

# Independent Panel Report on a Provider's Programme Review

<b>Provider</b>	<b>Irish College of Humanities and Applied Sciences (ICHAS)</b>
<b>Programme(s) Reviewed</b>	MA in Addiction Counselling Postgraduate Diploma in Addiction Counselling

## Independent Panel Members

<b>Role</b>	<b>Name</b>	<b>Affiliation</b>
<b>Chair</b>	David Denieffe	SETU
<b>Secretary</b>	Dr. Catherine Peck	Independent Education Consultant
<b>Subject Matter Expert (National)</b>	Dr. Sean Foy	Adjunct lecturer at NUI Galway /The Learning Curve Institute
<b>Subject Matter Expert (International)</b>	Prof. Elizabeth Hughes	Edinburgh Napier University, UK
<b>Sector Employer Representative</b>	Dolores Tiernan*	The Grove
<b>Learner Representative</b>	Naomi Algeo	TCD
<b>Blended Learning Expert</b>	Naomi Pasley	Hibernia College

All members of the independent panel declared their independence of ICHAS and that they have no conflict of interest.

\*The Sector Employer Representative was unable to attend all of the meetings held during the virtual site visit but conducted a desk review of the documentation, made input at the panel pre-meeting and input to this report.

## Part 1. Introduction

This document presents the findings of the Independent Panel (hereafter, 'the panel') following a review and evaluation of the Programme Review Report provided by ICHAS.

It is closely guided by the terms of reference agreed by ICHAS with QQI for the programmatic review of the MA in Addiction Counselling.

The terms of reference include several special considerations, as follows:

- **Suitability to Practice** - The processes in place regarding Fitness to Practice will be reviewed.
- **Adequacy of time allocated to the development of competence & Knowing Self** - It is proposed that the previously validated MA in Addiction Counselling programme continue as a Part Time 2 year programme to allow for sufficient time for the development of Competence in Addiction Counselling as well as Knowing Self.
- **Availability of Alternative Qualifications which are differentiated by Award Title etc.** The QQI award Standards for Counselling & Psychotherapy, specify the following;

*"The awards standards here are intended for persons wishing to qualify as counsellors or psychotherapists. Not everybody is suited to psychotherapeutic practice and individuals might only discover after following a programme of education for a period that they are not suited to counselling or psychotherapy practice. Such individuals may yet have the ability to qualify for an academic qualification reflecting their learning. It is important that alternative pathways and qualifications be available for such individuals. Such alternative qualifications must be unambiguously differentiated (by award title, programme title, certification, and diploma supplement) from qualifications that meet the educational requirements for professional counselling or psychotherapy practice".*

It is proposed that the restructuring within the Revalidation process (which will incorporate an embedded MA in Addiction Recovery) will address this Special Condition.

- **Size of Learner Cohort**  
*The Review Process will consider the overall learning experience of learners on the programme across the period from 2018 to date. In terms of viability, the College has had an average of 12 students enrolled annually. Since 2018 (when this programme started accepting students) the following table sets out the numbers of students who enrolled on the MA in Addiction Counselling programme at ICHAS.*

- ***Special Consideration: Supervised dissertation*** - All academic Supervisors for Dissertations are either at Doctoral level or hold Masters qualifications at a minimum. In addition many of the Academic Supervisors come from professional backgrounds in Addiction Services. Within the Programme Review, the panel will consider the capacity to supervise dissertations for the proposed maximum intake of learners and that the panel will review a sample of current/past dissertations and report on the quality of them as well as review External Examiners Reports in regard to same.

The panel is satisfied that the special considerations have been adequately addressed within the review report and validation documentation. These special considerations are addressed as appropriate throughout the body of this report and the attached IER.

The programme was reviewed by the provider and by the panel with reference to QQI's Award Standards. The revalidation sought for the programme is for a five-year period commencing with an intake (minimum 8 learners and maximum 30 full-time, minimum 8 learners and maximum 30 part-time) in September 2023.

## Part 2. Evaluation Process

### 2.1 Documents Supplied to the Panel

	Document Type	Document Name
	Programme Review Report	Programme Review Report for MA in Addiction Counselling (2022)
	Programme Validation Document	MA in Addiction Counselling Revalidation Programme Document (2022)
	Book of Modules	Module Documentation Revalidation of MA in Addiction (2022)
	Programme Validation Document	MA in Addiction Counselling Validation Programme Document (2018)
	Terms of Reference	Terms of Reference for a Programme Review for the MA in Addiction Counselling

### 2.2 Provider's Representatives Met

Person	Role/Job Title
Prof. Denis Ryan	President and Module Leader for Research Methodologies & Design Module and Dissertation Module
Prof. Jane Alexander	Vice President (Academic Affairs)
Marie Mulcahy	Vice President (Corporate Affairs)
Joseph Forde	Director of Studies
Roisin Taaffe	Registrar
Tony O'Brien	QAE Manager
Dr. James Kinane	A/ Programme Director
Jonathan Flynn	Educational Technology Manager
James Harrington	Lecturer
John Hickey	Lecturer & Director of Practice Education
Christine Beekman	Student Support Officer
Harry Dickinson	Information Systems Manager
Marian Costello	Programme Co-ordinator
Dr Mou Sultana	Lecturer
Mr Daryl Mahon	Lecturer
Ailbe Coffey	Lecturer
Dr Siobhan Barry	Lecturer
Dr. Aidan Holden	Lecturer
John Hickey	Director of Practice Education
Dolores Taaffe	Placement Officer
Helen Sheehan	Learner Representative
Enda Nolan	Learner Representative
Heather O' Shea	Learner Representative
Aisling Dooley	Learner Representative
Gabriel Reilly	Learner Representative
Ciaran Carey (My Move)	Service Provider Representative
Sara Cassidy (Aiseiri)	Service Provider Representative

## 2.3 Description of evaluation process

The panel was engaged by ICHAS and approved by QQI in September 2022. The panel was comprised of a suitably qualified Chair and Secretary, national and international Subject Matter Experts, a Sector Employer Representative, Blended Learning Expert and Learner Representative. The panel was tasked with three main undertakings related to the programmes, as follows:

1. To address the programme review report provided by ICHAS along with any associated discussions held during the site visit pertaining to the provider's programme review; to outline findings and recommendations with regard to this;
2. To evaluate the modified programmes (as documented) for revalidation against the QQI validation criteria and sub-criteria and outline any special conditions and recommendations with regard to these;
3. To take account of Special Considerations within the agreed terms of reference.

The panel was issued with a programme review document by ICHAS, in addition to associated programme documentation and module descriptors for the programme proposed revalidation (see Section 2.1). Members of the panel conducted a review of the documentation and met to discuss initial impressions and plan for a virtual site visit scheduled for November 14, 2022. The panel participated in a pre-meeting prior to the site visit. The site visit was facilitated virtually, using the Zoom platform. The schedule of meetings was as follows:

- Pre-meeting 1: November
- Virtual Site Visit: November 14

During the virtual site visit, the panel engaged with provider staff and stakeholders, including:

- ICHAS Leadership and Senior Management
- ICHAS Programme Director
- ICHAS Faculty Members
- ICHAS Administration and Learner Support/Advisement Staff

Following those meetings, the panel identified recommendations for ICHAS and delivered preliminary oral feedback to provider representatives. The members of the panel subsequently contributed to the drafting and review of this report and associated Independent Evaluation Report (IER), which is specific to the programmes proposed for revalidation. These reports summarise the findings and recommendations of the panel

## Part 3. Panel Findings on Provider Programme Review Report

### Section A. Context and Terms of Reference for the Programme Review

#### **Commentary:**

The panel has reviewed the terms of reference agreed with QQI and other documentation that provides context for the programme review. The documentation is comprehensive and transparent, and the panel has no specific concerns in relation to this.

#### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

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### Section B. Provider Information and Programme Context

#### **Commentary:**

ICHAS has included substantive contextual information regarding the provider and programme context in the documentation submitted. The programme review report clearly outlines the provider's programme review process and identifies the staff members who coordinated and contributed to this activity. The rationale for the proposed changes to the programme proposed for revalidation is clearly stated and supported by evidence gathered during the review process.

#### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

### Section C. Baseline qualitative and quantitative information

#### **Programme Data Overview**

##### **Commentary:**

ICHAS has provided information pertaining to its enrolments for the years 2018 – 2021, broken down by gender. The provider's view is that the programme performed well over the period with steady year on year growth. It was noted that of students who enrolled and subsequently withdrew from the programme, several indicated that professional accreditation as addiction counsellors was not the aim of their studies.

The review report notes that there were a relatively high number of applications that did not translate to enrolments following in-depth interviews as part of the application process. Some of the applicants were noted to transfer their applications to other Counselling or Psychotherapy related programmes.

ICHAS note that a surprise was that accredited counsellors were not attracted to the programme at the expected levels. Feedback from interviewers and the department suggests that the professional

placement and knowing self components of the programme were not meeting the needs of that cohort of potential applicants at NFQ Level 9.

An implication of this for the revised programme was to introduce embedded streams that would allow graduates who wished to pursue addiction studies at NFQ Level 9 to do so and exit with distinct awards that are not focused on counselling. The panel heard that the College anticipated this would lead to an increase in student numbers due to the cohort of already qualified addiction counsellors who do not need the placement etc for accreditation purposes.

Attrition data was presented for the years 2018 – 2021 in the review report. Elevated attrition rates in 2021 are attributed in part by the college to the impact on learners of the Covid-19 pandemic and the changes to programme delivery methods that were enforced during that time. Completion rates are presented and the higher rate of students with delayed completion dates is also attributed in large part to the impact of the pandemic.

The grades and awards classifications for learners enrolled during the period are presented. These are benchmarked appropriately against providers with similar programme profiles. Although the grade profiles are not out of step with comparators, ICHAS has noted that high levels of second-class honours being awarded is perceived internally as an area for development. Staff development oriented to this issue has been undertaken and the college is of the view that this is an area where further progress is required.

The college introduced a graduate survey in 2018 to ascertain the current employment status of graduates. Although the survey has had a relatively small number of respondents from the MA in Addiction Counselling, those responses indicate that completing the programme had enhanced or very much enhanced their career opportunities.

#### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review. The information presented is clear and implications for the revised programme are logically drawn from this information. The panel therefore acknowledges the direct role that much of the information presented by ICHAS plays in the rationale for proposed changes to the programme.

### **Programme Delivery and Teaching & Learning Strategies**

#### **Commentary:**

The panel notes that ICHAS conducts an audit on the physical resources that are used in teaching and learning at the college each semester, inclusive of an assessment by the Programme Director of the appropriateness of lecturing facilities, library. Several examples of improvements made as a direct result of such audits are included in the review report.

