



Master of Science in Health Psychology

NFQ Level 9, 90 ECTS

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

NFQ Level 9, 60 ECTS

2024-2025

Programme Handbook

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 for 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 health Psychology will enhance your personal, academic, and professional development.

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

I look after the undergraduate programmes in the Psychology and Social Sciences discipline, which includes the BA (Hons) in Psychology and the postgraduate programmes, including the MSc in Health 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 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 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 ensures 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.

- **Capstone Coordinator**

The Capstone Coordinator manages the induction to the Capstone pathways where learners are introduced to the process and requirements for each of the Capstone electives (Research Placement and Major Dissertation). Learners are supported to make informed choices regarding their Capstone elective and to begin to develop a suitable research proposal and ethical approval forms for the research placement project report or major dissertation. The Capstone Coordinator continues to manage each respective Capstone pathway for the duration of the research placement or major dissertation, until submission of the final research placement report and performance review or major dissertation and viva voce.

- **Module Leader**

The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Christopher Bond	students.dbs.ie/dashboard/sccm
Programme Level Manager	Dr Garry Prentice	garry.prentice@dbs.ie

Capstone Coordinator	Dr John Hyland	John.hyland@dbs.ie
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1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: 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 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

This programme is intended for learners who wish to pursue a professional career in Health Psychology and related areas. Health Psychology is a rapidly growing field and there is a recognised need to acknowledge and address biological, social and psychological factors and processes in health and illness in higher educational provision. Indeed, the World Health Organisation states that NCDs are responsible for the equivalent of 71% of global deaths, annually (WHO, 2021). These diseases, such as cancers and diabetes and those linked to unhealthy lifestyle choices can, more often than not, be addressed by low-cost solutions including addressing modifiable behaviours and the introduction of education programmes, and the implementation of policy and healthcare provision changes. Indeed, the promotion of health, prevention and treatment of illness and disease and improvement of healthcare systems has been in sharp focus for the duration of the COVID -19 pandemic, where specific health behaviours have been promoted extensively as means to preventing the spread of the virus and healthcare systems have undergone significant changes in response.

The Master of Science in Health Psychology (NFQ Level 9, 90 ECTS) is a one year full-time or two years part-time programme that provides learners with the theoretical background and practical skills to apply their psychological knowledge efficiently and productively to effect positive change in the world in the pursuit of health promotion and illness prevention. The programme covers a wide range of specialist topics that provides learners with the knowledge of theories and concepts relating to the contribution of psychological processes to health and illness and helps them understand how this knowledge can be applied in a variety of contemporary settings at individual, community and global levels.

Learners will explore human behaviour from individual, social and biological perspectives and through a detailed understanding of the discipline, both theoretically and methodologically, and will be enabled to assess appropriate interventions and design appropriate solutions for health needs. Modules focus on the applied nature of professional and ethical issues in Health Psychology and advanced research methods while others have a specific focus upon the application of theory to the 'real world' allowing learners to further develop and apply competencies and knowledge in Health Psychology. Finally, the programme offers a choice of elective capstone pathways (30 ECTS) that provides an opportunity for research placement and the production of a research placement project report/minor dissertation or independent research and the production of a major dissertation. Learners who complete the full programme will therefore also develop and enhance their research capability through critical enquiry and detailed analytical problem solving.

The programme's specific objectives are to:

- Enable learners to explore the various theories, concepts and processes of Health Psychology.
- Facilitate critical evaluation of competing Psychological theories through critical analysis and appraisal of Psychological studies and projects in health and illness.

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

This programme has been designed to cover a wide range of specialist topics whilst providing an overall focus on application. Learners who complete the Master of Science in Health Psychology will develop critical understanding of core areas in Health Psychology from a solution-focussed and experiential "real-world" perspective, while enhancing their research capability and practical skills in line with requirements set out by *Horizon 2020* with its emphasis on excellent science, industrial leadership and tackling societal challenges. These skills are relevant to the needs of learners, society and the economy through practical experience and also address Ireland's *National Skills Strategy 2025*, as well as industry and student feedback (See Section 3). Through this learning journey learners will develop discipline specific knowledge and skills as well as transversal skills of communication, teamwork, leadership and digital literacy.

The programme contains an embedded exit award, the Postgraduate Diploma in Science in Health Psychology (60 ECTS, NFQ Level 9) which is available for those who cannot complete the research component of this programme for personal or professional reasons.

Please note this programme will not lead to PSI Accreditation.

