



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

Independent Panel Report on a Provider's Programme Review

Provider	Dublin Business School
Programme(s) Reviewed	Master of Arts in Addiction Studies Postgraduate Diploma in Arts in Addiction Studies

Independent Panel Members

Name	Role on Panel	Affiliation
Hugh McBride	Chair	ATU
Dr Joseph Fitzgerald	Report Writer	TU Dublin
Dr. Sharon Lambert	Academic Rep	UCC
Dr. James Morgan	Academic Rep	London Metropolitan University
Martina McGovern	Industry Rep	HSE
Dr. Rachel McCauley	Learner Rep	Trinity College Dublin

All members of the independent panel declared their independence of Dublin Business School and that they have no conflict of interest

Part 1. Introduction

This programme review will be undertaken in accordance with DBS's internal quality assurance processes, which are informed by QQI's Core Statutory Quality Assurance (QA) Guidelines (pp 11-12) and Programme Review Manual 2022.

This review of this programme was undertaken by the MA in Addiction Studies programme team. Many of the current teaching staff have been involved in the delivery of the programme for a number of years, so they had the benefit of clear understanding of the programme description, learning outcomes and understanding of the benefits for students of the programme structure.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Programme Review Report	MA in Addiction Studies_Programme Review Report
2.	Programme Document	MA in Addiction Studies_Programme Document
3.	Programme Modules	MA in Addiction Studies_Programme Modules
4.	Sample Assessments	MA in Addiction Studies_Sample Assessments
5.	Programme CVs	MA in Addiction Studies_Programme CVs
6.	Programme Handbook	MA in Addiction Studies_Programme Handbook

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Lori Johnston	Academic Dean
2.	Iseult White	Academic Director
3.	Shane Mooney	Head of Student Experience
4.	Darragh Breathnach	Registrar & Director of Campus Operations
5.	Emma Balfe	Head of Teaching Delivery and Content Production
6.	Anita Dwyer	Assistant Registrar
7.	Janice Jackson	Faculty Manager
8.	Sarah Sharkey	Student Engagement Officer
9.	Tanya Balfe	Admissions Manager
10.	Various Faculty Members	Lecturer
11.	Trevor Haugh	Library Services
12.	Beatriz Lazzari	Academic Operations Team Manager
13.	Garry Prentice	Programme Level Manager
14.	Amy Hayes	Academic Programmes Manager

2.3 Description of evaluation process

As detailed in QQI's Core Statutory Quality Assurance (QA) Guidelines (pp 11–12) and the Programme Review Manual 2022, programme monitoring, and review is taken as an opportunity to:

- Ensure that the programme remains appropriate, and to create a supportive and effective learning environment.
- Ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society.
- Review the learner workload.
- Review learner progression and completion rates.
- Review the effectiveness of procedures for the assessment of learners.
- Inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners.
- Update third party, industry, or other stakeholders relevant to the programme(s).
- Review quality assurance arrangements that are specific to that programme.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence.

References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4

Programme Management

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

Commentary:

The Independent Evaluation Panel has been convened to evaluate the programmatic review conducted by DBS in respect of the MA in Addiction Studies and to make a recommendation on the suitability of the revised programmes for revalidation.

The revised programme will continue to lead to a MA at level 9 on the National Framework of Qualification (NFQ). It will be offered on a full-time and part-time basis.

The provider's Self-Evaluation Review recommended some proposed modifications, which the Panel was generally satisfied were appropriate.

Recommendations:

n/a

Section B. Provider Information and Programme Context

Commentary:

Comprehensive information provided on the provider and where these programmes resides within the provider's operations, specifically its Department of Counselling, Psychotherapy and Addiction. DBS was also very clear as to how the programme is situated within its organisational and governance structures.

DBS detailed the programme objectives and MIPLOs, which the panel agreed was appropriate for the programme.

Recommendations:

n/a

Section C. Baseline qualitative and quantitative information

Programme Data Overview

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations

Commentary:

Applications

The programme has seen a strong upward trend in applications over recent years, with figures increasing from 116 in 2019/20 to 249 in 2023/24, representing approximately 114% growth. A dip in applications was noted in 2021/22, possibly linked to the COVID-19 pandemic, but a significant rebound occurred in 2022/23. Much of the recent surge in applications is attributed to growing interest from international students.

Enrolment

Enrolment numbers have fluctuated, with a decline during the pandemic years but a notable recovery in 2023/24, reaching 77 students. The programme primarily attracts mature students, many of whom are already working in addiction services or seeking further qualifications for career advancement.

Attrition, Transfer, and Progression

The attrition rate has remained relatively low and comparable to other graduate programmes at DBS. The highest attrition rate (13.64%) was recorded in 2021/22, likely due to pandemic-related challenges. The primary reasons for deferral or withdrawal are typically professional workload or family obligations. The transition to a new data management system (TSM) has caused some challenges in capturing this data effectively, but corrective measures are being implemented.

Award Classification

The programme consists of a single award stage. Average grades across modules have ranged between 40.14% and 80.64%, with the highest scores typically in Supervised Clinical Visits and the lowest in A Psychoanalytic Perspective on Addiction. The distribution of final awards in 2022/23 shows:

- **7%** of graduates achieving a first-class (H1)
- **52%** attaining a second-class honours (H2)
- **41%** obtaining a pass grade.

Graduate Destinations

The programme aims to produce "work-ready graduates," and graduate employment rates have improved over time. According to the HEA Graduate Outcomes Surveys:

- **2022:** 29% in full-time employment, 43% in part-time employment, 29% unemployed.
- **2023:** 67% in full-time employment, 33% unemployed.

- **2024:** 89% in employment, 11% unemployed.

Graduates secure roles in various sectors, including healthcare, social care, addiction treatment centres, and mental health services. Employers include St. Vincent's University Hospital, Coolmine Therapeutic Community, and the Salvation Army.

Completion/Attrition:

The presentation of completion/attrition data in programme documentation implies a relatively low level of completion (when table 3.1.2.1a and figure 3.1.4d are compared). This suggested a potential completion rate of less than 50% in some years (i.e. 2019/20, 50 students were noted as enrolled and 23 were noted as graduating). DBS did provide clarification on this subsequent to the panel visit, and although they did confirm the graduation numbers, they also noted that these two sets of figures cannot be compared at present as the January intake students fall out of kilter with the year-on-year comparisons (i.e. they would graduate in a subsequent academic year to a September intake).

Recommendations:

The panel recommends that DBS orients its data to allow for an assessment of completion on a cohort basis.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

Learner Workload

The programme's workload is structured to ensure that learners can complete their studies without being overwhelmed.

- **Assessment Distribution:** Assessments are spaced to avoid bottlenecks, with most scheduled at least one week apart. Some assessments occur after the teaching term to allow for better workload management.
- **Balanced Curriculum:** The programme structure and timetable ensure a reasonable distribution of workload across semesters.