ICHAS collects student feedback from lecturers, students and other stakeholders, such as clinical supervisors and personal therapists on the timetabling of contact hours. This generally indicated to the college that class attendance requirements were manageable and appropriate. It was noted that the requirements for direct client engagement associated with professional practice were higher than those required for comparative programmes in Ireland. The panel notes that ICHAS has drawn upon this feedback in its revision of the programme to propose options for learners to pursue different streams and to undertake professional practice hours aligned to sectoral norms.

ICHAS notes that feedback from learners in relation to workload by module and stage informed a consideration of issues associated with front-loading in semesters 1 and 2 as well as the spread of assignments. Analysis of attendance indicated no concerns due to high levels of student attendance. The review team note that existing levels of attendance need to be maintained going forward and that attendance is continually monitored as part of the programme's quality assurance processes.

ICHAS presents a detailed analysis of feedback on its teaching and learning strategies, drawing upon commentary from students as well as staff. Challenges posed by the need to pivot fully online during the Covid-19 pandemic are considered and discussed. The college was responsive to feedback from learners and lecturers pertaining to the technology it used for synchronous and recorded lectures.

Regarding the special consideration of research supervision in the terms of reference, it is noted in the validation documents, there is a wide pool of candidates for research supervision and that the panel can meet capacity with the existing supervisor panel. Moreover, ICHAS would not enrol students if there was not capacity. This is discussed further in the attached IER.

#### **Recommendations:**

The panel notes the detail and candour of the programme review report pertaining to programme delivery and teaching and learning strategies. There are no specific recommendations in relation to this aspect of the programme review.

### **Section D. Evaluation of the programme by stakeholders**

#### **Evaluation by current learners and graduates of the programme**

##### **Commentary:**

The panel notes that ICHAS utilises Kirkpatrick's model of evaluation as a framework for identifying how well learners are invested in their learning on the programme. Feedback mechanisms include module surveys, student representative meetings, student feedback at programme board meetings, graduate surveys and focus groups among graduates.

The college notes that feedback indicates overall that learners are satisfied with the programme. Specific discussion points include assessment considerations, course content, academic teaching and general supports, research and placement supports, professional accreditation, administrative and technological supports and employment pathways. Comments from learners are included within the report. Analysis of the data in this area is balanced and appropriate implications for future practice are indicated.

##### **Recommendations:**

The panel notes that ICHAS has given consideration to the evaluation of the programme by these key stakeholders and noted appropriate implications for future practice. There are no specific recommendations in relation to this aspect of the programme review.

## Evaluation of the programme by Staff

### **Commentary:**

ICHAS notes that staff and lecturer feedback is obtained via lecturer module surveys, in-service and assessment days, programme boards and also through internal moderation and exam board processes. The analysis presented indicates that lecturers and staff at ICHAS are highly engaged in the continual enhancement process.

### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## External Examiner Feedback

### **Commentary:**

ICHAS presents an analysis of the reports of external examiners and notes that two key themes emerging from these have informed continual enhancement at the college. These are grading and feedback as well as content and standards.

### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## Section E. Programme Quality Assurance

### Complaints, appeals and commendations

#### **Commentary:**

ICHAS notes that an average of 3 – 4 submissions were received by the review committee from students after each examination board, with a relatively even balance between original decisions being upheld and altered. A very small proportion of decisions of the review committee were referred to the appeals committee over the lifetime of the programme. No formal complaints were received from students. The college notes that the implications of this are that the proposed programme will continue to utilise the policy and procedures in relation to appeals and complaints. Further, the complaints and appeals / review mechanisms will continue to be monitored and reported as part of the AIQR and QAE processes.

#### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## Quality Assurance Systems and Processes

### **Commentary:**

ICHAS reviewed its quality assurance policies and procedures in 2019, which were approved by QQI. The review report contains multiple instantiations of the quality assurance system operating to support the college's activities.

### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

### **Commentary:**

The college notes a number of areas where new policies and procedures were required in response to the Covid-19 pandemic, for example a code of conduct for the virtual learning policy and procedure and a policy and procedure on the retention of recordings. These have been developed and sanctioned by the Academic Council as per approved college processes.

### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## Section F. Summary Analysis of the programme

### **Commentary:**

ICHAS presents a clear SWOT analysis of the programme and draws upon this and other findings in the review report to put forward its proposed revisions to the programme.

### **Recommendations:**

There are no specific recommendations in relation to this aspect of the programme review.

## Section G. Revision of the programme

### **Commentary:**

The panel noted that special considerations in the terms of reference pertaining to this had been thoroughly considered and addressed within the programme review and had resulted in a proposed new structure offering greater choice to learners via the integration of two streams (Addiction Counselling and Addiction Recovery) which facilitate learners to graduate with an MA in these specialities in the award title as an alternative to the umbrella programme of an MA in Addiction Studies.

### **Recommendations:**

There are no specific recommendations in relation to the revision of the programme.

## Part 4. Overall Findings

### Section A. Commentary on review process:

The panel is of the view that the review process has drawn appropriately on the presented data to inform the proposed changes to the programme.

### Section B. Recommendations on review process:

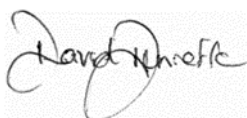
The panel has no specific recommendations pertaining to the review process.

### Section C. Commentary on programme revisions:

The panel has no specific concerns in relation to the programme revisions ICHAS has proposed. The panel is of the view that these are appropriately grounded in analysis on the provider's experience of delivering the programme and informed by an appropriate breadth of quantitative and qualitative data.

### Section D. Recommendations on programme revisions:

There are no specific recommendations in relation to the programme revisions.



Signed: \_\_\_\_\_

Panel Chairperson: David Denieffe

Date: 28<sup>th</sup> November, 2022



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

## Part 1. Provider details

<b>Provider name</b>	Irish College of Humanities and Applied Sciences (ICHAS)
<b>Date of site visit</b>	14/11/22
<b>Date of report</b>	28 <sup>th</sup> November 2022

## Section A. Overall recommendations

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

<b>Embedded programme 1</b>	<b>Title</b>	Postgraduate Diploma in Addiction Studies
	<b>Award</b>	Postgraduate Diploma (Exit Award)
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory
<b>Embedded programme 2 (STREAM of Principal Programme)</b>	<b>Title</b>	MA in Addiction Counselling
	<b>Award</b>	90 ECTS
	<b>Credit</b>	
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory
<b>Embedded programme 3</b>	<b>Title</b>	Postgraduate Diploma in Addiction Counselling
	<b>Award</b>	Postgraduate Diploma (Exit Award)
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory
<b>Embedded programme 4</b>	<b>Title</b>	MA in Addiction Recovery
	<b>Award</b>	Postgraduate Diploma
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR</i>	Satisfactory

	<i>Satisfactory subject to proposed conditions OR Not Satisfactory</i>	
<b>Embedded programme 5</b>	<b>Title</b>	Postgraduate Diploma in Addiction Recovery
	<b>Award</b>	Postgraduate Diploma (Exit Award)
	<b>Credit</b>	60 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory
<b>Embedded programme 6</b>	<b>Title</b>	Certificate in Addiction Studies (Gambling)
	<b>Award</b>	Certificate
	<b>Credit</b>	30 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

## Section B. Expert Panel

Name	Role	Affiliation
<b>Chair</b>	Dr David Denieffe	SETU
<b>Secretary</b>	Dr Catherine Peck	Independent Education Consultant
<b>Subject Matter Expert (National)</b>	Dr. Sean Foy	Adjunct lecturer at NUI Galway /The Learning Curve Institute
<b>Subject Matter Expert (International)</b>	Prof. Elizabeth Hughes	Edinburgh Napier University, UK
<b>Sector Employer Representative</b>	Dolores Tiernan*	The Grove
<b>Learner Representative</b>	Naomi Algeo	TCD
<b>Blended Learning Expert</b>	Naomi Pasley	Hibernia College

\*The Sector Employer Representative was unable to attend all of the meetings held during the virtual site visit but conducted a desk review of the documentation and made input at the panel pre-meeting.

## Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	30 Full-time	8 Full-time
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	30 Full-time	8 Part-time

Proposed Enrolment	
<b>Date of first intake</b>	September 2023

<b>Maximum number of annual intakes</b>	1
<b>Maximum total number of learners per intake</b>	30
<b>Programme duration (<i>months from start to completion</i>)</b>	F/T 12 months P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  <p>The panel is satisfied that the provider has the appropriate physical and human resources in place to sustain the maximum number of learners proposed for the programme. The panel has confirmed with the provider that the reference to Maximum numbers (30) applies to the entire intake rather than intakes by centre..</p>	
<b>Target learner groups</b>  <p>The target learners remain the same as the previously validated Principal Programme. The programme is designed for graduates working in or wishing to develop careers in health and social care settings, working as agents of change and/or engaging in the delivery of appropriate therapeutic interventions with individuals, families and communities and/or marginalised groups in addiction contexts.</p> <p>Target learners will therefore include graduates in health and human sciences and in particular graduates of addiction and counselling and psychotherapy related undergraduate programmes as well as disciplines such as, nursing, social care, social work, psychology. Likewise, graduates of programmes in cognate areas who wish to expand their knowledge and understanding of the human condition and the contribution of advanced level addiction intervention practice will be included as target learners.</p> <p>Applicants should be driven by a desire to act as leaders and agents for change across the range of ecological interactions. This implies a recognition of the special contribution made by professional addiction practitioners using a range of scientifically established paradigms and approaches to support recovery and the difference this can make to individuals, their families and communities. The programme envisages wellbeing holistically and systemically, with recovery viewed at policy and preventative levels within the context of how public health models can most effectively enrich individuals lives.</p> <p>In short, it is designed to appeal to graduates who wish to enhance their own professional skills and capacity, and contribute to the wider community of addiction practice through evidence-based interventions and research. This programme enables learners to develop expertise in Addiction treatment and/or recovery informed approaches.</p> <p>All applicants will be required to attend for interview to ascertain their suitability for the programme in order to ensure the stated profile guides the admission process. The Masters in Addiction Studies will enhance employability and career progression/opportunities in community and voluntary sectors and Addiction Service environments. It is intended that this programme will enable learners to critically evaluate institutionalised practices and values, and act as agents for challenge and change in their professional contexts. The programme, therefore will hopefully address the needs of practitioners and graduates who wish to develop their professional competence in areas of addiction recovery principles and practice through advanced study, and develop personal and</p>	

professional capacity and collaborative problem solving skills, underpinned by evidence-based practice and reflection. It will also help graduates to meet normative international standards as well as professional accreditation requirements for professional practice as set out by Addiction Counsellors Ireland (where students take the Knowing Self and Professional Placement Modules). The programme will also develop leaders in professional practice who are capable of engaging with and initiating necessary professional discourse at policy levels. This programme will facilitate graduates of programmes in cognate areas who wish to study towards and meet professional addiction counselling accreditation requirements. However, students who specifically want to work towards professional accreditation will be directed to the embedded programme MA in Addiction Counselling as a more appropriate Award for their specific needs. In that instance learners are required to take two co-requisite Modules, namely Knowing Self (5 ECTS) and Professional Placement Module (10 ECTS).

