

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

## Part 1 A

<b>Provider name</b>	Dublin Business School
<b>Date of site visit</b>	12 April 2018
<b>Date of report</b>	16 February 2019
<b>Is this a re-validation report (Yes/No)</b>	Yes

## Overall recommendations

<b>Principal programme</b>	<b>Title</b>	Master of Arts in Addiction Studies
	<b>Award</b>	Master of Arts
	<b>Credit<sup>1</sup></b>	90 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions<sup>2</sup> OR Not Satisfactory</i>	Satisfactory

<sup>1</sup> Specify the credit units because more than one system of units is in use. E.g. 20 (ECTS).

<sup>2</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

<b>Embedded programme<sup>3</sup></b>	<b>Title</b>	Postgraduate Diploma in Arts in Addiction Studies
	<b>Award</b>	Postgraduate Diploma in Arts
	<b>Exit award (Yes/No)</b>	Yes
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

## Evaluators

<b>Evaluators</b>		
<b>Name</b>	<b>Role</b>	<b>Principal occupation</b>
Ms Donna Bell	Chair	Independent Consultant
Mary Jennings	Secretary	Independent Consultant
Dr Sarah Morton	Subject Expert	Assistant Professor, School of Social Policy, Social Work and Social Justice, UCD
Dr Mary Darby	Subject Expert	Consultant Psychiatrist, School of Psychotherapy, St Vincent's Hospital
Dr Aisling Campbell	Subject Expert	Consultant Psychiatrist and lecturer in psychiatry in UCC
Dr Derek Barter	Subject Expert	Continuing Education Manager, Dept of Adult and Community Education NUI Maynooth
Mr Conor Roe	Learner Representative	Masters in Science – Integrative Psychotherapy, DCU
Dr Brian Galvin	Employer Representative	Head of Irish National Focal Point to EMCDDA, Health Research Bureau (HRB)

<sup>3</sup> Copy this panel for each embedded programme.

## Part 1 B

### Principal Programme: Master of Arts in Addiction Studies

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
DBS Dublin Campus	50	8

<b>Enrolment interval (<i>normally 5 years</i>)</b>	<b>Date of first intake</b>	Originally September 2018 but amended to September 2019 due to timescale for re-validation application.
	<b>Date of last intake</b>	September 2023
<b>Maximum number of annual intakes</b>	2	
<b>Maximum total number of learners per intake (over all centres)</b>	50	
<b>Programme duration (<u>months</u> from start to completion)</b>	12 months full-time, 2 years part-time	
<b>Target learner groups</b>	<ul style="list-style-type: none"> <li>• Graduates with Second Class Level 8 Honours Degree (2.2) in a cognate discipline (See Section 4.2.1) from a recognised third level institution or an equivalent qualification.</li> <li>• Full-time/Part-time learners who may be already working in the sector and are seeking career advancement or upskilling in the area.</li> </ul>	
<b>Approved countries for provision</b>	Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Full-time and part-time	
<b>The teaching and learning modalities</b>	<ul style="list-style-type: none"> <li>• Classroom lectures</li> <li>• Directed e-learning</li> <li>• Tutorials</li> <li>• Guest lectures delivered by researchers and practitioners in the field of addiction</li> <li>• Integrative tutorial presentations</li> <li>• Practical skills sessions and workshops</li> <li>• Individual and group work</li> <li>• Off campus Supervised Clinical Visits</li> <li>• Academic support</li> </ul>	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	<p>The MA in Addiction Studies is a rigorous and formal exploration of addictions from a variety of academic and scientific perspectives: neuroscientific, sociological, cultural, psychological, anthropological and psychoanalytic. It includes examination of topics of policy, criminal justice, treatment and rehabilitation and case management. The programme is concerned with how these perspectives interact and how they differ. The aim is to educate learners so that they can carry out research in the field of addiction and thereby critically inform policy making, enhance employment opportunities in management and teams of addiction services and inform their own profession. The</p>	

	<p>programme also provides clinicians with a strong theoretical foundation from where to approach the treatment of addictions.</p> <p>A unique feature of this programme is a series of Supervised Clinical Visits. Ten locations are identified which relate to the five pillars of the National Drug Strategy supply reduction, prevention, treatment and rehabilitation, research and national and international co-ordination. Learners are given the opportunity to experience first-hand the application and implementation of the diverse strategies employed.</p>
<b>Summary of specifications for teaching staff</b>	Staff lecturing on this programme will be qualified to a minimum of a full Level 9 Masters level in the area of addiction studies and related areas such as policy, psychoanalysis and psychopharmacology. The majority of staff hold Level 10 doctoral qualifications.
<b>Summary of specifications for the ratio of learners to teaching-staff</b>	<p>1:50 for class room sessions</p> <p>1:25 for workshops</p> <p>1:25 for practical sessions</p> <p>1:25 for supervised clinical visits</p>
<b>Overall WTE staff/learner ratio.<sup>4</sup></b>	1 :25

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<sup>4</sup> This is the total wholetime equivalent number of staff dedicated exclusively to this programme divided by the maximum number of learners that can be enrolled with that complement of staff.

