

## 21. SPORT AND LEISURE

**Performance Level:** Very Good

### **Areas Inspected:**

- Full-time and part-time further education level 2 and 3 sports-related courses.

### CONTEXT

21.1 The provision of level 2 and level 3 sport and leisure programmes is very good. The wide range of courses provides learners with very good pathways to higher level courses, within the College, as well as to other higher education institutions and/or employment. Enrolment onto the level 2 and level 3 programmes is very good and has remained steady over the last three years. There is a strong sense of collegiality among the staff on the sport and leisure courses and very good, positive working relationships between the staff and learners.

#### **The quality of the leadership and management is very good.**

21.2 The head of school provides very good leadership and is supported effectively by the curriculum area manager and course co-ordinators. A supportive and distributive leadership style, evident amongst the sport and leisure staff, has resulted in an effective team approach to programme development and a developing consistency in the quality of the provision of sports studies courses. For example, the establishment of a soccer academy in collaboration with the Irish Football Association has provided an important and meaningful context for learning which motivates well the participating learners who are studying courses at level 2 and level 3. The current, and appropriate, focus of the self-evaluation process is on developing further effective actions to ensure greater consistency in the quality of learning; this important work contributes significantly to the good standards the learners attain.

#### **The quality of the provision for learning is very good.**

21.3 The lecturers are highly committed and work very hard to support the learners' all-round development and progress. The quality of the theory and practical training sessions observed during the inspection ranged from satisfactory to outstanding. Most of the teaching and learning, however, was good or better with over two-thirds being very good or outstanding. The most effective practice was characterised by: appropriately paced, learner-led activities; very good working relationships between the lecturers and the learners; contextualised learning experiences; and the effective use of whole-class, small group and one-to-one support which enhance the development of the learners' skills and quality of their learning. The learners respond positively and enthusiastically to the very good, balanced combination of lectures, tutorials and practical sessions. In less effective practice, there was over-direction by the lecturer and the content did not engage sufficiently the learners. There is a need for all teaching staff to use ILT resources more effectively to support the learners in their work.

#### **Achievements and standards are good.**

21.4 The learners develop an extensive range of important skills through their academic studies, practical sessions and coaching activities; these are complemented by carefully selected additional award-bearing courses. The outcome of this work is the very good development of the learners' independent learning, leadership and teamwork skills, and, as a result, their prospects of employability. Over the past two years, the overall retention rate

is good at 78%, with evidence of an improving trend. To improve retention rates the curriculum management team need to develop further the strategies to identify and support students at risk of not completing the level 3 full-time sports courses, where over the past two years the retention rate is inadequate. Overall achievement rates are very good at 92% and progression rates to further education, higher education and/or employment are also very good. In addition, important links have been established with sports-related and physical education courses at university level, resulting in learners being well-informed about potential progression pathways.

**Table of Achievements (over the last two years)**

Course Type	Completion Year 2011			Completion Year 2012			Two Year Average		
	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)
Part-Time Courses at Level 2	83	92	76	100	97	97	89	94	83
Full-Time Courses at Level 2	93	96	90	91	91	82	91	92	84
Part-Time Courses at Level 3	78	94	73	100	91	91	86	93	80
Full-Time Courses at Level 3	57	89	51	51	86	44	54	88	47
Overall	75	92	69	81	92	75	78	92	72