Attendance

- Attendance Tracking System: DBS uses Celcat, a digital attendance system where students "tag-in" upon entering classrooms. However, technical issues during online delivery in 2020/21 led to incomplete attendance records.
- Trends:
 - Pre-pandemic (2019/20): Attendance hovered around 80%.
 - Pandemic year (2020/21): Attendance dropped significantly due to online delivery and system integration issues.
 - Post-pandemic (2021/22-2022/23): Attendance levels improved but did not fully return to pre-pandemic levels.
- Challenges: Attendance is not mandatory, except for students with visa requirements. Some students fail to tag in, while others may tag in without staying for the full session.

Teaching and Learning Strategies

- Pedagogical Framework: The programme aligns with DBS's Learning, Teaching and Assessment Strategy (LTAS) and emphasizes research-led learning.
- Blended Learning: The curriculum integrates interactive lectures, group discussions, practical workshops, and tutorials, supplemented with Moodle resources.
- Digital Learning Enhancements: The programme incorporates Moodle-based quizzes, discussion forums, and interactive learning tools.
- Impact of COVID-19: A shift to online learning in 2020/21 led to challenges with engagement and participation. Since then, the programme has returned to on-campus learning as the primary mode of delivery.
- Future Direction: While online elements remain for convenience, on-campus learning is prioritised due to its importance for engagement and discussion on sensitive addiction-related topics.

Assessment Strategies

- Balanced Approach: The assessment strategy includes both formative and summative assessments, ensuring a mix of written, oral, and practical evaluations.
- Challenges Identified:
 - Limited use of digital media in assessments.
 - Generative AI vulnerability for written assessments.
 - Inconsistent marking guides and rubrics.

- Programme Improvements:
 - Increased use of digital tools in assessment.
 - Stronger focus on applied and experiential learning.
 - Enhanced rubrics and marking criteria to ensure fairness.

Recommendations:

n/a

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

Surveys were conducted in July 2023 and July 2024 to gather feedback from full-time and part-time learners in the MA in Addiction Studies programme.

Learners expressed high satisfaction with the existing module suite

Positive Reaction to Work Placement

- A major finding was the strong support for adding a work placement component.
- Learners indicated that a practical, hands-on experience would significantly enhance their learning and career readiness.

Criticism of Psychoanalytic Focus

- A focus group with graduating students highlighted mixed opinions on the psychoanalytic component.
- Some learners requested a reduction in psychoanalytic theory within the programme.
- However, graduates of the DBS Psychology programme defended its inclusion, as they were already familiar with psychoanalytic concepts.

Class Rep Feedback:

The most commonly raised concerns were:

- Timetabling issues (e.g., scheduling conflicts)
- Attendance monitoring accuracy.

Overall, the feedback from students and graduates of this programme indicates a generally high level of satisfaction with the course, particularly praising the Supervised Clinical Visits module and expressing enthusiasm for the proposed addition of a work placement, which is seen as a valuable enhancement to applied learning. While most modules were positively received, some students—especially those without a background in psychoanalysis—voiced concerns about the programme’s strong emphasis on psychoanalytic theory, suggesting a desire for a more balanced theoretical approach. Operational issues such as timetabling and attendance monitoring were the most commonly raised concerns, though these were relatively minor and did not detract significantly from the overall positive experience. The programme team appears responsive to feedback, addressing academic concerns through support classes, and maintaining a constructive dialogue with learners through surveys and class representative meetings

Recommendations:

n/a

Evaluation of the programme by Staff**Commentary:**

Programme staff provide regular feedback through the formal mechanisms in place (programme boards, exam boards etc.). Though the discussion in section 4.2 is limited, the report in general shows the active contribution of programme staff. This was reinforced during the panel's meetings, during which the teaching staff demonstrated a strong level of coordination, with many faculty noting where their module contributes to another or how another module builds on theirs.

Overall, the Programme Team's review of the MA in Addiction Studies reflects a thoughtful and forward-looking approach to curriculum development, with a strong emphasis on aligning academic content with applied practice. A key development was the addition of a new programme learning outcome (MIPLO8), which formalises the value of experiential learning through practical skills training and volunteer placements, particularly in response to the success of the Supervised Clinical Visits module. The team also explored ways to enhance assessment by incorporating more applied and digital media-based tasks, while acknowledging the need to adapt to the evolving landscape of generative AI. At the module level, there was a consensus to broaden the theoretical framing of psychoanalysis and introduce a new module, *Storytelling and Addiction*, to deepen contextual understanding. The dissertation structure was also reconsidered, with a move toward a shorter, more focused thesis and the integration of the Integrative Tutorial module to support research development. In terms of practice-based learning, the team agreed to embed a 20-hour volunteer placement into the Supervised Clinical Visits module, balancing academic rigour with ethical and practical considerations. Finally, concerns about academic writing standards, particularly among international students, reinforced the importance of maintaining robust academic support structures.

Recommendations:

n/a

External Examiner Feedback

Commentary:

External Examiner feedback has been broadly positive. Where some issues were highlighted, there was evidence of the provider addressing this. The general tone of the feedback has been consistently positive, affirming that the academic standards, assessment practices, and learner achievements are in line with national expectations and comparable to those of other Irish higher education institutions. The dual-examiner model—one focusing on addiction and the other on psychoanalysis—has allowed for nuanced evaluation of the programme’s interdisciplinary nature. Both examiners have commended the programme’s rigorous and empathetic assessment strategies, particularly during the challenges of the COVID-19 pandemic, and praised the internal quality assurance processes such as the two-tier marking system. While the overall assessment approach was described as fair, holistic, and reflective of the programme’s complexity, some constructive feedback was offered regarding the need for more detailed marking schemes and clearer feedback for students. Notably, improvements were acknowledged over time, with the 2021/22 report highlighting enhanced detail in marking schemes. This feedback underscores the programme’s commitment to continuous enhancement and its responsiveness to external quality assurance.

The external examiners were also asked of their general feedback on the programme as part of this review process. The examiners strongly endorsed the retention of key modules such as *Women and Addiction* and *Addiction Psychopharmacology*, recognising their practical and academic value. They also encouraged the inclusion of content on family systems and addiction, particularly how families cope and the role of parenting programmes in recovery—highlighting a gap in the current curriculum that could be addressed to broaden the programme’s relevance. While acknowledging the historical significance of psychoanalysis within the institution, the examiners recommended a reduction or reframing of its prominence, particularly within the *Psychoanalytic Perspectives on Addiction* module, and called for a clearer, more descriptive title and focus for *Dialogical Meanings in Addiction*. Additionally, the examiners supported reducing the dissertation word count to sharpen students’ focus on research analysis and avoid overly lengthy literature reviews. Finally, the examiners welcomed the proposed *Storytelling and Addiction* module, noting its potential to deepen learners’ understanding of stigma and recovery through creative expression, and suggested that assessments be based on storytelling outputs.

