



# Higher Diploma in Arts in Psychology

Level 8, 90 ECTS

Programme Handbook

2024/25

## Foreword

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

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. We have campuses in Dublin's city centre and nationalities from over ninety-five countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science and business analytics, marketing to psychology and psychotherapy, from accounting and finance through law, arts, and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and delivering an outstanding student experience.

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 through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

*Lori*

Lori Johnston

Academic Dean

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## Section 1 Programme Information

### Welcome Message from Academic Director

Hello and a very warm welcome to DBS. My name is Dr Rosie Reid and I am the Academic Director of your Psychology programme.

You have made the right choice in deciding to study at DBS. 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 interdisciplinary field of research and practice, professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes for the Psychology and Social Sciences discipline, which include the Higher Diploma in Arts in Psychology and the postgraduate programmes including the MSc in Applied Psychology. I work closely with your Programme Coordinator, Programme Level Manager and your lecturers.

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](https://students.dbs.ie/academic%20operations)

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.

Best wishes to you all for a great year!

*Rosie*

**Dr Rosie Reid**  
**Academic Director for Psychology & 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 Programme Level Manager 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:

- **Programme Level Manager**

The PLM is responsible for coordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The PLM 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 PLM 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 Coordinator**

Programme Coordinator provides 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

| Role                           | Name             | E-mail   |
|--------------------------------|------------------|--|
| <b>Programme Coordinator</b>   | Christopher Bond | <a href="mailto:students.dbs.ie/dashboard/sccm">students.dbs.ie/dashboard/sccm</a> |
| <b>Programme Level Manager</b> | Dr Ciara Devine  | ciara.devine@dbs.ie  |

## 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@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. The DBS website will contain more information on these and other great DBS services and supports. Students can contact us through [students.dbs.ie/dashboard/sccm](mailto:students.dbs.ie/dashboard/sccm) where they will be met with the Student Help Form. This creates a request or ticket which is monitored by the teams.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

Successful completion of a Psychology programme represents the necessary first step to becoming a professional Psychologist. The Higher Diploma in Arts in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programme prepares, develops and facilitates independent learners who wish to enter professional training in Psychology, or to continue in a learning pathway and pursue postgraduate studies, and/or to become more employable for a variety of positions in the public or private sector. In addition, graduates of the Higher Diploma in Arts in Psychology will be eligible to apply for Graduate Membership of the relevant professional society, PSI. *(Note: in order to be eligible for PSI Graduate Membership, students must pass the independent research psychology project, and gain at least a Lower Second Class Honours degree, or its equivalent (i.e. an overall pass mark of at least 50 per cent for conversion programmes)).*

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 Higher Diploma in Arts in Psychology have been informed by the QQI Generic Major Awards Standards. On successful completion of the Higher Diploma in Arts in Psychology programme graduates will be able to:

|               |   |
|---------------|---|
| <b>MIPLO1</b> | Demonstrate the ability to synthesise knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.   |
| <b>MIPLO2</b> | Critically evaluate arguments and other persuasive approaches to problems in the field of Psychology.   |
| <b>MIPLO3</b> | Use the scientific inquiry method and skills to solve advanced problems related to both behaviour and mental processes.   |
| <b>MIPLO4</b> | Demonstrate clear knowledge of professional ethics and ethical issues that impinge on Psychological research.   |
| <b>MIPLO5</b> | Use effective writing and oral communication skills to collaborate effectively.   |
| <b>MIPLO6</b> | 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. |

|               |   |
|---------------|---|
| <b>MIPLO7</b> | Evidence personal and professional development through the competent application of psychological skills and abilities. |
|---------------|---|

### 2.3 Programme Structure

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

| Stage/<br>Level              | Module Title                                     | Credits   | % Award<br>Weighting |
|------------------------------|--|-----------|----------------------|
| <b>Level 8<br/>(QQI)</b>     | History and Schools in Psychology                | 5         |                      |
|                              | Foundations in Developmental & Social Psychology | 5         |                      |
|                              | Research Technique & Analysis                    | 10        |                      |
|                              | Cognitive Psychology                             | 5         |                      |
|                              | Behaviour Analysis                               | 5         |                      |
|                              | Biopsychology                                    | 5         |                      |
|                              | Personality and Individual Differences           | 5         |                      |
|                              | Health Psychology                                | 5         |                      |
|                              | Advanced Developmental & Social Psychology       | 5         |                      |
|                              | Human Performance                                | 5         |                      |
|                              | Psychological Disorders                          | 5         |                      |
|                              | Ethical Research Methods and Design              | 10        |                      |
|                              | Research Project                                 | 20        |                      |
| <b>OVERALL TOTAL CREDITS</b> |  | <b>90</b> | <b>100%</b>          |

