

CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

Provider Name	Dublin Business School
Date of Validation	09-Apr-26

	Code	Title	Award	Exit Only
Principal Programme	PG26735	Master of Science in Applied Psychology (Health and Wellbeing)	Master of Science (Masters Degree at NFQ Level 9) 9M23187 90 credits	N/A
Embedded Programme	PG26736	Postgraduate Diploma in Science in Applied Psychology (Health and Wellbeing)	Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M23185 60 credits	Yes

	First Intake	Last Intake
Enrolment Interval	Sep-26	Aug-31

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
Intakes per Annum:	2	2	Full Time, Part Time
Minimum Learners per Intake:	5	5	
Maximum Learners per Intake:	50	50	
Duration (months)	12	24	

Target Learner Groups

Applicants are required to hold a minimum of an Upper Second Class Honours degree (or above) in psychology at minimum NFQ Level 8 from a recognised University course.

Applicants are required to evidence that their first psychology award confers eligibility for PSI membership. In these cases, they must also have completed an independent empirical research project in order to meet PSI requirements. British Psychological Society (BPS) is also accepted.

Applicants whose undergraduate degree is not listed as an accredited qualification by the PSI or the BPS must provide official evidence from the relevant society (PSI or BPS) confirming that their degree is considered equivalent for graduate membership eligibility. This evidence is to be obtained by the applicant applying directly to the PSI or BPS for graduate membership.

In exceptional cases, the College may accept a lower Second Class Honours degree in Psychology at NFQ Level 8 award from a recognised University course, on the basis of an interview.

For applicants whose first language is not English, the minimum English language requirement is B2+ + or above on the Common European Framework of Reference for Languages (CEFR).

Brief Synopsis of the Programmes

The programme comprises 90 ECTS credits and can be completed in one academic year by full-time learners and two academic years by part-time day and part-time night learners. The overall aim of the programme is to provide graduates with the underpinning academic knowledge to enhance their employment and educational opportunities and achieve the award of a Master of Science in Applied Psychology (Health and Wellbeing). The primary objective of the programme is to facilitate the platform for the learner to further explore the various theories of psychology that enable them to understand how this theory can be applied to understanding human behaviour from individual, social and biological perspectives. Learners analyse and critically evaluate the support for competing theories, as well as the studies and projects that apply these psychological concepts, theories and processes.

Modules focus on the applied nature of professional and ethical issues, scientific psychology, life transitions and interventions and advanced research methods. Other modules have a specific focus upon the application of theory to the 'real world' allowing learners to further develop and apply competencies and knowledge in the mental health/ applied psychology themed modules (for example, Addiction and Rehabilitation, Public and Community Health, The Psychological Practitioner and Therapeutic Relationship and Personal Development and Stress Management, among others). Finally, the programme Capstone (30 ECTS) involves the production of a major dissertation.

Learners who complete the Master of Science in Applied Psychology (Health and Wellbeing) will develop critical understanding of core areas in psychology from a solution-focussed "real-world" perspective, while enhancing their research capability and practical skills. Through this programme, learners will develop discipline specific knowledge and skills as well as transversal skills of communication, teamwork, leadership and digital literacy whilst also developing research capability through critical enquiry and detailed analytical problem solving. This makes it appropriate to progress into further postgraduate study in psychology in a range of specialisms, or progress into the workplace in a range of cognate and non-cognate roles.

Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Competently assess the effectiveness of psychological and behavioural interventions for a range of presenting concerns.
2. Show a critical appreciation of how individual differences, life transitions, psychological and neuropsychological disorders may interact.
3. Critique social, health, and mental health policy and systems through the lens of psychological research, theory and practice.
4. Critique the application of evidence-based psychological concepts and theory to address real-world problems.
5. Demonstrate critical understanding of reflective practice and self-care in applied psychology, using self-reflection and self-attunement to support personal wellbeing, ethical awareness and professional effectiveness.
6. Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
7. Critically appraise the strengths, limitations and scientific rigour of psychological research frameworks and assessment processes showing advanced epistemological, theoretical and methodological understanding.
8. Critically engage with professional and ethical issues in both multidisciplinary and autonomous practice of/in applied psychology.
9. Apply advanced theoretical and methodological knowledge to address weaknesses / problems in applied research.
10. Apply advanced research skills used within the field of Applied Psychology that will include solution focused research outcomes and theoretical and applied recommendations through the production of a major dissertation.