This feedback offers a balanced mix of affirmation and actionable suggestions, reinforcing the programme’s strengths while guiding its evolution in meaningful ways.

Recommendations:

n/a

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

The provider has robust QA policies in place at an institutional and programme level. These policies are clear, fair and transparent. The report details these and provides links to DBS's QA policies in these areas.

Learner feedback is gathered through a variety of formal and informal channels, including class representative meetings, surveys, and direct communication with faculty, allowing the Programme Team to maintain a clear and ongoing understanding of the student experience. Importantly, the absence of any formal complaints since the last validation indicates a high level of learner satisfaction and effective informal resolution of issues. This is particularly notable given the sensitive and complex nature of the subject matter, and it reflects both the strength of the programme's support structures and the proactive engagement of staff. The adherence to institutional policies, such as those outlined in the DBS Quality Assurance Handbook and the Learner Charter, further reinforces the programme's commitment to transparency, fairness, and continuous improvement.

Overall, the feedback and complaints process appears robust, learner-centred, and well-integrated into the broader quality assurance framework.

Recommendations:

n/a

Quality Assurance Systems and Processes

Commentary:

The report is clear in how this programme fits within DBS's overarching QA system, but also the programme specific QA. The key policies relevant for this programme are clearly outlined.

The quality assurance systems and processes supporting this programme are clearly embedded within a robust institutional framework, as outlined in the DBS Quality Assurance Handbook (QAH). The programme itself is closely aligned with both DBS and QQI standards, with oversight provided by a dedicated Academic and Clinical Director and Programme Level Manager, supported by a team of experienced practitioner-lecturers. Regular programme meetings help maintain coherence across modules and ensure interdisciplinary alignment, although part-time staff attendance remains a logistical challenge. Operational processes—from recognition of prior learning to appeals, assessment, and learner supports—are clearly delineated and efficiently managed by designated roles within the institution. This structured approach ensures that academic integrity, learner welfare, and procedural transparency are upheld. Overall, the programme demonstrates a mature and well-integrated quality assurance culture, with clear mechanisms for monitoring, support, and continuous improvement.

What is notable is the shared ownership of these systems—quality is not seen as a top-down imposition but as a collective responsibility embedded in the professional practice of faculty. This ethos is reinforced through initiatives such as faculty workshops, contributions to national QA discussions, and the integration of feedback into system upgrades. Importantly, the Programme Team recognises that quality systems themselves must be subject to review and refinement. Examples such as the clarification of the complaints process and the formalisation of staff mentoring through a teacher's manual and peer observation demonstrate a proactive response to identified gaps. However, the discussion also acknowledges the challenges posed by staff turnover, which can disrupt continuity and long-term planning. Despite this, the commitment to continuous improvement and the diligence of new staff in upholding QA standards reflect a resilient and evolving quality culture.

Overall, the systems in place are not only effective but also dynamic, responsive, and grounded in a strong sense of collective responsibility.

Recommendations:

n/a

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

Commentary:

n/a

Recommendations:

n/a

Section F. Summary Analysis of the programme

Commentary:

The programme review summary analysis is coherent with the analysis undertaken as part of the programme review and other sections presented in the report.

The programme is underpinned by a rich and interdisciplinary academic foundation, offering learners a comprehensive understanding of addiction through diverse theoretical lenses. The programme is led by a highly experienced faculty and clinical leadership team, ensuring both academic rigour and practical relevance. Its adherence to DBS and QQI quality assurance standards, combined with a varied and inclusive assessment strategy, supports a robust learning environment. Positive graduate outcomes and strong institutional support—including access to library, lab, and IT resources—further enhance the learner experience. Notably, the programme’s growing enrolment signals increasing recognition and societal relevance, while its strong links with external stakeholders provide valuable clinical exposure and employment pathways.

Despite its strengths, the programme faces several internal challenges. Benchmarking is limited due to the programme’s unique structure, making external comparisons difficult. The rise in enrolment, while positive, also strains resources—particularly in maintaining quality during supervised clinical visits. The relatively low proportion of first-class honours compared to other DBS programmes raises questions about learner performance and support, especially for international students who may face language and cultural barriers. Additionally, the limited availability of clinical placements constrains the programme’s capacity to scale while maintaining its experiential learning standards.

The programme is well-positioned to capitalise on several emerging opportunities. The growing societal need for addiction professionals enhances the employability of graduates and affirms the programme’s relevance. There is also scope to integrate more technology into

teaching and learning, offering greater flexibility and engagement. Strengthening partnerships with external organisations could expand placement opportunities and deepen real-world learning. Furthermore, encouraging learner-led research could not only enrich the academic profile of the programme but also contribute meaningfully to the broader field of addiction studies.

Externally, the programme must remain vigilant against increasing competition from similar offerings at other institutions, which could challenge its distinctiveness. Shifts in government policy or funding for higher education may also impact its financial sustainability and accessibility. Finally, the rapidly evolving nature of addiction studies—driven by new research, treatment approaches, and policy developments—demands continuous curricular updates to ensure the programme remains current and impactful.

Recommendations:

n/a

Section G. Revision of the programme

In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.

Commentary:

The proposed revisions reflect a thoughtful and responsive evolution that strengthens its academic and practical relevance. The addition of a new programme learning outcome (MIPLO 8) and the introduction of the *Storytelling and Addiction* module reinforce the programme's commitment to applied learning and creative engagement with the subject matter. Updates to module titles and content, particularly the shift away from a predominantly psychoanalytic focus, demonstrate a willingness to modernise and broaden theoretical perspectives in line with learner and external examiner feedback. The inclusion of detailed assessment rubrics enhances transparency and supports consistent grading practices. However, the removal of the *Integrative Tutorial* module and the anticipated need for new faculty due to rising enrolment present challenges that will require careful management to maintain quality and coherence.

Overall, these revisions position the programme to better meet the needs of a diverse learner population and a rapidly evolving field, while also enhancing its appeal and academic rigour. The panel is broadly supportive of these changes

Recommendations:

n/a

Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Section A. Commentary on review process:

The review process undertaken by the provider was extensive, comprehensive and completed with the clear goal of improving the programme.

Section B. Recommendations on review process:

The volume of material produced by the provider is commendable, and clearly indicative of the thoroughness of the review process undertaken. However, the scale of the material provided might have been structured to differentiate between core material and supplemental evidence to enable the Panel's effective engagement within the short time timeframe of the review/revalidation event. Though the process is clearly robust and inclusive, the workload it presents to panels is significant.

The focus should be on retaining the robustness of the system, but reducing the administrative burden on both the provider and panels.

Section C. Commentary on programme revisions:

The panel is satisfied with the programme revisions put forward

Section D. Recommendations on programme revisions:

The panel supports the proposed programme revisions.