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

Year Two builds on the introductory knowledge in Year 1 in the core Psychology components, with post-introductory coverage of cognitive, social, developmental and biological Psychology. Learners will also engage with another core component at the centre of the discipline; *Personality and Individual Differences*. Non-core topics are juxtaposed with the core, to allow further contextualisation of human behaviour from a range of perspectives. Finally, the capstone *Research Project* module provides an opportunity for the learner to integrate accumulated learning and make the necessary connections in the context of the discipline, through the process of independent research and the production of a research dissertation. Learners also present this research at the DBS Psychology Poster Conference, which forms part of their formal assessment.

## 2.4 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI ([Quality and Qualifications 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. The programme is listed on the [Irish Register of Qualifications](#).

The programme is also currently accredited by the [Psychology Society of Ireland \(PSI\)](#). There are specific requirements under PSI for a programme to be accredited, which are detailed in Section 5.2 below.

In both the case of QQI and PSI, DBS is obliged to carry out reviews and re-submit the programme for re-approval on a cyclical basis. This means that, during your programme of study, there may be changes to programme content or delivery. Where this occurs, transition arrangements are carefully considered to ensure coherence and consistency for learners. The programme is entering the PSI reaccreditation phase in 2024.

At all times, delivery of the programme must be in compliance with the approved programme and to achieve the recognised award learners must fulfil all assessment criteria.

### **CORU Recognition**

CORU is Ireland's multi-profession health regulator whose role is to protect the public through regulating the health and social care professions listed in the Health and Social Care Professionals Act 2005 (as amended). It includes the Health and Social Care Professionals Council and the Registration Boards established under the Act 2005 (as amended).

The Higher Diploma in Arts in Psychology will not fall under CORU for purposes of recognition in the profession as this is to be restricted to Level 9 programmes and above. However, learners on the programme should be aware that CORU is currently preparing to regulate the psychology profession. Psychologists provide care and support to vulnerable people and were designated for regulation under the Health and Social Care Professionals Act 2005 (as amended). [The Psychologists Registration Board](#) (the Board) was established in 2017. Since then, it has been working to introduce statutory regulation to the psychology profession in Ireland, consistently guided by the principle of delivering public protection.

CORU's long term objective is to protect the title of "psychologist" for the protection of the public and for the benefit of the many professional psychologists working in Ireland, however, this presents a number of unique challenges that require detailed consideration. In September 2023, an expert panel was convened to consider the title of 'psychologist' and the challenges when defining such a title. This panel reviewed the current context of education and training in Ireland, the international models, and analysed the current and future workforces and requirements for service delivery. In June 2024 the recommendations from this process were made available and a timeline developed for the regulation for the entire psychology profession.

CORU is taking a phased approach to regulating the profession. This involves consideration of the regulation of specific psychology specialisms, prioritising those which present the greatest risk to public safety while simultaneously continuing to work towards the longer term objective of protection of the title psychologist. As such, the specialisms of clinical, counselling and educational psychology are being prioritised for regulation. Work is underway to implement this, including the development of the required education and training standards. CORU now expects to open the register for these three divisions by autumn 2025.

Once further details become known, DBS will consider what changes, if any, are needed to its Psychology programmes. For clarity, the Higher Diploma in Psychology will not fall under approval by CORU.

### 2.5 Other Relevant Programme Information

The modules of this programme are delivered over 2 years in both full-and part-time, day- and evening-delivery. All modules are at Award Stage, however specific modules have pre-requisite counterparts, which must be complete before progression can be undertaken.

| Prerequisite   | Post requisite                                      |
|--|---|
| <i>Foundations in Developmental and Social Psychology</i>                            | <i>Advanced Developmental and Social Psychology</i> |
| <i>Research Technique and Analysis</i><br><i>Ethical Research Methods and Design</i> | <i>Research Project</i>                             |

### 2.6 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  |
| 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 or in class mode. The on-demand mode can be used on its own or with any of the other modes.