Teaching and Learning Modes

1. Directed Learning
2. E-learning (directed)
3. Group Discussions
4. Group Discussions/Interactions
5. Laboratory / Studio
6. Lectures / Classes
7. Practical Sessions
8. Self Directed Learning
9. Tutorials
10. Workshops

Approved Countries

Ireland

Physical Resource Requirements

- Appropriately equipped computer work area.
- Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources, including audiovisual recording equipment for recording live classes (see Appendix 10).
- Appropriate software resources to be used in the teaching and learning of all modules, including Zoom Room software that is synced to moodle for the automatic uploading of class recordings (see Appendix 10).
- Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.
- The DBS Psychology Laboratory is available to psychology learners Monday to Saturday, 9am-9pm weeknights and 9am-6pm Saturday. The lab room is located on the 3rd floor of the Castle House building. Physical access to the lab room is restricted with a security keypad. Time slots in the lab can be booked via online booking calendar. The lab room itself has a floor space of approximately 30m².
- A portion of the lab room has been partitioned as a sound-insulated floor to ceiling compartment measuring approximately 4.7m². The sound-insulated cubicle is used for research subjects to interact with a PC running stimulus inside the chamber.
- The compartment has a Powerlab 26T data acquisition unit capable of recording biometric data such as ECG, EEG & EDR/GSR. The Powerlab 26T unit is controlled by a PC external to the cubicle using a software application "Labchart". The internal PC has stimulus experiment software Superlab which can interface with the Powerlab unit via a 'stimtracker' module. The external PC running the Labchart software can receive markers/timestamps from the Superlab stimulus software running on the internal PC.
- The lab has 5 PCs running Windows 10, MS office suite, SPSS 30 and NVivo 12 analysis software and a range of experimental Psychology programs (e.g., Open Sesame, Superlab & E-prime). One PC has a high-quality webcam to enable Skype interviews for student research. Open Sesame and SPSS 30 are also available on the PCs in the larger open access computer labs in the college. In addition, the Psychology lab has a high-performance laptop available which supports an Oculus Rift VR headset and mobile EEG headsets.
- The lab room also has a selection of AudioVisual equipment, for example, TV and DVD player, and overhead projector connected to a network computer.
- The Psychology department maintains a collection of psychometric measures for student and staff research. The measures are available in both hard copy and electronic copy (with certain exceptions).
- The DBS Psychology Laboratory is located equipped with the following specialised equipment:
Powerlab 26T data acquisition unit capable of recording biometric data - on campus
ECG - on campus
EEG - on campus
EDR/GSR - on campus
External PC with software application 'Labchart' - on campus
Interfacing 'stimtracker' module - on campus
SPSS 30 statistical software & NVivo 12 - on campus and own laptop
Open Sesame experimental software- on campus and own laptop
NVivo - on campus and own laptop
Superlab experimental software- on campus
E-prime experimental software - on campus
High-performance laptop - on campus
Oculus Rift VR headset - on campus
Mobile EEG headsets - on campus and off campus
Collection of psychometric measures - on campus and off campus
Selection of AV equipment (e.g. TV, DVD player, Overhead projector) - on campus
5 PCs running Windows 10, MS office suite - on campus
Microsoft "Lifecam" webcamera. - on campus
SPSS, NVivo and Opensesame are available for all psychology students to install on their personal computer.
- See the Major Dissertation Manual (Appendix 8) for a list of research instruments that have been purchased.

Staff Profiles	Qualifications and Experience	WTE
Academic Director	The AD is responsible for the overall management and development of the discipline, the coordination of the organisation and delivery of programmes in the discipline.	1

