

Programmatic Review of the Faculty of Business & Humanities 2016

Phase 2: Programme Review Programme Panel Report

SCHOOL: School of Business

DEPARTMENT: Department of Sport, Leisure & Childhood Studies

DATE: April 19 - 20th 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Bachelor of Business in Recreation and Leisure Management

Bachelor of Business (Honours) in Sport and Exercise

Non-Major Awards None

PROGRAMME REVIEW PANEL MEMBERSHIP

Dr Mark Lyons, Programme Director, MSc in Sports Performance, University of Limerick

(Chairperson)

Dr Aoife Lane, Head of Department, Department of Health, Sport and Exercise Science, Waterford
Institute of Technology

Damien Jackson, Director of Education, Training & Development, National Council for Exercise and
Fitness, University of Limerick

Noelle Kiely, Director, NRG Health & Fitness/Energie Express

Tim Horgan, Head of Department, Department of Computing, Cork Institute of Technology

PROGRAMME REPRESENTATION

Programme Staff

Dr Con Burns

Paul Coffey

Jean O' Shea

Irene Hogan

Joan Dineen

Thomas Broderick

Dr Edward Coughlan

Mai O' Leary

Noel Collins

Dr Cian O' Neill

Learner Representatives

Lisa Bolger, Doctoral candidate

Brian O'Leary, Bachelor of Business (Honours) in Sport and Exercise, Year 4

Conor Hammersley, Bachelor of Business (Honours) in Sport and Exercise, Year 4

Darragh O' Hanlon, Bachelor of Business in Recreation and Leisure, Year 3

Kelly Cotter, Bachelor of Business in Recreation and Leisure, Year 3

Lianne Haussmann, Bachelor of Business in Recreation and Leisure, Year 2

Peter Jermyn, Bachelor of Business in Recreation and Leisure, Year 2

Brian O' Sullivan, Bachelor of Business in Recreation and Leisure, Year 1

Hilary Buckley, Bachelor of Business in Recreation and Leisure, Year 1

Graduates

Jamie Googan, Access Office, CIT,

Yvonne O Byrne, Research Masters student

Alan Dunton, Research Masters student

Juliet Murphy, Research Masters student

Wesley Connolly Tong , Research Masters student

John O'Donoghue, Clongowes College

External Stakeholders

Kevin O'Callaghan, County Games Manager, Cork GAA

Colm Crowley, Owner, FitnessWorks Gym

Nora Aherne, Performance Services Manager, UCC Mardyke

Padraig Healy, Sports Inclusion Disability Officer, Cork Sports Partnership

A. PROGRAMME SUMMARY AND OVERALL FINDINGS

1. BACHELOR OF BUSINESS IN RECREATION AND LEISURE MANAGEMENT

1.1. Programme Summary

The Recreation and Leisure Management course combines Health, Fitness, Sports and Exercise related modules with core Business modules. The course prepares students to work in the business,

sports and leisure sector of the economy and provides them with the specialist skills and competencies needed in these industries.

The course consists of lectures, tutorials, practicals, site visits and work placement. The leisure industry is one of the fastest growing sectors of the economy. This has created a demand for personnel with specialist knowledge and skills in recreation and leisure. The course combines technical skills and competencies with a strong business base. The Bachelor Degree offers students the opportunity of acquiring appropriate practical and managerial expertise, which will enable them to be effective managers in the recreation and leisure industry.

1.2. Major Findings

The key changes proposed may be summarised as follows:

1. Identify core competencies, knowledge and skills of graduates and reflect these in the learning outcomes for the programme. Appreciate that there are additional competencies based on elective pathways but each graduate should be equipped with a core set of skills that is clear to internal and external stakeholders.
2. Review programme learning outcomes to reflect the name and aims of the programme and the core skills identified as part of the previous recommendation.
3. Review business modules on the programme. These modules were not scrutinised in detail as part of this programmatic review due to a lack of representation from the School of Business. Given that a significant element of the programme is business-related, these modules should be reviewed.
4. Whilst it is acknowledged that there is flexibility in module choices, the elective pathways need to be more clearly defined than is the case at present. This may take the form of a flow chart where you map suites of modules that may contribute to that pathway. As part of this mapping exercise, it would be useful to identify the key skills and competencies that are being developed across each of the elective pathways on offer. This will also serve the students well in terms of their understanding of the modules that best fit their career goals / aspirations. This can be included as an annex within the existing documentation.
5. Linked to the previous point, the programmatic team need to review whether a 'coaching science' pathway fits with a Bachelor of Business Programme.