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

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.

Before attending classes, **students are expected to familiarise themselves with the following policies in particular** relating to learner engagement and participation found in the [Quality Assurance Handbook \(QAH\)](#):

- *The Learner Charter (Part B, Section 3.1)*
- *Learner Code of Conduct Policy (Part B, Section 3.2)*
- *Disciplinary Policy (Part B, Section 3.6)*
- *Camera's On Policy (Part B, Section 3.7)*
- *Attendance Policy (Part B, Section 4.1)*

## 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 while the assessment process is overseen by External Examiners. This is to ensure fairness, consistency of marking and the correct standard across all assessments. 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 [QAH, Part B, Section 6](#)).

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

Knowledge about assessment policies in DBS is integral to student success. Lack of knowledge about or failure to adhere to these policies will not be considered as a valid reason for negative performance outcomes. Therefore, **students are expected to familiarise themselves with the following policies in particular relating to assessment** in the [QAH](#):

- *Academic Integrity Policy (Part B, Section 3.3)*
- *Appeals Policy (Part B, Section 3.5)*
- *Deferral Policy (Part B, Section 4.2)*

- *Personal Mitigating Circumstances Policy (Part B, Section 4.3)*
- *Assessment Regulations (Part B, Section 5, all subsections)*

### 3.2 Assessment Strategy

| Module   | CA Weight | CA Type                        | Exam Weight |
|--|-----------|--------------------------------|-------------|
| History and Schools in Psychology                | 50%       | Essay                          | N/A         |
|  | 50%       | Group Presentation / Report    |             |
| Research Technique and Analysis                  | 20%       | Weekly Worksheets              | N/A         |
|  | 30%       | In-Class Test                  |             |
|  | 50%       | Lab Report                     |             |
| Foundations in Developmental & Social Psychology | 50%       | Essay                          | 50%         |
| Ethical Research Methods and Design              | 30%       | Lab Report                     | N/A         |
|  | 30%       | Presentation                   |             |
|  | 40%       | Research Proposal              |             |
| Cognitive Psychology                             | 50%       | Real World Applications Poster | 50%         |
| Behaviour Analysis                               | 50%       | In-Class Test                  | 50%         |

| Module                                     | CA Weight | CA Type                                   | Exam Weight |
|--|-----------|---|-------------|
| Personality and Individual Differences     | 50%       | Psychobiography / In class Poster Display | 50%         |
| Psychological Disorders                    | 50%       | Group Video Presentation and Report       | 50%         |
| Human Performance                          | 50%       | Group Qualitative Project                 | 50%         |
| Health Psychology                          | 50%       | Case Study                                | 50%         |
| Biopsychology                              | 50%       | Group Presentation / Report               | 50%         |
| Advanced Developmental & Social Psychology | 50%       | Article Review                            | 50%         |
| Research Project                           | 15%       | Research Proposal* / Presentation         | N/A         |
|  | 70%       | Research Thesis                           |             |
|  | 15%       | Poster Presentation                       |             |

\* Learners undertaking the Research Project module have three (3) opportunities to gain ethical approval, however if ethical approval has not been gained by the second semester (e.g. by January for a Sept-intake cohort), the learner will not be permitted to continue the module until the following academic year, as a repeat (capped) attempt.

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2022*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning support, the Disability and Inclusion Offer will identify appropriate support or liaise with the lecturer in conjunction with the Registrar's Office, if necessary, to agree a suitable equivalent alternative assessment instrument. This will be in accordance with the DBS Assessment Regulations. Please refer to the DBS [QAH](#), Part B, Section 4.4 section 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 assessments 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 (APA 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 practicing handwriting or typing answers (as per the exam format) to ensure that you are equipped to set out your answers within the format of the exam.
- 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 [Disability Support](#) well in advance of any assessment or exam dates.

