

Validation Report



BN760

**Certificate in Athlete / Player
Development for Youths¹**

(NFQ level 6 15 ECTS credits)

¹ See recommendation 1

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.

As it develops, the Institute will provide a flexible third-level programme designed to meet regional and national requirements with an emphasis on:

- specialist higher education for leading-edge industries in the region
- upgrading of specialist technical/technological skill
- continuing education and the needs of mature students
- in-service courses, retraining and updating of skills
- special needs arising from educational disadvantage or disability

The Institute is providing education and training that is relevant and responsive to economic and social needs both locally and nationally. It is delivering a range of high-quality programmes for full-time students, part time students, and industry sponsored students. Education programmes are focussed on the disciplines of Informatics, Engineering, Business, Horticulture and Humanities with significant cross disciplinary interaction in the development of education and training programmes. The aim of these education programmes is to produce graduates, with Higher Certificates, Ordinary Degrees, Honours Degrees and Masters Degrees who can meet the human resource requirements of both leading-edge, high-technology industries and small and medium sized enterprises, and the community in general. In addition the institute is developing customized, focussed programmes to meet the needs of industry and the wider community. Flexibility in the provision of courses includes co-operative education, with work experience, modularisation and credit accumulation.

The institute's current strategic plan outlines a number of objectives with regard to addressing the needs of stakeholders in the business, community and public sector environment. The Institute is committed to lifelong learning and is committed to the development of programmes targeted at those in the workforce who wish to up-skill and obtain a third level qualification. The Institute is committed to developing research, development and consultancy programmes to further its education, business and community development objectives. The institute will work with private industry and public and semi-state bodies to develop research, consultancy programmes and enterprise initiatives.

This submission by the School of Business and Humanities in conjunction with the National Athlete Development Academy (NADA) evolved through:

- Research in the area of long term athlete development (LTAD)
- Request from the Dublin County Board of the Gaelic Athletic Association (GAA) for a recognised coach development programme for games development officers and club coaches in the Dublin area.

This programme supports the mission of the Institute and facilitates much wider access to the Institute by a cohort of potential students whose needs are currently not being met.

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

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 programmes as stipulated in Institute policy document 2MP01I.

¹ 2MP01 Design, validation and accreditation of new academic programmes

Programme overview

This programme will introduce learners to the fundamental concepts, debates and methodologies in athlete/player development and allow them to put their newly acquired knowledge and skills into practice by implementing athlete/player development strategies in an applied setting.

The module “Fundamentals of Athlete/Player Development” will impart an insight into athlete/player development theory and practices employed in coaching and teaching young athletes the movement skills required to prevent injuries and enjoy participating and performing in their chosen sport. Learners will be encouraged to develop their own coaching philosophy, devised from their newly acquired knowledge of current best practice in athlete and player development as well as practical experience of designing coaching sessions.

The placement project module will offer learners the opportunity to implement athlete/player development strategies in an applied setting including athlete profiling, screening and the prescription of corrective exercises and skills to aid in the continuous holistic development of the athlete/player.

This programme presents an opportunity to highlight and address current issues relating to athlete development including:

- Sub-standard athlete and player development programme design and implementation
- Lack of adequate theoretical knowledge and rationale on long term athlete and player development
- Deficit in knowledge regarding age-appropriate and ability-appropriate exercise streams and selection
- Deficit in age-appropriate functional movement screening, physiological assessment and athlete profiling

The programme is directed initially towards underage coaches, mentors, sports/games development officers and physical education teachers who have prior experiential knowledge in athlete and player development coaching. It will provide an opportunity for participants to develop a theoretical, practical, and academic foundation in the area of athlete/player development.

No similar programmes in the area of long term athlete development are currently on offer in Ireland.