Assistant Academic Director	The AAD works alongside the AD across many of their duties, including the management and development of the discipline, the coordination of the organisation and delivery of programmes in the discipline, and the management and support of learners in the discipline. The AAD also works in a learner-facing capacity, through teaching and supporting students more generally throughout their time as DBS.	1
Programme Level Manager	The PLM provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. The key responsibility of the PLM is the management and delivery of the programme(s) for which they hold responsibility. They have knowledge and experience of the delivery of psychology programmes, with appropriate academic and management skills as well as making a significant contribution to the programme. They can devote sufficient time to ensure the efficient and effective running of that programme. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up to date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries from students. They consider the roles that other Programme Team members may take in relation to the leadership and coordination of the programme as part of their staff development strategy, particularly in connection with longer-term succession planning or to support the development of leadership potential. Allied to this is the need for contingency plans to ensure that an appropriately qualified and experienced individual has been identified who can deputise for the Programme Level Manager, should the need arise.	1
Capstone Coordinator	<p>The Capstone Coordinator oversees the Major Dissertation Capstone and the research supervision process. They co-chair the Psychology Filter Committee and are a member of the DBS Human Research Ethics Committee and the DBS Research Committee. This role involves the organisation of assigning supervisors and learners, arranging and co-chairing the filter ethical approval process, submission of applications for the Ethics Committee, resolving project related issues for learners and staff, and the management of marking of theses.</p> <p>Staff liaise with the Capstone Coordinator when there are concerns regarding learners completing the Major Dissertation, whether this is research and ethical concerns, academic or pastoral issues. The Programme Level Manager is briefed on such concerns where appropriate and necessary. When required the Registrar is consulted for guidance or when dealing with any misconduct either in the research placement context, or with the major dissertation process. Furthermore, learners also contact the Capstone Coordinator where they have concerns regarding their research or issues with their supervisor.</p>	1
Lecturer	There are 6 full-time and 3 part-time members of staff required to deliver the Master of Science in Applied Psychology (Health and Wellbeing). Lecturers are also module leaders for their corresponding modules and are responsible for any modules allocated to them. The primary function of a Module Leader is therefore to prepare and deliver module material, assessing learners on designated subjects or modules at programme level. Duties and responsibilities include those matters that relate to teaching, assessment, and completion of the module. The Module Leader also has responsibility for ensuring that the module content is regularly reviewed and updated. In addition to lecturing, staff also supervise learners for their Capstone Major Dissertation on the Master of Science in Applied Psychology (Health and Wellbeing) and engage in membership of various committees across the institution.	7.5

Supervisor	<p>All supervisors on the Master of Science in Applied Psychology (Health and Wellbeing) hold at least a Level 9 Masters. Indeed many supervisors exceed this and either have completed a doctorate or are currently completing a doctorate. Across the programme there are currently 9 suitably qualified supervisors.</p> <p>When sourcing supervisors, applicants are interviewed to ensure that they have the appropriate expertise to supervise (research, analysis and qualifications). All new staff participate in an induction to the College along with Supervisor Training. This training covers expectations of the learner and supervisors, grading and deadlines, managing the learner-supervisor relationship, ethical issues to be aware of, the DBS ethical approval process, completing supervision meeting forms, the profile of the learners, and points of contact when there are issues or concerns. Furthermore, all new supervisors supervise at the undergraduate psychology level before proceeding to postgraduate supervision.</p>	9
Laboratory Manager	<p>One Psychology Laboratory Manager acts as the Laboratory Assistant, and has been with the psychology staff in DBS since 2002. During this time the Laboratory Manager has worked in close liaison with the Facilities Department, Library and academic staff within the Psychology Department to ensure that laboratory resources are kept at an optimum level for students. More specifically, the Laboratory Manager has developed and enhanced the resources available to psychology students, taking into account the student intake per academic year.</p> <p>This ongoing process has been benchmarked primarily by the requirements of PSI relating to undergraduate programmes and Quality and Qualifications Ireland (QQI), while satisfying the guidelines of internal DBS management and governance regarding the oversight of course-related matters. As part of a yearly review process within the Psychology Discipline, it is necessary for the Laboratory Manager to be innovative with, and up to date on, essential psychology resources. A MOODLE blog documents content relevant to the Capstone and research modules, and catalogues electronic versions of and further current information regarding psychometric measures. This encourages learners to fully explore possible research avenues for their Capstone research, and to seek out available resources that will help fulfil their project ideas.</p> <p>The Laboratory Manager is a Microsoft Certified Technician with over 5 years' experience in a technical support role for a large multinational computer company (Gateway), which entailed both hardware (e.g., building high specification PCs) and software work (e.g., installation of software packages). In addition, the Laboratory Manager also has a National Diploma in Computing, which provided direct experience of programming and the Mac computer system. As continuous professional development the Laboratory Manager has acquired the programming language Python, as the basis on which OpenSesame creates its experiments. The Laboratory Manager is vital to providing not just an introduction to the software but also advising learners and responding to queries regarding coding and experimental design.</p> <p>As well as managing the technical and psychometric resources for final year projects, the Laboratory Manager also provides technical support to lecturers conducting laboratory and SPSS classes. The Laboratory Manager also provides support and guidance to those using the psychology lab and support to any installation problems that learners may have with software. This technical support also extends to research conducted by lecturers within the Psychology Discipline.</p>	1

