



Appendix 3.4

Letterkenny Institute of Technology

Report of the Panel of Assessors

PART 1

GENERAL INFORMATION

SCHOOL/DEPARTMENT: School of Business

DATE OF VISITATION: 13 January 2016

PROGRAMMES EVALUATED:

Diploma in Sports Coaching (60ECTS)

MEMBERS OF PANEL OF ASSESSORS:

- Mr Joe Cox, Former Head of School of Engineering IT Sligo and ex HETAC
- Mr Trevor Mc Sharry, Head of Department of Civil Engineering and Construction , IT Sligo
- Professor David Hasson, Head of the School of Sports, University of Ulster.
- Mr Michael Cooke, Coach Education and Club Development Officer in NW for Sport NI.
- Mr Pearce Lafferty, Derry City Fitness and Conditioning Coach

Secretary to Panel: Dr Jim Morrison

INSTITUTE STAFF:

Mr Billy Bennett, Registrar

Mr Michael Margey, Head of School of Business

Ms Anne Burke, Head of Department of Law and Humanities

Ms Suzanne Kennedy, Lecturer

Ms Martina Sandilands, Lecturer

Ms Maria Faulkner, Lecturer

Mr Patsy McGonagle, External Expert

Mr Neil Barrett, Lecturer

Mr Karl Lacey, Lecturer

Mr Danny Mooney, Sports Technician

PART 2 FINDINGS OF ASSESSORS

The Panel of Assessors are satisfied that the proposal adequately addresses the following criteria:

(1) Education and Training Requirements

The programme is consistent with the Institute's mission, avoids redundant provision and makes efficient use of resources (collaborating where this is beneficial).

(2) Unity

There is an underlying unifying theme and the modules are bonded by interactions which are either implicit or explicit. The proposal demonstrates how the standard (of knowledge, skill and competence), determined by QQI for the named award to which the programme proposes to lead, evolves throughout the programme as a whole.

(3) Teaching and Learning

The proposed approach to teaching and learning is clearly indicated and justified.

(4) Learner Assessment

The learner assessment methods are fully elaborated and consistent with QQI's policy on fair and consistent assessment. The assessment methods are capable, among other things, of demonstrating attainment of the standards of knowledge, skill or competence, determined by QQI, for the related award.

(5) Resources

The proposed staffing levels are appropriate and the levels of qualifications and competence of the staff is sufficient to deliver the programme. The necessary facilities available in terms of accommodation, equipment, and library and information technology resources are satisfactory to support the proposed programme.

(6) Quality Assurance

The proposal demonstrates how the Institute's quality assurance procedures have been applied in the development of the proposed programme and satisfactory procedures exist for the on-going monitoring and periodic review of programmes.

(7) Programme Title and Award Title

The award title is consistent with the named awards determined by QQI. The programme title is clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.

(8) QQI Standards

The learning outcomes of the programme are stated in such a way that the compliance with the appropriate QQI standard is demonstrated.

(9) Access Transfer and Progression

This programme incorporates the procedures for access transfer and progression that have been established by the NQAI and is consistent with QQI policy in accommodating a variety of access and entry requirements.

PART 3 CONDITIONS and RECOMMENDATIONS

(For the attention of the Academic Council)

The Panel of Assessors advises the Academic Council that the Institute and the School/Department should take cognisance of following recommendations:

- 1. The sequencing of modules should be made as flexible as possible to allow students to enter the programme at any stage.**
- 2. The assessment workload, or length of programme, should be revisited to reflect the part-time nature of the programme.**

Response from the Department of Law and Humanities to Recommendations (Please include details of where changes have been made in the programme submission.)

Firstly I would like as Head of Department of Law and Humanities to record my gratitude to the Panel of Assessors for taking the time to assess the programme and for making such helpful recommendations and conditions all of which will improve the programme.

