



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

**Level 8, 180 ECTS**

**Programme Handbook**

**2022/23**

## 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 five 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!

**Tony**

Dr Tony Murphy

Academic Dean

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## Section 1 Programme Information

### Welcome Message from Academic Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid and Academic Director for your Psychology programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Psychology will enhance your personal, academic, and professional development.

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

I look after the undergraduate programmes in the Human and Social Sciences discipline, which includes the BA (Hons) in Psychology and the postgraduate programmes including the MSc in Applied Psychology. I work closely with your Programme Coordinator, Programme Level Manager and your lecturers. Some examples of areas that we can assist with include:

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

Your student portal is a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via [students.dbs.ie/academic-operations](https://students.dbs.ie/academic-operations)

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on [rosie.reid@dbs.ie](mailto:rosie.reid@dbs.ie) if you have any questions.  
Best wishes to you all for a great year!

*Rosie*

**Dr Rosie Reid**  
**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:

- **Academic Director**

The Academic Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.

- **Assistant Academic Director**

The Assistant Academic Director has responsibility contributing to programme development and delivery. They work across the discipline supporting the Academic Director to ensure the educational products delivered are of the highest quality.

- **Programme Level Manager**

The PLM is responsible for co-ordination of the organisation and delivery of the programme, and for the management and support of learners on the programme. The 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 Coordinators**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.

- **Module Leader**

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

## 1.2 Main Points of Contact for the programme

Role	Name	E-mail
Academic Director	Dr Rosie Reid	<a href="mailto:rosie.reid@dbb.ie">rosie.reid@dbb.ie</a>
Assistant Academic Director	Dr Pauline Hyland	<a href="mailto:pauline.hyland@dbb.ie">pauline.hyland@dbb.ie</a>
Programme Level Manager	Dr Deaglan Page	<a href="mailto:deaglan.page@dbb.ie">deaglan.page@dbb.ie</a>
Programme Coordinator	Lacramioara Suvac	<a href="mailto:lacramioara.suvac@dbb.ie">lacramioara.suvac@dbb.ie</a>

### 1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: [firstname.lastname@dbs.ie](mailto:firstname.lastname@dbs.ie)

The following are the Year 1 Programme Staff for 2021/22. This is an indicative list and is subject to change.

Module Title	Module Leader/Support Lecturers
Psychological Foundations	Megan Reynolds Kevin Lynch
Foundations in Social Psychology	Rowan Foster-Sutherland
Foundations of Biopsychology	Rowan Foster-Sutherland
Developmental Psychology	Dr Fabiola Neto
Fundamentals of Cognitive Psychology	Sara Lavecchia
Academic Skills Lab	Maxine Manley
ASSET	Zoe Shannon
Introduction to Psychoanalysis and the Unconscious	Emma Grimes Monica Errity
Research Technique & Analysis 1	Dr Lee Richardson Dr Garry Prentice Alison Stapleton

*There are also other valuable points of contact and support in DBS such as [Student Services](#), the [Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your [DBS Handbook](#) and the [DBS website](#) will contain more information on these and other great DBS services and supports.*

*This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.*

## Section 2 Programme Details

### 2.1 Aims of the Programme

Successful completion of a Psychology programme represents the necessary first step to becoming a professional Psychologist. The BA (Hons) in Psychology programme is designed to provide an understanding of human thought and behaviour through the application of Psychology to a wide range of areas. The programme prepares, develops and facilitates independent learners who wish to enter professional training in Psychology, or to continue in a learning pathway and pursue post-graduate studies, and/or to become more employable for a variety of positions in the public or private sector. In addition, graduates of the BA (Hons) in Psychology will be eligible to apply for Graduate Membership of the relevant professional society, PSI.

The general programme aims are as follows:

1. To provide learners with the opportunity to develop, deepen and expand their theoretical knowledge of Psychology.
2. To equip learners with the knowledge, skills and competence required to progress in specialist and applied areas of Psychology.
3. To facilitate in learners a critical knowledge of the main domains of the empirical study of Psychology.
4. To develop in learners a critical awareness of the contribution of Psychology to understanding human behaviour and experience.
5. To allow learners to engage in advanced theoretical debates relevant to the understanding of contemporary issues in society.
6. To give learners an opportunity to access specific and sufficient areas of study to permit them to access relevant further professional recognition.