<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There will be a minimum of 500 hours of Staff-student contact.</p> <p><b>Workplace Based Learning &amp; Personal Knowing</b></p> <p>All students undertaking Work based Learning as part of the Professional Placement Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 120 hours of direct client work in approved placement settings. ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical</p>

	<p>supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision.</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group process to a maximum of 50% of the total requirement.</p>
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#### The teaching and learning modalities

Methodology / Learning Activity	Description	Staff to Learner Ratio e.g. 1:12
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10

Clinical Supervision	<p>For those students opting in the Principal Programme to pursue professional Accreditation, they will be required to take a minimum of 120 hours of direct client work in approved placement settings.</p> <p>ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision. In the context of these Programmes (Principal and Embedded).</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement</p>	1:1
Personal Psychotherapeutic Experience	<p>Students undertaking the Knowing Self Module are required to participate in 50 hours of Personal Psychotherapeutic Experience or Equivalent. In that regard, students who are seeking access to Professional Accreditation will normally be required to access Personal Therapy consistent with the requirements of the Professional Accreditation Body.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group process to a maximum of 50% of the total requirement.</p>	1:1
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		

This revised programme (Master of Arts in Addiction Studies) is one of a suite of counselling related programmes offered by the Irish College of Humanities & Applied Sciences (ICHAS). The principal programme comprises 90 ECTS. Students who complete 60 ECTS may exit with a Postgraduate Diploma in Addiction Studies.

The Programme (titled MA in Addiction Counselling) was originally validated and offered in 2018. The revised programme is designed in a similar way to other Masters programmes within the College. It utilises a single programme design, leading to a distinct Award for the Principal Programme and Embedded Programmes as set in Section 1B.

The revised principal programme will incorporate a range of Elective Modules designed to provide significant choice to learners to take relevant modules as dictated by their professional and learning needs. The revised programme architecture is designed to accommodate a series of Embedded awards and in that context, the structure of the embedded Major and Minor Awards (apart from the Exit Only PG Diplomas) are associated with the use of Elective Modules from the principal programme as co-requisite modules which are mandatorily required for embedded programme award titles. This is a central feature of the Principal Programme.

The programme has a curricular design which provides a modularised and scaffolded developmental structure across the duration of study. This is commensurate with pedagogical best practice and is designed to contribute to the development of relevant professional knowledge and skills in the selection and use of appropriate competencies in Addiction treatment contexts.

ICHAS has considerable expertise in supporting practice based/clinically supervised practice and learning, as well as evidence-based research and practice. These institutional strengths have been combined in this submission to create a suite of programmes at Level 9 on the NFQ in the field of Addiction work. The curricular structure is in line with other master's programmes of 90 ECTS, with 60 ECTS of taught and work-based modules, as well as a requirement to undertake a 30 ECTS Dissertation by independent research.

This type of programme structure balances theoretical, practical and experiential learning, and in line with the level of learning, allows for learners to focus on particular areas of interest and independent research which will be of relevance to their own practice and career development.

#### **Summary of specifications for teaching staff**

<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>1</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of	.5 WTE

<sup>1</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	teaching/managing Blended/ Online Learning approaches.	
Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	.25 WTE
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher	.5 WTE

	Education qualification and experience of supporting students and Faculty.	
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Learning Activity	Ratio of learners to teaching staff
Lectures	1/30
Tutorials and workshops	1/10
Professional Placement Support	1/1
Supervision of Dissertation	1/1
<b>Panel Commentary on programme outline and staffing:</b>  The panel is satisfied that the staffing proposed is appropriate to the programme outlined. The programme curriculum is discussed under Criterion 5 in this report and the programme staffing is discussed under Criterion 6.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

## 1.1 Embedded Programme 1 - Post Graduate Diploma in Addiction Studies Exit Only

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	N/A	N/A
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	N/A	N/A

Proposed Enrolment	
<b>Date of first intake</b>	September 2023
<b>Maximum number of annual intakes</b>	As an Exit only programme there will be no intakes on this programme
<b>Maximum total number of learners per intake</b>	N/A
<b>Programme duration (<i>months from start to completion</i>)</b>	F/T 12 months P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  As an Exit only programme there will be no enrolment on this programme.	
Target learner groups	
This programme is taken on an Exit Only basis, so there will be no direct recruitment. Therefore, the target learners will be the same as for the Principal Programme.	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There</p>

	<p>will be a minimum of 500 hours of Staff-student contact.</p> <p><b>Workplace Based Learning &amp; Personal Knowing</b></p> <p>All students undertaking Work based Learning as part of the Professional Placement Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 120 hours of direct client work in approved placement settings. ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision.</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group</p>
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		process to a maximum of 50% of the total requirement.
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Clinical Supervision	<p>For those students opting in the Principal Programme to pursue professional Accreditation, they will be required to take a minimum of 120 hours of direct client work in approved placement settings.</p> <p>ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision. In the context of these Programmes (Principal and Embedded).</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement</p>	1:1
Personal Psychotherapeutic Experience	Students undertaking the Knowing Self Module are required to participate in 50 hours of Personal Psychotherapeutic Experience or Equivalent. In that regard, students who are seeking access to Professional Accreditation will normally be required to access Personal Therapy consistent with the requirements of the Professional Accreditation Body.	1:1

	Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group process to a maximum of 50% of the total requirement.	
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
This embedded programme is a an exit only award and is only distinguished from the Principal Programme through the omission of the Dissertation Module. This embedded programme therefore comprises of 60 ECTS.		
<b>Summary of specifications for teaching staff</b>		
<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>2</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	. 5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	.25 WTE
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well	1 WTE

<sup>2</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	as experience of utilising Blended/Online Learning approaches.	
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE

## 1.2 Embedded Programme - MA in Addiction Counselling

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	30 Full-time	8 Part-time
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	30 Full-time	8 Part-time

Proposed Enrolment	
<b>Date of first intake</b>	September 2023
<b>Maximum number of annual intakes</b>	1
<b>Maximum total number of learners per intake</b>	30
<b>Programme duration (<i>months from start to completion</i>)</b>	P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  The panel is satisfied that the provider has the appropriate physical and human resources in place to sustain the maximum number of learners proposed for the programme. The panel has confirmed with the provider that the reference to Maximum numbers (30) applies to the entire intake rather than intakes by centre..	
Target learner groups	
The Target Learners are not different from the Principal Programme, but target learners are specifically interested in Professional Accreditation as Addiction Counsellors.	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Part-time</b>	On the Full time Day Programme, there will be 100% Classroom based teaching.  In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.  In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.  Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There

	<p>will be a minimum of 500 hours of Staff-student contact.</p> <p><b>Workplace Based Learning &amp; Personal Knowing</b></p> <p>All students undertaking Work based Learning as part of the Professional Placement Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 120 hours of direct client work in approved placement settings. ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision.</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a</p>
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		Therapeutic Group process to a maximum of 50% of the total requirement.
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Clinical Supervision	<p>For those students opting in the Principal Programme to pursue professional Accreditation, they will be required to take a minimum of 120 hours of direct client work in approved placement settings.</p> <p>ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision. In the context of these Programmes (Principal and Embedded).</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement</p>	1:1
Personal Psychotherapeutic Experience	Students undertaking the Knowing Self Module are required to participate in 50 hours of Personal Psychotherapeutic Experience or Equivalent. In that regard, students who are seeking access to Professional Accreditation will normally be	1:1

	<p>required to access Personal Therapy consistent with the requirements of the Professional Accreditation Body.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group process to a maximum of 50% of the total requirement.</p>	
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>The key difference from the Principal Programme, is that the learners on this Embedded Programme are required to take both the Knowing Self (5 ECTS) and Professional Placement Module (10 ECTS) as Mandatory Co-requisite Modules.</p>		
<b>Summary of specifications for teaching staff</b>		
<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>3</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	. 5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting	.25 WTE

<sup>3</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	Blended/Online Learning approaches.	
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE

### 1.3 Embedded Programme – PG Diploma in Addiction Counselling Exit Only

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	N/A	N/A
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	N/A	N/A

Proposed Enrolment	
<b>Date of first intake</b>	September 2023
<b>Maximum number of annual intakes</b>	As an Exit only programme there will be no intakes on this programme
<b>Maximum total number of learners per intake</b>	N./A
<b>Programme duration (<i>months from start to completion</i>)</b>	P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  As an Exit only programme there will be no enrolment on this programme	
Target learner groups	
The Target Learners are not different from the Principal Programme or the Embedded MA in Addiction Counselling Programme. As an Exit Only Award, there is no recruitment to this programme.	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There</p>

	<p>will be a minimum of 500 hours of Staff-student contact.</p> <p><b>Workplace Based Learning &amp; Personal Knowing</b></p> <p>All students undertaking Work based Learning as part of the Professional Placement Module, will be required (in addition to tutorial and internal supervisory engagement) to engage in a minimum of 120 hours of direct client work in approved placement settings. ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision.</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a</p>
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		Therapeutic Group process to a maximum of 50% of the total requirement.
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Clinical Supervision	<p>For those students opting in the Principal Programme to pursue professional Accreditation, they will be required to take a minimum of 120 hours of direct client work in approved placement settings.</p> <p>ACI require that applicants for pre accreditation must complete a minimum of 100 hours of addiction counselling practice, which will be clinically supervised at a ratio of 1 hour clinical supervision to 4 hours clinical work. This equates with 30 hours Clinical Supervision. In the context of these Programmes (Principal and Embedded).</p> <p>Where access to Professional Pre-Accreditation is not required, the ratio applied by ACI is 1:10 and this will apply in this programme. Clinical Supervisors, should ideally be professionally accredited by Addiction Counsellors Ireland and hold Master's level qualifications in relevant areas. Where students are already professionally accredited Counsellors/Psychotherapists, engagement in the MA in Addiction Studies or the MA in Addiction Recovery is recommended, where Professional Placement is not a mandatory Programme Requirement</p>	1:1
Personal Psychotherapeutic Experience	Students undertaking the Knowing Self Module are required to participate in 50 hours of Personal Psychotherapeutic Experience or Equivalent. In that regard, students who are seeking access to Professional Accreditation will normally be	1:1