Programmes being replaced by the [principal programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
PG21064	MA in Addiction Studies	January 2019	Transfer to replacement programme	September 2019

## Embedded programme: Postgraduate Diploma in Addiction Studies

<b>Names of centres where the programmes are to be provided</b>	<b>Maximum number of learners (per centre)</b>	<b>Minimum number of learners</b>
DBS Dublin Campus	50	8

<b>Enrolment interval (normally 5 years)</b>	<b>Date of first intake</b>	Originally September 2018 but amended to September 2019 due to timescale for re-validation application.
	<b>Date of last intake</b>	September 2023
<b>Maximum number of annual intakes</b>	2	
<b>Maximum total number of learners per intake</b>	50	
<b>Programme duration (months from start to completion)</b>	9 months full-time, 15 months part-time	
<b>Target learner groups</b>	<ul style="list-style-type: none"> <li>• Graduates with Second Class Level 8 Honours Degree (2.2) in a cognate discipline (See Section 4.2.1) from a recognised third level institution or an equivalent qualification.</li> <li>• Full-time/Part-time learners who may be already working in the sector and are seeking career advancement or upskilling in the area.</li> </ul>	
<b>Approved countries for provision</b>	Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Full-time and part-time	
<b>The teaching and learning modalities</b>	<ul style="list-style-type: none"> <li>• Classroom lectures</li> <li>• Directed e-learning</li> <li>• Tutorials</li> <li>• Guest lectures delivered by researchers and practitioners in the field of addiction</li> <li>• Integrative tutorial presentations</li> <li>• Practical skills sessions and workshops</li> <li>• Individual and group work</li> <li>• Off campus Supervised Clinical Visits</li> <li>• Academic support</li> </ul>	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	<p>The PG Diploma in Addiction Studies is a rigorous and formal exploration of addictions from a variety of academic and scientific perspectives: neuroscientific, sociological, cultural, psychological, anthropological and psychoanalytic. It includes examination of topics of policy, criminal justice, treatment and rehabilitation and case management. The programme is concerned with how these perspectives interact and how they differ. The aim is to educate learners so that they can carry out research in the field of addiction and thereby critically inform policy making, enhance employment opportunities in management and teams of addiction services and inform their own profession. The programme also provides clinicians with a strong</p>	

	theoretical foundation from where to approach the treatment of addictions.
<b>Summary of specifications for teaching staff</b>	Staff lecturing on this programme will be qualified to a minimum of a full Level 9 Masters level in the area of addiction studies and related areas such as policy, psychoanalysis and psychopharmacology. The majority of staff hold Level 10 doctoral qualifications.
<b>Summary of specifications for the ratio of learners to teaching-staff</b>	1:50 for class room sessions 1:25 for workshops 1:25 for practical sessions 1:25 for supervised clinical visits
<b>Overall WTE staff/learner ratio.</b>	1:25

#### Programmes being replaced by the Postgraduate Diploma in Arts in Addiction Studies

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
N/A	N/A	N/A	N/A	N/A

#### Programmes being replaced by the [embedded programme]

Programmes being replaced (applicable to applications for revalidation)			Arrangement for enrolled learners	Date when replaced programme is planned to cease completely
Code	Title	Last enrolment date	Indicate whether "Teach out" or "Transfer to replacement programme"	
N/A				

## Other noteworthy features of the application

The panel evaluated the observations, comments and suggestions from internal and external stakeholders and these were duly factored into the review process. The review process was also informed by the comparator analysis undertaken by DBS, a review of External Examiner reports and feedback obtained from industry and professional organisations. The panel found that the consultation process had been comprehensive and it was concluded that the proposed programmes were fit for purpose.

A quantitative analysis was provided for the programmes covering the areas specified in the Programme Review Manual 2016/2017 Section 3.

At the time of the review, enrolments and applications were at their highest level since 2014. The last intake in January 2018 consisted of 16 learners, 15 of whom were non-EU. A comprehensive analysis was provided for each programme including reasons for learners dropping out or being academically withdrawn. The normal distribution of grades for each module across the academic years 14/15, 15/16 and 16/17 demonstrates that the entire grading range has been used and year on year the outcomes from each module are similar centred on an average grade of approx. 40 - 50%. In modules where the average is below 40% this may be due to a number of failing and repeating learners and/or learners who did not submit material for marking.

However, in terms of benchmarking grades and QQI Award Classifications the panel concluded that the analysis provided for both programmes was not comprehensive. The panel was advised that DBS had sought comparative data from a range of other appropriate sources including the HEA, the IOTs and private providers without success. The panel now notes that QQI has recently produced a draft report on award classification distributions across higher education institutions and access to this will allow DBS to better address this piece of analysis going forward.

The introduction of an embedded exit award of a Postgraduate Diploma is noted. This is not to be offered as a separate programme, and only applies where learners cannot progress to complete the full Masters. The panel found this to be appropriate.



Part 1C Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

N/A

## Part 2A Evaluation against the validation criteria

### Criterion 1

<b>The provider is eligible to apply for validation of the programme</b>	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.	
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.	
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>5</sup>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies<sup>6</sup>

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

As an established provider of higher education programmes DBS has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. It was noted that DBS has in place procedures for access, transfer and progression. DBS has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI. The panel was informed that DBS is currently taking part in the re-engagement process with QQI and has completed the Pilot Phase. As part of the re-engagement process, policies and procedures were being reviewed.

At the site visit, DBS provided a copy of the letter to be submitted to QQI with the application for the revalidation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

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<sup>5</sup> This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

<sup>6</sup> Add more subsections if there are more than one embedded programmes.

## Criterion 2

### The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
  - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
  - (i) Consistent with the title of the QQI award sought.
  - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
  - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.<sup>7</sup>
  - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>8</sup>

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel found that the aims, objectives and rationales for the programme was expressed clearly. The minimum intended programme learning outcomes were informed by the QQI Generic Awards Standards and have been mapped against these standards. It was concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the awards. The title of the programme was deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ. It was noted that the 60 ECTS Postgraduate Diploma in Arts in Addiction Studies will be available to learners who have successfully completed the taught modules of the MA in Addiction Studies but are prevented from progressing with their studies.

<sup>7</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>8</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

## Master of Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

In the case of the MA in Addiction Studies the minimum intended programme learning outcomes were informed by the QQI Generic Awards Standards and have been mapped against these standards. The panel found that the aims, objectives and rationales for the programme was expressed clearly. It was concluded that the programme and module learning outcomes have been clearly outlined and were appropriate to the level of the awards. The title of the programme was deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFAQ.