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38628L Dublin Business School	10	200

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	tutorial (interactive)	1:25
	Online class (live)	1:50
	Workshop	1:25
	Lecture	1:50

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24663	Master of Science in Applied Psychology	09-Sep-21

Embedded Programme

Validation Process: **Revalidation**

Code	Title	Award	Exit Only
PG26736	Postgraduate Diploma in Science in Applied Psychology (Health and Wellbeing)	Postgraduate Diploma in Science (Postgraduate Diploma at NFQ Level 9) 9M23185 60 credits	Yes

	Full Time	Part Time	Delivery Mode: full-time / part-time
Duration (months)	12	24	Full Time, Part Time

Target Learner Groups

the Postgraduate Diploma is offered as an exit only award, offered to learners who cannot complete the full Master of Science in Applied Psychology (Health and Wellbeing) award.

Brief Synopsis of the Programmes

The programme comprises 60 ECTS credits and can be completed in one academic year by full-time learners and eighteen months by part-time learners. The overall aim of the programme is to provide graduates with the opportunity to attain a Level 9 award if they cannot complete the research component of this programme for personal or professional reasons. Therefore, this is an embedded exit award of a Postgraduate in Science in Applied Psychology (60 ECTS, NFQ Level 9) embedded in the Master of Science in Applied Psychology and shares the 60 ECTS taught component of this programme.

Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Competently assess the effectiveness of psychological and behavioural interventions for a range of presenting concerns.
2. Show a critical appreciation of how individual differences, life transitions, psychological and neuropsychological disorders may interact.
3. Critique social, health, and mental health policy and systems through the lens of psychological research, theory and practice.
4. Critique the application of evidence-based psychological concepts and theory to address real-world problems.
5. Demonstrate critical understanding of reflective practice and self-care in applied psychology, using self-reflection and self-attunement to support personal wellbeing, ethical awareness and professional effectiveness.
6. Advocate for the discipline, its aims and its integrity through communication and dissemination of applied research to professional and non-professional audiences.
7. Critically appraise the strengths, limitations and scientific rigour of psychological research frameworks and assessment processes showing advanced epistemological, theoretical and methodological understanding.
8. Critically engage with professional and ethical issues in both multidisciplinary and autonomous practice of/in applied psychology.
9. Apply advanced theoretical and methodological knowledge to address weaknesses / problems in applied research.

Teaching and Learning Modes

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Approved Countries

Ireland

Physical Resource Requirements

- Appropriately equipped computer work area.
 - Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources, including audiovisual recording equipment for recording live classes (see Appendix 10).
 - Appropriate software resources to be used in the teaching and learning of all modules, including Zoom Room software that is synced to moodle for the automatic uploading of class recordings (see Appendix 10).
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 - A portion of the lab room has been partitioned as a sound-insulated floor to ceiling compartment measuring approximately 4.7m2. The sound-insulated cubicle is used for research subjects to interact with a PC running stimulus inside the chamber.
 - The compartment has a Powerlab 26T data acquisition unit capable of recording biometric data such as ECG, EEG & EDR/GSR. The Powerlab 26T unit is controlled by a PC external to the cubicle using a software application "Labchart". The internal PC has stimulus experiment software Superlab which can interface with the Powerlab unit via a 'stimtracker' module. The external PC running the Labchart software can receive markers/timestamps from the Superlab stimulus software running on the internal PC.
 - The lab has 5 PCs running Windows 10, MS office suite, SPSS 30 and NVivo 12 analysis software and a range of experimental Psychology programs (e.g., Open Sesame, Superlab & E-prime). One PC has a high-quality webcam to enable Skype interviews for student research. Open Sesame and SPSS 30 are also available on the PCs in the larger open access computer labs in the college. In addition, the Psychology lab has a high-performance laptop available which supports an Oculus Rift VR headset and mobile EEG headsets.
 - The lab room also has a selection of AudioVisual equipment, for example, TV and DVD player, and overhead projector connected to a network computer.
 - The Psychology department maintains a collection of psychometric measures for student and staff research. The measures are available in both hard copy and electronic copy (with certain exceptions).
 - The DBS Psychology Laboratory is located equipped with the following specialised equipment:
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 - ECG - on campus
 - EEG - on campus
 - EDR/GSR - on campus
 - External PC with software application 'Labchart' - on campus
 - Interfacing 'stimtracker' module - on campus
 - SPSS 30 statistical software & NVivo 12 - on campus and own laptop
 - Open Sesame experimental software- on campus and own laptop
 - NVivo - on campus and own laptop
 - Superlab experimental software- on campus
 - E-prime experimental software - on campus
 - High-performance laptop - on campus
 - Oculus Rift VR headset - on campus
 - Mobile EEG headsets - on campus and off campus
 - Collection of psychometric measures - on campus and off campus
 - Selection of AV equipment (e.g. TV, DVD player, Overhead projector) - on campus
 - 5 PCs running Windows 10, MS office suite - on campus
 - Microsoft "Lifecam" webcam. - on campus
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- See the Major Dissertation Manual (Appendix 8) for a list of research instruments that have been purchased.