### 3.3 Reassessment

Module assessment has been designed to allow the learner to demonstrate level-appropriate knowledge and skills, often through the lens of application. Continuous Assessments (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 assignments must be submitted no later than the stated deadline (date and time).
2. Assignments submitted after the latest deadline specified (including any approved extension deadline) are considered late and penalised according to the [Quality Assurance Handbook \(QAH\)](#)

**Part B Section 5.2.2.6** as follows:

- A penalty of 2 marks will be applied per day or part thereof (including weekends and public holidays) for an ongoing failure to submit beyond the submission deadline.
- An examiner has the right to refuse to mark the assignment if the submission instructions have not been observed.

- Where a late assessment is submitted within 14 days of the deadline, and is of a passing standard, the late penalty is capped (such that the minimum grade that can be awarded is 40% for the late submission).
  - Where a late assessment is submitted more than 14 days after the deadline, it will receive 0%. The lecturer may, at their discretion, review the submission for feedback.
  - Where the assessment is undertaken in a group, the piece of work should be submitted in its complete entirety, and any penalty for late submission incurred applies to all group members.
3. Extensions to assignment submission deadlines will not be granted, other than in exceptional circumstances. To apply for an extension please go to <https://students.dbs.ie/dashboard/SCCM> and open a ticket.
  4. All relevant provisions of the Assessment Regulations must be complied with (see [QAH B.5](#)).
    - Students are required to refer to the assessment regulations in their Programme Handbook, and on the [Student Website](#).
    - Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying, ghost writing/ essay mills, improper use of Generative Artificial Intelligence software).
      1. Refer to the College's [Generative AI Guidelines HERE](#) for further information.
    - Guides on referencing are available on the Library website: <https://libguides.dbs.ie/referencing>
    - Text-matching analysis software is integrated in Moodle to generate a report regarding the degree of text-matching in a submission.
  5. Students are required to retain a copy of each assignment submitted, until the issuing of a transcript indicating the mark awarded and the closure of the Appeal period (2 weeks following the release of final results).
    - Results can only be appealed following the release of final results, and the Appeal form must be submitted to the Exams Office within the Appeal period.
    - An appeal must be based on valid grounds (see the Appeals Policy QAH B.3.5), dissatisfaction with a grade is not sufficient grounds for an appeal.
    - Assignments must be appropriately packaged and presented.
    - All assignments should be submitted to your subject/course page on Moodle by the deadline date.
    - Where a submission involves digital media (i.e formats other than Word, Powerpoint or PDF), it is the submitting students' responsibility to ensure the media is appropriately labelled, fully working and they must retain a copy.
    - Components of an assessment which are not included in the final submission cannot normally be subsequently accepted for grading. It is the student's responsibility to ensure their file is uploaded correctly.
    - Include an electronic **cover sheet** with the following details to the front of the assignment (see below)
  6. Assignments that *breach* the word count requirements will be penalised. *There is a 10% discretion, either way, applicable in terms of word count.*
  7. When you submit your assignment you will be asked to click on a button which will declare the following:

*By ticking this box I am confirming that this assignment/exam is all my own work. Any sources used have been referenced.*

*I have read the College rules regarding plagiarism in the QAH Part B Section 3 and understand that penalties will be applied accordingly if work is found not to be my own. All work uploaded is submitted via Ouriginal, whereby a text-matching report will show any similarities with other texts.*

### 3.5 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personal timetables.

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

If you have any problems with your timetable or require technical support, please log a ticket at [students.dbs.ie/dashboard/sccm](https://students.dbs.ie/dashboard/sccm).

## Section 4 Academic Calendar

The [Academic Calendar](#) can be found on the DBS website. It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

## Section 5 DBS Regulations and Quality Assurance

The previous sections set out the structure and requirements of your programme with regard to modules, content and assessment. It is important that all learners are aware that there are College regulations, frameworks and requirements that all learners must adhere to as part of their study with us. The [DBS Quality Assurance Handbook \(QAH\)](#) sets out all DBS's policies relating to student matters, and this set of policies and procedures has been approved through a process with QQI. The QAH is kept under review and policies may be amended or added to address new and emerging issues.

The QAH is on the DBS Student website [here](#) and there is a link to it on every Moodle page under

### **Policies & Procedures.**

The QAH is divided into sections to signpost you through it and help to identify the areas you may need to access. A list of the sections is given below. The QAH should be your first port of call if you have a question about College regulations, or require assistance with a matter such as an extension, appeal or complaint, for example.