### 2.2 Programme Learning Outcomes

The Programme Learning Outcomes of the BA (Hons) in Psychology have been informed by the QQI Generic Major Awards Standards. On successful completion of the BA (Hons) in Psychology programme graduates will be able to:

<b>MIPLO1</b>	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>	Apply Psychological principles to promote personal development and evaluate preferred career paths based on accurate self-assessment of abilities, achievement and motivation.
<b>MIPLO7</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.

### 2.3 Programme Structure

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

Stage 2 will build on the introductory knowledge developed at Stage 1 in the core Psychology components, with post-introductory coverage of cognitive, social, developmental and biological Psychology. Learners will also engage with another core component at the centre of the discipline; Personality and Individual Differences, and will be encouraged to evaluate the differences between psychoanalytic and Psychological conceptions of personality and subjectivity. Advanced coverage relating to research design, quantitative and qualitative methods will be explored through theory and practice, forming the foundations for the capstone *Research Project* module at Award stage. Also included in Stage 2 is an experiential module (*Psychology in Action*) to improve DBS graduate employability through learner actions. The module aims to increase career awareness, career exploration and career preparation and training in learners, who are required to research the labour market and seek a voluntary position within an organisation relevant to the discipline.

Stage 3 will complete learners’ instruction in core areas in Psychology. Two elective pathways are available to learners at this stage; a Psychology stream and a psychoanalysis stream. Each mutually-exclusive stream is comprised of four, 5-credit modules pertaining to either discipline. Finally, the capstone *Research Project* module provides an opportunity for the learner to integrate accumulated learning and make the necessary connections in the context of the discipline, through the process of independent research and the production of a research dissertation. Learners also present this research at the DBS Psychology Poster Conference, which forms part of their formal assessment. Your goal is to achieve 180 credits and to achieve the best award classification possible.

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

Stage/ Level	Module Code	Module Title	Credits	% Award Weighting
	A8PP144	Sexuality 1 (E)	5	
	A8PS114	Sexuality 2 (E)	5	
	A8RS100	Research Project	20	
	<b>TOTAL CREDITS LEVEL 8</b>		<b>60</b>	
	<b>OVERALL TOTAL CREDITS</b>		<b>180</b>	<b>100%</b>

## 2.4 Other Relevant Programme Information

The modules of this programme are delivered over 3 years full-time and 4 years' part-time delivery. Specific modules have pre-requisite counterparts, which must be complete before progression can be undertaken. This information is presented below:

Pre requisite	Post requisite
Research Technique & Analysis 1	Research Technique & Analysis 2 Ethical Research Methods & Design Experimental Psychology
Foundations in Biopsychology	Fundamentals of Biopsychology
Foundations in Biopsychology Fundamentals of Biopsychology	Neuropsychopharmacology
Foundations in Social Psychology	Social Psychology
Developmental Psychology	Development Across the Lifespan: Adolescence and Adulthood
Fundamentals of Cognitive Psychology	Modelling Cognitive Systems
Introduction to Psychoanalysis and the Unconscious	Personality & Psychoanalytic Subjectivity
Introduction to Psychoanalysis and the Unconscious Personality & Psychoanalytic Subjectivity	Psychoanalysis electives
Sexuality 1	Sexuality 2
Research Technique & Analysis 1 Research Technique & Analysis 2 Ethical Research Methods & Design Experimental Psychology	Research Project

### Rules for electives and their rationale

The BA (Hons) in Psychology is designed to facilitate learning in the core subject areas, which is then supplemented at Award stage by two mutually-exclusive elective streams; one in Psychology, and the other in psychoanalysis.

- **The Psychology elective stream** provides coverage of other non-core modules that familiarise the student with the application of Psychology, and further different perspectives in Psychology.
- **The Psychoanalysis elective stream** continues to build on the foundational knowledge of the discipline covered in Stages 1 and 2, and offers a perspective on and consideration of, the human individual from the point of view of the subject. Completion of the psychoanalysis

modules in Stages 1 and 2 is pre-requisite to undertaking the psychoanalysis stream at Award Stage, and there also are pre-requisite requirements within the stream.