2.2 Programme Learning Outcomes

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

MIPLO	Learning outcome
MIPLO1	Critique of evidence-based Psychological concepts and theories in their application to current health issues.
MIPLO2	Critically evaluate social and health policies and systems that align with knowledge of Psychological theory and practice.
MIPLO3	Critically assess the effectiveness of health interventions.
MIPLO4	Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
MIPLO5	Distinguish and appraise the ethics applicable to both multidisciplinary and autonomous approaches pertaining to Health Psychology.
MIPLO6	Apply advanced theoretical and methodological knowledge to address weaknesses / problems in health.
MIPLO7	Evidence critical awareness of the importance of multidisciplinary roles and approaches within health provision.
MIPLO8	Demonstrate somatic grounding of theory and experience through ongoing self-reflection.
MIPLO9	Critically evaluate the medical approach to physical and mental health.

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

MIPLO10	Critically reflect on practical experience and demonstrate insights to the field of Health Psychology through practical skills training, research placement and the development of written reports.
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In addition to fulfilling MIPLOs 1-9 above those learners who complete the *Major Dissertation (Capstone 2)* will:

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

Stage label	Stage synopsis
Award	<p>The programme comprises mandatory modules that focus upon the applied nature of professional and ethical issues in Health Psychology and advanced research methods. Other mandatory modules with a specific focus upon the application of theory to the ‘real world’ allow the learner to further develop and apply competencies and knowledge in Health Psychology.</p> <p>For the full-time delivery, in Semester 1 learners will begin three, 10 ECTS linear modules, <i>Personal Development and Stress Management</i>, <i>Survivorship</i> and <i>Professional Issues and Ethics in Health Psychology</i> in addition to three, 5 ECTS modules in <i>Advanced Quantitative Research Methods and Analysis</i>, <i>Advanced Qualitative Research Methods and Analysis</i> and <i>Addiction and Rehabilitation</i>. All of these modules are assessed by a range of continuous assessment across the 24- or 12-week period.</p> <p>In Semester 2 learners will continue with the linear modules while taking an additional three, 5 ECTS modules in <i>Public and Community Health</i>, <i>Global Health</i> and <i>Occupational Health Psychology</i>. The continuous assessment for the linear modules is completed in Semester 2. The 5 ECTS modules are assessed by continuous assessment across the 12-week semester with <i>Public and Community Health</i> and <i>Occupational Health Psychology</i> also assessed by a terminal exam during the scheduled examination period.</p> <p>In Semester 1, the programme offers a choice of elective capstone pathways (<i>Research Placement (Capstone 1)</i> or <i>Major Dissertation (Capstone 2)</i>, each 30 ECTS) that provide an opportunity for the learner to integrate accumulated learning and make the necessary connections in the context of the discipline, through the process of research placement and the production of a research placement project/minor dissertation or independent research and the production of a major research dissertation. The assessment for each of these modules continues over 3 semesters with learners submitting their proposal at the end of Semester 1, completing the First Meeting assessment and commencing the research placement or independent research engagement in Semester 2, with submission of the final artefact in July of Semester 3.</p> <p>For the part-time delivery, in Semester 1 learners begin <i>Personal Development and Stress Management</i>, <i>Survivorship</i> and <i>Professional Issues and Ethics in Health Psychology</i> in addition to <i>Addiction and Rehabilitation</i>. All of these modules are assessed by the same range of continuous assessment across the 24- or 12-week period as in the full-time delivery.</p> <p>In Semester 2 part-time learners continue with the linear modules while also taking <i>Occupational Health Psychology</i>. The continuous assessment for the linear modules is completed in Semester 2 as on the full-time delivery and <i>Occupational Health Psychology</i> is also assessed by a terminal exam during the scheduled examination period. In addition, part-time learners commence the <i>Research Placement (Capstone</i></p>

	<p>1) or <i>Major Dissertation (Capstone 2)</i> pathway in Semester 2, completing their proposal by the end of the semester.</p> <p>The part-time programme continues into a second year of delivery in which learners in Semester 3 take four, 5 ECTS modules: <i>Advanced Quantitative Research Methods and Analysis, Advanced Qualitative Research Methods and Analysis, Public and Community Health</i> and <i>Global Health</i>. As on the full-time programme, these modules are all assessed by continuous assessment across the 12-week semester, with <i>Public and Community Health</i> and <i>Global Health</i> also assessed by a terminal exam during the scheduled examination period. The <i>Capstone 1</i> or <i>2</i> pathway continues in Semester 3 with part-time learners completing the First Meeting assessment and commencing research placement or independent research engagement.</p> <p>Semester 4 of the part-time programme has no taught modular component and allows the learner to fully engage solely in the <i>Research Placement (Capstone 1)</i> or <i>Major Dissertation (Capstone 2)</i> pathway, culminating in the submission of assessment requirements by the end of the semester.</p>
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2.4 Teaching and Learning Strategy for a multi-modal environment