#### QAH Table of Contents

- [A.1 Governance](#)
- [A.2 Overarching Policies](#)
- [B.1 Learner Admissions](#)
- [B.2 Learner Supports](#)
- [B.3 Learner Conduct, Appeals and Complaints](#)
- [B.4 Programme Participation](#)
- [B.5 Assessment Regulations](#)
- [B.6 Examination Boards and Award Classifications](#)
- [C.1 Learning and Teaching](#)
- [C.2 Programme Development and Review](#)
- [C.3 Transnational Collaborative and Joint Awards](#)

## 5.1 Key Assessment Regulations

**Quality Assurance Handbook –  
Key Assessment & Regulations Reminders**

|   |  |  |
|---|--|--|
| <p><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b><br/>Students generally only have FOUR (4) opportunities to complete a module successfully<br/>If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt<br/>Dissertation modules usually only allow TWO (2) opportunities.<br/>Students who Exhaust their opportunities will be Withdrawn from their programme</p>                   | <p><b>PMCs (QAH B.4.3)</b><br/>Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.<br/>PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.<br/>PMCs are not automatically approved.<br/>PMCs require supporting evidence where available.</p>   | <div style="background-color: #8e44ad; border-radius: 50%; padding: 5px; color: white; margin-bottom: 5px;">PMC FORM</div> <div style="background-color: #e74c3c; border-radius: 50%; padding: 5px; color: white;">LEARNER SUPPORTS</div>  |
| <p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b><br/>A repeat attempt on a module incurs a capped mark of 40% on the overall module mark. The individual components may achieve the full grade, but for Transcripts and Award Calculations, a repeated module will be counted as achieving 40%.<br/><br/><b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>                          | <div style="background-color: #007bff; color: white; padding: 10px; border-radius: 50%; display: inline-block; text-align: center;"> <b>Quality Assurance Handbook</b><br/>(2019)         </div>   | <p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b><br/>Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.<br/>Submissions <b>will not be graded</b> if these are received more than 2 weeks after the original deadline.</p> |
| <p><b>ACADEMIC INTEGRITY (QAH B.3.3)</b><br/>Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.<br/>Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.<br/>The Library has classes and support guides on Academic Referencing, Urkund, etc.</p> | <p><b>APPEALS (QAH B.3.5)</b><br/>Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.<br/>Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.<br/><b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b><br/>Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p> | <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 15px; display: inline-block;">ASSESSMENT EXTENSION REQUEST FORM</div>  |
| <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 15px; display: inline-block;">LIBRARY SUPPORT - REFERENCING</div>   | <div style="background-color: #007bff; color: white; padding: 5px; border-radius: 15px; display: inline-block;">APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES &amp; FORMS</div>   |  |

## 5.2 Programme Specific Regulations

### Professional Body Considerations

The PSI, as the professional body representing psychology in Ireland, acts as the accrediting body for undergraduate and postgraduate education and training in psychology in Ireland. The Higher Diploma in Arts in Psychology currently meets all criteria that are required by the Psychological Society of Ireland (PSI) for accreditation purposes:

- Psychology has been a main subject (i.e., either the only one or one of two main subjects or, in the case of modular degrees, half or more of the course).
- There is clear evidence to satisfy the Council of the Society that Psychology has not been merely a secondary subject that would normally be regarded as a minor, subsidiary or ancillary subject.
- Conversion programmes must comprise a minimum of 60 ECTS credits, at least 75 percent of which must comprise psychology content, and be at level eight or nine on the NFAQ.
- The course leading to the qualification must have in place a teaching and learning strategy that ensures adequate breadth and depth of coverage of the core curriculum areas (as defined below).
- 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.

- Programmes must include teaching on ethics, as well as the Society's Code of Professional Ethics.
- Mechanisms must be in place to ensure that all research undertaken by students that involves human (and animal) participants is conducted in line with the Society's Code of Professional Ethics, including explicit mechanisms for identifying and dealing with ethical or professional misconduct.