- 1. Students may undertake modules in any sequence (there are no prerequisites) so that they may enter the programme at any stage (Section 3.4). This is of benefit to the learner in that they can take the programme in a flexible way and is it of benefit to the Institute in that it maximises its use of resources.*
- 2. The length of the programme has been extended from two semesters to four semesters thus lightening the assessment workload and reflecting the part-time nature of the programme. However where a learner may be involved in full time coaching this timescale may be reduced (Section 3.4 and 3.6.1).*

The Panel of Assessors advises the Academic Council that approval of the programmes subject to general conditions of approval together with the following additional conditions:

- 1. The programme document should be revised to reflect the teaching methodologies, delivery methods and programme philosophy as outlined by the institute panel staff. In particular, the central theme of coaching needs to be reflected in at least 40 credits of the programme.**
- 2. Entry requirements should be redrafted to reflect the nature of actual students targeted (i.e. proven practicing coaches) and that these students be capable of achieving the learning outcomes of the programme, that are at Level 7 in the NFQ.**
- 3. The programme document, and related programme information, should clearly indicate the progression paths available. In particular, the progression limitations should be made clear.**
- 4. The work placement module should be revised to describe how the quality of the coaching element will be equitably balanced across different student coaching**

experiences. Supporting documentation, prepared for other programmes in the School, should be provided to clearly indicate the quality of the management, delivery and assessment of the student experience.

Response from the Department of Law and Humanities to Conditions (Please include details of where changes have been made in the programme submission.)

- 1. The programme document has been revised (Section 3.6) to reflect the teaching methodologies, delivery methods and programme philosophy as outlined by the institute panel staff. In addition, module titles, learning outcomes and content have been revised to more clearly reflect the central theme of coaching and the Programme Schedule updated accordingly.*
- 2. Entry requirements have been redrafted (Section 3.7.1) to reflect the nature of actual students targeted (i.e. proven practicing coaches) and prospective students will have to submit a curriculum vitae and document their work/voluntary experience related to sports coaching. If the Institute deems it appropriate prospective students may be asked to participate in an interview process to assess their suitability for a level 7 programme.*
- 3. The programme document, and related programme information (Section 3.7.2), now clearly indicates the progression paths available. In particular, the progression limitations are made clear i.e. students will have to have acquired additional credits from other programmes of study to progress to a Level 8 programme. The programme may lead to exemptions from modules on major awards and the learner would require the achievement of other learning outcomes to progress to a Level 8 award.*
- 4. The Applied Coaching (Work Based Learning Project) module revised to describe how the quality of the coaching element will be equitably balanced across different student coaching experiences. Supporting documentation (Work Placement Guidelines and Work Placement Handbook for the School of Business) included as appendices (E and F) which clearly indicate the quality of the management, delivery and assessment of the student experience.*

3.4 Programme Schedule

| | |
|-------------------------|-------------------------------------|
| Name Of Provider: | Letterkenny Institute of Technology |
| Title Of Award: | Diploma in Sports Coaching |
| Area Of Specialisation: | Sports Coaching |
| Learning Mode Offered: | Part time |
| Date Effective: | February 2016 |

| Semester | Title of Examination Module | Module Status | ACCS Credits | | Total Contact Hours | | Allocation of Marks | | | |
|----------|---|---------------|-----------------|--------|---------------------------|----------------------|------------------------|-----------|-------|-----|
| | | | Level | Number | Lecture | Independent Learning | C.A. | Practical | Final | Max |
| 1 | Principles of Strength & Conditioning for Sports Coaching | M | 7 | 10 | 36 | 164 | 100 | - | - | 100 |
| 2 | Sports Nutrition for Sports Coaching | M | 7 | 10 | 36 | 164 | 100 | - | - | 100 |
| 2 | Performance Analysis for Sports Coaching | M | 7 | 10 | 36 | 164 | 100 | - | - | 100 |
| 3 | Psychology of Sports Coaching | M | 7 | 10 | 36 | 164 | 100 | - | - | 100 |
| 4 | Applied Coaching (Work Based Learning Project) | M | 7 | 20 | 12* | 328 | 100 | - | - | 100 |

*supplemented by regular meetings



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Letterkenny Institute of Technology

PART 4 PROPOSED PROGRAMME SCHEDULE(S)

Programme Evaluation Report Approved by:

Joe Cox

(Chairman to Panel

Former Head of School of Engineering

IT Sligo and ex HETAC)

Date 21/03/2016

Billy Bennett

(Registrar, Letterkenny IT)

Date 23/3/16