

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Contemporary Sports Coaching Practice Special Purpose Award
2.	NFQ Level(s)/ No. ECTS:	Level 6 10 ECTS
3.	Duration:	One semester
4.	ISCED Code:	1014
5.	School / Centre:	Mayo Campus
6.	Department:	Department of Business, Humanities & Technology
7.	Type of Review:	New Programme, Special Purpose Award
8.	Date of Review:	17 th December 2018
9.	Delivery Mode:	Blended
10.	Work Based Learning	No
11.	Panel Members:	Mr Diarmuid O’Conghaile, Chair Dr Teresa Bruen Mr John Duggan Mr Eamonn Molloy, Connacht Rugby Ms Carmel Brennan, Secretary
12.	Proposing Staff:	Mr Michael Gill Dr Deirdre Garvey Ms Pauline Jordan Mr Stephen Hannon Mr Kevin O’Callaghan
13.	Programme Rationale:	<p>This programme was developed in response to a local need, following representations from Mayo GAA whose review of coaching identified considerable expertise in coaching and an interest in coaching practice in their members. This programme enables GMIT to develop a coach education programme that dovetails effectively into government policy nationally in the areas of coach education. The Coaching Development Programme for Ireland (CDPI) aims to ensure a pathway for progression for each developing coach.</p> <p>Whilst the instigation for this programme of coach education and development came from Mayo GAA, this programme was developed to promote the development and education of coaches across all sports.</p>

14.	Potential Demand for Entry:	Mayo GAA have identified demand for this programme.
15.	Stakeholder Engagement:	In addition to the direct communication in connection to this programme, extensive consultation was carried out in relation to coaching needs and the development of the programme with a representative of FAI and Connacht Rugby.
16.	Graduate Demand:	Coaching is the main activity undertaken by adult volunteers in sport with more than 1 in 3 of all volunteers regularly involved in this regard (MRBI, 2017). Graduates of this programme will have enhanced coaching skills.
17.	Entry Requirements, Access, Transfer & Progression:	Minimum Entry Requirements Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time. At present, the entry requirements for this programme will be the minimum entry requirements for a level 6 programme which are grade O6/H7 or better in five Leaving Certificate subjects including English or Irish, and Mathematics, with a minimum of 160 points. Mature applicants may also apply, and do not have to meet the Leaving Certificate entry requirements.
18.	Programme Structure:	This programme consists of one 10 ECTS module which will be delivered over one semester.
19.	Learning, Teaching & Assessment Strategies:	A blended approach will be used to deliver this programme. There will be weekly face-to-face 1.5 hour lectures delivered by marquee coach guest lecturers, followed by a question and answer session facilitated by GMIT lecturers. Students will engage with online materials and an online forum. The programme will be assessed based on online forum contributions, and a portfolio.
20.	Resource Implications:	This programme will be self-financing.
21.	Synergies with Existing Programmes:	None.
22.	Findings and Recommendations:	General:
		The programme was approved subject to the following conditions (4) and recommendations:
		Special conditions attaching to approval (if any):
		1. Programme Learning Outcomes need to be consolidated in a manner that is appropriate for a level 6, 10 ECTS programme. The programme team need to revert to

		<p>the panel with the updated programme learning outcomes for approval.</p> <ol style="list-style-type: none"> 2. Provide enhanced detail in the syllabus within the module descriptor, placing particular emphasis on the theoretical base to support the learning content. 3. Clarify the online activities and resources that students will engage in during this programme, ensuring that students have an adequate theoretical underpinning for each coaching topic. 4. Ensure that all students receive a comprehensive workshop and/or online resources on reflective learning as part of their induction, given that this is the primary assessment method. 	
		<p>Recommendations of the panel in relation to award sought:</p> <ol style="list-style-type: none"> 5. Develop contingency plans to ensure coverage of syllabus and consistency of delivery given the reliance on guest lecturers. 6. Clarify the student workload involved in the programme, including the coaching hours required. 7. Consider whether an attendance requirement is necessary. 8. Ensure that the Guest Lecturer Policy is applied, including the requirement of Garda Vetting. 9. Aim to improve the gender balance in delivery of the programme over time. 10. Prepare a contingency budget allowing for payment of guest lecturers. 11. Review the programme document to remove any typos and ensure consistency of layout. Ensure that all guest lecturer profiles are included. 12. Research whether there are further programme development opportunities in this discipline area, following the first delivery of this programme. 	
23.	FAO: Academic Council:	<p>Approved:</p>	
		<p>Approved subject to recommended changes:</p>	X
		<p>Not approved at this time:</p>	
	Signed:		
		Chair	Secretary