


1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	BSc. (Hons.) in Sports Coaching
2.	NFQ Level(s)/ No. ECTS:	Level 8 240 ECTS
3.	Duration:	4 years
4.	ISCED Code:	
5.	School / Centre:	School of Science
6.	Department:	Department of Sport Exercise Science
7.	Type of Review:	External Panel Review
8.	Date of Review:	07 th March, 2022
9.	Delivery Mode:	
10.	Panel Members:	Áine Ní Shé – Chair ; Lucy Kember; Marion Geary; Fergal O'Callaghan
11.	Proposing Staff:	Dr. Des Foley; Dr. Lisa Ryan ; Caoimhe Tiernan ; Ed Daly ; Ross Corbett
12.	Rationale for Changes:	
13.	Overview of Changes:	
14.	Transition Arrangements	
15.	Resource Implications:	
16.	Findings and Recommendations:	<p>General:</p> <p>Overall a robust programme proposal and industry need – the panel would like to thank all programme board members for their engagement in the process.</p> <p>The programme should consider greater emphasis on athlete welfare, health and wellbeing and consider Law and First Aid.</p> <p>The assessment volume needs to be revised to meet GMIT guidelines and map directly to the Learning Outcomes. (LOs)</p> <p>Ensure that over assessment is avoided or multiple assessments mapping to the same LOs.</p> <p>Clearly state on the description of the module if it maps to accreditation and thus justifies the higher assessment volume.</p> <p>Assessments should be mapped over the course of the academic year to avoid assessment overload.</p> <p>First aid should be considered in Year 2 of study so that students are equipped for all placement modules.</p>

		<p>A pass/fail element could be considered for the Research module in Year 4, but be mindful that this will increase the number of assessments for this module and contradicts earlier comments.</p> <p>Clearly state on module descriptors where an 80% attendance policy is applicable.</p> <p>If going down the gymnastics route do not map this module to the teaching council requirements. It is referenced as a module that satisfies dance requirements under the teaching council framework yet there is no mention of dance in the module descriptor. This seems to be an anomaly - need to amend the mapping exercise to reflect this.</p> <p>English accreditation UK Strength and Conditioning Assoc. (UK SCA)</p> <p>Consider the reflective portfolio being formally assessed either as a pass – fail element or assigned 10% for the reflective portfolio.</p> <p>Solid links to industry stakeholders.</p>
		<p>Commendations:</p> <p>A robust programme proposal. Great track record – building on success of other programmes in the department. Good stakeholder engagement and feedback. The panel would like to commend the rigorous internal QA process.</p>
		<p>Special conditions attaching to approval (if any):</p> <p>A greater focus on Athlete welfare – health & wellbeing is required either as a standalone module or embedded in modules throughout or a combination of both.</p> <p>Look at the pillars of the programme and look at the development of the content right up through the strands to eliminate overlap to incorporate the above.</p> <p>Undertake an assessment schedule, whilst this is an exercise carried out in September, it would be a useful mapping exercise to review student workload and number of assessments across the programme.</p> <p>Use an assessment matrix documenting a week by week for each semester and stage to address student workload in line with Institute Assessment Guideline documents.</p> <p>Be more prescriptive with weeks of assessment instead of TBA the word indicative will still give flexibility of delivery.</p>

		<p>Overall review of module descriptors for consistency to address</p> <ul style="list-style-type: none"> • Review no. of Learning Outcomes • Format of presentation of Indicative content • Failed Elements • Repeat assessment descriptions • Where there are existing validated modules look at consistency in indicative content and how modules are written. • Where modules are not accredited with an external professional body – review assessment points. • Specify in module descriptor where it is linked to external body. <p>This is important where module descriptors are accessible via the website.</p>	
		<p>Recommendations of the panel in relation to award sought:</p> <p>Assign co-authors – there appears to be a heavy emphasis on just one or two module authors.</p> <p>The programme submission document should identify accreditation with the UK SCSA.</p> <p>Review student workload on assessments.</p>	
17.	FAO: Academic Council:	<p>Approved:</p>	
		<p>Approved subject to recommended changes:</p>	
		<p>Not approved at this time:</p>	
	Signed:		
		Chair	Secretary

- The programme should consider greater emphasis on athlete wellbeing and mental health
- The assessment volume needs to be revised to meet GMIT guidelines and map directly to the LOs
 - Ensure that over assessment is avoided or multiple assessments mapping to the same LOs
 - Clearly state on the description of the module if it maps to accreditation and thus justifies the higher assessment volume.

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- A pass/fail element could be considered for the Research module in Year 4, but be mindful that this will increase the number of assessments for this module and contradicts earlier comments
- Clearly state on module descriptors where an 80% attendance policy is applicable