The inclusion of streams of learning is beneficial for learners wishing to tailor their learning further towards either discipline; Psychology or psychoanalysis, whilst still meeting the criteria for PSI accreditation of their award.

## 2.5 Teaching and Learning Strategy for a multi-modal environment

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

Examples of T&L modes include:

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

Examples of T&L approaches include:

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

Examples of T&L Activities include:

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about

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

Typically, a timetabled class will take place in one mode or another, for example through online, in-class or hybrid 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 workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides. Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

## Section 3 Assessment

### 3.1 Introduction to Assessment

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

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

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

The assessment overview is below. The assessment schedule can be found on the **Psychology Noticeboard** 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.

### 3.2 Assessment Schedule

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
1F09/ 1P09	Psychological foundations	A6PS100	25%	Poster	50%
			25%	Self-reflection essay	
	Foundations in Social Psychology	A6PS104	50%	In class test	NA
			50%	Group presentation	
	Foundations of Biopsychology	A6PS110	50%	Methods profile poster	NA
			50%	In class test	
	Developmental Psychology	A6PS108	50%	Essay- analysis of a character	50%

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
	Fundamentals of Cognitive Psychology	A6PS112	50%	In class experiment written up as research report	50%
	Academic Skills Lab	A6PS101	50%	Group presentation	NA
	ASSET	A6PS103	50%	Worksheets	NA
1F09/ 2P09	Introduction to Psychoanalysis	A6PP016	50%	In class Individual written report	NA
			50%	In class individual written report	
	Research Technique & Analysis 1	A6PS104	20%	Weekly exercises	NA
			30%	In class theory test	
		50%	In class SPSS test		
2F09/ 2P09	Modelling Cognitive Systems	A7PS100	50%	Group presentation	NA
			50%	In class test	
	Development across the Lifespan: Adolescence to Adulthood	A7PS110	70%	Essay on applied topic	NA
			30%	Presentation of applied topic	
	Fundamentals of Biopsychology	A7PS102	50%	Group Poster/ individual component	50%
Social Psychology	A7PS112	50%	Review of article & findings applied to real world issue	50%	
Psychology in Action (online)	A7PS101	50%	"50-day" seminar	NA	
		50%	Reflective journal with catalogue of correspondence and timeline of progress		
2F09/ 3P09	Ethical Research Methods & Design	A7PS103	30%	Lab report	NA
			30%	Lab report	
			40%	Research proposal with in class presentation	
	Research Technique & Analysis 2	A7PS105	30%	In class quantitative test	NA
20%			In class qualitative test		
50%			Data report		

Year Group	Module	Code	CA Weight	CA Type	Exam Weight
	Personality & Psychoanalytic Subjectivity	A7PS108	50%	Psychobiography & In class Poster Display	NA
			30%	In class test	
			20%	In class test	
	Experimental Psychology	A7PS107	40%	Open Sesame Experiment	NA
3F09/ 3P09	Neuropsychopharmacology	A8PS100	60%	Laboratory journal	50%
			50%	Psychopharmacological profile	
	Internet Mediated Research (online)	A8PS101	40%	Online MCQ	NA
			60%	Lit review/blog post	
3F09/ AP09 <sup>1</sup>	Behaviour Science	A8PS104	20%	MCQ	50%
			30%	Applied essay	
	Human Performance (E)	A8PS108	50%	Essay	50%
	Organisational Psychology (E)	A8PS106	50%	Essay	N/A
			50%	Case study	
	Health Psychology (E)	A8PS110	50%	Essay	N/A
			50%	Practical assessment & presentation	
	Mental Health & Distress (E)	A8PS103	50%	Book report	N/A
			50%	In class test article review	
	Hysteria (E)	A8PP142	50%	Presentation	NA
	Psychoanalysis Language (E)	A8PP176	50%	Individual written submission	NA
100%			Written assignment		
Sexuality 1 (E)	A8PP144	50%	In class test	NA	
		50%	Essay		
Sexuality 2 (E)	A8PS114	50%	In class exam	50%	

<sup>1</sup> AP09 refers to 'Award Stage Part Time', that is, final year on the Part Time delivery of the programme.