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Capstone Coordinator	<p>The Capstone Coordinator oversees the Major Dissertation Capstone and the research supervision process. They co-chair the Psychology Filter Committee and are a member of the DBS Human Research Ethics Committee and the DBS Research Committee. This role involves the organisation of assigning supervisors and learners, arranging and co-chairing the filter ethical approval process, submission of applications for the Ethics Committee, resolving project related issues for learners and staff, and the management of marking of theses.</p> <p>Staff liaise with the Capstone Coordinator when there are concerns regarding learners completing the Major Dissertation, whether this is research and ethical concerns, academic or pastoral issues. The Programme Level Manager is briefed on such concerns where appropriate and necessary. When required the Registrar is consulted for guidance or when dealing with any misconduct either in the research placement context, or with the major dissertation process. Furthermore, learners also contact the Capstone Coordinator where they have concerns regarding their research or issues with their supervisor.</p>	1
Lecturer	There are 6 full-time and 3 part-time members of staff required to deliver the Master of Science in Applied Psychology (Health and Wellbeing). Lecturers are also module leaders for their corresponding modules and are responsible for any modules allocated to them. The primary function of a Module Leader is therefore to prepare and deliver module material, assessing learners on designated subjects or modules at programme level. Duties and responsibilities include those matters that relate to teaching, assessment, and completion of the module. The Module Leader also has responsibility for ensuring that the module content is regularly reviewed and updated. In addition to lecturing, staff also supervise learners for their Capstone Major Dissertation on the Master of Science in Applied Psychology (Health and Wellbeing) and engage in membership of various committees across the institution.	7.5

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38628L Dublin Business School	0	0

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	tutorial (interactive)	1:25
	Online class (live)	1:50
	Workshop	1:25
	Lecture	1:50

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24716	Postgraduate Diploma in Science in Applied Psychology	09-Sep-21

Conditions of Validation of the Programmes Covered by this Certificate of Validation

Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria

Part 2.5 Special Conditions of Validation

Master of Science in Applied Psychology (Health and Wellbeing)

Following the PAEC meeting on 09 April, the PAEC requested that the Executive seek regulatory and progression confirmation for learners on this programme. CORU provided the required information for (proposed) learners on this programme and the below special condition of validation was added to the independent evaluation report.

Learners enrolled on, or intending to enrol on, this programme should note that, at this time, CORU has not opened its register for psychologists, and no standards of proficiency have yet been established.

While CORU has indicated that a register for psychologists will be established in due course, including potential constituent divisions, the timing, structure and eligibility criteria for registration have not yet been determined. Accordingly, successful completion of this programme does not currently lead to eligibility for registration, nor does it guarantee eligibility for registration when a register is established.

A grandparenting route to registration may be provided at the time a psychology register opens. However, eligibility for any such route will be subject to criteria to be determined by the Registration Board and cannot be shared in advance. Learners should be aware that eligibility for registration through grandparenting may depend on factors beyond the award itself, including but not limited to scope of practice, number of hours of professional practice completed, nature of practice, and other regulatory requirements in force at that time.

