

Validation Report



BN736

Certificate in Olympic Lifts for Sports

(15 ECTS credits leading to a level 6 Special Purpose Award)

Introduction

The mission of the Institute is to serve its students and the community by meeting the skills needs in the economy and increasing the level of participation in third-level education and training, particularly in Dublin North-West and its environs. The Institute will do this:

- by achieving consistently high standards of relevance and quality in teaching, research, development and consultancy, and
- by offering a welcoming and supportive environment to students from all educational and social backgrounds, and to adults wishing to increase their level of technical skills.

The Institute has developed an active adult continuing education programme to provide education and training that is relevant and responsive to economic and social needs both locally and nationally and is committed to both lifelong learning and second-chance education.

The Institute in 2006 was awarded delegated authority enabling the development, validation, implementation and continuous improvement of its existing taught higher education and training programmes up to and including level 9 of the National Framework of Qualifications.

It is Institute policy to validate all academic programmes offered by the Institute, and in so doing, indicate award and programme title, academic level by relating them to the National Framework of Qualifications and volume of learning by allocating ECTS^I credits to the programme.

The purpose of this document is to report on the findings of the peer review panel established to validate this proposed programme against the criteria for the validation of minor, supplemental and special purpose awards as stipulated in the Institute policy document 3AC05^{II}.

This submission by the School of Business and Humanities evolved through:

- examining the competence, expertise and experience of it's staff in addition to the strategy of the department/school/Institute and Government educational policy
- responding to market needs identified through research

^I European Credit Transfer and Accumulation System

^{II} 3AC05 Policy and procedure for proposal, development and validation of minor, supplemental and special purpose awards

Programme overview

The proposed programme is a one year part-time, two semester programme comprising of an 'Olympic Lifts for Sports' module in Semester 1 and a 'Sport Placement Project' during Semesters 1 and 2.

The 'Olympic Lifts for Sports' module is designed to introduce the student to fundamental concepts, principles, theories and methodologies in executing, utilising and coaching Olympic lifts and ancillary exercises in conditioning programmes.

The module 'Olympic Lifts for Sports' consists of 45 contact hours and utilises any one or a combination of the following delivery methods:

- Formal lectures
- Practical's
- Academic and practical workshops
- Guest lectures
- Peer coaching sessions
- Weekend clinics
- Moodle
- Podcasts

The variety of delivery methods reflect the changing educational environment at third level and the ever changing needs and demands of the students participating in part time programmes.

The 'Sport Placement Project' module together with appropriate supervisory meetings, clinics and workshops will be scheduled for the duration of semesters 1 and 2.

This sporting placement will be assessed primarily by the production of an extensive portfolio which will demonstrate the fulfilment of the learning outcomes and experiences of the student. As part of the portfolio verification and assessment process the student will be required to attend a viva voce examination. The student will be assisted in the portfolio production by guidelines for self reflection, observer feedback and coaching/video diary production.

The portfolio may also include any one or a combination of the following;

- Audio digital recordings and interviews with players/teams & reflections
- Audio/visual digital recordings (CDs/DVDs) of individual/team conditioning session(s) & reflections

- Written reflections on learning experience in line with learning outcomes
- Individual conditioning session plan and reflections
- Additional research material
- Player feedback forms
- Peer assessment forms
- Questionnaires
- Self evaluation reports
- Supervisor/club officials' report
- Parental feedback if appropriate
- Minutes of meetings with any stakeholder
- Reports on player feedback
- Individual player physical development programme
- Goal setting meetings and reports
- Mentor evaluation

The 'Sport Placement Project' also has a 15 hours coaching theory component to aid in the portfolio preparation and content delivery.

Programme detail

Programme title	Certificate in Olympic Lifts for Sports Level 6 15 ECTS Credits
Award title	Certificate in Olympic Lifts for Sports Level 6 15 ECTS Credits
Award type	Special Purpose
NFQ¹ level	6
ECTS credits	15
Programme code	BN736
Banner code	BN_BCIOL_Q

Panel members

Chairperson	Mr. Bernard O'Hara Galway-Mayo Institute of Technology
Panel member 1	Mr. Paul Heaney The Institute of Certified Public Accountants in Ireland
Panel member 2	Ms. Marian Duggan Limerick Institute of Technology
Panel member 3	Mr. Claude Delaney Dublin Institute of Technology
Panel member 4	Mr. Damian Cullen KDA Accountants Blanchardstown
In attendance	Dr. Diarmuid O'Callaghan IT Blanchardstown Mr. Michael Keane IT Blanchardstown
Date of Panel Meeting	Tuesday 21 st April 2009

¹ National Framework of Qualifications

Institute staff present

Mr. Michael Tobin	Head of School of Business and Humanities
Mr. Pat O'Connor	Head of Department of Business
Mr. Val Andrews	Department of Business

Panel findings

Section I

In evaluating the appropriateness, quality and proposed operation of this programme the following criteria has been considered and is hereby reported upon:

Strategic planning

The panel was satisfied that the programme is in keeping with the Institute's mission, that it does not constitute redundant provision and that it makes efficient use of resources.

Protection of learners

Section 43 of the Act¹ does not apply.

Quality assurance

The panel were informed of how the submission had been developed and approved internally whilst complying with the Institute's quality assurance policies and procedures. The panel concurred that said policies and procedures had been applied to the development of the proposed programme.