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

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

### Assessment Submission

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

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.
- Practice writing out answers for end-of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

### 3.3 Reassessment

Module assessment has been designed to allow the learner to demonstrate level-appropriate knowledge and skills, often through the lens of application. CAs assess learner knowledge of the theoretical and practical components of the module. Assessment design ensures that weaker and stronger learners can be differentiated by allowing strong learners to display the advanced knowledge they have gained by going beyond lecture materials, and providing evidence of their own relevant in-depth research on a topic.

Learners must acquire a variety of knowledge and skills both individually and in teams, and demonstrate competence in the disciplines involved. This is designed into the programme with the mix of individual and group work required across the programme as the learner builds towards achieving the Programme Learning Outcomes. Where a learner has not achieved the learning outcomes and needs to be reassessed, an appropriate re-assessment task is determined. It is a requirement that the re-assessment task must provide the learner with an opportunity to demonstrate that they have achieved the module learning outcomes.

### 3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
  - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
  - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
  - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
  - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
  - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
  - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
  - Refer to the [Library](#) for information on correct referencing, and support classes.

### 3.5 Awarding Body and NFQ Level

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 8 on the National Framework of Qualifications (NFQ), a framework for the development, recognition, and award of qualifications in Ireland.

### 3.6 Useful links and tips

Door codes for Bow Lane are available at Reception desks.

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

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

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

## Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

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

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

## Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/qah>.

### 5.1 Key Assessment Regulations

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

<p><b>LIMITED ASSESSMENT OPPORTUNITIES (QAH B.5.1.3)</b> 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</p>	<p><b>PMCs (QAH B.4.3)</b> Personal or medical circumstances which impact a students' ability to complete an assignment or sit an exam. PMCs must be submitted to your Programme Coordinator within 7 days of the deadline or exam sitting. PMCs are not automatically approved. PMCs require supporting evidence where available.</p>	
<p><b>CAPPED MODULE GRADES (QAH 5.5.3)</b> 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%.  <b>If an Academic Impropriety finding requires a repeat, your Award will be capped at a Pass.</b></p>		<p><b>LATE SUBMISSION PENALTY (QAH B.5.4)</b> 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 <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> 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.</p>	<p><b>APPEALS (QAH B.3.5)</b> 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. <b>Appeals based on disagreement with the academic judgement of the examiner are not considered grounds for an appeal.</b> Appeals submitted without evidence, or as an incomplete request, will not be investigated and cannot be refunded.</p>	
<b>LIBRARY SUPPORT - REFERENCING</b>	<b>APPEALS, VERIFICATION, VIEW SCRIPTS POLICIES &amp; FORMS</b>	

### 5.2 Programme Specific Regulations

#### Professional Body Considerations

The BA (Hons) in Psychology currently meets all criteria that are required by the Psychological Society of Ireland (PSI) for accreditation purposes:

- Psychology has been a main subject (i.e., either the only one or one of two main subjects or, in the case of modular degrees, half or more of the course).
- There is clear evidence to satisfy the Council of the Society that Psychology has not been merely a secondary subject that would normally be regarded as a minor, subsidiary or ancillary subject.

- The course leading to the qualification must meet the requirements of standard and breadth of coverage (the breadth of coverage is defined below and is kept under review).
- External examiners recognised as being Psychologists and appropriately qualified are appointed for the course.
- Resources [including human resources] provided for the teaching of Psychology are adequate at the time of accreditation and throughout the accreditation period. The institution responsible for the delivery of the Psychology degree programme will be required to confirm the availability of adequate resources (e.g., budget allocation) on request by PSI at any time during the term of accreditation. Such requests will be formally made to the Head of the Psychology Department.

For further detail of accreditation requirements and criteria, please refer to *Guidelines on the Accreditation of Courses Leading to a First Qualification in Psychology* (PSI, 2004).

### **Research Considerations**

It is a requirement of the College that all learners engaging in research within the College sign a declaration to confirm that they have read and understood the *DBS Ethical Guidelines for Research with Human Participants*.

Students or staff working with children must complete Garda Vetting in advance of ethical approval and are advised to conduct the Children's First E-Learning course, an online course provided by Tusla. A copy of the certificate of completion is required for consideration for ethical approval.

## Section 6 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 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. The Team has received awards to recognise their efforts.

### 6.1 The Learning Charter

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.

## Section 7 My Career

### 7.1 Student Careers

The DBS Careers Team are 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. 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

### 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 2022/23. 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 Academic Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!