Signed: 

Panel Chairperson: H. Mc Bride

Date: 3rd July 2025



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

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

Part 1. Provider details

Provider name	Dublin Business School
Date of site visit	17/02/2025
Date of report	06/06/2025

Section E. Overall recommendations

Principal programme¹	Title	Master of Arts in Addiction Studies
	Award	Major
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded Award²	Title	Postgraduate Diploma in Arts in Addiction Studies
	Award	Major
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to</i>	Satisfactory subject to proposed conditions

¹ Replace throughout with actual programme title.

² Replace throughout with actual programme title.

	<i>proposed conditions OR Not Satisfactory</i>	
--	--	--

Section F. Expert Panel

Name	Role	Affiliation
Hugh McBride	Chair	ATU
Dr Joseph Fitzgerald	Report Writer	TU Dublin
Dr. Sharon Lambert	Academic Rep	UCC
Dr. James Morgan	Academic Rep	London Metropolitan University
Martina McGovern	Industry Rep	HSE
Dr. Rachel McCauley	Learner Rep	Trinity College Dublin

Section G. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (FT)	Maximum number of learners (PT)
Dublin Business School	50 per intake	50 per intake

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sept 2025	1 year	2	8	50
Part-Time	Sept 2025	2 years	2	8	50
Intake Schedule e.g. January September		September and January			

Embedded Award

Proposed Duration and Enrolment					
	First Intake Date	Duration	Intakes per Annum	Enrolment i.e. learners per Intake	
			Maximum	Minimum	Maximum
Full-Time	Sept 2025	1 year	2	8	50
Part-Time	Sept 2025	2 years	2	8	50
Intake Schedule e.g. January September		September and January			

Panel Commentary on proposed enrolment:
--

The numbers provided are standard for DBS. As the programme has been in operation for a number of years, DBS already has significant resources in place and commits to further resources should the maximum numbers be attained across all intakes.

As the Postgraduate Diploma is an exit award it will not be offered independently of the principal award. Thus, there will be no independent 'enrolment' for this award.

Principal Programme

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The MA in Addiction Studies is a rigorous and formal exploration of addictions from a variety of academic and scientific perspectives: neuroscientific, sociological, cultural, psychological, anthropological and psychoanalytic. It includes examination of topics of policy, criminal justice, treatment and rehabilitation and case management. The programme is concerned with how these perspectives interact and how they differ. The aim is to educate learners so that they can carry out research in the field of addiction and thereby critically inform policy making, enhance employment opportunities in management and teams of addiction services and inform their own profession. The programme also provides clinicians with a strong theoretical foundation from where to approach the treatment of addictions. A unique feature of this programme is a series of supervised clinical visits. Ten locations are identified which relate to the National Drug Strategy of reducing harm and supporting recovery. Learners are given the opportunity to experience first-hand the application and implementation of the diverse strategies employed, and also can undertake a volunteer placement(s) of up to 20 hours in locations that relate to the National Drug Strategy.

Target learner groups

This programme is designed for learners with Level 8 Bachelors Honours degree at 2.2 or above, with a background in psychology, psychoanalysis, anthropology, sociology, social science, law enforcement/probation and welfare or a cognate discipline, who wish to acquire a postgraduate qualification in the area of addiction. It is also suitable for mental and physical healthcare professionals and social work/care professionals who wish to apply knowledge of the theory and approaches to addiction to their clinical work. In addition, the course provides an exciting and thought-provoking foundation for learners who may wish to subsequently pursue training in the counselling or psychotherapy of addiction.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Full-Time; Part-Time

The teaching and learning modalities

- Face to Face
- Online
- Blended

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in a relevant discipline (e.g. Addiction, Criminology, Psychology, Social Science, Law etc). Additionally, experienced industry professionals and those with research supervision experience from both quantitative and qualitative approaches are required to deliver the programme.</p> <p>In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally qualified by virtue of significant senior industry experience may also be considered.</p>	10

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:50

Panel Commentary on programme outline and staffing:

Panel is satisfied with the staffing resourcing in place and the commitment by DBS in this area.

Embedded Award

Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)

The Postgraduate Diploma in Addiction Studies is an exit award from the Masters award for

learners who cannot complete the Research Project component. As with the Masters, it comprises a rigorous and formal exploration of addictions from a variety of academic and scientific perspectives: neuroscientific, sociological, cultural, psychological, anthropological and psychoanalytic. It includes examination of topics of policy, criminal justice, treatment and rehabilitation and case management. The programme is concerned with how these perspectives interact and how they differ. Learners will complete the Research Methods module and will therefore be equipped to carry out future research in the field of addiction and thereby critically inform policy making, enhance employment opportunities in management and teams of addiction services and inform their own profession. The programme also provides clinicians with a strong theoretical foundation from where to approach the treatment of addictions. In common with the Masters programme the exit award includes supervised clinical visits. Ten locations are identified which relate to the National Drug Strategy of reducing harm and supporting recovery. Learners are given the opportunity to experience first-hand the application and implementation of the diverse strategies employed, and also can undertake a volunteer placement(s) of up to 20 hours in locations that relate to the National Drug Strategy.

Target learner groups

The Postgraduate Diploma is offered as an exit award for learners who cannot complete the full Master's programme.

Approved countries for provision

Ireland

Delivery mode: Full-time/Part-time

Full-Time; Part-Time

The teaching and learning modalities

- Face to Face
- Online
- Blended

Summary of specifications for teaching staff

Role	Profile	WTE
Lecturer	<p>Lecturing staff will have a minimum of a Level 9 Postgraduate Diploma or Masters and/or PhD in a relevant discipline (e.g. Addiction, Criminology, Psychology, Social Science, Law etc). Additionally, experienced industry professionals and those with research supervision experience from both quantitative and qualitative approaches are required to deliver the programme.</p> <p>In modules where industry experience is desirable, holders of Level 8 honours degrees in the above disciplines, who are exceptionally</p>	10

	qualified by virtue of significant senior industry experience may also be considered.	
--	---	--

Learning Activity	Ratio of learners to teaching staff
Classroom sessions	1:50

Panel Commentary on programme outline and staffing:

Panel is satisfied with the staffing resourcing in place and the commitment by DBS in this area.

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG24066	Masters of Arts in Addiction Studies	August 2025
PG24067	Postgraduate Diploma in Arts in Addiction Studies	August 2025

Section H. Other noteworthy features of the application

n/a

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

This includes QQI's 12 validation core criteria. When making a judgement on achievement of a core criterion, the panel should use the sub-criteria as guidance. Non-achievement of relevant and significant sub-criteria will mean non-achievement of the core criterion. The panel will apply its expertise and experience in determining 'relevance' and 'significance' of sub-criteria to a particular programme.

The panel should complete this section with commentary against each criterion to support the recommendation given in the 'Satisfactory?' column i.e. Yes, No, or Partially.