¹ Qualifications (Education and Training) Act, 1999

Programme titles and award titles

Following discussion, the panel was satisfied that the title of the proposed programme, is clear, accurate and fit for the purpose of informing prospective learners and other stakeholders and consistent with HETAC¹ award titles.

Ethics

The panel was satisfied that the Institute has internal policies and procedures in place to ensure that all teaching, learning or research activity across the spectrum of NFQ levels is conducted / delivered in a manner that is both morally and professionally ethical.

Section II

In evaluating this programme the following specific aspects have been considered and are hereby reported upon:

Unity

The panel found that the programme design is consistent with HETAC's policy on Accumulation of Credits and Certification of Subjects, that it has an underlying unifying theme with modules bonded by linkages being either implicit or explicit. It was also clear to the panel how the standards of knowledge, skill and competence evolve throughout the programme as a whole.

Teaching and learning

The panel discussed with staff of the Institute the various modes of interaction practised with learners. Evidence of a clear dialogue was confirmed, enabling learners to develop and have available to them the support of academic staff.

¹ Higher Education and Training Awards Council

Rationale

The development of this programme is in unison with the core values and mission of ITB, to embrace a policy of enhancing the quality of sports coaching mentoring and training being received in the community and the greater Dublin Area.

The report and findings of 'Tracing the Development Process and Needs of Irish Coaches' in 2002 published by the then NCTC¹ highlighted many areas for improvement in coach education.

The main attributes needed to become a coach, Table 8, page 7 of the aforementioned report, lists as follows:

- Ability to reflect on own coaching
- Ability to learn from sessions
- Ability to reflect on individual participant development
- Ability to plan a session
- Ability to observe, analyse and provide feedback
- Ability to develop own coaching style
- Ability to communicate with others

Consequently, the sports placement project learning outcomes reflect the above attributes as do the assessment methodologies.

In the same report one of the 'Types of knowledge needed for coaching' Table 9, page 8 was identified as:

'Physical knowledge of the sports e.g. strength, flexibility, speed and endurance'.

This programme specifically addresses the knowledge deficit in Olympic lifts and their techniques, their ancillary exercises, uses and functions in relation to preparing for sports. Irish field sports with the exception of professional rugby have a clearly defined shortfall in coaches with an expertise in these lifts. These lifts are immensely important in developing strength and speed in athletes and therefore should form the cornerstone of any team preparation.

Furthermore, the 'Report of the Task Force on Player Burnout' published by the GAA in October 2007 highlighted the following areas for concern:

- Poor training programme design and implementation
- Lack of adequate theoretical knowledge

¹ <http://www.nctc.ul.ie/> Coaching Ireland Website

- Deficit in resistance training techniques
- Deficit in correct biomechanical assessment and speed development
- Contribution of poor conditioning methods to injury and dropout rates

As Olympic lifts are the cornerstone of conditioning and strengthening programmes, it is easy to observe their impact on injury, retention and participation rates.

This programme is designed to ensure that graduates have the theoretical and practical knowledge to utilise these advanced lifts in programmes for individuals and teams. The students will receive insight into best practice and exposure to current high quality training and teaching methodologies, namely backward and forward chaining. They are a fundamental and essential component of any training programme implemented in a broad spectrum of sports.

In order, to enhance the course effectiveness and quality, the course board will from time to time, invite expert practitioners to deliver on core modules.

Demand

The potential market for this course is any competitively orientated coach catering for a team or individual athletes aged 14 years or greater. In Dublin GAA alone this would be in excess of 1,000 mentors not to mention other disciplines like soccer, rugby, hockey, camogie, ladies football etc. The potential total market is therefore in excess of 4,000 mentors. These lifts which have been utilised for many decades in athletics and more recently in Rugby, have been neglected in other sports due to the lack of coaching expertise, their perceived complexity and difficulty, and potential health and safety issues.

Minimum entry requirements

The minimum entry requirements for standard applicants are a pass in five subjects (ordinary level) in the leaving certificate to include mathematics (minimum foundation level) and English or Irish, or an equivalent qualification. Mature students aged over 23 years may be admitted without meeting these minimum entry requirements. Other applicants who have exhibited an aptitude for this field of study through prior experiential learning may also be considered on a case by case basis.

Learner assessment

Through discussion with the design team, and from the submission document itself it was explained to the panel the multiple modules of assessment, both formal and informal that will be employed. The scale of learner assessment was deemed appropriate for the proposed programme.

Standards of knowledge, skill and competence

The panel felt having reviewed the syllabi and assessment methods that learners would be capable of attaining the standards of knowledge, skill or competence as presented. However the panel requested that a subject matter expert be consulted to give an opinion on whether the learning outcomes and syllabus associated with this special purpose award would place it at level 6 on the National Framework of Qualifications thus reaffirming the findings of the panel. See findings of the external subject matter expert.

External subject matter expert

Dr. Alan Ringland of the Institute of Technology Tralee was consulted as a subject matter expert and reaffirmed the opinion of the panel that the learning outcomes and syllabus of this special purpose award was appropriate for a level 6 award on the National Framework of Qualifications.

Decision of the panel

The panel recommended the validation of the proposed programme namely:

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Panel signatures

Chairperson

Mr. Bernard O'Hara _____ Date _____

Secretary

Dr. Diarmuid O'Callaghan _____ Date _____