	<p>required to access Personal Therapy consistent with the requirements of the Professional Accreditation Body.</p> <p>Where students are undertaking a programme of study where they are seeking professional accreditation for the first time they are recommended to undertake both the Knowing Self And Professional Placement Modules, either as elective Modules on the MA in Addiction Studies or the MA in Addiction Counselling Programme as co-requisite modules. Such students are reminded that as a membership criterion, they are required by ACI to engage in a minimum of 50 hours of Personal Therapy or equivalent, while undertaking programmes of study contributing to professional training). These hours may include certified participation in a Therapeutic Group process to a maximum of 50% of the total requirement.</p>	
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>The key difference from the associated Embedded Programme (MA in Addiction Counselling) is that the learners on this Exit Only Programme do not complete a Dissertation Module (30 ECTS). The key difference from the associated Embedded Programme (MA in Addiction Counselling) is that the learners on this Exit Only Programme do not complete a Dissertation Module (30 ECTS).</p> <p>This programme is an exit only award and as such, will provide graduates of relevant undergraduate programmes with the opportunity to engage with subject material supporting specialist practice specifically for addiction counselling contexts other than the researched dissertation. The programme comprises 60 ECTS (all Programme Modules with the exception of the Dissertation Module (30 ECTS) and is being offered as a Major Award. The programme is taken on an Exit Only basis, so there will be no direct recruitment.</p>		
<b>Summary of specifications for teaching staff</b>		
<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>4</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	. 5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and	.25 WTE

<sup>4</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE

Learning Activity	Ratio of learners to teaching staff
Lectures	1/30
Tutorials and workshops	1/10
Professional Placement Support	1/1
Supervision of Dissertation	1/1
<b>Panel Commentary on programme outline and staffing:</b>  The panel is satisfied that the staffing proposed is appropriate to the programme outlined. The programme curriculum is discussed under Criterion 5 in this report and the programme staffing is discussed under Criterion 6.	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

## 1.4 Embedded Programme - MA in Addiction Recovery

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	30	8
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	30	8

Proposed Enrolment	
Date of first intake	September 2023
Maximum number of annual intakes	1
Maximum total number of learners per intake	30
Programme duration ( <i>months from start to completion</i> )	F/T 12 months P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  The panel is satisfied that the provider has the appropriate physical and human resources in place to sustain the maximum number of learners proposed for the programme. The panel has confirmed with the provider that the reference to Maximum numbers (30) applies to the entire intake rather than intakes by centre.	
Target learner groups	
<p>The programme is designed to appeal to graduates who wish to enhance their own professional skills and capacity and contribute to the wider community of addiction services through evidence-based knowledge and research. This programme enables learners to develop expertise in Addiction Recovery principles and practice. It is designed for graduates in health and human sciences and in particular graduates of counselling and psychotherapy related programmes as well as disciplines such as, nursing, social care, social work, psychology and programmes in cognate areas who wish to expand their knowledge and understanding of the human condition and the contribution of theoretical and applied perspectives at advanced level to addiction recovery practice.</p> <p>Applicants should be driven by a desire to gain advanced knowledge of addiction recovery in order to act as leaders and agents for change across the range of ecological interactions. This implies a recognition of the special contribution made by professional addiction practitioners using a range of scientifically established paradigms and approaches to support recovery and the difference this can make to individuals, their families and communities. The programme envisages wellbeing holistically and systemically with recovery viewed at policy and preventative levels within the context of how public health models can most effectively enrich the lives of individuals and communities.</p> <p>The Masters in Addiction Recovery is targeted at those who wish to enhance their employability and career progression prospects in statutory, community and voluntary sectors and Addiction Service environments. It is targeted at learners seeking to critically evaluate institutionalised practices and values, and act as agents for challenge and change in their professional</p>	

contexts. The programme, therefore will hopefully address the needs of graduates who wish to develop their professional competence in areas of Addiction Recovery principles through advanced study and research, develop personal and professional capacity and collaborative problem solving skills, underpinned by evidence-based practice and reflection.

It is targeted at graduates who wish to acquire normative international educational standards at Level 9 on the NFQ, as well as provide leaders in professional Addiction Recovery practice who are capable of engaging with and initiating necessary professional discourse at policy levels. Because the programme focusses on understandings of Models of Recovery from Addiction Perspectives, and does not require applicants/learners to specifically engage in Personal Psychotherapeutic Experience of Direct Client Counselling, it is targeted at learners seeking opportunities to understand and engage with addiction recovery competencies.

<b>Approved countries for provision</b>		Ireland
<b>Delivery mode: Full-time/Part-time</b>		<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There will be a minimum of 500 hours of Staff-student contact.</p>
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10

Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
<b>Brief synopsis of the programme</b> (e.g. who it is for, what it is for, what is involved for learners, what it leads to.)		
<p>As a non – exit Embedded Programme, this programme will provide graduates of relevant undergraduate programmes with the opportunity to engage with subject material supporting specialist practice for graduates who seek to have a more robust understanding of 'specialist' interventions and approaches in work supporting Recovery within addiction contexts as well as providing opportunities for students on the MA in Addiction Counselling an alternative pathway, where or if, they discover they are not suited to Addiction Counselling but who wish to study addiction.</p> <p>The programme comprises 90 ECTS and is being offered as a Major Award, but it is unambiguously differentiated (by award title, programme title, certification, and diploma supplement) from qualifications that meet the educational requirements for professional counselling or psychotherapy practice. It will supplement existing academic and professional learning among graduates from relevant disciplines. The Award Standards for programmes of study in Counselling &amp; Psychotherapy stipulate 'Special considerations' as outlined above.</p> <p>It is therefore proposed that the validation of this Embedded Programme will satisfy that condition and also provide opportunities to those with relevant qualifications at undergraduate level to study aspects of Addiction Recovery where individuals do not wish to become professional Addiction Counsellors. Any applicant for Professional Accreditation would be required to have completed a minimum of 100 hours of Direct client work and 50 hours of Personal Psychotherapeutic Experience or equivalent certified group process. In the case of this programme, it provides an alternative pathway for them. The key distinction between this proposed programme and the Principal Programme is that applicants (or those who might opt to transfer from the MA in Addiction Counselling – having commenced that programme, would not be required to complete the Knowing Self Module (5 ECTS) or the Professional Placement Module (10 ECTS), but instead would complete 15 ECTS of study in Recovery Models associated with Addiction.</p> <p>Therefore, this Embedded programme is designed to provide a Major Award focussing on Addiction Recovery but which is not designed to facilitate professional accreditation as an Addiction Counsellor.</p> <p>While there is a valid rationale for the development of this Embedded award in its own right, this Award will simultaneously meet the stipulations in the Award Standards for Counselling &amp; Psychotherapy (QQI, 2014), which demand that alternative qualifications be available for those pursuing Counselling (or Psychotherapy) programmes where they are pursuing such courses for the purposes of preparation for professional practice. The Award Standards say that:</p> <p><i>“The awards standards here are intended for persons wishing to qualify as counsellors or psychotherapists. Not everybody is suited to psychotherapeutic practice and individuals might only discover after following a programme of education for a period that they are not suited to counselling or psychotherapy practice. Such individuals may yet have the ability to qualify for an academic qualification reflecting their learning. It is important that alternative pathways and qualifications be available for such individuals. Such alternative qualifications must be unambiguously differentiated (by award title, programme title, certification, and</i></p>		

*diploma supplement) from qualifications that meet the educational requirements for professional counselling or psychotherapy practice”( QQI, 2014:3).*

The Embedded Programme (MA in Addiction Recovery) may be taken over either 3 or 5 Semesters on a Full-time or Part-Time basis. Thus, it has been structured to provide learners who wish to study Addiction Recovery principles and practices through a more inter and transdisciplinary perspective. It also provides an opportunity to study material which addresses both the principles and ethos of recovery-orientated practices, as well as psychotherapeutic approaches to supporting individuals on a ‘wellness’ journey.

Equally, it will accommodate an appropriate pathway for individuals who discover (having commenced their studies) that they are either unsuitable for or don’t wish to practice professionally as an addiction counsellor. Within that context, students will study material relevant to Addiction Recovery principles but will not pursue either ‘Knowing Self’ or a ‘Professional Placement’. Both of these are prerequisites for professional accreditation. These Modules have been replaced by 15 ECTS dedicated specifically to study on Recovery Models and the relationship between Recovery Models and Addiction. This Award has been designed as both a 1 year Full-time and 2 year part-time programme to accommodate options to take these 15 ECTS either in Semester 2 or indeed Semester 5. A synopsis of the Programme is provided in Section 1C.3.8. It is unambiguously differentiated (by award title, programme title, certification, and diploma supplement) from qualifications that meet the educational requirements for professional counselling or psychotherapy practice.

#### Summary of specifications for teaching staff

Role e.g. Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs <sup>5</sup> ) of Staff on the programme with this role and profile
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	.5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	.25 WTE

<sup>5</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE
<b>Learning Activity</b>		<b>Ratio of learners to teaching staff</b>
Lectures		1/30
Tutorials and workshops		1/10
Professional Placement Support		1/1
Supervision of Dissertation		1/1
<b>Panel Commentary on programme outline and staffing:</b>		

The panel is satisfied that the staffing proposed is appropriate to the programme outlined. The programme curriculum is discussed under Criterion 5 in this report and the programme staffing is discussed under Criterion 6.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

## 1.5 Embedded Programme - PG Diploma in Addiction Recovery

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	N/A	N/A
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	N/A	N/A

Proposed Enrolment	
<b>Date of first intake</b>	September 2023
<b>Maximum number of annual intakes</b>	As an Exit only programme there will be no intakes on this programme
<b>Maximum total number of learners per intake</b>	N/A
<b>Programme duration (<i>months from start to completion</i>)</b>	F/T 12 months P/T 24 months
<b>Panel Commentary on proposed enrolment:</b>  As an Exit only programme there will be no enrolment on this programme	
Target learner groups	
The programme is taken on an Exit Only basis as an Exit Award from the MA in Addiction Recovery programme, so there will be no direct recruitment. Target Learners will be as described for the MA in Addiction Recovery programme.	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There</p>

		will be a minimum of 500 hours of Staff-student contact.
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>
Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>This programme is an exit only award and as such, will provide graduates of relevant undergraduate programmes with the opportunity to engage with subject material supporting specialist practice for graduates who seek to have a more robust understanding of 'specialist' interventions and approaches in work supporting Recovery within Addiction contexts as well as providing opportunities for students on the MA in Addiction Counselling an alternative pathway, where or if, they discover they are not suited to Addiction Counselling. The programme comprises 60 ECTS (all Programme Modules with the exception of the Dissertation Module (30 ECTS) and is being offered as a Major Award, but it is unambiguously differentiated (by award title, programme title, certification, and diploma supplement) from qualifications that meet the educational requirements for professional counselling or psychotherapy practice. It will supplement existing academic and professional learning among graduates. The Award Standards for programmes of study in Counselling &amp; Psychotherapy stipulate 'Special considerations' in relation to programmes designed to provide educational preparation for prospective counsellors or psychotherapists as set out above.</p> <p>This Embedded Programme will satisfy the Special Awards Standards condition and also provide opportunities to those with relevant qualifications at undergraduate level to study aspects of Addiction Recovery where individuals do not wish to become professional Addiction Counsellors. Any applicant for Professional Accreditation would be required to have completed a minimum of 100 hours of Direct client work and 50 hours of Personal Psychotherapeutic Experience. In the case of this programme, it provides an alternative pathway for them. The key distinction between this proposed programme and the Principal Programme is that applicants (or those who might opt to transfer from the MA in Addiction Counselling – having commenced that programme, would not be required to complete the Knowing Self Module (5 ECTS) or the Professional Placement Module (10 ECTS), but instead would complete 15 ECTS of study in Addiction Recovery Models and learners would not complete a dissertation (30 ECTS).</p> <p>It is proposed that Learners would be eligible for the Award of PG Diploma in Addiction Recovery, where learners have the ability to qualify for an academic qualification reflecting their learning at this level but discover or it is found that they are not suited to addiction counselling practice, having</p>		

commenced their studies. Therefore, for students to be eligible for the Award of PG Diploma in Addiction Recovery, they would be required, as a special regulation to undertake 15 Credits of Study in Models of Recovery in Addiction on their Programme as an alternative pathway.