It was noted that the MA in Addiction Studies had emerged from a predominating psychoanalytic perspective. Further course development has sought to reflect other perspectives on addiction. As these changes have been made overtime, such as clinical visits and opportunities to volunteer in organisations providing services in the area of addiction, the identity of the course as a solely academic programme was found to have been compromised. There also appears to be some divergence between the stated aims of these programmes and the expectations of the students enrolling. Based on feedback from students and graduates the panel concluded that the students and graduates aspired towards a more applied focus, including practice.

## Criterion 3

### **The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>9</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>10</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>11</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>12</sup>
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was informed of the consultation process undertaken for this review. The comments and suggestions from internal and external stakeholders were noted and duly factored into the review process. Feedback had been sought from students, graduates, staff (academic, support and administrative), external examiners and professional bodies. The panel concluded that the consultation process had been comprehensive.

<sup>9</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>10</sup> This might be predictive or indirect.

<sup>11</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>12</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

It was noted that the programme has an emphasis on understanding the treatment of addiction from a psychoanalytic perspective as a core element in the programmes. The panel noted that there was considerably less emphasis on areas such as prevention, harm reduction, recovery and rehabilitation, all areas under consideration in for example, the formulation of the current national drugs strategy. They further noted that there was an opportunity to provide more context on the career paths that had been opened up to graduates of the programme.

### Master of Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was informed of the consultation process undertaken for this review. The comments and suggestions from internal and external stakeholders were noted and duly factored into the review process. Feedback had been sought from students, graduates, staff (academic, support and administrative), external examiners and professional bodies. The panel concluded that the consultation process had been comprehensive.

It was noted that the programme has an emphasis on understanding the treatment of addiction from a psychoanalytic perspective as a core element in the programmes. The panel noted that there was considerably less emphasis on areas such as prevention, harm reduction, recovery and rehabilitation, all areas under consideration in for example, the formulation of the current national drugs strategy. They further noted that there was an opportunity to provide more context on the career paths that had been opened up to graduates of the programme.

Students and graduates with whom the panel met indicated that the programme was useful in enabling them to broaden their perspective on addiction. The panel noted that the comparator analysis for the MA in Addiction Studies used two providers from the USA and Australia. It was recognised that at the time of the site visit, there were no other postgraduate programmes in Addiction Studies offered by providers in Ireland. However the panel was aware that Masters programmes in the field of Addiction will be available at Griffith College and Trinity College Dublin from September 2018.

## Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>13</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>14</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was satisfied that the programme's access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is available through DBS website, promotional material and the Student Handbooks. This includes information on EU and non-EU entry requirements and information for students with disabilities.

It was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress within specialist areas in the addiction field.

<sup>13</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>14</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

## Master of Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was satisfied that the programme's access, transfer and progression arrangements are clearly articulated and working in practice. Information on access, transfer and progression is available through DBS website, promotional material and the Student Handbooks. This includes information on EU and non-EU entry requirements and information for students with disabilities.

It was stated that successful completion of the programme provided learners with the knowledge, skills and competencies required to progress within specialist areas in the addiction field. Discussions with students and graduates confirmed that graduates from the programmes have obtained employment in the health and social care areas, in the prison and probation services and organisations providing services in the area of addiction.

It was further noted that several current students on the programme had progressed from other DBS programmes in the area of Psychology.



## Criterion 5

### The programme's written curriculum is well structured and fit-for-purpose

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>15</sup>.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>16</sup>

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

#### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was generally satisfied that the programmes and modules were appropriately structured and scheduled.

The Postgraduate Diploma and MA in Addiction Studies are an academic programme providing a theoretical examination of addiction and there are no clinical components. The panel noted the shift from a psychoanalytic to a dialogical focus evidenced by the introduction of more contemporary issues such as the module 'Women in Addiction'.

The panel found that there was some lack of coherence in the overall structure of the curriculum raised by the addition of applied elements which appear to have served to increase students' expectations of a more practice-based programme. Feedback from students and graduates indicated that they would welcome more opportunities such as the clinical supervision visits

<sup>15</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>16</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

currently provided. Contrary to the stated focus of programme, students and graduates expressed a preference for career paths that were practice related, rather than in the academic areas of research or policy.

**It is recommended that the curriculum be reviewed to ensure greater conceptual integration and oversight.**

The panel raised the issue of the importance of an adequate level of supervision on clinical visits. The example was given of ethical concerns in relation to groups of students on visits to services with vulnerable services users who may have a limited capacity to comprehend or consent to such interactions.

## Criterion 6

### There are sufficient qualified and capable programme staff available to implement the programme as planned

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff<sup>17</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development<sup>18</sup> opportunities<sup>19</sup>.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programme having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programme meets this criterion.*

The panel was informed that teaching staff are qualified to a minimum of NFQ Level 9 with many qualified to doctoral level or enrolled in doctoral studies. The panel noted that a cohort of experienced practitioners were involved in the delivery of the programme.

The panel was advised that the WTE/Learner ratio for this programme is 1:25 and this was deemed to be appropriate.

<sup>17</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

<sup>18</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>19</sup> Professional or vocational education and training requires that teaching staff's professional/vocational knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities maintained by the library. The staff scholarship scheme was outlined and some of the staff were utilising this resource to conduct research. There was evidence of some support to attend conferences and a number of initiatives to showcase research outputs, such as the annual research day held in DBS. However, there was an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. The panel found that this has the potential to both negatively impact on course content and on the careers and expertise of academics.

**It is recommended that appropriate supports are put in place for staff development in the area of research activity and outputs.**

## Criterion 7

### **There are sufficient physical resources to implement the programme as planned**

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
  - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
  - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
  - (iii) printed and electronic material (including software) for teaching, learning and assessment
  - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
  - (v) technical support
  - (vi) administrative support
  - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
  - (i) Planned intake (first five years) and
  - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel noted that a five-year plan had been provided for each of the programmes under review.

A tour of the physical facilities in the Aungier St and Castle House Campuses was undertaken. The on-going development and upgrading of common meeting and study areas throughout the campus to facilitate group work and peer study support was acknowledged.