6. Despite the challenges of increasing the work placement duration, the programmatic review team must put this forward as a strong recommendation. The need to extend the work placement has come from graduates, employers and current students alike.
Both of the employers who participated in the review, mentioned that a longer work placement builds trust which can lead to more permanent positions in the future as the placement hosts get to understand very well the graduate, their key attributes and skills. The industry expert on the panel also emphasised the importance of a longer work placement as well as exploring the option of having it positioned in year 3.
7. Need to review how assessments are matched to learning outcomes (both the number of LO's and relevance).
8. It is recommended that research skills and academic writing skills need to be embedded into all years of the programme. This was cited as important not just by the programme review team but also by graduates of the programme who stated that they wanted more input in terms of using SPSS, critiquing articles, academic reading/writing, searching databases and conducting empirical research.
9. A module relating to exercise in special populations should be included in the (BBus in Recreation and Leisure Management) programme. This was cited by the industry employers as fundamental in the context of adapted physical activity specifically and the industry expert in terms of exercise in older / geriatric populations.
10. Fitness technology is advancing incredibly fast in this field and so the course needs to include more emphasis on these technologies. The technology module is a good fit here and could focus more on industry-specific technology (e.g. membership software packages, equipment specific technologies) as well as more generic technologies. A suggestion may be to get software suppliers (e.g. Precor, Life fitness) to actually install sample equipment units with these technologies built in. Students are then well positioned to use these software packages and technologies when they enter the workplace. For staff, attendance at industry conferences and trade shows (e.g. FIBO Germany / LIW UK) is imperative to keep abreast of these rapidly changing technologies. Students could be encouraged to attend these conferences/trade shows also.
11. Pool plant operations course/training needs to be included at some level within the programme. Whilst the programmatic review team understand the challenges and costs here, this could perhaps be facilitated through (1) work placement writing this in as a requirement or (2) part-time hours (e.g. getting an expert from the field to teach the students about the fundamentals of pool plant) and use of the local Leisureworld facility.

12. It would be desirable if there was more development of student's knowledge and understanding of the research relating to supplementation and nutrition for training. This could be developed through minor modifications of some of the existing modules within the programme.
13. Assessment: there is quite a variety of assessment on the programme and a good overview was presented in documentation. We would recommend that some consideration is given to the weighting and balance of assessment within and across modules. Must look at standardising expectations of assessments according to different weightings. For example, what is the difference between a 20 minute and 30 minute exam that are both weighted at 50%?
14. General module considerations: we would ask that all modules are reviewed in the context of the following (i) review all learning outcomes and consider use of verbs (one only) and appropriateness to the module overall especially the level the module is being delivered at, (ii) review the assessment of each learning outcome, particularly in relation to multiple assessment of the same learning outcome, and if the assessment proposed is relevant to the learning outcome (iii) review linked modules to ensure overlap of content is minimal, and clearly distinguish modules within streams.

2. BACHELOR OF BUSINESS (HONOURS) IN SPORT AND EXERCISE

2.1. Programme Summary

The Level 8 Bachelor of Business (Honours) in Sport and Exercise provides students with knowledge, skills and competencies in sport, exercise and business related modules. The increasing professionalization in the field of sports coaching and exercise leadership is producing a demand for specialist graduates with high level skills in the practical delivery sphere, but also in project management, social marketing and financial management. This business studies skill set will give CIT graduates a competitive advantage over most other graduates from competitor third level institutions. In a fast evolving employment landscape this programme has been designed to equip graduates with sufficient business acumen to operate as a sole trader or to start their own business in the field of sports coaching, conditioning or specialist physical activity promotion.

The sport and exercise modules are at a standard that will allow the graduates to gain employment as specialists, as opposed to operatives in the industry. Furthermore the qualifications gained throughout the four years of study will allow them to gain professional indemnity insurance if they choose to set up their own business. The practical assessments in many of the sports and physical

activity related modules will allow the students an opportunity to experience the work environment first hand. In preparing for these practical deliveries business skills such as marketing, strategic management and health and safety assessment will be utilised.

2.2. Major Changes Now Proposed

The key changes proposed can be summarised as follows:

1. Identify core competencies, knowledge and skills of graduates and reflect these in the learning outcomes for the programme.
2. Review programme learning outcomes to reflect the name and aims of the programme
3. Consider whether the modules contained within the programme fit with the name and aims of the programme and whether there is synthesis between the modules?
4. Review finance and marketing modules on the programme. These modules were not scrutinised in detail as part of this programmatic review.