**Summary of specifications for teaching staff**

<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>6</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	.5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	.25 WTE
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE

<sup>6</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE
Learning Activity		Ratio of learners to teaching staff
Lectures		1/30
Tutorials and workshops		1/10
Professional Placement Support		1/1
Supervision of Dissertation		1/1
<b>Panel Commentary on programme outline and staffing:</b>  The panel is satisfied that the staffing proposed is appropriate to the programme outlined. The programme curriculum is discussed under Criterion 5 in this report and the programme staffing is discussed under Criterion 6.		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

## 1.6 Embedded Programme - Certificate in Addiction Studies (Gambling)

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
ICHAS	30 Full-time	8 Full-time
Griffith College, North Circular Rd., Dublin. Griffith College, Wellington Rd, Montenotte, Cork. Galway Business School, Salthill, Galway.	30 Part-time	8 Part-time

Proposed Enrolment	
<b>Date of first intake</b>	September 2023
<b>Maximum number of annual intakes</b>	3
<b>Maximum total number of learners per intake</b>	30
<b>Programme duration (<i>months from start to completion</i>)</b>	F/T 1 Semester (12Weeks) P/T 2 Semesters (24 Weeks)
<b>Panel Commentary on proposed enrolment:</b>  <p>The panel is satisfied that the provider has the appropriate physical and human resources in place to sustain the maximum number of learners proposed for the programme. The panel has confirmed with the provider that the reference to Maximum numbers (90) applies to the entire intake rather than intakes by centre..</p>	
Target learner groups	
<p>This Minor Award is designed for graduates in health and human sciences and in particular graduates of counselling and psychotherapy related programmes as well as disciplines such as, nursing, social care, social work, psychology and programmes in cognate areas who wish to expand their knowledge and understanding of Recovery Approaches to Gambling Addiction and the contribution of theoretical and applied perspectives at advanced level to gambling addiction recovery practice.</p> <p>The Minor Award is targeted at those who wish to enhance their employability and career progression prospects in statutory, community and voluntary sectors and Addiction Service environments working with Gambling Addiction.</p> <p>It is targeted at graduates who wish to acquire normative international educational standards at Level 9 on the NFQ, as well as provide leaders in professional treatment in Gambling Addiction practice who are capable of engaging with and initiating necessary professional discourse at policy levels. Because the programme focusses on understandings of Gambling Addiction and does not require applicants/learners to specifically engage in Personal Psychotherapeutic Experience of Direct Client Counselling, it is targeted at learners seeking opportunities to understand and engage with Gambling addiction recovery competencies rather than those who are seeking initial access to Addiction Counselling accreditation.</p> <p>Applicants should be driven by a desire to be leaders and agents for change; recognising the special contribution that advanced knowledge of a range of scientifically established recovery paradigms and approaches can make to individuals, their families and communities in supporting wellbeing and also at policy and preventative levels in terms of public health models, thus enriching the lives of</p>	

individuals effected by Gambling Addiction and communities. All applicants will be required to attend for interview to ascertain their suitability for the programme.

The programme is designed for graduates working in or wishing to develop careers in health and social care settings, working with individuals, families and communities impacted by Gambling Addiction. This Programme specifically focusses on understandings of Gambling Addiction and Recovery from Addiction Perspectives.

It is intended that this programme will enable learners to critically evaluate institutionalised practices and values, and act as agents for challenge and change in their professional contexts. The programme, therefore will hopefully address the needs of graduates who wish to develop their professional competence in areas of Gambling Addiction Recovery principles through advanced study and research, develop personal and professional capacity and collaborative problem solving skills, underpinned by evidence-based practice and reflection. It will also help graduates to meet normative international standards at Level 9 on the NFAQ, as well as provide leaders in professional Gambling Addiction Recovery practice who are capable of engaging with and initiating necessary professional discourse at policy levels. This programme will facilitate graduates of programmes in cognate areas who wish to study Gambling Addiction Recovery practice. The programme will also be attractive to existing professionally accredited Counsellors who meet the entry criteria for the programme **but is not designed to facilitate initial access to professional Accreditation as an Addiction Counsellor.**

<b>Approved countries for provision</b>		Ireland
<b>Delivery mode: Full-time/Part-time</b>		<p>On the Full time Day Programme, there will be 100% Classroom based teaching.</p> <p>In the case of 10 ECTS Modules delivered by Blended Learning, 36 hours of teaching will comprise 24 hours of Synchronous Learning with 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>In the case of 5 ECTS Modules delivered by Blended Learning, teaching time will normally comprise 18 hours Synchronous teaching supported by 6 hours of Asynchronous Learning as well as 6 hours of Directed E-Learning.</p> <p>Approximately 67% of the delivery will comprise Synchronous Blended Learning and 33% Asynchronous Blended Learning. There will be a minimum of 500 hours of Staff-student contact.</p>
<b>The teaching and learning modalities</b>		
<b>Methodology / Learning Activity</b>	<b>Description</b>	<b>Staff to Learner Ratio e.g. 1:12</b>

Lectures	Lectures may be delivered in an 'on-campus' mode or through synchronous or asynchronous teaching depending on the mode of delivery.	1:30
Tutorials	Tutorials may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
Workshop	Workshops may be delivered in an 'on-campus' mode or through synchronous or asynchronous delivery.	1:10
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>As a non – exit Embedded Programme, this programme will provide graduates of relevant undergraduate programmes with the opportunity to engage with subject material supporting specialist practice for graduates who seek to have a more robust understanding of 'specialist' interventions and approaches in work supporting Recovery within Gambling Addiction contexts. The programme comprises 30 ECTS and is being offered as a Minor Award. It will supplement existing academic and professional learning among graduates of relevant undergraduate programmes.</p> <p>With these considerations in mind, this Minor Award has been designed to enhance the knowledge and competencies of relevant health and social care practitioners (specifically those who meet the entry requirements of the Principal Programme) to engage with those with Gambling Addiction to support them in their journey towards recovery. The Programme has been designed to take due cognisance of the distinctive features of Gambling Addiction and the specific ethos associated with the Recovery Model in Addiction</p> <p>In summary, it is therefore proposed that the following Embedded Programme be considered for validation. Learners who wish to take this would be eligible for the Minor Award of Certificate in Addiction Studies (Gambling) on completion of the following 30 ECTS. The programme will be offered on either a; Full-Time (On Campus Day Programme) &amp; Full-time (Evening Programme); or (Part-Time Blended Learning) basis as follows.</p>		
<b>Summary of specifications for teaching staff</b>		
<b>Role e.g. Lecturer, Mentor, Librarian</b>	<b>Profile (Qualifications and Experience expected)</b>	<b>No. (WTEs<sup>7</sup>) of Staff on the programme with this role and profile</b>
Programme Director	The Programme Director will hold a minimum of a Masters level Qualification in an area relevant to the Programme title. In addition, the Programme Director will have significant experience in teaching at Masters level and experience of Academic administration and of teaching/managing Blended/ Online Learning approaches.	. 5 WTE
Programme co-ordinator	Normally have the requisite knowledge, skills and	.25 WTE

<sup>7</sup> WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/Online Learning approaches.	
Lecturer in Addiction	Normally a minimum of a Master's degree and relevant experience in the field of Addiction Counselling as well as experience of utilising Blended/Online Learning approaches.	1 WTE
Lecturer (Research related activities)	Normally a Doctoral level qualification but a minimum of a Master's degree in relevant area and experience of utilising Blended/ Online Learning approaches.	1 WTE
Educational Technologist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.25 WTE
Information Systems Specialist	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Library Services	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting Blended/ Online Learning approaches.	.2 WTE
Programme Co-ordinator	Normally have the requisite knowledge, skills and competencies to carry out the role and a relevant Higher Education qualification and experience of supporting students and Faculty.	.5 WTE
<b>Learning Activity</b>		<b>Ratio of learners to teaching staff</b>
Lectures		1/30
Tutorials and workshops		1/10
Professional Placement Support		1/1
Supervision of Dissertation		1/1
<b>Panel Commentary on programme outline and staffing:</b>		

The panel is satisfied that the staffing proposed is appropriate to the programme outlined. The programme curriculum is discussed under Criterion 5 in this report and the programme staffing is discussed under Criterion 6.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/A	N/A	N/A

#### Section D. Other noteworthy features of the application

The principal programme facilitates two streams, Addiction Counselling and Addiction recovery which lead to distinct award titles and are characterised as embedded programmes to facilitate compatibility with the Q-hub system.

**Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).** Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

## Part 2. Evaluation against the validation criteria

### Criterion 1. The provider is eligible to apply for validation of the programme

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>8</sup>		
	Satisfactory? (yes, no, partially)	Comment
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the provider is eligible to apply for validation of the programme. The approved procedures for Quality Assurance (QA) fully comprehend the programme submitted for validation. The quality assurance procedures were approved by QQI following the College's participation in the Reengagement for QA process. The provider has established procedures for access, transfer and progression.</p> <p>ICHAS has complied with section 65 in respect of arrangements for the protection of enrolled learners.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme

<sup>8</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.

<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought**

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme.</p> <p>(i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are</p> <p>(i) Consistent with the title of the QQI award sought.</p> <p>(ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme</p> <p>(i) The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified.<sup>9</sup></p> <p>(ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards.</p> <p>h) Where applicable, the <b>minimum intended module learning outcomes</b> are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>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>10</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought.</p> <p>The panel notes that two embedded programmes (and associated exit awards) function as streams for the principal programme, leading to distinct award titles that are accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>The panel notes that the documentation provided by ICHAS explicitly specifies the minimum intended programme and module learning outcomes.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b>	Yes	As per principal programme

<sup>9</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>10</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.