The library facilities were viewed by the panel. It was noted that the facilities deploy a wide range of technology resources to support learners and staff, including access to an assignment planner, a Kindle lending facility, a registrar of scholarly activity as well as a user-friendly search engine to enable ease of search for books and academic journals. It was noted that specialist library staff are employed to assist students to develop their research capabilities. The library is engaged in publishing the DBS journals for the School of Arts and the School of Business, featuring peer-reviewed research by both staff and students. This is in line with a core pillar of DBS's strategy on

achieving academic excellence. It was noted that this facility won a Best Library Team award in the Education Awards 2017.

**The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.**

## Criterion 8

### **The learning environment is consistent with the needs of the programme's learners**

- a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was informed about access to lecturers, the use of Moodle as a virtual learning environment, teaching strategy, visits to service providers and the use of guest speakers as a way to support learners and meet their needs. Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners were also discussed. The panel found that the learning environment is consistent with the needs of the learners. Refer to Criterion 7 and Criterion 9 for further commentary.

The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students including:

- Learner surveys
- Peer Mentoring Support (with training provided for mentors)
- Student representation on the Academic Board and Board of Studies
- Support for, and engagement with, an elected Student Union
- Student services for:
  - Accommodation
  - Counselling and referral services, including specific contact with the provider of mental health for young people, *Jigsaw*
  - Sports and societies, with many student-led events
  - Entertainment
  - Study and meeting spaces within the campus.

The panel concluded that the staff with responsibility for support services were proactive in responding to student feedback for improvements in facilities which was undertaken on a continuous basis. It was noted that this section of DBS received an Education Awards 2017 for Best Student Engagement.

## Criterion 9

### There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
- d) Learning is monitored/supervised.
- e) Individualised guidance, support<sup>20</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

In meetings with students and graduates, the panel found that they were very positive about the level of support received from lecturers and other staff. They appreciated the small class sizes and the easy access to teaching staff, who were generally very responsive to requests for support, clarification or feedback, which was delivered in a timely manner.

The panel was advised that the suitability of the learner workload is one of the areas monitored by the Programme Team through feedback from learners, alumni, external examiners, professional bodies and through review and discussion at team meetings. It was noted that the workloads for both programmes were considered to be appropriate by students and graduates.

The panel was informed that some non-EU students had experienced challenges regarding language and cultural differences which had resulted in non-submission of assessments. DBS responded by putting in place weekly academic support tutorials which are proving beneficial in addressing these issues.

The panel found that the booklists provided for students on some of the modules on the Master of Arts in Addiction Studies were not sufficiently up to date to reflect current thinking in this field.

**It is recommended that the core texts for the Postgraduate Diploma and Master of Arts in Addiction Studies be updated to reflect current thinking and more recent publications, where appropriate.**

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<sup>20</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.



## Criterion 10

### There are sound assessment strategies

- a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*<sup>21</sup>
- b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
- c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.<sup>22</sup>
- d) The programme includes formative assessment to support learning.
- e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>23</sup>
- f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- g) There are sound procedures for the moderation of summative assessment results.
- h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.<sup>24</sup>

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

### Postgraduate Diploma in Arts in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013. The evaluation of assessment is based on feedback from learners, external examiners, employers, as well as feedback from review and validations. The panel found the assessment processes relating to the programmes to be appropriate.

From the programme document the panel noted the low attendance of students at some modules. It was further noted that for the proposed programme two modules include an end of term examination and one in-class test. In discussions with the teaching team the panel was advised that there is further scope to consider the usefulness of examinations and test-related assessment at this

<sup>21</sup> See the section on transitional arrangements.

<sup>22</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>23</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>24</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

level of study, and that the assessment strategies for these modules could be revised in a manner that would encourage greater class attendance and participation.

In relation to suggested areas for improvement, the panel noted feedback from students that some assessments were based on utilising books from the library and there were occasions where insufficient copies were available. In one instance, a group of twenty students had access to only five books.

## Criterion 11

### Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities<sup>25</sup>.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students*<sup>26</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

**If applicable, please comment here and under other relevant criterion on the suitability of any collaboration and/or transnational provision**

### Postgraduate Diploma in Arts in Addiction Studies

### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel noted that the Student Handbooks and website contained relevant information in relation to the supports and services available to students. Use was made of notice boards to provide up-to-date information throughout the campus.

Students and graduates with whom the panel met confirmed that support services are well publicised. Students who have English as a second language reported that supports for areas such as

<sup>25</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>26</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

English language, learning skills or information technology skills were provided and well attended. The panel was informed that DBS complies with the Code of Practice for Provision of Programmes to International Students.

The panel noted from the Programme Review documents that no formal appeals were lodged by students in the period 2015-2018 (up to March). At the site visit, the panel was provided with an up-to-date review of any appeals lodged and was satisfied that these had been appropriately dealt with in accordance with the Request to View Scripts and Verification of Results processes. These processes have been set out in the Quality Assurance Handbook and have been made available to students via the Exams Office website.

Collaborative and transnational provision is not applicable here.

## Criterion 12

### The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
- b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
- e) Quality assurance<sup>27</sup> is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

If applicable, please comment here and under other relevant criterion on the suitability of any collaboration and/or transnational provision

### Postgraduate Diploma in Arts in Addiction Studies

#### Master of Arts in Addiction Studies

*The panel has evaluated the programmes having regard to the criterion and sub-criteria and recommends that QQI can be satisfied that the programmes meet this criterion.*

The panel was satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH (Quality Assurance Handbook) contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines. Programme-specific quality assurance arrangements focus on conducting research in accordance with the DBS Ethical Guidelines for Research with Human Participants.

Collorabative and transnational provision is not applicable here.

<sup>27</sup> See also QQI's Policy on Monitoring (QQI, 2014)

## Part 2B Overall recommendation to QQI

### Postgraduate Diploma in Arts in Addiction Studies

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>28</sup>
	Not satisfactory.