#### **Core Curriculum Areas:**

- **Biological psychology:** e.g. biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, typical and atypical neuropsychology, comparative and evolutionary psychology.
- **Developmental psychology:** e.g. typical and atypical development across the lifespan including childhood, adolescence and ageing, attachment, social relations, cognitive and language development and cultural development.
- **Social psychology:** e.g. social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership.
- **Individual differences:** e.g. personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity.
- **Cognitive psychology:** e.g. attention, perception, learning, memory, thinking, problem solving, decision making, metacognition, language, consciousness and cognitive neuropsychology.
- **Research Methods:** Research methods are integral to psychology and students must obtain a sound knowledge of, and a proven ability to use, a range of methods appropriately, including both quantitative and qualitative methods. Knowledge and understanding of how to obtain and analyse evidence is best acquired and demonstrated through extensive and progressive empirical work in laboratory and naturalistic settings through all stages of a programme, i.e. at introductory and post-introductory levels. In all cases, appropriate teaching and learning opportunities must be provided throughout the programme to ensure that all students have direct experience of empirical work.
- **Empirical project:** It is expected that a student's development of knowledge, skills, and competencies in research methods and empirical work will be demonstrated by successful completion of an empirical project at an advanced level/stage of the programme, for example in the final year of study (or a piece of work which delivers the same learning outcomes of equal quality). This will normally involve the collection and analysis of original empirical data, or equivalent alternatives such as computational modelling of empirical data or secondary data analysis, such as a meta-analysis. The empirical practical component must lead to the completion of a psychology project or dissertation, assessment of which contributes to the degree classification. The project must be passed and cannot be compensated for. The empirical psychology project will include carrying out an extensive piece of empirical research that requires them individually to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and

dissemination of findings. Students may undertake their empirical projects as part of a project or laboratory group, provided they are still required to demonstrate requisite knowledge, skills, and competencies individually.

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, 2019).

### **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 Supporting Student Success

One of DBS's strategic objectives is to support student success and enhance the student experience. We enable student success through high-quality services and support. The [DBS Learner Charter](#), which was revised in early 2022 to reflect the challenges of engagement, defines a number of DBS and learner commitments that will foster a supportive, constructive and positive learning environment for students at DBS. The College provides academic resources, student services, engagement support and infrastructure to provide an outstanding student experience and enable strong academic outcomes. The Student Experience Team ensures that our students have the best possible College-life experience and promotes a DBS community and culture focused on their wellbeing and success.

Details about learner support can be found in the QAH (in particular *Part B, Section 2 and Section 4.4*). As independent learners, students are expected to familiarise themselves with and avail of all relevant support, including student services (detailed elsewhere). Below is a summary of key academic resources that are relevant for Psychology students in DBS:

1. Microsoft365 - Students in DBS have free access to a suite of Microsoft applications, including Microsoft Word, Powerpoint and Excel. These applications are widely used in assessments across the programme. Students are advised to familiarise themselves with these applications and access them as soon as possible. In addition to the above, Psychology students should become familiar with Microsoft Forms and are encouraged to explore other applications that may assist them throughout their studies.
2. Onedrive - Students in DBS have free access to online storage via MicrosoftOneDrive. Students are encouraged to use this storage in order to ensure that their personal learning materials and assignments are backed up securely.
3. SPSS - SPSS is a software programme that is used for statistics and data analysis. Students of DBS can download SPSS for free. As a Psychology student you will receive training and be assessed in how to use this software. Instructions for downloading and installing this software will be provided on the relevant moodle pages.
4. NVivo - NVivo is a software programme that is used for qualitative data analysis. Students of DBS can download nVivo for free. As a Psychology student you will receive training and be assessed in how to use this software. Instructions for downloading and installing this software will be provided on the relevant moodle pages.
5. Open Sesame - Open Sesame is a free, open access software that is used for designing computer based Psychological experiments. You will be trained and assessed in using this software in the module *Experimental Psychology*.
6. Academic Databases - Psychology students are expected to read peer-reviewed, published academic journal articles when studying new topics and to use these as sources when completing assignments (as opposed to general websites). Students will be introduced to these databases in the module *Psychological Skills Lab* and will be directed towards the library for tutorials and further training in how to access these important databases. It is recommended that students attend training sessions provided by the library.

## Section 7 My Career

### 7.1 Student Careers

The DBS Careers Team is dedicated to ensuring that you are equipped with the right skills to achieve your career goals upon graduation. The Team constantly ask the following questions:

- What is a work-ready graduate?
- What skills does a work-ready graduate need to succeed?
- How can we equip our students with these skills?