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

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

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

Examples of T&L modes include:

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

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

Recordings of face-to-face and online learning environments are made available to learners, when appropriate to do so and not exempt due to the sensitivity or confidentiality of material, for the

purpose of reflection and revision. All modules utilise directed e-learning, which means lecturers direct learner interaction with online reusable learning objects (RLOs) and/or discussion forums on the VLE along with supporting elearning resources. Directed e-learning RLOs can range from an annotated case study in pdf, to a video, to a bespoke animation created by DBS, as long as the lecturer has provided prescriptive direction on the interaction with the RLO. Other e-learning resources include pdfs, video links, links to websites, podcasts etc and any other relevant and appropriate supporting resources.

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

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 Guide.

Learners on the Master of Science in Health Psychology will have all class notes, resources, case studies and links to electronic resources made available on Moodle. Modules will be delivered through a blend of asynchronous content and discussion forums with synchronous tutorials and face-to-face workshops, practical lab sessions and lectures, while teaching and learning will use a wide range of materials to assist learners as they enhance their knowledge and understanding of core Psychology concepts. This approach allows for the reflection and consideration of theories, concepts and issues followed by facilitated discussions in synchronous tutorials to greater explore and challenge understanding with peers using Psychology-based scenarios and problems. Guest lectures, clinical site visits and case studies are utilised to anchor learning in the real world. In-class individual and group exercises are also used to test understanding and drive applied discussions. These interactions can be facilitated with the use of educational technologies, such as online walls and polling.

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics, or theories.
Tutorial	Where the lecturer and students engage in a discussion.
Workshop	Where the lecturer and students engage in activities either collectively or in groups.
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer.

Examples of T&L activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about

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

2.5 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 9 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](#). 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).

To regulate the professions, CORU will:

- Set the standards that health and social care professionals must meet

- Ensure that the relevant educational bodies deliver qualifications that prepare professionals to provide safe and appropriate care
- Maintain and publish a Register of health and social care professionals who meet our standards
- Ensure that registered professionals keep their skills up to date by promoting Continuing Professional Development (CPD)
- Run Fitness to Practise hearings into the conduct and competence of a Registrant

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.

The establishment of regulation for a new profession is a complex process. This includes establishing the profession specific Code of Professional Conduct and Ethics and standards of performance to which professionals must adhere. As well as assessing, approving and monitoring training courses for that profession, through setting the standards required by the Higher Education Institutions, as well as using the powers to deal with complaints against registrants.

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.

FAQ

1. What will my class look like?

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into the workshop and then finishing with a tutorial approach. Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, or in-class. However, some activities and approaches are better suited to some modes.

2. How will my class appear on the timetables?

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

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

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

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

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

Section 3 Assessment

3.1 Introduction to Assessment

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

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator 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 [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.

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)*

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

3.2 Assessment Schedule

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

Module	Code	ECTS	Assessment Method				
			Continuous Assessment				Exam
			Weight	Type	Indicative Week/ Date Due for submission to MOODLE	In class component	Weight
Advanced Quantitative Research Methods and Analysis	M1	5	30% 70%	Practical worksheets Quantitative report	TBC with lecturer S1 Week 11ft /S3 Week 10 pt		NA
Advanced Qualitative Research Methods and Analysis	M2	5	30% 70%	In class progress reports & checks Qualitative report	S1 Christmas break ft/ S3 Week 11 pt	TBC with lecturer	NA
Addiction and Rehabilitation	M3	5	100%	Case Study	S1 Week 10 ft/pt		NA
Public and Community Health (full time)	M4	5	50% 50%	Group well-being project Final Exam	S2 Week 12		50%
Public and Community Health (part time Year 2)	M4	5	50% 50%	Group well-being project Final Exam	S3 Week 12		50%
Global Health (full time)	M5	5	100%	Practical Assignment with group work (50% group presentation, 50% individual report)	S2 end semester RW		NA
Global Health (part time year 2)	M5	5	100%	Practical Assignment with group work (50% group presentation, 50% individual report)	S3 end semester RW		NA
Occupational Health Psychology	M6	5	50%	Presentation (25%) with case study (25%)		S2 Week 11 ft/pt	50%
Personal Development and Stress Management	M7	10	50% 50%	In class group Presentation with individual component Reflective log	S1 Week 8 ft/pt S2 Week 12 ft/pt	S1 Week 7 ft/pt	NA
Survivorship	M8	10	70% 30%	Proposal (10%) Survivorship programme (50%) Group presentation (10%) Individual report	S1 RW ft/pt S2 Week 6 ft/pt S2 Week 9 ft/pt	S2 Week 9 ft/pt	NA
Professional Issues and Ethics in Health Psychology	M9	10	50% (10%)	Group debate & personal reflection	S2 Week 10 ft/pt	S1 Week 10 ft/pt	NA