The panel carried out a comprehensive review of the Postgraduate Diploma in Arts in Addiction Studies, an embedded programme within the Master of Arts in Addiction Studies between March and November 2018. The programmes were due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017.

The review comprised four stages:

- A desk review by the panel of the self-evaluation report on the internal programme review prepared by the Programme Leaders and Programme Team and a review of the initial proposed revised programmes to be submitted for revalidation of the programmes.
- A site visit on 22<sup>nd</sup> March 2018 involving a series of meeting with academic staff and administrative staff engaged in programme delivery and support, a meeting with recent graduates and current learners a on the programmes and a tour of the DBS campus on two sites to review facilities.
- The preparation of a panel report, outlining the process and evidence pursued and a series of recommendations.
- A follow-up desk review of revised documentation provided by DBS addressing the panel's recommendations

The revised documentation consisted of:

- DBS's Programme Review Document for Master of Arts in Addiction Studies, encompassing the embedded programme, the Postgraduate Diploma in Addiction Studies (referred to as Programme Document hereafter)

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<sup>28</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

- DBS's Appendix 4 Module Descriptors MA in Addiction Studies encompassing the embedded programme, the Postgraduate Diploma in Arts in Addiction Studies (referred to as Module Descriptors hereafter)
- Programme Team's response to the Independent Programme Review Report (referred to as Team Response hereafter)
- DBS Research Strategy
- Proposed Course Schedules for the Postgraduate Diploma in Addiction Studies

Based on the site visit and the revised documentation received, the panel concluded that the Postgraduate Diploma in Arts in Addiction Studies, as presented to QQI for revalidation, satisfies the core policies and criteria for revalidation by QQI of programmes of education and training.

Specifically, the panel is satisfied that:

Under **Criterion 1:** DBS meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. The panel was informed DBS is currently taking part in the re-engagement process with QQI. QA policies and procedures are therefore under review. Access, transfer and progression procedures are detailed in Section 4 of Programme Document and Chapter 6 of the DBS Quality Assurance Handbook.

The panel noted that DBS has in place arrangements for Protection of Enrolled Learners (PEL), documentation for which is provided to QQI with every submission for revalidation of a programme.

Under **Criterion 2:** the programme objectives and programme outcomes are clear and consistent with the QQI award sought. They are set out in Sections 2.1 and 2.4 of the Programme Document. The exit award of the Postgraduate Diploma in Arts in Addiction Studies is awarded to students who may not be in a position to progress to complete the dissertation as outlined in Section 1.2 of the Programme Document. The MIPLOS are mapped against the QQI Generic Awards Standards as set out in Section 10 of the Programme Document.

Under **Criterion 3**: the panel found that the programme concept, implementation strategy and interpretation of QQI awards are well informed, taking into consideration social, cultural, educational, professional and employment objectives. The extensive consultation with the health sector, as well as students and graduates was evidenced in Section 3.3 of the Programme Document and had informed the evolution of the programme.

Under **Criterion 4**: the programme's access, transfer and progression arrangements are satisfactory. The interview process, interview selection criteria, and other entry processes are clearly documented, as per Sections 3.5, 4.1, 4.2.5 of the Programme Document, in relation to the specification of learning that target learners are expected to achieve before enrolment.

Under **Criterion 5**: the programme's written curriculum and modules are well structured and fit for purpose. The Postgraduate Diploma in Arts in Addiction Studies is an academic programme providing a theoretical examination of addiction and there are no clinical components. Concerns were raised by the panel about the dilution of the academic programme by the addition of applied elements, such as clinical visits which require careful supervision and attention to ethical issues. This issue was also identified as a finding in relation to Criterion 2. The Team Response addressed these concerns by updating the Programme Document to clarify the nature of the programme.

The panel found that there was some lack of coherence in the overall structure of the curriculum raised by the addition of applied elements. It was recommended that the curriculum of the Master of Arts in Addiction Studies be reviewed to ensure greater conceptual integration and oversight. The Programme Team in its Team Response document took the recommendation on board and provided evidence of greater clarity and cohesion in the structure of the curriculum and the role of clinical visits within an academic programme and have updated the main Programme Document and Module Descriptor in the following sections: Section 1.2, Section 2.1, Section 3.1, Section 3.3, Section 3.6 and Module Descriptor for Module 4. The panel is satisfied with this response has addressed the recommendation.

Under **Criterion 6**: there are sufficient qualified and capable programme staff available to implement the programme as planned. The panel was advised that teaching staff are qualified to a minimum of NFQ Level 9 with many qualified to doctoral level or enrolled in doctoral studies. This is evidenced in Appendix 2 of the Programme Document, which sets out the qualifications of staff. Other staffing matters are set out in Sections 1.2, 7.4 and 7.7 of the Programme Document.

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities, which was viewed by the panel at the site visit. However, it was noted that there is an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. The panel recommended that appropriate supports be put in place for staff development in this area. In its Team Response document, DBS provided a copy of its recently completed Research Strategy for the College, which plans out the pathway for research for the next five years. The panel is satisfied that this response has addressed the recommendation.

Under **Criterion 7**: there are sufficient physical resources to implement the programme as planned, as set out in Section 8 of the Programme Document. The wide range of technology resources utilised by the Library to support learners was noted. The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.



The panel noted that a five-year plan had been provided for each of the programmes under review as evidenced in Section 3.13 of the Programme Document.

Under **Criterion 8:** the learning environment is consistent with the needs of the programme's learners. The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students as set out in Sections 5.8 and 5.9 of the Programme Document.

There is no work placement on the Postgraduate Diploma in Addiction Studies. As noted under Criterion 5, DBS has clarified the role of clinical visits in the context of an academic programme as set out in the revision made to the Programme Document.

Under **Criterion 9:** there are sound teaching and learning strategies. These are outlined in Sections 5 of the Programme Document. In meetings with students and graduates at the site visit, the panel noted that they were very positive about the support received from staff.

