Display	NA
			30%	In class test	
			20%	In class test	



Year Group	Module	Code	CA Weight	CA Type	Exam Weight
	Experimental Psychology	A7PS107	40%	Open Sesame Experiment	NA
			60%	Laboratory journal	
3F09/ 3P09	Neuropsychopharmacology	A8PS100	50%	Psychopharmacological profile	50%
	Internet Mediated Research (online)	A8PS101	15%	Online MCQ	NA
			35%	Lit review/blog post	
50%	Group proposal				
3F09/ AP09	Behaviour Science	A8PS104	20%	MCQ	50%
			30%	Applied essay	
	Human Performance (E)	A8PS108	50%	Essay	50%
	Organisational Psychology (E)	A8PS106	50%	Essay	N/A
			50%	Case study	
	Health Psychology (E)	A8PS110	50%	Essay	N/A
			50%	Practical assessment & presentation	
	Mental Health & Distress (E)	A8PS103	50%	Book report	N/A
			50%	In class test article review	
	Hysteria (E)	A8PP142	50%	Presentation	NA
50%			Individual written submission		
Psychoanalysis Language (E)	A8PP176	100%	Written assignment	NA	
Sexuality 1 (E)	A8PP144	50%	In class test	NA	
		50%	Essay		
Sexuality 2 (E)	A8PS114	50%	In class exam	50%	

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
	Research Project	A8RS102	10%	Research Proposal	NA
			5%	Presentation of proposal	
			0%	Draft intro	
			70%	Thesis & Electronic Poster	
			15%	Poster Presentation	

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.

### 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. 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](http://www.dbs.ie)



- . <https://elearning.dbs.ie/> (Moodle)
- . [www.mydbs.ie](http://www.mydbs.ie) (student email)
- . [tts.dbs.ie](http://tts.dbs.ie) for generic timetables
- . <https://library.dbs.ie/>
- . [Lorls.dbs.ie](http://Lorls.dbs.ie) (to access your reading list online)
- . [esource.dbs.ie](http://esource.dbs.ie) (repository of student and faculty research)
- . [servicedesk.dbs.ie](http://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](http://servicedesk.dbs.ie).



## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

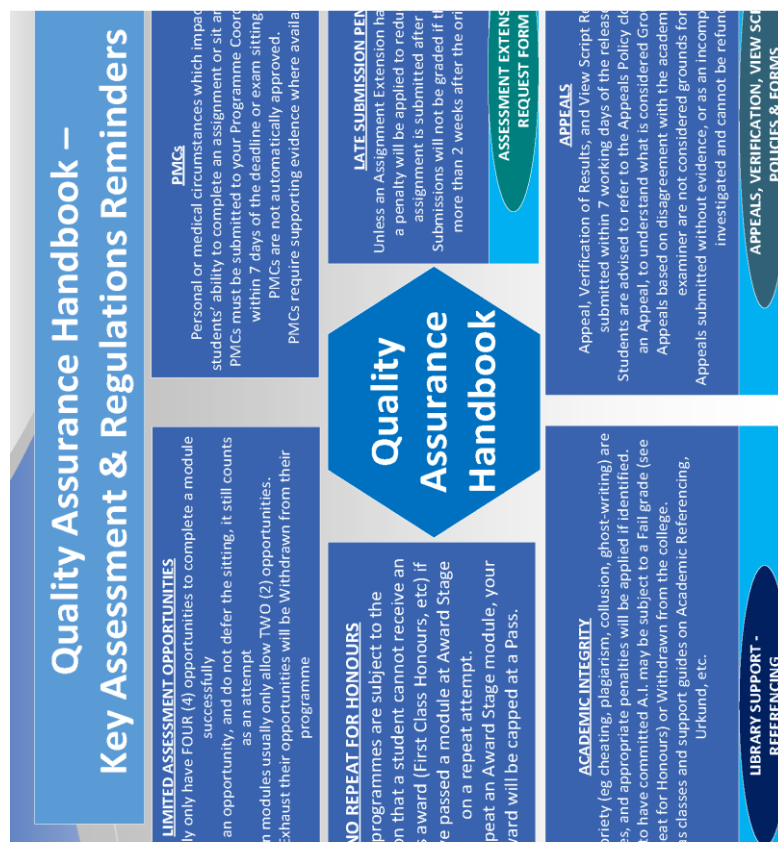
<https://students.dbs.ie/academicoperations/academic-calendars>

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

Enjoy your time at DBS!