During your time in DBS, you will:

- Be given the opportunity to complete a skills self-assessment quiz at various times during your journey in DBS. This will allow you to judge yourself against the skills employers are looking for in graduates, and by following the advice given improve your score throughout your time at Dublin Business School.
- Be asked to complete a number of online mini-modules which will allow you to self-improve across all of the skills employers require from graduates.
- Understand the individual Careers pathway developed for your programme, by following and fully participating in this pathway you will enhance your Career and employment prospects.
- Listen to weekly podcasts with industry influences and leaders
- Attend weekly Careers workshops which have been specifically developed to equip our students for the modern employment market
- Attend Industry events and get the opportunity to talk to recruiters directly
- Have one-to-one sessions with a Careers Coach, which can include areas such as networking, CV preparation, interview skills, job search and building a successful LinkedIn profile.
- have formal and informal opportunities to improve your scores across defined skills, knowledge and attributes that employers are looking for in Graduates.

The Careers Hub is based in Aungier Street behind reception, and the team can be contacted by [e-mail](#).

## Section 8 My Student Life

The Higher Diploma in Arts in Psychology programme runs in two modes, day-time, or evening (often referred to as Full-Time and Part-Time, however they each run for two years, so evening students are taking a full-time equivalent in the evenings rather than being traditionally 'Part Time'). The College's offerings of student activities, offices and events are equally available for both full-time and part-time learners, and we encourage all learners to engage with these, where they have the capacity to do so.

### 8.1 Peer Mentor Programme

The DBS peer mentor programme is designed to give students across DBS the opportunity to represent and mentor students by sharing their stories and experiences of college life. Our mentors act as positive role models throughout the year to their respective groups and are sources of information, from orientation through to the end of the year. The mentors help make coming to DBS a more welcoming, less daunting experience for everyone. As well as arranging informal meetings and social events with their mentees, the team assists with any queries or concerns that new students may have. Throughout the year this team of students is supported by our Student Experience Team with whatever challenges and issues they face. This academic year we will have over 100 peer mentors divided across three areas - a programme based, regional (by nation) based, and year-based mentors. Each of our student mentors is given continuous high-quality training throughout the academic year to ensure they are fully engaged in our college experience and best prepared to support their mentees.

### 8.2 Class Reps

DBS was the first private college to engage with USI to train all of our class reps on the NStEP Programme. This programme was launched in 2016 by the HEA, QQI and USI, and applies the best principles of student engagement to enhance and enrich the College's interactions with our Class Reps. Early in the Academic year, your lecture will look for a nominated class rep from each class. These will then partake in NStEP training and be invited to sit on the Student Council.

### 8.3 Student Council

The DBS Student Council welcomes all students appointed or elected to the role of Class Representative, Peer Mentors, Sports Clubs & Society leaders and members of the Students Union. The Council acts as a platform for two-way communication between the college and the student body. Students who represent the Student Council are made aware that they are responsible for collecting feedback from the student body and notifying the college on any specific issues that arise throughout the term.

### 8.4 Student Entertainment

The Student Experience Team, in conjunction with our Student Union and Societies, organises a full and varied schedule of social and cultural events throughout the year. From Freshers week in September, RAG week, weekly film screenings, cultural excursions and day trips, and the Student

Awards in May, there is something for everyone. We also celebrate important cultural and national events such as Holi, Chinese New Year, Eid, St Patrick's Day, 4th July and other National Holidays.

### **8.5 Social**

College Life is about much more than just education. Through our broad range of clubs and societies, our students get to enjoy the full student experience, which extends beyond lectures and exams. The DBS Campus is Dublin City Centre, and we use all of the extra-curricular and recreational opportunities that our unique location offers. DBS recognises that clubs and societies are key to enhancing and enriching a student's experience while in college. We, therefore, encourage all of our students to get involved. Besides doing something that they love and enjoy, they will meet new friends with similar interests, meet fellow students on different programmes, and develop as a person. Whatever the interests, there is a club or society for everyone! For Club and Society Leaders it is an opportunity for personal development and demonstrating key graduate skills to potential employees.