The panel found that the booklists provided for students on some of the modules were not sufficiently up to date to reflect current thinking in this field and recommended that the core texts for the Master of Arts in Addiction Studies be updated to reflect current thinking. In its Team Response, DBS provided evidence that reading lists have been updated in the Module Descriptor document.

Under **Criteria 10:** there are sound assessment strategies. The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013 as set out in Section 5.10 of the Programme Document.

Under **Criteria 11:** learners enrolled on the programme are well informed, guided and cared for. The panel noted that the Student Handbooks and website reviewed contained relevant information in relation to the supports and services available to students. Students and graduates with whom the panel met confirmed that support services are well publicised. Supports for learners are detailed in Sections 5.9 and 8.2 of the Programme Document.

Under **Criteria 12:** the programme is well managed. The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

## MA in Addiction Studies

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>29</sup>
	Not satisfactory.

### Reasons<sup>30</sup> for the overall recommendation

The panel carried out a comprehensive review of the Master of Arts in Addiction Studies between March and November 2018. The programmes were due for review under the QQI requirement for periodic monitoring and review, and also require review to conform with recent policies, including QQI Core Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2016), Core Statutory Quality Assurance (QA) Guidelines (QQI, 2016) and in accordance with the QQI Programme Review Manual 2016/2017.

The review comprised four stages:

- A desk review by the panel of the self-evaluation report on the internal programme review prepared by the Programme Leaders and Programme Team and a review of the initial proposed revised programmes to be submitted for revalidation of the programmes.
- A site visit on 22<sup>nd</sup> March 2018 involving a series of meeting with academic staff and administrative staff engaged in programme delivery and support, a meeting with recent graduates and current learners a on the programmes and a tour of the DBS campus on two sites to review facilities.
- The preparation of a panel report, outlining the process and evidence pursued and a series of recommendations.
- A follow-up desk review of revised documentation provided by DBS addressing the panel's recommendations.

The revised documentation consisted of:

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<sup>29</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

<sup>30</sup> Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

- DBS's Programme Review Document for Master of Arts in Addiction Studies, encompassing the embedded programme, Postgraduate Diploma in Addiction Studies (referred to as Programme Document hereafter)
- DBS's Appendix 4 Module Descriptors MA in Addiction Studies encompassing the embedded programme, Postgraduate Diploma in Addiction Studies (Referred to as Module Descriptors hereafter)
- Programme Team's response to the Independent Programme Review Report (referred to as Team Response hereafter)
- DBS Research Strategy
- Proposed Course Schedules for the Postgraduate Diploma in Addiction Studies

Based on the site visit and the revised documentation received, the panel concluded that the Master of Arts in Addiction Studies, as presented to QQI for revalidation, satisfies the core policies and criteria for revalidation by QQI of programmes of education and training.

Specifically, the panel is satisfied that:

Under **Criterion 1:** DBS meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of these programmes. The panel was informed DBS is currently taking part in the re-engagement process with QQI. QA policies and procedures are therefore under review. Access, transfer and progression procedures are detailed in Section 4 of Programme Document and Chapter 6 of the DBS Quality Assurance Handbook.

The panel noted that DBS has in place arrangements for Protection of Enrolled Learners (PEL), documentation for which is provided to QQI with every submission for revalidation of a programme.

Under **Criterion 2:** the programme objectives and programme outcomes are clear and consistent with the QQI award sought. They are set out in Sections 2.1 and 2.4 of the Programme Document. The MIPLoS are mapped against the QQI Generic Awards Standards as set out in Section 10 of the Programme Document.

Under **Criterion 3:** the panel found that the programme concept, implementation strategy and interpretation of QQI awards are well informed, taking into consideration social, cultural, educational, professional and employment objectives. The extensive consultation with the health sector, as well as students and graduates was evidenced in Section 3.3 of the Programme Document and had informed the evolution of the programme.

Under **Criterion 4:** the programme's access, transfer and progression arrangements are satisfactory. The interview process, interview selection criteria, and other entry processes are clearly documented, as per Sections 3.5, 4.1 and 4.2.5 of the Programme Document, in relation to the specification of learning that target learners are expected to achieve before enrolment.

Under **Criterion 5:** the programme's written curriculum and modules are well structured and fit for purpose. The Master of Arts in Addiction Studies is an academic programme providing a theoretical examination of addiction and there are no clinical components. Concerns were raised by the panel about the dilution of the academic programme by the addition of applied elements, such as clinical visits which require careful supervision and attention to ethical issues. This issue was also identified as a finding in relation to Criterion 2. The Team Response addressed these concerns by updating the Programme Document to clarify the nature of the programme.

The panel found that there was some lack of coherence in the overall structure of the programme raised by the addition of applied elements. It was recommended that the curriculum of the Master of Arts in Addiction Studies be reviewed to ensure greater conceptual integration and oversight. The Programme Team in its Team Response document took the recommendation on board and provided evidence of greater clarity and cohesion in the structure of the curriculum and the role of clinical visits within an academic programme and have updated the main Programme Document and Module Descriptor in the following sections: Section 1.2, Section 2.1, Section 3.1, Section 3.3, Section 3.6 and Module Descriptor for Module 4. The panel is satisfied with this response has addressed the recommendation.

Under **Criterion 6:** there are sufficient qualified and capable programme staff available to implement the programme as planned. The panel was advised that teaching staff are qualified to a minimum of NFQ Level 9 with many qualified to doctoral level or enrolled in doctoral studies. This is evidenced in Appendix 2 of the Programme Document, which sets out the qualifications of staff. Other staffing matters are set out in Sections 1.2, 7.4 and 7.7 of the Programme Document.