MA in Addiction Counselling		
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**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)**

<p>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>11</sup></p> <p>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.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(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.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence<sup>12</sup> of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant<sup>13</sup>.</p> <p>(vi) The programme meets genuine education and training needs.<sup>14</sup></p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>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.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based.</p> <p>The panel heard that although the college has seen an increasing number of addiction counsellors qualified in recent years, developments in the sector mean that there is also an appetite for education and qualifications among professionals in related sectors. Such individuals are encountering addiction in their work but not working directly in a counselling setting. For this reason, there is also a demand for opportunities to engage in studies focused on addiction recovery.</p> <p>The panel explored the extent to which learner feedback had been taken on board in the process of programme development. Learner representatives meeting with the panel outlined their participation in a series of meetings at which they were able to give feedback and expressed that they felt they were able to make meaningful input to the development of the new programme. The panel also engaged with sectoral representatives during the site visit, who reflected positively on their engagement with the college and the pre-existing programme.</p>

<sup>11</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>12</sup> This might be predictive or indirect.

<sup>13</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>14</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.

<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	The panel queried whether learners enrolling in this programme would take modules shared with students enrolled on the principal programme. It was noted that typically this would be the case and that the college perceived a demand from learners who wished to extend their studies as NFQ Level 9 without undertaking a full master's degree. It was noted that stakeholders within the sector had indicated to ICHAS that programmes in this area at lower levels did not meet needs in this area as students would typically already be qualified and experienced practitioners.

**Criterion 4. The programme's access, transfer and progression arrangements are satisfactory**

<p>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>15</sup>.</p> <p>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.</p> <p>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>16</sup>) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that <b>target learners</b> are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the <b>recognition of prior learning</b> for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> <li>(i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).</li> <li>(ii) Is learner focused and meaningful to the learners;</li> <li>(iii) Has long-lasting significance.</li> </ul> <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies		<p>The panel is satisfied that the access, transfer and progression arrangements are satisfactory.</p> <p>It was noted that the learner profile was anticipated to be mature, experienced practitioners with cognate undergraduate qualifications. The college has an approved process for Recognition of Prior Learning that facilitates engagement with learners who do not meet minimum requirements and aligns to sectoral norms.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2</b>	Yes	As per principal programme

<sup>15</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>16</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)

<b>(STREAM)</b> MA in Addiction Counselling		
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	It was confirmed that there is no distinction between the entry requirements for this programme and the principal programme.

**Criterion 5. The programme's written curriculum is well structured and fit-for-purpose**

<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>17</sup>.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>18</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the programme's written curriculum is well-structured and fit-for-purpose.</p> <p>During the virtual site visit, the panel engaged in wide-ranging discussions pertaining to various aspects of the written curriculum with ICHAS representatives. Recommendations pertaining to this discussion are included in section 3 of this report and examples of discussion points are provided below.</p> <p>The panel queried whether specific readings or authors would be included within the curriculum. ICHAS representatives indicated that in some instances omissions rather than exclusions may be present and could be addressed. For example, during discussions, the panel queried whether within the skills and competencies module the term problem identification and solutions focused referred to solutions focused approaches. The panel noted that readings that explicitly dealt with solutions focused approaches were not visible in the reading list. ICHAS representatives acknowledged this was an omission and would be addressed.</p> <p>It was noted that the language used in the documentation slid in some places between evidence-based to evidence informed. It was queried</p>

<sup>17</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>18</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

		<p>whether this was intentional. It was acknowledged that in addition to evidence-based interventions there was also emerging evidence in areas of practice, and this could also be acknowledged with this variance in language use.</p> <p>In relation to understanding addictions, it was queried whether stimulants, psychoactive substances and nicotine were included in the curriculum. ICHAS representatives noted that behavioural as well as substance addictions were covered and that substances including nicotine were discussed. The complexity of addiction, for example, nicotine use in recovery from other substance abuse, was also discussed. It was noted that neuropharmacological effects of substance abuse is included in the module.</p> <p>In relation to interventions and addiction recovery, it was noted that the presentation of motivational interviewing and cognitive behavioural therapy in the curriculum could usefully be differentiated in relation to the needs of the client and the stage of treatment in which each could be utilised most productively. It was also noted that some of the language pertaining to motivational interviewing appeared to refer to earlier editions. ICHAS representatives noted that the college would review and update the language used in the module descriptor.</p> <p>In relation to co-morbidity, the panel commended the use of the trauma informed care approach in the module and queried whether suicide risk would be covered. It was acknowledged that working with a client in crisis may entail dealing with suicidal and homicidal tendencies, and that risk management was integral to this. The importance of supporting learners within this context was emphasized. The panel noted that this could be made more explicit within the documentation.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme

<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned**

<p>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).</p> <p>b) The programme has an identified complement of staff<sup>19</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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>20</sup> opportunities<sup>21</sup>.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned.</p> <p>During the virtual site visit, the panel explored research supervision capacity at ICHAS. It was noted that ICHAS draws upon a wide pool of candidates for supervision and are able to meet capacity with the existing supervisor panel. ICHAS representatives stated that the college would not enrol students if there were capacity issues. The college assigns two supervisors per student.</p> <p>Students are asked to identify the area they wish to explore and propose a methodology. Staff at the college then work to match the student with appropriately qualified supervisors from the panel. The panel queried whether dissertation topics were suggested by the college or student driven. The process was noted to be a combination of both, with some very experienced students enrolled being likely to suggest topics.</p>

<sup>19</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>20</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>21</sup> Professional or vocational education and training requires that teaching staff's professional/vocation 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 noted that the documentation pertaining to staff development was informative. During the site visit the panel explored what staff development was provided for dissertation research supervisors. ICHAS is endeavouring to foster research and encourage faculty to maintain an active research profile. The college is also undertaking initiatives internally to disseminate summaries of research undertaken by students.
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 7. There are sufficient physical resources to implement the programme as planned**

<p>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).</p> <p>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:</p> <ul style="list-style-type: none"> <li>(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)</li> <li>(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)</li> <li>(iii) printed and electronic material (including software) for teaching, learning and assessment</li> <li>(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable</li> <li>(v) technical support</li> <li>(vi) administrative support</li> <li>(vii) company placements/internships – if applicable</li> </ul> <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> <li>(i) Planned intake (first five years) and</li> <li>(ii) The total costs and income over the five years based on the planned intake.</li> </ul> <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	<b>Satisfactory ? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies		<p>The panel is satisfied that there are sufficient physical resources to implement the programme as planned.</p> <p>The provider has a track record of provision in both blended learning and face to face environments and an experienced group of staff working in technical and administrative support roles.</p> <p>It was noted that the panel expert in blended learning had an opportunity to review the Virtual Learning Environment prior to the virtual site visit. The panel commended ICHAS on the ease with which the VLE could be navigated.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b>	Yes	As per principal programme

Postgraduate Diploma in Addiction Counselling		
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 8. The learning environment is consistent with the needs of the programme's learners**

<p>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.</p> <p>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.</p> <p>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.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the learning environment is consistent with the needs of the programme's learners.</p> <p>Learners at ICHAS who met with the panel during the virtual site visit noted that the college had a supportive and personal atmosphere and that staff were very approachable in situations where learners may be experiencing personal difficulties.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	<p>As per principal programme</p> <p>The panel heard from service providers that engaged with ICHAS and provided placement opportunities for students that the partnerships were very positive. The placements were perceived to help develop students' confidence and also their capacity to work as a team even in contexts where they were undertaking one to one counselling.</p> <p>The panel queried whether clear mechanisms were in place for service providers to deal with issues arising while students are on placement. These were noted to be very clear, both for service providers and also for learners.</p>
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b>	Yes	As per principal programme

MA in Addiction Recovery		
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 9. There are sound teaching and learning strategies**

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>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).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support<sup>22</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that there are sound teaching and learning strategies in place to support the delivery of the programme.</p> <p>The panel sought to understand the future intentions of ICHAS in relation to blended and online pedagogies. ICHAS representatives noted that the college was engaging directly with QQI on a fully online learning pilot for programme validation and acknowledged the learning that this process had prompted. ICHAS representatives also emphasised that it was important for the approach to blended learning in the college to facilitate the communities of practice, peer learning and dialogic engagement central to the discipline. In this context, asynchronous or on demand learning objects would be utilised in the context of a flipped classroom model. Innovative strategies for facilitating interaction and dialog were also discussed.</p> <p>The panel queried whether the nature of the learning objects, in particular in relation to duration/size had been reviewed as part of this process. The value of sequencing shorter items as opposed to longer pre-recorded lectures was discussed. It was noted that this was an active discussion among the faculty at ICHAS and that there was an intention to evolve practice toward this in the future.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b>	Yes	<p>As per principal programme</p> <p>Additionally, the panel queried how learning in the classroom was tied to the applied practice context of the discipline. Learners are encouraged to undertake placements that facilitate experiential learning. The importance of group work within the taught modules as a mechanism for students to</p>

<sup>22</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.

MA in Addiction Counselling		<p>develop applied and practical skillsets was also emphasized by ICHAS representatives.</p> <p>The panel queried whether all placements were in abstinence or whether harm reduction was also included. It was noted that harm reduction was also included as a placement option.</p>
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 10. There are sound assessment strategies**

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i><sup>23</sup></p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>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>24</sup></p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <i>programme assessment strategy</i> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>25</sup></p> <p>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.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>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>26</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel queried how the assessment strategy within the taught modules functioned to develop applied, transferable skills and reflect experiential learning.</p> <p>Various approaches to assessment approaches were discussed, including those surrounding group work. The panel explored the issue of group assessment. ICHAS representatives noted student resistance to integrated grading and have undertaken work on assessment designs that require students to interact in groups but be graded separately.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	<p>As per principal programme</p> <p>ICHAS representatives noted that within the skills and competencies for addiction counselling that students engage with case studies and also undertake proctored practical exams.</p>
<b>Embedded Programme 3</b>	Yes	As per principal programme

<sup>23</sup> See the section on transitional arrangements.

<sup>24</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>25</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>26</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).