Prospective and enrolled learners are therefore advised to consider this programme as an academic qualification, and not as a programme that confers, or guarantees, professional registration. They should seek up to date information directly from CORU when making decisions about professional registration.

Postgraduate Diploma in Science in Applied Psychology (Health and Wellbeing)

Following the PAEC meeting on 09 April, the PAEC requested that the Executive seek regulatory and progression confirmation for learners on this programme. CORU provided the required information for (proposed) learners on this programme and the below special condition of validation was added to the independent evaluation report.

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Programme and stage schedules

PG26735 Master of Science in Applied Psychology (Health and Wellbeing)

Name of Provider		Dublin Business School											
Programme Title		PG26735 Master of Science in Applied Psychology (Health and Wellbeing)											
Award Title		Master of Science						Exit Award Only		N/A			
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); Group Discussions/Interactions; Group Discussions; Laboratory / Studio; Self Directed Learning; Workshops											
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code				
Both	Major	9	7	Award Stage	9	90	Sep 2026		03.1.3				
Module				Total Student Effort Module (Hours)					Allocation of Marks				
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Advanced Quantitative Research Methods and Analysis	1	M	5	125	24	0	101	0	100	0	0	0	0
Advanced Qualitative Research Methods and Analysis	1	M	5	125	24	0	101	0	100	0	0	0	0
Scientific Psychology	1	M	5	125	24	0	101	0	100	0	0	0	0
Clinical and Neuropsychological Presentations	1	M	5	125	24	0	101	0	100	0	0	0	0
Life Transitions and Interventions	1	M	5	125	24	0	101	0	100	0	0	0	0
Professional Issues and Ethics in Applied Psychology	1	M	5	125	24	0	101	0	100	0	0	0	0
Addiction and Rehabilitation	2	M	5	125	24	0	101	0	100	0	0	0	0
Psychological and Behavioural Interventions	2	M	5	125	24	0	101	0	100	0	0	0	0
Personal Development and Stress Management	2	M	5	125	24	0	101	0	100	0	0	0	0
Public and Community Health	2	M	5	125	24	0	101	0	100	0	0	0	0
The Psychological Practitioner and Therapeutic Relationship	2	M	5	125	24	0	101	0	100	0	0	0	0
Professional Issues and Ethics in Applied Psychology	2	M	5	125	24	0	101	0	100	0	0	0	0
Capstone (Major Dissertation)	All	M	30	750	30	0	720	0	30	70	0	0	0

PG26736 Postgraduate Diploma in Science in Applied Psychology (Health and Wellbeing)

Name of Provider		Dublin Business School												
Programme Title		PG26736 Postgraduate Diploma in Science in Applied Psychology (Health and Wellbeing)												
Award Title		Postgraduate Diploma in Science							Exit Award Only		Yes			
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); Group Discussions/Interactions; Group Discussions; Laboratory / Studio; Self Directed Learning; Workshops												
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake			ISCED Code				
Both	Major	9	7	Award Stage	9	60	Sep 2026			03.1.3				
Module				Total Student Effort Module (Hours)					Allocation of Marks					
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %	
Advanced Quantitative Research Methods and Analysis	1	M	5	125	24	0	101	0	100	0	0	0	0	
Advanced Qualitative Research Methods and Analysis	1	M	5	125	24	0	101	0	100	0	0	0	0	
Scientific Psychology	1	M	5	125	24	0	101	0	100	0	0	0	0	
Clinical and Neuropsychological Presentations	1	M	5	125	24	0	101	0	100	0	0	0	0	
Life Transitions and Interventions	1	M	5	125	24	0	101	0	100	0	0	0	0	
Professional Issues and Ethics in Applied Psycholo	1	M	5	125	24	0	101	0	100	0	0	0	0	
Addiction and Rehabilitation	2	M	5	125	24	0	101	0	100	0	0	0	0	
Psychological and Behavioural Interventions	2	M	5	125	24	0	101	0	100	0	0	0	0	
Personal Development and Stress Management	2	M	5	125	24	0	101	0	100	0	0	0	0	
Public and Community Health	2	M	5	125	24	0	101	0	100	0	0	0	0	
The Psychological Practitioner and Therapeutic Rel	2	M	5	125	24	0	101	0	100	0	0	0	0	
Professional Issues and Ethics in Applied Psycholo	2	M	5	125	24	0	101	0	100	0	0	0	0	