The panel found that there was a core of highly research-active academics as evident, for example, in the Register of Scholarly Activities, which was viewed by the panel at the site visit. However, it was noted that there is an absence of concrete supports for part-time, early and mid-career academics to initiate or continue to develop their research activity and publication outputs. The panel recommended that appropriate supports be put in place for staff development in this area. In its Team Response document, DBS provided a copy of its recently completed Research Strategy for the College, which plans out the pathway for research for the next five years. The panel is satisfied that this response has addressed the recommendation.

Under **Criterion 7:** there are sufficient physical resources to implement the programme as planned, as set out in Section 8 of the Programme Document. The wide range of technology resources utilised by the Library to support learners was noted. The panel commends the proactive leadership being shown by the Head Librarian as well as the ongoing development of the library facilities for students and staff.

The panel noted that a five-year plan had been provided for each of the programmes under review as evidenced in Section 3.13 of the Programme Document.

Under **Criterion 8:** the learning environment is consistent with the needs of the programme's learners. The panel was advised that DBS uses a number of mechanisms to develop and implement supports for students as set out in Sections 5.8 and 5.9 of the Programme Document.

There is no work placement on the Master of Arts in Addiction Studies. As noted under Criterion 5, DBS has clarified the role of clinical visits in the context of an academic programme as set out in the revision made to the Programme Document.

Under **Criterion 9:** there are sound teaching and learning strategies. These are outlined in Sections 5 of the Programme Document. In meetings with students and graduates at the site visit, the panel noted that they were very positive about the support received from staff.

The panel found that the booklists provided for students on some of the modules on the were not sufficiently up to date to reflect current thinking in this field and recommended that the core texts for the Master of Arts in Addiction Studies be updated to reflect current thinking. In its Team

Response, DBS provided evidence that reading lists have been updated in the Module Descriptor document provided.

Under **Criteria 10:** there are sound assessment strategies. The panel was advised that all assessment for the programmes conforms to the DBS Assessment Regulations which are informed by QQI Assessment and Standards Revised 2013 as set out in Section 5.10 of the Programme Document.

Under **Criteria 11:** learners enrolled on the programme are well informed, guided and cared for. The panel noted that the Student Handbooks and website reviewed contained relevant information in relation to the supports and services available to students. Students and graduates with whom the panel met confirmed that support services are well publicised. Supports for learners are detailed in Sections 5.9 and 8.2 of the Programme Document.

Under **Criteria 12:** the programme is well managed. The panel were satisfied that there are effective structures in place for the governance and management of the programmes under review. The Quality Assurance Handbook (QAH) contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

## Summary of recommendations to the provider

- 1. The curriculum of the Master of Arts in Addiction Studies be reviewed to ensure greater conceptual integration and oversight.**
- 2. Appropriate supports are put in place for staff development in the area of research activity and outputs.**
- 3. Core texts for the Master of Arts in Addiction Studies be updated to reflect current thinking and more recent publications, where appropriate.**

## Declarations of Evaluators' Interests

Dr Mary Darby, now retired, was co-founder of the School of Psychotherapy at St Vincent's University Hospital.

DBS has a transition route for graduates to complete post-Masters training in The School of Psychotherapy at St Vincent's University Hospital in order to fulfil the requirements for professional recognition.

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson:

Date: 16 February 2019



Signed:

## Addendum

Here address any amendments to the application forwarded to the panel by QQI to address any proposed special conditions of validation.

## Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

## Part 3: Proposed programme schedules

<b>Name of Provider:</b>		Dublin Business School													
<b>Programme Title</b>		Master of Arts in Addiction Studies													
<b>Award Title</b>		Master of Arts in Addiction Studies													
<b>Stage Exit Award Title<sup>3</sup></b>		N/A													
<b>Modes of Delivery (FT/PT):</b>		Full Time													
<b>Teaching and learning modalities</b>		Formal lectures, seminars interactive group work, specific learning groups as defined by area of academic need, workshops, presentations, educator/teacher review, case-based learning, problem based learning, supervised clinical visits, guest lectures.													
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage)</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>							
Major	9	7	Award	9	7	90	1 <sup>st</sup> Sept 2019	0313							
<b>Module Title</b> (Up to 70 characters including spaces)			<b>Semester no where applicable</b>  (Sem 1 or Sem 2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>		<b>Total Learner Effort Module (hours)</b>				<b>Allocation Of Marks (from the module assessment strategy)</b>			
				<b>Status<sup>31</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv)</b>	<b>Directed e-learning</b>	<b>Hours of Independent Learning</b>	<b>Work-based learning</b>	<b>CA. %</b>	<b>Supervised Project %</b>	<b>ion %</b>	<b>Proctored practical demonstration %</b>
Dialogical Meanings in Addiction: Theory, Practice and			Linear	M	9	10	250	48	92	110		60			40
A Psychoanalytic Perspective on Addiction			Linear	M	9	10	250	48	24	178		100			
Research Methods and Analysis			Linear	M	9	10	250	48	50	152		100			
Supervised Clinical Visits			Linear	M	9	10	250	40	120	90		100			
Addiction Psychopharmacology			Sem 1	M	9	5	125	24	50	51		100			
Cultural Issues in the Study of Addiction			Sem 1	M	9	5	125	24	50	51		50			50
Integrative Tutorial			Sem 2	M	9	5	125	24	50	51		100			
Women and Addiction.			Sem 2	M	9	5	125	44	40	41		100			
Research Project			Sem 1,2,3	M	9	30	750			750		100			
<b>Special Regulations (Up to 280 characters)</b>															
Learners will not progress to the Research Project module unless all taught modules have been passed. All CA components in Research Methods must be passed individually At least 80% attendance required to successfully complete Supervised Clinical Visits															

<sup>31</sup> Mandatory (m) or elective (E)