B. PANEL FINDINGS AND RECOMMENDATIONS

1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Continent upon confirmation of [the fulfilment of any Panel conditions and] the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from September 2016. As a condition of revalidation, the following Panel requirement(s) must be met:

- 1.1. Requirement:** The Panel requires that Identify core competencies, knowledge and skills of graduates and reflect these in the learning outcomes for both programmes.
- 1.2. Requirement:** Review programme learning outcomes to reflect the name and aims of the programmes
- 1.3. Requirement:** Review business modules on the programme not scrutinised in detail as part of this programmatic review (details contained within this report).
- 1.4. Requirement:** identify the key skills and competencies that are being developed across each of the elective pathways on offer and map the elective pathways more clearly.

- 1.5. Requirement:** review all modules on the programme, particularly learning outcomes and assessment strategy to reach greater consistency across modules and greater alignment with the programme aims and learning outcomes.

2. GENERAL

- 2.1 Commendation:** The panel commends the commitment of the academic staff to the Programmatic Review process evidenced by the detailed analysis and reflection underpinning the self-review of their programmes, the quality of documentation submitted and the professional manner in which they engaged with the review panel throughout the visit. The panel found the discussions with past and present students as well as employers very useful and informative and both groups were very engaging. The quality of the documentation was excellent in general.

- 2.2 Recommendation:** Minutes of the consultation meetings (with students, other Departments, industry partners and stakeholders) that shaped the changes to the programme would have been informative for the review team and could be included in future programmatic reviews as an annex. A sample of course monitoring reports/minutes of focus groups with students...etc. would also be useful in future reviews.

- 2.3 Requirement:** A non-CIT graduate employer should be included in future programmatic reviews.

3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

- 3.1 Commendation:** REPS Accreditation has been considered in the case of the 'Exercise Professional' domain and this is to be commended and retained (or equivalent) moving forward. With the Coaching Science pathway, a number of NGB awards are embedded within the programme and again this is to be commended. These additional awards enhance the student's profiles, their skills base and are a good example of value adding within the programme. Employers commended the quality of students from the programme in terms of their capabilities, adaptability and communication skills.

3.2 Recommendation: The awards at the moment within the coaching science pathway whilst valuable, are low level or 'fundamentals' awards. A recommendation is to explore whether higher level awards can be embedded within the programme or offered as an addition but facilitated through the dept / hosted at CIT. In terms of graduate profiles, it is difficult to determine as just 2 two are provided in the documentation and it is not stated what the current role of one of those profiles is. The first destination data is useful although it is disappointing that the response rate was just 59% (not controlled by course team). Just 40% of the 2014 survey is employed but more important here is for the course team to perhaps do their own analysis of graduate destinations (where feasible) to determine if this 40% of students are working in industries related to recreation, leisure or sport?

3.3 Requirement: Required recommendations in relation to the programme outcomes and aims are detailed earlier in this report.

4. PROGRAMME OPERATION AND PERFORMANCE

4.1 Commendation: The panel commend the programme team for capping practical modules so as to maximise the learning experience for the student. The student numbers in the level 7 programme are high (N = 80) and staff do an excellent job of facilitating students learning, developing a positive rapport with students. The student group discussions indicated that staff are very generous with the time they give to students / student support. The programme team are also to be commended on developing and considering RPL for entry on to the programmes. This can bring many benefits to the programme as a whole and is providing opportunity for people who otherwise may not be able to gain a place on the programme.

4.2 Recommendation: Transfer and progression from the two programmes reviewed here to other programmes nationally / internationally needs to be documented at some level by the staff and then an overview of this provided to the students face to face. There is significant confusion by some of the current and graduating students we engaged with relating to programmes they thought they could transfer to following graduation from the CIT programmes. Clarity is needed here and this could be provided in one succinct document or presentation provided to year 1 students.