If 'Yes', there should be a comment citing the evidence for this finding. Likewise, there should be an explanation as to why the panel have concluded that the criterion has either not been met or only partially so.

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

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>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.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	DBS will deliver this programme under its approved Quality Assurance Policies and Procedures. DBS meets the pre-requisites under Section 44 (7) of the 2012 Act to apply for validation of the programme. This was confirmed to the panel during the site visit.
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the 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. (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 Policy and Criteria for Making Awards.</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 (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified. (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes 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>j) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>The MA in Addiction Studies programme meets QQI criteria effectively, with well-documented aims, outcomes, and alignment with award standards.</p> <p>The Postgraduate Diploma in Addiction Studies is an exit award, not an embedded award.</p> <p>Recommendation: The panel recommends that the documentation is reviewed to ensure it is consistent in referring to the Postgraduate Diploma in Addiction Studies as an exit award.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the 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)

- 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.
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant.
 - (vi) The programme meets genuine education and training needs.
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	The MA in Addiction Studies meets all the specified QQI criteria: <ol style="list-style-type: none"> 1. Stakeholder consultation was extensive and impactful. 2. The programme rationale is well-founded and supported by research, comparisons, and demand evidence. The programme addresses a growing demand for addiction expertise. It integrates theoretical and practical learning, including supervised clinical visits. It also aligns with Ireland’s National Drugs Strategy. 1. The curriculum and learning outcomes align with QQI standards. 2. There are mechanisms for programme updates through stakeholder engagement (such as Annual Programme Reviews) 3. Employer and practitioner feedback was integrated into programme design (e.g. The clinical visits and volunteer placement modules were directly influenced by employer needs)

		<p>4. The programme meets QQI validation-related requirements regarding learning outcomes, assessment, and programme structure</p> <p>The programme documentation provides clear evidence of stakeholder consultation. Although this was extensive, it is the view of the panel that this could have been expanded further to include a more extensive national benchmark comparison of programmes. The panel did note that, although comparable programmes were considered, that the similar programmes offered by Trinity College Dublin and Griffith College, should be included in any sector benchmarking, given their close proximity to DBS and the fact that they may well be seen as a potential alternative for prospective students.</p> <p>Recommendation The panel recommends that DBS ensure comprehensive national benchmarking of programmes within the same cognate area.</p> <p>The panel found that the programme rationale was well-founded, supported by research and demand for the programme was evident. The programme addresses a growing need for addiction expertise and integrates theoretical and practical learning.</p> <p>The panel notes that employer & practitioner input fed into the design of this programme – e.g. Employer needs directly influenced clinical visits and volunteer placement modules.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	<p>The Postgraduate Diploma in Addiction Studies was established during the most recent QQI revalidation of the Master of Arts in Addiction Studies. It was introduced as an embedded exit award to accommodate students who successfully complete all taught modules but are unable to proceed with the Research Project.</p> <p>While it does not include the Research Project component required for the full Master's degree, it addresses the same core educational and training needs. This diploma serves as an exit award for students unable to continue to the MA level, ensuring they still gain a comprehensive foundation in addiction studies.</p>

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

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL³) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>Access Transfer and Progression criteria and arrangements for progression are outlined in Section 4 of the programme documentation and these procedures are consistent with QQI's policy and criteria.</p> <p>In the programme document, there is mention of potential progression to PhD programmes (<i>Section 4.3 - Transfer and Progression</i>), but it is unclear whether formal articulation agreements are in place with PhD providers. During the panel discussions with the DBS team, they confirmed that these are not formal arrangements but were included in the programme documentation to provide examples of where graduates could progress.</p> <p>The panel queried the general entry requirement onto this programme of a H2.2 from any Humanities programme. The panel queried if this is too broad as it</p>

³ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

		<p>could include very disparate backgrounds of students, such as in Business, Psychology, Social Work etc. DBS noted that the background of most students is focused on related areas such as social work, psychology, nursing etc.</p> <p>Recommendation</p> <p>The panel recommends that DBS reviews the entry requirement onto this programme to determine if the general criteria of a 2.2 in any Humanities programme is appropriate.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	As the PG Diploma is an exit award, there is no direct access onto this programme. For similar reasons, it does not have any direct 'targeted students' as it is designed only for students who enrol on the MA in Addiction Studies, but who, for whatever reason, are unable to complete the research project.

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.</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 duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Partially	<p>The panel had a detailed discussion with the programme team on the programme's written curriculum.</p> <p>The programme's curriculum has been carefully structured to ensure that all aspects are considered core and</p>

	<p>necessary, with no provision for elective modules. The Dublin Business School (DBS) maintains that every subject area covered is integral to the programme's aims, thus reinforcing the comprehensive nature of the syllabus.</p> <p>The panel sought to define what constitutes asynchronous material within the curriculum. It was established that such content typically serves as supplementary material, providing additional context to enhance in-class learning. Moreover, while most modules have dedicated lecturers, some modules are delivered by different lecturers across the two annual intakes, leading to a degree of variation in instructional approaches.</p> <p>Concerns were raised regarding the scheduling of final assessments before the official end of the semester, with some assessments occurring as early as week 10. The programme team explained that in certain cases, presentations take place in the subsequent weeks, but the panel suggested that this should be explicitly outlined in the programme documentation for clarity. Additionally, discussions revolved around the application of knowledge gained from clinical visits to other modules, as this was not sufficiently clear from the current structure.</p> <p>Recommendation:</p> <p>The panel recommends that the programme team revise the assessment schedule to avoid having all assessments finished before the final week of semester, unless a module has a clear purpose for the remaining teaching weeks (e.g. the dissemination of feedback).</p> <p><u>Storytelling and Addiction Module</u></p> <p>The assessment criteria for CA1 were scrutinised, as distinguishing between high, medium, and low achievers appeared challenging. The module lecturer explained that the assessment was deliberately designed to mitigate the impact of generative artificial intelligence while fostering engagement with individuals affected by addiction. The panel found this justification satisfactory.</p>
--	--

	<p>Ethical considerations were also raised regarding students conducting primary research that involves interaction with individuals impacted by addiction. The lecturer acknowledged these sensitivities but provided a somewhat vague response regarding how these issues would be specifically addressed. Furthermore, the panel inquired about individual assessment provisions within group work. The lecturer clarified that group assessments are intended to receive a collective mark rather than being broken down into individual components. The question of alternative assessment options across all modules was also discussed, particularly for students with legitimate concerns about group assessments. It was noted that such cases are addressed individually, in line with a college-wide policy on alternative arrangements, though the panel questioned whether this should be explicitly stated in the documentation.</p> <p><u>Addiction Theory, Therapeutic Practice & Policy Module</u></p> <p>A key issue raised was the phrasing of "absence of abstinence," which the panel suggested was not the most appropriate terminology. The lecturer agreed with this observation. Additionally, the panel questioned whether the requirement for students to propose innovative approaches to addiction studies in CA2 was overly demanding. However, the lecturer reassured them that students often generate novel, modern perspectives on traditional approaches.</p> <p>Recommendation:</p> <p>The panel recommends compiling a compendium of these innovative ideas each year for reference and future development.</p> <p><u>The Family and the Formation of the Individual in Addiction Module</u></p> <p>The panel questioned whether this module should be renamed "Psychoanalysis" (or have "Psychoanalysis" incorporated within its title) given its strong focus on psychoanalytic principles. While acknowledging that psychoanalysis is still a key component, the lecturer pointed out that the module has evolved to incorporate broader perspectives. However, the discussion suggested</p>
--	---