<b>Name of Provider:</b>		Dublin Business School													
<b>Programme Title</b>		Master of Arts in Addiction Studies													
<b>Award Title</b>		Master of Arts in Addiction Studies													
<b>Stage Exit Award Title<sup>3</sup></b>		N/A													
<b>Modes of Delivery (FT/PT):</b>		Part-Time													
<b>Teaching and learning modalities</b>		Formal lectures, seminars interactive group work, specific learning groups as defined by area of academic need, workshops, presentations, educator/teacher review, case-based learning, problem based learning, supervised clinical visits, guest lectures.													
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>							
Major	9	7	Award	9	7	90	1 <sup>st</sup> Sept 2019	0313							
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable</b>  (Sem 1 or Sem 2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Learner Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>				
			<b>Status<sup>33</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b> ECTS	<b>Total Hours</b>	<b>Class (or equiv)</b>	<b>Directed e-learning</b>	<b>Independent Learning</b>	<b>Hours of Work-based learning</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Practical demonstration %</b>	<b>Proctored practical exam %</b>	<b>Written Proctored exam %</b>
Dialogical Meanings in Addiction: Theory, Practice and		Linear	M	9	10	250	24	92	134		60			40	
A Psychoanalytic Perspective on Addiction		Linear	M	9	10	250	24	24	202		100				
Research Methods and Analysis		Linear	M	9	10	250	24	50	176		100				
Supervised Clinical Visits		Linear	M	9	10	250	40	120	90		100				
Addiction Psychopharmacology		Sem 1&2	M	9	5	125	12	50	63		100				
Cultural Issues in the Study of Addiction		Sem 1&2	M	9	5	125	12	50	63		50			50	
Integrative Tutorial		Sem 3&4	M	9	5	125	12	50	63		100				
Women and Addiction.		Sem 3&4	M	9	5	125	24	40	61		100				
Research Project		Sem 1–5	M	9	30	750			750		100				
<b>Special Regulations (Up to 280 characters)</b>															
Learners will not progress to the Research Project module unless all taught modules have been passed. All CA components in Research Methods must be passed individually At least 80% attendance required to successfully complete Supervised Clinical Visits															

<sup>33</sup> Mandatory (m) or elective (E)



<b>Name of Provider:</b>		Dublin Business School													
<b>Programme Title</b>		Postgraduate Diploma in Arts in Addiction Studies													
<b>Award Title</b>		Postgraduate Diploma in Arts													
<b>Stage Exit Award Title<sup>3</sup></b>		Postgraduate Diploma in Arts in Addiction Studies													
<b>Modes of Delivery (FT/PT):</b>		Full Time													
<b>Teaching and learning modalities</b>		Formal lectures, seminars interactive group work, specific learning groups as defined by area of academic need, workshops, presentations, educator/teacher review, case-based learning, problem based learning, supervised clinical visits, guest lectures.													
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>							
Minor	9	7	Award	9	7	60	1 <sup>st</sup> Sept 2018	0313							
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable</b>  (Sem 1 or Sem 2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Learner Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>				
			<b>Status<sup>35</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Independent Learning</b>	<b>Hours of independent learning effort<sup>35</sup></b>	<b>Work-based learning effort<sup>35</sup></b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>
					ECTS										
Dialogical Meanings in Addiction: Theory, Practice and		Linear	M	9	10	250	48	92	110		60			40	
A Psychoanalytic Perspective on Addiction		Linear	M	9	10	250	48	24	178		100				
Research Methods and Analysis		Linear	M	9	10	250	48	50	152		100				
Supervised Clinical Visits		Linear	M	9	10	250	40	120	90		100				
Addiction Psychopharmacology		Sem 1	M	9	5	125	24	50	51		100				
Cultural Issues in the Study of Addiction		Sem 1	M	9	5	125	24	50	51		50			50	
Integrative Tutorial		Sem 2	M	9	5	125	24	50	51		100				
Women and Addiction.		Sem 2	M	9	5	125	44	40	41		100				
<b>Special Regulations (Up to 280 characters)</b>															
All CA components in Research Methods must be passed individually At least 80% attendance required to successfully complete Supervised Clinical Visits															

<sup>35</sup> Mandatory (m) or elective (E)

<b>Name of Provider:</b>		Dublin Business School													
<b>Programme Title</b>		Postgraduate Diploma in Arts in Addiction Studies													
<b>Award Title</b>		Postgraduate Diploma in Arts													
<b>Stage Exit Award Title<sup>3</sup></b>		Postgraduate Diploma in Arts in Addiction Studies													
<b>Modes of Delivery (FT/PT):</b>		Part-Time													
<b>Teaching and learning modalities</b>		Formal lectures, seminars interactive group work, specific learning groups as defined by area of academic need, workshops, presentations, educator/teacher review, case-based learning, problem based learning, supervised clinical visits, guest lectures.													
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>							
Minor	9	7	Award	9	7	60	1 <sup>st</sup> Sept 2018	0313							
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no where applicable</b> (Sem 1 or Sem 2)	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Learner Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>				
			<b>Status<sup>37</sup></b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Independent Learning</b>	<b>Hours of independent learning effort<sup>38</sup></b>	<b>Work-based learning effort<sup>38</sup></b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>
					ECTS										
Dialogical Meanings in Addiction: Theory, Practice and		Linear	M	9	10	250	48	92	110		60			40	
A Psychoanalytic Perspective on Addiction		Linear	M	9	10	250	48	24	178		100				
Research Methods and Analysis		Linear	M	9	10	250	48	50	152		100				
Supervised Clinical Visits		Linear	M	9	10	250	40	120	90		100				
Addiction Psychopharmacology		Sem 1&2	M	9	5	125	24	50	51		100				
Cultural Issues in the Study of Addiction		Sem 1&2	M	9	5	125	24	50	51		50			50	
Integrative Tutorial		Sem 3&4	M	9	5	125	24	50	51		100				
Women and Addiction.		Sem 3&4	M	9	5	125	44	40	41		100				
<b>Special Regulations (Up to 280 characters)</b>															
<b>All CA components in Research Methods must be passed individually At least 80% attendance required to successfully complete Supervised Clinical Visits</b>															

<sup>37</sup> Mandatory (m) or elective (E)

## Part 4: Appendices