### **8.6 Societies**

All Society Officers take part in a comprehensive training programme which covers areas such as leadership, event management, teamwork and conflict resolution. They feed into a strong support network, led by the Student Experience Team in partnership with Student Union Officers. On successful completion of their tenure, the leaders receive a digital badge which gives official recognition and can be displayed on their LinkedIn profile. The College has over 50 societies across different interests, activity-based, special interests, religions, International and cultural and volunteering and social.

### **8.7 IT Helpdesk**

Support will be provided by the DBS administrative, facilities and IT support services. IT can be contacted for support by logging a ticket on Moodle.

### **8.8 DBS Library**

Multiple supports can be accessed through the library. Multiple support classes are available. To see the range of support classes available, or to book a support class please visit the library page: [https://libguides.dbs.ie/Academic\\_Support](https://libguides.dbs.ie/Academic_Support)

## Section 9 My Health and Wellbeing

The College's offerings of student supports and activities are equally available for both full-time and part-time learners. Learners in the evening classes, who are undertaking the equivalent of a full-time course in the evenings, often on top of full time jobs, are especially encouraged to be familiar with the supports available, given the intensity of any programme of study, and the additional pressure of study combined with work commitments.

### 9.1 Counselling Services

DBS offers a free confidential counselling service for all students. This is provided through our counselling partners, MyMind.ie, ensuring confidentiality and a guaranteed appointment with a counsellor within 72 hours. Since COVID-19 these are all provided via on-line and video link services.

In order to access counselling please email the [Student Welfare Officer](#) who will arrange to meet with you and discuss your needs in a sympathetic and confidential manner.

### 9.2 Disability and Inclusion

DBS have a dedicated Disability and Inclusion Officer who works closely with other areas of the college including Faculty, the Library, and Exams to ensure that any student's special needs are catered for.

The purpose of the Disability Supports Service is to ensure that programmes and facilities are accessible to students with disabilities, long-term medical conditions, and long-term mental health conditions. The Disability Supports Service aims to provide support for these students to assist in their achievement of educational goals. Eligible students should register with the Disability Supports Service to ensure they receive the appropriate assistance during their studies.

We encourage you to register with the [Disability Supports Office](#) as early as possible in order to avail of support and accommodations. We recommend that:

- Students should contact the Disability and Inclusion Officer to make an appointment to discuss their requirements.
- Students must produce a professional assessment of their disability or medical certification of their condition.
- The Disability and Inclusion Officer will put in place the required accommodations.
- Students may liaise with the Disability and Inclusion Officer throughout their time in DBS.

All students who register with the Disability Supports Office are entitled to double the allowance and double the loan period of Library material. Students may also avail of a one-to-one session with the Information Skills Librarian on how to find, evaluate, cite and reference information.

### 9.3 Student Well-Being Programme

The student Calendar focuses on Health and Welfare early in the College Year, with themed weeks on Mental Well-being, Disability Awareness, and Consent, within the first five weeks of College. These weeks specifically make incoming students aware of the support that they have, both at an

institutional and peer level. DBS facilitates regular student well-being and mental health workshops in conjunction with Jigsaw, The National Centre for Youth Mental Health. These are compulsory for all student officers, and club and society officers, and are open to all other students. We also run regular dyslexia workshops which are always excellently attended.

#### **9.4 The Student Engagement and Success Unit**

Dublin Business School (DBS) welcomes and supports all new entrants in their transition to third-level education. As part of this commitment, DBS has established a Student Engagement and Success Unit (SESU), which aims to help all new students at DBS transition successfully into Higher Education. Starting the first year of college is a transition in everyone's life. SESU is there to help learners make this transition, so if learners are having difficulty settling into college or simply making a start in their programme, SESU is there to help.

As part of Dublin Business School's SESU, we have a number of student learning supports to offer to both new and continuing students for 2024/25. These include SESU Drop-in sessions – Tea & Talk, SESU Workshops for Numerical Skills, Academic Writing & IT Skills as well as Research skills & referencing delivered by our Award-Winning Library Team. Our Peer Mentor Programme also provides peer support across all programmes throughout the academic year.

There may be times when learners will need support and assistance with their studies or with personal issues and SESU is there to help.

SESU also keeps abreast of developments in the field of student engagement, curriculum design, policy, writing and teaching learning and assessment.

## Section 10 Conclusion

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

Enjoy your time at DBS!