## VALIDATION REPORT

<table>
<thead>
<tr>
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<th><strong>Title of Programme(s):</strong> (incl. Award Type and Specify Embedded Exit Awards)</th>
<th>BSc. (Hons.) in Sports Coaching</th>
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</thead>
</table>
| 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:** | 07th 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:** | **General:** |

Overall a robust programme proposal and industry need – the panel would like to thank all programme board members for their engagement in the process.

The programme should consider greater emphasis on athlete welfare, health and wellbeing and consider Law and First Aid.

The assessment volume needs to be revised to meet GMIT guidelines and map directly to the Learning Outcomes. (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.

Assessments should be mapped over the course of the academic year to avoid assessment overload.

First aid should be considered in Year 2 of study so that students are equipped for all placement modules.
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.

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.

English accreditation UK Strength and Conditioning Assoc. (UK SCA)

Consider the reflective portfolio being formally assessed either as a pass – fail element or assigned 10% for the reflective portfolio.

Solid links to industry stakeholders.

**Commendations:**

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.

**Special conditions attaching to approval (if any):**

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.

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.

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.

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.

Be more prescriptive with weeks of assessment instead of TBA the word indicative will still give flexibility of delivery.
Overall review of module descriptors for consistency to address
- 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 and external professional body – review assessment points.
- Specify in module descriptor where it is linked to external body.
This is important where module descriptors are accessible via the website.

**Recommendations of the panel in relation to award sought:**

Assign co-authors – there appears to be a heavy emphasis on just one or two module authors.

The programme submission document should identify accreditation with the UK SCSA.

Review student workload on assessments.

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<thead>
<tr>
<th>17. FAO: Academic Council:</th>
<th>Approved:</th>
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<tbody>
<tr>
<td>Approved subject to recommended changes:</td>
<td></td>
</tr>
<tr>
<td>Not approved at this time:</td>
<td></td>
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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.
• Assessments should be mapped over the course of the academic year to avoid assessment overload
• First aid should be considered in Year 2 of study so that students are equipped for all placement modules
• 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