5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

5.1 Commendation: Really good mix of assessment methods. A number of the assessments are authentic in nature (e.g. practical / skills evaluations) in that they are assessing key skills and competencies that would be required of the graduates in the field which is to be commended. These practical assessments are often far more time consuming but retaining these is fundamental. The assessment matrix is also very informative and shows that the course team have endeavoured to spread assessment load across each of the semesters. This is challenging but the course team have made an excellent effort of this. In relation to the delivery of the programme a noteworthy commendation is the inclusion of guest lectures in some of the modules. High profiles practitioners that deliver guest lectures on the modules came in for high praise from the student discussions. This should be retained and where there may be scope, extended to even more modules than is the case at present. It is a real strength of the programme and so should be developed further where possible. Another commendation is the ability of staff to deliver anatomy and physiology in semester 1 in the absence of an anatomy and physiology laboratory. This is a significant challenge that the team are clearly meeting.

5.2 Recommendation: It is not clear from section 8.4 (assessment matrix) if the reflective journal is used within the programme? If not, take this out. Some assessments have a very low weighting (e.g. 20% for a project). A recommendation is to consider whether some assessments could be combined, given a higher overall weighting thus reducing the overall number of assessments within a semester (e.g. Sem 1 = 16 assessments at present). This is particularly pertinent where the same learning outcomes are assessed numerous times within the same module. This is unnecessary. For example, if a student gets an A1 in an assignment (e.g. project in SPRT6005) and through that assessment they have met all 5 of the learning outcomes as stated in the module guide, is there a need in this case for the in class exam to reassess those same 5 learning outcomes again? Again in SPRT6004, is there a need for the in class test? In some modules the same learning outcomes are assessed 3 times (e.g. SPRT7024). The course team are best positioned to make the determination here as to whether this amounts to overassessment.

5. MODULES

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review. Therefore, a

recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

6.1 Commendation: Excellent suite of modules being offered to students across the two programmes and excellent student choice. The pathways are an excellent idea in principle for students wishing to pursue a particular career path. As already identified, the modular options within these pathways need to be more clearly defined.

6.2 Recommendation:

- i. Extend the duration of the work placement (justification provided in previous sections).
- ii. Embed research skills and academic writing skills across the different years of the programme.
- iii. A module relating to exercise in special populations should be included in the (BBus in Recreation and Leisure Management) programme.
- iv. Revise the technology module to include more emphasis on industry-specific technologies.
- v. Pool plant operations course/training needs to be included in one of the modules within the programme.
- vi. More content and input relating to supplementation and nutrition for training. This could be developed through modifications to existing modules within the programme.
- vii. More content time on the dissertation module was requested by the students and this should be considered by the course team.
- viii. Review whether blended or online learning modes could be used more in the delivery of the modules offered.
- ix. Consider revising the title of modules such as SPRT6010 to reflect the fact that there is a significant coaching element to the module.
- x. Sports nutrition modules are delivered in semesters 2 & 8. Is there scope to reduce the distance here in the interests of continuity and ensuring students have not forgotten the content from the initial module. This was cited as an issue by students and review team alike.
- xi. In some modules, the range of topics and aspects covered is very broad a recommendation is to cover fewer aspects but in more detail (e.g. SPRT6005, SPRT6007 & SPRT7027).
- xii. In module SPRT6011, the learning outcomes for the project need to be stated.
- xiii. In module SPRT6016, the module focus is health, not sports performance. The learning outcomes (e.g. LO5) and indicative content should reflect this.

- xiv. Title of module SPRT5006 (high performance management) is not aligned to the indicative content title needs revising. Again this is the case in other modules (e.g. the elite athlete).
- xv. The Exercise, Health and Wellness module is much too broad in its current form and appears unwieldy and impractical as a module for year 1 students. This module and related content must be carefully reviewed in the context of the wider programme.
- xvi. The Management and Sports Policy module also appears overloaded. Sports policy is included in two learning outcomes but there is only one related piece of indicative content.
- xvii. Particularly suggest reviewing Exercise, Health and Wellness, Children in Sport, Adolescent Athlete, Intro to Holistic Massage, Sociology of Sport and Leisure, Aquatics and Swim Teaching, Strength and Conditioning, Health Promotion, Personal Training, High Performance Training, Sports Performance Analysis, Applied Sports Psychology, Sports Nutrition and Physical Activity and Children all in relation to learning outcomes and assessment, and overlap within and across related modules.

6.3 Requirement: Review business modules on the programme. Given that a significant element of the programme is business-related, these modules should be reviewed.

7. OTHER FINDINGS AND RECOMMENDATIONS

7.1 Requirement: The programmatic review report should be available to the panel on day 1 of the review with the generic elements of the report already drafted / complete. This would ensure a quicker turnaround than was the case with this review.

8. DEROGATIONS SOUGHT

8.1 None