Programme detail

Programme title	Certificate in Athlete / Player Development for Youths
Award title	Certificate in Athlete / Player Development for Youths
NFQ level	6
ECTS ¹ credits	15
Programme code	BN760
Banner code	BN_BCAPD_Q

Validation panel

Chairperson	Dr. Dermot Douglas Higher Education Consultant
	Mr. Gerard O'Connor GAA Games Manager Leinster GAA
	Mr. Colin Daly Northside Community Law Centre
In attendance	Mr. Michael Keane Quality Assurance Officer, IT Blanchardstown
Date of Panel Meeting	Thursday 8 th March 2012

¹ European Credit Transfer and Accumulation System

Personnel interviewed

Mr. Pat O'Connor	Head of School of Business & Humanities
Ms. Patricia Doherty	Head of Department of Business
Mr. Martin Kennedy	National Athlete Development Academy

Panel findings

In evaluating the appropriateness, quality and proposed operation of this programme the following criteria have been considered and are 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.

Evidence of consultation

From the submission document and through discussion with the programme design team the panel was informed of the depth of the consultation that took place with regard to the need and design of this programme. The panel was satisfied with this consultation.

Protection of learners

Section 43 of the Act¹ does not apply.

Quality assurance

The panel was informed of how the proposed programme 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.

Programme titles and award titles

The panel recommended that the title of the proposed programme be amended to more accurately inform prospective learners and other stakeholders. See recommendation one.

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

¹ Qualifications (Education and Training) Act, 1999

spectrum of NFQ levels is conducted / delivered in a manner that is both morally and professionally ethical.

Unity

The panel found that the programme design is consistent with HETAC 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 with learners. Evidence of a clear dialogue was confirmed, enabling learners to develop and have available to them the support of academic staff. Programme management arrangements were discussed and deemed adequate.

Learner assessment

Through discussion with the design team, and from the submission document, it was explained in detail to the panel the multiple modes of assessment, both formal and informal that will be employed on the programme. The panel deemed these to be adequate. The panel, however, recommended the use of “Coursebuilder”¹ to generate syllabus submission documents for future validation panels to provide further clarity on the linking of learning outcomes to assessment events. See recommendation five.

Standards of knowledge, skill and competence

The panel having reviewed the syllabi and assessment methods for the programme was of the opinion that learners would be capable of attaining the standards of knowledge, skill and competence relevant for this NFQ level 6 special purpose award.

Access, transfer and progression

The panel was informed of how the programme incorporates the established procedures for access, transfer and progression that support clear transfer and progression routes within the National Framework of Qualifications (NFQ).

¹ Course Builder is a software application providing a comprehensive solution for educational programme development and management offering a central repository for all information relating to ITB’s programmes and modules.

Panel observations

The panel congratulated the programme design team on what they found to be a very interesting, responsive initiative to an identified need in the area of coaching skills for youths.

Decision of the panel

The panel recommends the validation of the proposed programme namely:

Banner code	ITB code	Programme title	Award title	NFQ level and ECTS credits	Format
BN_BCAPD_Q	BN760	Certificate in Athlete / Player Development for Youths	Certificate in Athlete / Player Development for Youths	Level 6 15 credits	Special purpose

Panel conditions

This validation is subject to the following conditions:

1. Rewrite the minimum entry requirements as discussed at the panel meeting to clearly articulate prior knowledge and skills necessary for prospective learners to successfully engage on this programme including requirements with regard to coaching skills and the code of best practice for child protection.
2. Implement the necessary steps as discussed at the panel meeting to ensure that prospective learners have completed the garda vetting process in advance of commencing this programme.

¹ See recommendation one.

Panel recommendations

1. Review the title of the programme as proposed to better inform prospective learners of the focus of the award as the panel was of the opinion that the inclusion of the words “for Youths” in the title could be misleading.
2. Revisit the terminology of the programme learning outcomes and map accordingly to the award standards as appropriate for the level of this special purpose award.
3. Revise the assessment strategy for each module, clearly identifying deliverables, mark breakdown and grading structures to be employed.
4. Review and clarify the indicative learner workload to more accurately reflect the volume of independent learning a prospective learner will be expected to complete in order to successfully engage on this programme.
5. Use “Coursebuilder” as the primary tool for generating syllabus documentation to provide clearer articulation of learning outcomes, assessment strategy, grading structures and the linking of learning outcomes to assessment events.
6. Make other minor and technical amendments as discussed at the panel meeting.

Panel signatures

Dr. Dermot Douglas _____ Date _____

Mr. Michael Keane _____ Date _____