	<p>that psychoanalysis remains the predominant theme, with the first seven to eight weeks relating to psychodynamic theories'.</p> <p>Condition: It is a condition of validation that there is greater coherency articulated between the title and content of this module. The programme team should either ensure the module goes beyond the scope of the psychoanalysis perspective or rename the module to reflect the centrality of the psychoanalysis perspective that it adopts.</p> <p><u>Research Methods and Analysis Module</u> The assessment rubric for this module includes elements such as eye contact and body language, which raised concerns about inclusivity. The panel highlighted that some students may have legitimate reasons for being unable to maintain eye contact, and the programme team agreed to revise this aspect of the rubric to ensure fairness in assessment.</p> <p><u>Addiction Psychopharmacology Module</u> Discussions in this module focused on terminology, particularly regarding stigmatising terms such as drug 'abuser' etc., and how religious and cultural practices intersect with drug use. The lecturer confirmed that these topics are actively discussed in class, with additional coverage provided in the Cultural Issues module.</p> <p>Recommendation: The panel recommend that all module descriptors be reviewed to ensure that language is trauma informed and mindful of gender and cultural sensitivity.</p> <p>The panel also examined the module's assessment structure, particularly the weighting of multiple-choice questions (MCQs), which account for 50% of the final grade. Concerns were raised about whether this accurately reflects the module's intended learning outcomes. The lecturer justified the MCQ component by explaining that the accompanying assessment is highly rigorous. To further mitigate the risk of students guessing answers, a negative marking scheme is in place for true/false questions.</p>
--	--

	<p>However, the panel retained concerns about how highly weighted this assessment is.</p> <p>Condition: It is a condition of validation that the weighting of the MCQ assessment in the Addiction Psychopharmacology module be reduced.</p> <p><u>Cultural Issues in the Study of Addiction Module</u></p> <p>With a significant number of international students enrolled in the programme, the panel inquired about how the module accommodates diverse cultural perspectives, particularly those that may differ from the Irish context. The lecturer confirmed that the syllabus is designed to be internationally inclusive, ensuring that content is relevant to students from various backgrounds.</p> <p>Additionally, the panel suggested the possibility of integrating assessments between this module and the Storytelling module. The programme team expressed willingness to explore this idea further.</p> <p><u>Women & Addiction Module</u></p> <p>The panel expressed satisfaction with the content and structure of this module, finding no significant concerns to address. The module coordinator agreed with the panel that some wording in the module descriptor was phrased in a way that could be unhelpful in terms of thinking about women in addiction.</p> <p>Recommendation</p> <p>The panel recommends that the wording in the Women & Addiction Module Descriptor be reviewed to avoid unhelpful interpretations about women in addiction.</p> <p><u>Supervised Clinical Visits and Placement Module</u></p> <p>The panel questioned the rationale behind the additional 20 hours of voluntary placement and its benefits for students. The programme team explained that both students and external providers, such as the Rutland Centre, had requested this addition. However, the panel</p>
--	---

	<p>noted a potential issue with the placement structure, as the 20 hours are not required to be completed in a single location. Instead, students undertake a "piecemeal" approach, accumulating experience across multiple sites. The programme team defended this decision by arguing that it allows for flexibility given the varied backgrounds and career paths of students. A block placement, while potentially beneficial, was deemed logistically challenging.</p> <p>Condition: It is a condition of validation that DBS details its implementation plan to support the introduction of this voluntary placement. This plan should provide detail on how this placement will be supported, and should include the staffing and resource supports that will be made available.</p> <p>Concerns were also raised regarding the assessment structure, as students can earn full marks (20/20) for attending clinical visits and 40/40 for completing the voluntary placement, potentially leading to inflated grades.</p> <p>Recommendation: The panel recommends that the programme team consider changing the assessment of this module to be on a pass/fail basis rather than using graded marks.</p> <p><u>Research Project Module</u></p> <p>Discussions regarding this module centred on the reduction of the word count for the final project. The programme team argued that 10,000 words align with norms observed in comparable programmes, a position supported by the external examiner. The panel acknowledged that word count benchmarks vary across institutions, with some programmes compensating for shorter dissertations through additional assessments, such as poster presentations. The programme team pointed out that a presentation component, worth 20% of the module, is now incorporated into the assessment.</p> <p>The panel suggested introducing a graded proposal or a poster presentation, aimed at enhancing students' ability to present their research at conferences. The programme</p>
--	---

		team noted that a graded proposal is already a component of the Research Methods module.
Postgraduate Diploma in Arts in Addiction Studies	Partially	As per comments on the Principal Programme, with the exception of the Research Project, which is not a part of this PG Diploma exit award. Thus, the conditions and recommendations that were noted of the taught modules (i.e. all those apart from the Research Project) on the principal programme are applicable to this exit award as well.

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 (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 opportunities.</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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>The panel met with the programme team during the site visit. Most of this team have taught on this programme for a number of years. All of the faculty that the panel met were well qualified (supported by the accommodated CVs) and demonstrated in-depth module content knowledge. DBS confirmed that it has a complement of academic staff already in place to deliver this programme.</p> <p>The panel queried the typical staff-to-student ratios and the processes in place to ensure staff are suitably qualified and receive necessary training. DBS confirmed official staff-to-learner ratio is 1:50, but in reality it is smaller than this for the part-time iteration of the programme.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the Principal Programme as the taught modules of this exit award are the same as those on the principal programme.

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>The panel discussed the physical resources that DBS currently has in place. DBS detailed the number and variety of classrooms it has available at its disposal across its campus. DBS also detailed the broad array of support it provides through its library services. These include both ‘traditional’ library services as well as Academic Writing and Study Skills supports. They also provide a number of other resources, such as exam support, pastoral support, student welfare support etc.</p> <p>Library services regularly highlight the resources available to learners and there is a facility available to learners where they can request resources that the provider does not currently have.</p> <p>The programme document details the resources that the provider has in place, which the panel were satisfied were sufficient for the successful delivery of this programme.</p> <p>However, in discussions with students, it was noted some concerns regarding study space availability during peak</p>

		times. The programme team did acknowledge this but argued that it was only an issue around peak times, such as exams, which would be typical of any higher education institute.
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the Principal Programme, as the PG Diploma does not require any separate resources to the principal programme, given that it is an exit award of that programme, and thus the requirements of the taught modules of the principal award are the same as what would be required of the modules on this exit award.