Postgraduate Diploma in Addiction Counselling		
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 11. Learners enrolled on the programme are well informed, guided and cared for**

<p>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.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities<sup>27</sup>.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i><sup>28</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.</p> <p>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).</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies		<p>The panel is satisfied that learners enrolled on the programme are well informed, guided and cared for.</p> <p>Learners at ICHAS noted that due to Covid-19 the programme was delivered over two years in a fully online mode. Challenges were noted, but learners reflected that their learning had been facilitated despite this.</p> <p>The panel queried how learner feedback was gathered and whether learners felt that their feedback was listened to. It was noted that issues raised by learners had been dealt with and that learners felt they had access to key personnel at the college as was required. The panel sought to clarify what the learners' experience was of feedback mechanisms apart from direct interactions with staff. Learners noted that they were invited to participate in emailed surveys.</p> <p>The panel sought to understand whether learners could access technical support when needed. It was noted that IT support and guidance was readily available at the college and supportive. The panel heard from learners who had initially lacked confidence in their technical skills and acquired confidence throughout the duration of their programme.</p>

<sup>27</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>28</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

		<p>The panel also sought to understand how learners felt that their participation and engagement was facilitated in the context of fully online and blended delivery. Learners noted that classes being delivered fully online was significantly better than a hybrid model where students could login to listen to a class happening on site in Dublin.</p> <p>The panel queried how learners engaged with the asynchronous elements of the programme. Learners discussed the challenge of engaging fully online and balancing study with full-time work and other commitments. Learners also noted that the academic supervision provided by ICHAS was noted to be superior to their experience in other colleges.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	<p>As per principal programme</p> <p>Additionally, learners noted that placements were advertised by the college directly to learners. This was considered to be very helpful during a period in which it was challenging for learners to access placements due to Covid-19 restrictions.</p>
<b>Embedded Programme 3</b> Postgraduate Diploma in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

**Criterion 12. The programme is well managed**

<p>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.</p> <p>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-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>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.</p> <p>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.</p> <p>e) Quality assurance<sup>29</sup> is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>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.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>Principal Programme</b> MA in Addiction Studies	Yes	<p>The panel is satisfied that the programme is well managed.</p> <p>ICHAS has a track record of delivery in the sector and the principal and embedded programmes are well informed by a comprehensive programme review process.</p> <p>The college has established and comprehensive quality assurance procedures in place and the proposed programme interfaces with these.</p>
<b>Embedded Programme 1</b> Postgraduate Diploma in Addiction Studies	Yes	As per principal programme
<b>Embedded Programme 2 (STREAM)</b> MA in Addiction Counselling	Yes	As per principal programme
<b>Embedded Programme 3</b> Postgraduate	Yes	As per principal programme

<sup>29</sup> See also QQI's Policy on Monitoring (QQI, 2014)

Diploma in Addiction Counselling		
<b>Embedded Programme 4 (STREAM)</b> MA in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 5</b> Postgraduate Diploma in Addiction Recovery	Yes	As per principal programme
<b>Embedded Programme 6</b> Certificate in Addiction Studies (Gambling)	Yes	As per principal programme

## Part 3. Overall recommendation to QQI

### 3.1 Principal programme: MA in Addiction Studies

Select one	
<b>X</b>	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);
	Not satisfactory.

#### Reasons for the overall recommendation

ICHAS has satisfied the validation criteria and presented a strong programme for revalidation.

#### Commendations

The panel commends ICHAS for:

- Developing a suite of programmes that are well-informed by the previous 5-year validation period and meet evident demand in the sector;
- Constructive interaction and dialogue with the panel during the virtual site visit;
- Investment in the ongoing enhancement of blended learning practices;
- Provision of a high level of learner support.

#### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

### 3.2 Embedded programme 1: Postgraduate Diploma in Addiction Studies

Select one	
<b>X</b>	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);
	Not satisfactory.

#### Reasons for the overall recommendation

As per the principal programme.

#### Commendations

As per the principal programme.

#### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

### 3.3 Embedded programme 2: MA in Addiction Counselling

Select one	
<b>X</b>	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);
	Not satisfactory.

#### Reasons for the overall recommendation

As per the principal programme.

#### Commendations

As per the principal programme.

#### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

### 3.4 Embedded programme 3: Postgraduate Diploma in Addiction Counselling

Select one	
<b>X</b>	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);
	Not satisfactory.

#### Reasons for the overall recommendation

As per the principal programme.

#### Commendations

As per the principal programme.

#### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

### 3.5 Embedded programme 4: MA in Addiction Recovery

Select one	
<b>X</b>	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);
	Not satisfactory.

### Reasons for the overall recommendation

As per the principal programme.

### Commendations

As per the principal programme.

### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

## 3.6 Embedded programme 5: Postgraduate Diploma in Addiction Recovery

Select one	
<b>X</b>	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);
	Not satisfactory.

### Reasons for the overall recommendation

As per the principal programme.

### Commendations

As per the principal programme.

### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

## 3.7 Embedded programme 6: Certificate in Addiction Studies (Gambling)

Select one	
<b>X</b>	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);
	Not satisfactory.

### Reasons for the overall recommendation

As per the principal programme.

### Commendations

As per the principal programme.

### Special Conditions of Validation (directive and with timescale for compliance)

There are no special conditions of validation.

## Summary of recommended special conditions of validation

There are no recommended special conditions of validation

## Summary of recommendations to the provider

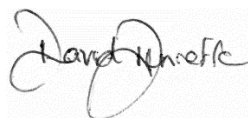
- With reference to the Skills and Competencies in Addiction Counselling Module: Be more explicit regarding the solutions focused brief of the module and reflect this in the recommended readings.
- With reference to Contemporary Evidence Based Interventions and Addiction Recovery Module: Reframe the module to ensure that the language used in relation to Motivational Interviewing is more aligned to MI 3<sup>rd</sup> and subsequent editions and do not teach stages of change with MI. Reference Miller & Rollnick 3<sup>rd</sup> and subsequent editions in the recommended readings.
- With reference to Comorbidity & Trauma Informed Care Module: Make suicide and violence risk management a more explicit element of the module.
- Consider including the work of Andrew Tartarsky and Pat Denning in relation to harm reduction psychotherapy.
- Continue to focus on innovation and the creation of contemporary reusable learning objects designed for use within blended and online learning, giving consideration to the size and duration of pre-recorded material.

## Declarations of Evaluators' Interests

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

Panel chairperson: **David Denieffe**

Date: 28<sup>th</sup> November 2022



Signed:

## 3.8 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 4. Proposed programme schedules

### 4.1 Proposed Programme Schedule for a Stage

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

Name of Provider:			Irish College of Humanities & Applied Sciences											
Programme Title			MA in Addiction Studies											
Award Title			MA in Addiction Studies											
Stage Exit Award Title <sup>3</sup>			N/A											
Modes of Delivery (FT/PT):			F/T Day											
Teaching and learning modalities			Classroom Based & Blended Learning											
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective		ISCED Subject code	
Major	9	7	Award		9		7		90		September 2023		0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>30</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed & On Demand e-learning	Hours of Independent Learning	Work-based learning effort <sup>31</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction		1	M	9	5	125	24	6	95					100%
Skills & Competencies in Addiction Counselling		1	M	9	5	125	24	6	95				100%	
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	30	6	214			100%		
Research Methodologies & Design		1	M	9	10	250	30	6	214			100%		
Community Reinforcement Approach Family Aspects in Addiction		2	M	9	10	250	30	6	214		100%			
Comorbidity & Trauma Informed Care		2	M	9	5	125	24	6	95		100%			

<sup>30</sup> Mandatory (m) or elective (E)

<sup>31</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Knowing Self	1 to 2	E	9	5	125	24	6	45	50	100%			
The Recovery Model in Addiction	2	E	9	5	125	24	6	95		100%			
Professional Placement	1 to 2	E	9	10	250	60 <sup>32</sup>	6	64	120		100%		
Behavioural & Process Addictions	2	E	9	10	250	30	6	214				100%	
Substance Use Disorders & The Recovery Model	2	E	9	10	250	30	6	214				100%	
Gambling Addiction & The Recovery Model	2	E	9	10	250	30	6	214				100%	
Neuropharmacological Aspects of Substance Use Disorders	2	E	9	10	250	30	6	214				100%	
Dissertation	3	M	9	30	750	40 <sup>33</sup>	6	704			100%		
<b>Special Regulations</b> (Up to 280 characters)													

Name of Provider:			Irish College of Humanities & Applied Sciences						
Programme Title			MA in Addiction Studies						
Award Title			MA in Addiction Studies						
Stage Exit Award Title³			N/A						
Modes of Delivery (FT/PT):			F/T Evening						
Teaching and learning modalities			Classroom Based & Blended Learning						
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code	
Major	9	7	Award	9	7	90	September 2023	0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable.	Module	Credit Number⁵	Total Student Effort Module (hours)		Allocation Of Marks (from the module assessment strategy)		

<sup>32</sup> This contact includes 30 hours of Clinical supervision

<sup>33</sup> Includes 10 Hours Individual Academic Supervision

	(Semester 1 or Semester2)	Status <sup>34</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equivalency) Contact Hours	Directed & On Demand e-learning	Hours of Independent Learning	Work-based learning effort <sup>35</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction	1	M	9	5	125	18	12	95					100%
Skills & Competencies in Addiction Counselling	1	M	9	5	125	18	12	95				100%	
Contemporary Evidence Based Interventions in Addiction Recovery	1	M	9	10	250	24	12	214			100%		
Research Methodologies & Design	1	M	9	10	250	24	12	214			100%		
Community Reinforcement Approach Family Aspects in Addiction	2	M	9	10	250	24	12	214		100%			
Comorbidity & Trauma Informed Care	2	M	9	5	125	18	12	95		100%			
Knowing Self	1 to 2	E	9	5	125	18	12	45	50	100%			
The Recovery Model in Addiction	2	E	9	5	125	18	12	95		100%			
Professional Placement	1 to 2	E	9	10	250	54 <sup>36</sup>	12	64	120		100%		
Behavioural & Process Addictions	2	E	9	10	250	24	12	214				100%	
Substance Use Disorders & The Recovery Model	2	E	9	10	250	24	12	214				100%	
Gambling Addiction & The Recovery Model	2	E	9	10	250	24	12	214				100%	
Neuropharmacological Aspects of Substance Use Disorders	2	E	9	10	250	24	12	214				100%	
Dissertation	3	M	9	30	750	34 <sup>37</sup>	12	704			100%		
<b>Special Regulations</b> (Up to 280 characters)													

<sup>34</sup> Mandatory (m) or elective (E)