			50% (10%)	Topic review & personal reflection			
Research Placement (Capstone 1) (E) full time	M10	30	10% 10% 60% 20%	Research proposal First Meeting assessment Research Placement project report/minor dissertation Research Placement performance review	S3 July S3 July	S1 Week 12 By S2 Week5	NA
Research Placement (Capstone 1) (E) part time Year 2	M10	30	10% 10% 60% 20%	Research proposal First Meeting assessment Research Placement project report/minor dissertation Research Placement performance review	S4 Week 12 S4 Week 12	S2 end semester RW By S3 Week5	NA
Major Dissertation (Capstone 2) (E) full time	M11	30	10% 10% 70% 10%	Research proposal First Meeting assessment Major Dissertation Final presentation & oral defence	S3 July	S1 Week 12 By S2 Week5 S3 July	NA
Major Dissertation (Capstone 2) (E) part time Year 2	M11	30	10% 10% 70% 10%	Research proposal First Meeting assessment Major Dissertation Final presentation & oral defence	S4 Week 12	S1 Week 12 By S3 Week5 S4 Week 12	NA

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 Quality Assurance Handbook (QAH) for further details.

Assessment Submission

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

- Complete ALL assessment components.
- Submit all 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. 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

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

3.4 General Submission Requirements

1. All 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
- . <https://elearning.dbs.ie/> (Moodle)
- . 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 (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.

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 Quality Assurance Handbook is on the DBS Student website [here](#) and there is a link to it on every Moodle page under **Quicklinks>Academic 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 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

LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)

Students generally only have FOUR (4) opportunities to complete a module successfully
If you do not use an opportunity, and do not defer the sitting, it still counts as an attempt
Dissertation modules usually only allow TWO (2) opportunities.
Students who Exhaust their opportunities will be Withdrawn from their programme

PMCs (QAH B.4.3)

Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam.
PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting.
PMCs are not automatically approved.
PMCs require supporting evidence where available.

PMC
FORM

LEARNER
SUPPORTS

CAPPED MODULE GRADES (QAH 5.5.3)

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%.

If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.

**Quality
Assurance
Handbook**
(2019)

LATE SUBMISSION PENALTY (QAH B.5.4)

Unless an Assignment Extension has been approved, a penalty will be applied to reduce a grade if an assignment is submitted after the deadline.
Submissions **will not be graded** if these are received more than 2 weeks after the original deadline.

ASSESSMENT EXTENSION
REQUEST FORM

ACADEMIC INTEGRITY (QAH B.3.3)

Academic Impropriety (eg cheating, plagiarism, collusion, ghost-writing) are serious offences, and appropriate penalties will be applied if identified.
Students found to have committed A.I. may be subject to a Fail grade (see No Repeat for Honours) or Withdrawn from the college.
The Library has classes and support guides on Academic Referencing, Urkund, etc.

LIBRARY SUPPORT -
REFERENCING

APPEALS (QAH B.3.5)

Appeal, Verification of Results, and View Script Requests can only be submitted within 7 working days of the release of final results.
Students are advised to refer to the Appeals Policy closely before submitting an Appeal, to understand what is considered Grounds for an Appeal.
Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.
Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.

APPEALS, VERIFICATION, VIEW SCRIPTS
POLICIES & FORMS

5.2 Programme Specific Regulations

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.
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). 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

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 lecturer 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 and Academic Hub. 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://libcal.dbs.ie/calendar?cid=-1&t=g&d=0000-00-00&cal=-1&inc=0>

Section 9 My Health and Wellbeing

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!