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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>DBS confirmed that the programme will be delivered through a full-time and part-time delivery model. In keeping with DBS's ethos, the programme will blend theoretical and practical elements into each module, and each module is highly applied to the workplace context.</p> <p>DBS already has sufficient classroom capacity for this programme, and it uses Moodle as its Virtual Learning Environment. The panel are content that the learning environment (both physical and virtual) that DBS has in place are sufficient for learners on this programme.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	<p>As per comments on the Principal Programme as the PG Diploma does not require anything different to the learning environment separate to the principal programme, given that it is an exit award of that programme. Thus, given that any learners who exit with this award will have been learners on the principal programme, the comments of the principal programme are also applicable to this exit award.</p>

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 and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>There are a variety of teaching and learning methodologies adopted for this programme, though the predominant strategy is an applied learning approach. The panel was satisfied that this was appropriate for this programme.</p> <p>The panel notes the practice from DBS of integrating the PT delivery with the FT delivery.</p> <p>However, some anomalies have been identified in the scheduling of certain modules. These include inconsistencies in the timing of module delivery, particularly for the part-time cohort, where full face-to-face instruction should be the norm. Additionally, clarification is required regarding the Postgraduate Diploma, which is intended as an exit award rather than an embedded qualification within the programme.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the Principal Programme as the T&L strategies of the principal programme are also applicable to this exit award.

Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently</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.</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.</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.</p>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	<p>The programme team outlined the rationale for Assessment workload, which is typically two assessments per module. The panel deemed this appropriate but also noted that it warrants ongoing review.</p> <p>The use of AI in assessments was discussed with the programme team. DBS outlined how it is adopting strategies to address AI use, including varied assessment formats. The panel notes that the challenges of AI were identified by DBS in its self-evaluation review and that it is satisfied that these challenges are being addressed and incorporated into the future iteration of this programme.</p>
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the Principal Programme as the assessment strategy (two assessments per module) of the taught modules is the same for this PG Diploma exit award.

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

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

Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Partially	<p>The panel met with only a small number of learners whose experience of the programme and faculty was positive. Students did note a lack of clarity regarding graduate roles and more explicit information needed for prospective students regarding programme outcomes.</p> <p>Condition: It is a condition of validation that prospective students are provided with greater clarity of the programme, particularly in areas of what they will undertake on the programme and their graduate opportunities from the programme.</p> <p>Also, the panel notes that in future It would be preferable if a panel could meet with a larger and more representative group of learners (e.g. a mix of full-time and part-time students) as well as a selection of graduates.</p> <p>Recommendation</p>

		The panel recommends that future programme reviews are able to interact with a diverse group of students and graduates from the various delivery modes of a programme.
Postgraduate Diploma in Arts in Addiction Studies	Partially	As per comments on the Principal Programme. As this is an exit award, prospective students should be clearly informed of the possibility of exiting with this award, and also advised of the different graduate opportunities that a graduate exiting with this award could avail of (or be eligible for) versus of that of a graduate of the 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 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>		
Programme	Satisfactory? (yes, no, partially)	Comment
Masters of Arts in Addiction Studies	Yes	DBS detailed its overarching QA structure and how this allows for strong management of its programmes (this is detailed in the programme document). DBS also explained that each programme has an Academic Director and a dedicated programme coordinator, who can provide assistance with many ‘day-to-day’ queries of students. The panel were satisfied with the programme management arrangements in place and that these allow for quality management of this programme.
Postgraduate Diploma in Arts in Addiction Studies	Yes	As per comments on the Principal Programme as the management of this exit award would overlap wholly with the management of the principal programme (given it is embedded within the principal programme).

Part 3. Overall recommendation to QQI

3.1 Principal programme:

Select one	
	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 (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

3.2 Embedded programme:

Select one	
	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 (minor) 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

DBS presented a thorough rationale for the revalidation of this programme. The documentation is thorough, comprehensive and detailed. During the provider meetings, DBS presented as highly functional, organised and committed to providing a quality programme. Its QA structure was comprehensive and demonstrates an ability to successfully operate this programme. The panel views the conditions of validation it has determined as constructive tweaks to the programme that will be of benefit to the learners.

Commendations

1. The programme team for the constructive level of engagement from the programme team & for the nature and scope of the review conducted

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

1. It is a condition of validation that there is greater coherency articulated between the title and content of the module – The Family and the Formation of the Individual in Addiction. The programme team should either ensure the module goes beyond the scope of the psychoanalysis perspective or rename the module to reflect the centrality of the psychoanalysis perspective that it adopts.
2. It is a condition of validation that the weighting of the MCQ assessment in the Addiction Psychopharmacology module be reduced.
3. It is a condition of validation that DBS details its implementation plan to support the introduction of the voluntary placement detailed in the Supervised Clinical Visits and Placement module. This plan should provide detail on how this placement will be supported, and should include the staffing and resource supports that will be made available.
4. It is a condition of validation that prospective students are provided with greater clarity of the programme, particularly in areas of what they will undertake on the programme and their graduate opportunities from the programme.

Summary of recommended special conditions of validation

1. It is a condition of validation that there is greater coherency articulated between the title and content of the module – The Family and the Formation of the Individual in Addiction. The programme team should either ensure the module goes beyond the scope of the psychoanalysis perspective or rename the module to reflect the centrality of the psychoanalysis perspective that it adopts.
2. It is a condition of validation that the weighting of the MCQ assessment in the Addiction Psychopharmacology module be reduced.
3. It is a condition of validation that DBS details its implementation plan to support the introduction of the voluntary placement detailed in the Supervised Clinical Visits and Placement module. This plan should provide detail on how this placement will be supported, and should include the staffing and resource supports that will be made available.
4. It is a condition of validation that prospective students are provided with greater clarity of the programme, particularly in areas of what they will undertake on the programme and their graduate opportunities from the programme.

Summary of recommendations to the provider

1. The panel recommends that DBS ensure comprehensive national benchmarking of programmes within the same cognate area.
2. The panel recommends that the documentation is reviewed to ensure it is consistent in referring to the Postgraduate Diploma in Addiction Studies as an exit award.
3. The panel recommends that DBS reviews the entry requirement onto this programme to determine if the general criteria of a 2.2 in any Humanities programme is appropriate.
4. The panel recommends that the programme team revise the assessment schedule to avoid having all assessments finished before the final week of semester, unless a module has a clear purpose for the remaining teaching weeks (e.g. the dissemination of feedback).
5. The panel recommends compiling a compendium of these innovative ideas each year for reference and future development.
6. The panel recommends that the wording in the Women & Addiction Module Descriptor be reviewed to avoid unhelpful interpretations about women in addiction.