<sup>35</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

<sup>36</sup> This contact includes 30 hours of Clinical supervision

<sup>37</sup> Includes 10 Hours Individual Academic Supervision

Name of Provider:			Irish College of Humanities & Applied Sciences											
Programme Title			MA in Addiction Studies											
Award Title			MA in Addiction Studies											
Stage Exit Award Title <sup>3</sup>			N/A											
Modes of Delivery (FT/PT):			P/T											
Teaching and learning modalities			Classroom Based & Blended Learning											
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective		ISCED Subject code	
Major	9	7	Award		9		7		90		September 2023		0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>38</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed & On Demand e-learning	Hours of Independent Learning	Work-based learning effort <sup>39</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction		1	M	9	5	125	18	12	95					100%
Skills & Competencies in Addiction Counselling		1	M	9	5	125	18	12	95				100%	
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	24	12	214			100%		
Research Methodologies & Design		4	M	9	10	250	24	12	214			100%		
Community Reinforcement Approach Family Aspects in Addiction		2	M	9	10	250	24	12	214		100%			
Comorbidity & Trauma Informed Care		4	M	9	5	125	18	12	95		100%			
Knowing Self		4	E	9	5	125	18	12	45	50	100%			
The Recovery Model in Addiction		4	E	9	5	125	18	12	95		100%			
Professional Placement		5	E	9	10	250	54 <sup>40</sup>	12	64	120		100%		
Behavioural & Process Addictions		5	E	9	10	250	24	12	214				100%	
Substance Use Disorders & The Recovery Model		5	E	9	10	250	24	12	214				100%	
Gambling Addiction & The Recovery Model		2	E	9	10	250	24	12	214				100%	

<sup>38</sup> Mandatory (m) or elective (E)

<sup>39</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

<sup>40</sup> This contact includes 30 hours of Clinical supervision

Neuropharmacological Aspects of Substance Use Disorders	5	E	9	10	250	24	12	214				100%	
Dissertation	5	M	9	30	750	34 <sup>41</sup>	12	704			100%		
<b>Special Regulations (Up to 280 characters)</b>													

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<sup>41</sup> Includes 10 Hours Individual Academic Supervision

Name of Provider:		Irish College of Humanities & Applied Sciences													
Programme Title		MA in Addiction Studies													
Award Title		MA in Addiction Counselling (Embedded Programme)													
Stage Exit Award Title <sup>3</sup>		N/A													
Modes of Delivery (FT/PT):		P/T													
Teaching and learning modalities		Classroom Based & Blended Learning													
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>	Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective	ISCED Subject code				
Major	9	7	Award		9	7		90		September 2023	0923				
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
			Status <sup>42</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning	Hours of Independent Learning effort <sup>43</sup>	Work-based learning effort <sup>43</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction		1	M	9	5	125	18	12	95						100%
Skills & Competencies in Addiction Counselling		1	M	9	5	125	18	12	95				100%		
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	24	12	214			100%			
Research Methodologies & Design		4	M	9	10	250	24	12	214			100%			
Community Reinforcement Approach Family aspects in Addiction		2	M	9	10	250	24	12	214		100%				
Comorbidity & Addiction		2	M	9	5	125	18	12	95		100%				
Knowing Self		2	M	9	5	125	18	12	45	50	100%				
Professional Placement		2	M	9	10	250	54 <sup>44</sup>	12	64	120	100%	100%			
Dissertation		3	M	9	30	750	34 <sup>45</sup>	12	704			100%			
Special Regulations (Up to 280 characters)															

<sup>42</sup> Mandatory (m) or elective (E)

<sup>43</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

<sup>44</sup> This contact includes 30 hours of Clinical supervision

<sup>45</sup> Includes 10 Hours Individual Academic Supervision

Name of Provider:			Irish College of Humanities & Applied Sciences											
Programme Title			MA in Addiction Studies											
Award Title			MA in Addiction Recovery											
Stage Exit Award Title <sup>3</sup>			N/A											
Modes of Delivery (FT/PT):			F/T (Day)											
Teaching and learning modalities			Classroom Based & Blended Learning											
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective		ISCED Subject code	
Major	9	7	Award		9		7		90		September 2023		0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>46</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort <sup>47</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction		1	M	9	5	125	24	6	95				100%	
Skills & Competencies in Addiction Counselling		1	M	9	5	125	24	6	95			100%		
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	30	6	214		100%			
Research Methodologies & Design		1	M	9	10	250	30	6	214		100%			
Community Reinforcement Approach Family aspects in Addiction		2	M	9	10	250	30	6	214	100%				
Comorbidity & Addiction		2	M	9	5	125	24	6	95	100%				
The Recovery Model in Addiction		2	M	9	5	125	24	6	95	100%				
Behavioural & Process Addictions		2	E	9	10	250	30	6	214			100%		
Substance Use Disorders & The Recovery Model		2	E	9	10	250	30	6	214			100%		
Gambling Addiction & The Recovery Model		2	E	9	10	250	30	6	214			100%		
Neuropharmacological Aspects of Substance Use Disorders		2	E	9	10	250	30	6	214			100%		

<sup>46</sup> Mandatory (m) or elective (E)

<sup>47</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Dissertation	3	M	9	30	750	40 <sup>48</sup>	6	704			100%		
Special Regulations (Up to 280 characters)													

Name of Provider:			Irish College of Humanities & Applied Sciences											
Programme Title			MA in Addiction Studies											
Award Title			MA in Addiction Recovery											
Stage Exit Award Title <sup>3</sup>			N/A											
Modes of Delivery (FT/PT):			F/T (Evening)											
Teaching and learning modalities			Classroom Based & Blended Learning											
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective		ISCED Subject code	
Major	9	7	Award		9		7		90		September 2023		0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>49</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort <sup>50</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Understanding Addiction		1	M	9	5	125	18	12	95					100%
Skills & Competencies in Addiction Counselling		1	M	9	5	125	18	12	95				100%	
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	24	12	214			100%		
Research Methodologies & Design		1	M	9	10	250	24	12	214			100%		
Community Reinforcement Approach Family aspects in Addiction		2	M	9	10	250	24	12	214		100%			
Comorbidity & Addiction		2	M	9	5	125	18	12	95		100%			
The Recovery Model in Addiction		2	M	9	5	125	18	12	95		100%			
Behavioural & Process Addictions		2	E	9	10	250	24	12	214				100%	
Substance Use Disorders & The Recovery Model		2	E	9	10	250	24	12	214				100%	
Gambling Addiction & The Recovery Model		2	E	9	10	250	24	12	214				100%	

<sup>48</sup> Includes 10 Hours Individual Academic Supervision

<sup>49</sup> Mandatory (m) or elective (E)

<sup>50</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Neuropharmacological Aspects of Substance Use Disorders	2	E	9	10	250	24	12	214				100%	
Dissertation	3	M	9	30	750	34 <sup>51</sup>	12	704			100%		
<b>Special Regulations (Up to 280 characters)</b>													

<b>Name of Provider:</b>		Irish College of Humanities & Applied Sciences											
<b>Programme Title</b>		MA in Addiction Studies											
<b>Award Title</b>		MA in Addiction Recovery											
<b>Stage Exit Award Title<sup>3</sup></b>		N/A											
<b>Modes of Delivery (FT/PT):</b>		P/T											
<b>Teaching and learning modalities</b>		Classroom Based & Blended Learning											
<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	September 2023	0923					
<b>Module Title</b> (Up to 70 characters including spaces)	<b>Semester no where applicable. (Semester 1 or Semester2)</b>	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>			
		<b>Status<sup>52</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>Hours of Independent</b>	<b>Work-based learning effort<sup>53</sup></b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>Proctored practical demonstration %</b>	<b>Proctored written exam %</b>
Understanding Addiction	1	M	9	5	125	18	12	95					100%
Skills & Competencies in Addiction Counselling	1	M	9	5	125	18	12	95				100%	

<sup>51</sup> Includes 10 Hours Individual Academic Supervision

<sup>52</sup> Mandatory (m) or elective (E)

<sup>53</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Contemporary Evidence Based Interventions in Addiction Recovery	1	M	9	10	250	24	12	214			100%		
Research Methodologies & Design	4	M	9	10	250	24	12	214			100%		
Community Reinforcement Approach Family aspects in Addiction	2	M	9	10	250	24	12	214		100%			
Comorbidity & Addiction	4	M	9	5	125	18	12	95		100%			
The Recovery Model in Addiction	4	M	9	5	125	18	12	95		100%			
Behavioural & Process Addictions	5	E	9	10	250	24	12	214				100%	
Substance Use Disorders & The Recovery Model	5	E	9	10	250	24	12	214				100%	
Gambling Addiction & The Recovery Model	5	E	9	10	250	24	12	214				100%	
Neuropharmacological Aspects of Substance Use Disorders	5	E	9	10	250	24	12	214				100%	
Dissertation	5	M	9	30	750	34 <sup>54</sup>	12	704			100%		
<b>Special Regulations (Up to 280 characters)</b>													

Note that minor and embedded award programmes each require separate schedules. Refer to Guidelines for further detail on what is required

<sup>54</sup> Includes 10 Hours Individual Academic Supervision + 6 Hours directed e-learning

Name of Provider:			Irish College of Humanities & Applied Sciences										
Programme Title			MA in Addiction Studies										
Award Title			Certificate in Addiction Studies (Gambling)										
Stage Exit Award Title <sup>3</sup>			N/A										
Modes of Delivery (FT/PT):			F/T										
Teaching and learning modalities			Classroom Based & Blended Learning										
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)		Date Effective	ISCED Subject code	
Minor	9	7	Award		9		7		30		September 2023	0923	
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)		
			Status <sup>55</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort <sup>56</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	30	6	214		100%		
Comorbidity & Addiction		1	M	9	5	125	24	6	95		100%		
The Recovery Model in Addiction		1	M	9	5	125	24	6	95		100%		
Gambling Addiction & The Recovery Model		1	E	9	10	250	30	6	214			100%	
Special Regulations (Up to 280 characters)													

<sup>55</sup> Mandatory (m) or elective (E)

<sup>56</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.

Name of Provider:			Irish College of Humanities & Applied Sciences											
Programme Title			MA in Addiction Studies											
Award Title			Certificate in Addiction Studies (Gambling)											
Stage Exit Award Title <sup>3</sup>			N/A											
Modes of Delivery (FT/PT):			P/T											
Teaching and learning modalities			Classroom Based & Blended Learning											
Award Class <sup>4</sup>	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):		Stage NFQ Level <sup>2</sup>		Stage EQF Level <sup>2</sup>		Stage Credit (ECTS)	Date Effective	ISCED Subject code			
Minor	9	7	Award		9		7		30	September 2023	0923			
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number <sup>5</sup>	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)			
			Status <sup>57</sup>	NFQ Level <sup>1</sup> where specified	Credit Units	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort <sup>58</sup>	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Contemporary Evidence Based Interventions in Addiction Recovery		1	M	9	10	250	24	12	214		100%			
Comorbidity & Addiction		2	M	9	5	125	18	12	95	100%				
The Recovery Model in Addiction		2	M	9	5	125	18	12	95	100%				
Gambling Addiction & The Recovery Model		2	E	9	10	250	24	12	214			100%		
Special Regulations (Up to 280 characters)														

<sup>57</sup> Mandatory (m) or elective (E)

<sup>58</sup> Work-based learning effort is not the number of hours in the workplace. For example, a person might spend 35 hours in the workplace as a trainee and this might involve 7 hours of learning effort.