7. The panel recommends that the programme team consider changing the assessment of this module to be on a pass/fail basis rather than using graded marks.
8. The panel recommend that all module descriptors be reviewed to ensure that language is trauma informed and mindful of gender and cultural sensitivity.
9. The panel recommends that future programme reviews are able to interact with a diverse group of students and graduates from the various delivery modes of a programme.

Declarations of Evaluators' Interests

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

Panel chairperson: H. Mc Bride

Date: 3rd July 2025

Signed: 

3.3 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 *(post panel feedback and consequent amendments, if any)*

Full-Time

4.1 A Proposed Programme Schedule(s)														
Name of Provider:		Dublin Business School												
Programme Title (Principal)		Master of Arts in Addiction Studies			QQI Award Title			Masters of Arts			ECTS		9	
Stage (1,2,3, Award etc)		Award	Exit Award Title (if relevant)		Postgraduate Diploma in Addiction Studies						Stage ECTS		9	
Programme Delivery Mode - ✓ one as appropriate.		On-site Face-to-Face			Blended				Online			Workplace Learning		
		✓												
Teaching and Learning Modalities - ✓ one or more as appropriate.		On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous			Work Based		
		✓										✓		
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.		Continuous Assessment		Proctored Exam – in person		Proctored Exam – online		Project			Practical Skills Demonstration		Work based	
		✓		✓									✓	
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (i.e. asynchronous, directed e-Learning etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %

Addiction: Theory, Practice and Policy	1&2	M	10	250	48		202		60	40				
Systemic and Psychoanalytic Perspectives on Addiction	1&2	M	10	250	48		202		100					
Research Methods and Analysis	1&2	M	10	250	48		202		100					
Addiction Psychopharmacology	1	M	5	125	24		101		100					
Cultural Issues in the Study of Addiction	1	M	5	125	24		101		70	30				
Women and Addiction	2	M	5	125	24		101		100					
Storytelling and Addiction	2	M	5	125	24		101		100					
Supervised Clinical Visits & Placement	1, 2, 3	M	10	250	48		202	20	60					40
Research Project	1, 2, 3	M	30	750	29		721		100					

Part-Time

4.2 B Proposed Programme Schedule(s)				
Name of Provider:	Dublin Business School			
Programme Title (Principal)	Master of Arts in Addiction Studies	QQI Award Title	Masters of Arts	ECTS
				90

Stage (1,2,3, Award etc)	Award	Exit Award Title (if relevant)	Postgraduate Diploma in Addiction Studies										Stage ECTS	9 0
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended					Online			Workplace Learning		
	✓													
Teaching and Learning Modalities – ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous				Work Based		
	✓			✓										
Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.	Continuous Assessment		Proctored Exam – in person		Proctored Exam – online			Project		Practical Skills Demonstration		Work based		
	✓		✓					✓						
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (i.e. asynchronous, directed e-Learning etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Addiction: Theory, Practice and Policy	1-2	M	10	250	48		202		60	40				
Systemic and Psychoanalytic Perspectives on Addiction	1-2	M	10	250	48		202		100					
Research Methods and Analysis	3-5	M	10	250	48		202		100					
Addiction Psychopharmacology	1	M	5	125	24		101		100					

Cultural Issues in the Study of Addiction	1	M	5	125	24		101		50	50				
Women and Addiction	2	M	5	125	24		101		100					
Storytelling and Addiction	2	M	5	125	24		101		100					
Supervised Clinical Visits & Placement	3-5	M	10	250	48		202	20	60					40
Research Project	3-5	M	30	750	29		721		100					

Full-Time

C Proposed Programme Schedule(s)													
Name of Provider:	Dublin Business School												
Programme Title (Principal)	Postgraduate Diploma in Addiction Studies					QQI Award Title			Masters of Arts			ECTS	90
Stage (1,2,3, Award etc)	Award		Exit Award Title (if relevant)			N/A					Stage ECTS	90	
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended					Online			Workplace Learning	
	✓												
Teaching and Learning Modalities - ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous				Work Based	
	✓											✓	
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.	Continuous Assessment			Proctored Exam – in person		Proctored Exam – online		Project			Practical Skills Demonstration		Work based
	✓			✓									✓
Modules in this stage (add rows as required)													
Total Student Effort Module (hours)								Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					

Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (i.e. asynchronous, directed e-Learning etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Addiction: Theory, Practice and Policy	1,2	M	10	250	48		202		60	40				
Systemic and Psychoanalytic Perspectives on Addiction	1,2	M	10	250	48		202		100					
Research Methods and Analysis	1,2	M	10	250	48		202		100					
Addiction Psychopharmacology	1	M	5	125	24		101		100					
Cultural Issues in the Study of Addiction	1	M	5	125	24		101		70	30				
Women and Addiction	2	M	5	125	24		101		100					
Storytelling and Addiction	2	M	5	125	24		101		100					
Supervised Clinical Visits & Placement	1, 2, 3	M	10	250	48		202	20	60					40

Part-Time

d Proposed Programme Schedule(s)														
Name of Provider:	Dublin Business School													
Programme Title (Principal)	Postgraduate Diploma in Addiction Studies				QQI Award Title			Masters of Arts				ECTS	9	
													0	
Stage (1,2,3, Award etc)	Award		Exit Award Title (if relevant)			N/A				Stage ECTS		9		
												0		
Programme Delivery Mode - ✓ one as appropriate.	On-site Face-to-Face			Blended					Online			Workplace Learning		
	✓													
Teaching and Learning Modalities - ✓ one or more as appropriate.	On-site Face-to-Face			Synchronous Hybrid		Synchronous Online		Asynchronous				Work Based		
	✓			✓										
Assessment Techniques Utilised in Stage - ✓ one or more as appropriate.	Continuous Assessment			Proctored Exam – in person		Proctored Exam – online		Project			Practical Skills Demonstration		Work based	
	✓			✓				✓						
Modules in this stage (add rows as required)														
Total Student Effort Module (hours)									Assessment – Allocation of Marks <i>(from the module assessment strategy)</i>					
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Independent Learning (i.e. asynchronous, directed e-Learning etc.)	Work Based	Continuous Assessment %	Proctored Exam – in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %
Addiction: Theory, Practice and Policy	1,2	M	10	250	48		202		60	40				
Systemic and Psychoanalytic Perspectives on Addiction	1,2	M	10	250	48		202		100					

Research Methods and Analysis	3-5	M	10	250	48		202		100					
Addiction Psychopharmacology	1	M	5	125	24		101		100					
Cultural Issues in the Study of Addiction	1	M	5	125	24		101		50	50				
Women and Addiction	2	M	5	125	24		101		100					
Storytelling and Addiction	2	M	5	125	24		101		100					
Supervised Clinical Visits & Placement	3-5	M	10	250	48		202	20	60					40

