



Level 3 CT Study Programme Student Handbook

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Club	<input type="text"/>



Established by



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Welcome to the CT Study Programme



League Football Education, in partnership with the EFL and the EFL Trust, offer 16-18 year-old (male and female) learners, the opportunity to study sport-related qualifications while representing their club at football.

On this programme, you will take part in an ESFA funded study programme, improving your knowledge of sport and applying this to the practical element of your programme to improve your technical, tactical and physical ability. Upon completion of the course, you could progress on to University or full-time employment.

We realise that for many young people, the Study Programme is both an exciting but daunting proposition, so the purpose of this handbook is to try and provide you with the information that will help you better understand the learner journey.

This time will only come around once so I would encourage all learners to enjoy this experience and realise that it is essential to give 100% towards your training and education.

We hope this booklet gives you a good introduction to LFE and answers many of your questions, but if not, a list of LFE contacts is available in this guide for you to approach for any further guidance.

A handwritten signature in blue ink that reads "S. Stephen".

Sarah Stephen
Chief Executive

About Us



League Football Education was established by The English Football League and The Professional Footballers Association

Who are we?

LFE was established by The English Football League and The Professional Footballers Association to manage the Apprenticeship programme and CT Study Programme.

We have 27 staff, with 14 working across the country dealing with club and college staff to support learners throughout their programme. LFE aims to help all learners achieve their full Study Programme and support learners moving into positive destinations at the end of the programme.

Why are we here?

We are here to manage and operate the Apprenticeship Programme and CT Study Programme on behalf of English Football League clubs and their Community Trusts.

LFE is funded by the Education and Skills Funding Agency, the European Social Fund and by football.

Our CT Study Programme Manager is your direct link with LFE and is on hand to offer help and advice during the next two years and to ensure that you are given the best chance possible to fully benefit from your programme.

The CT Study Programme Manager should be your first point of contact with LFE, although you can also speak to central office staff.



Did you know...

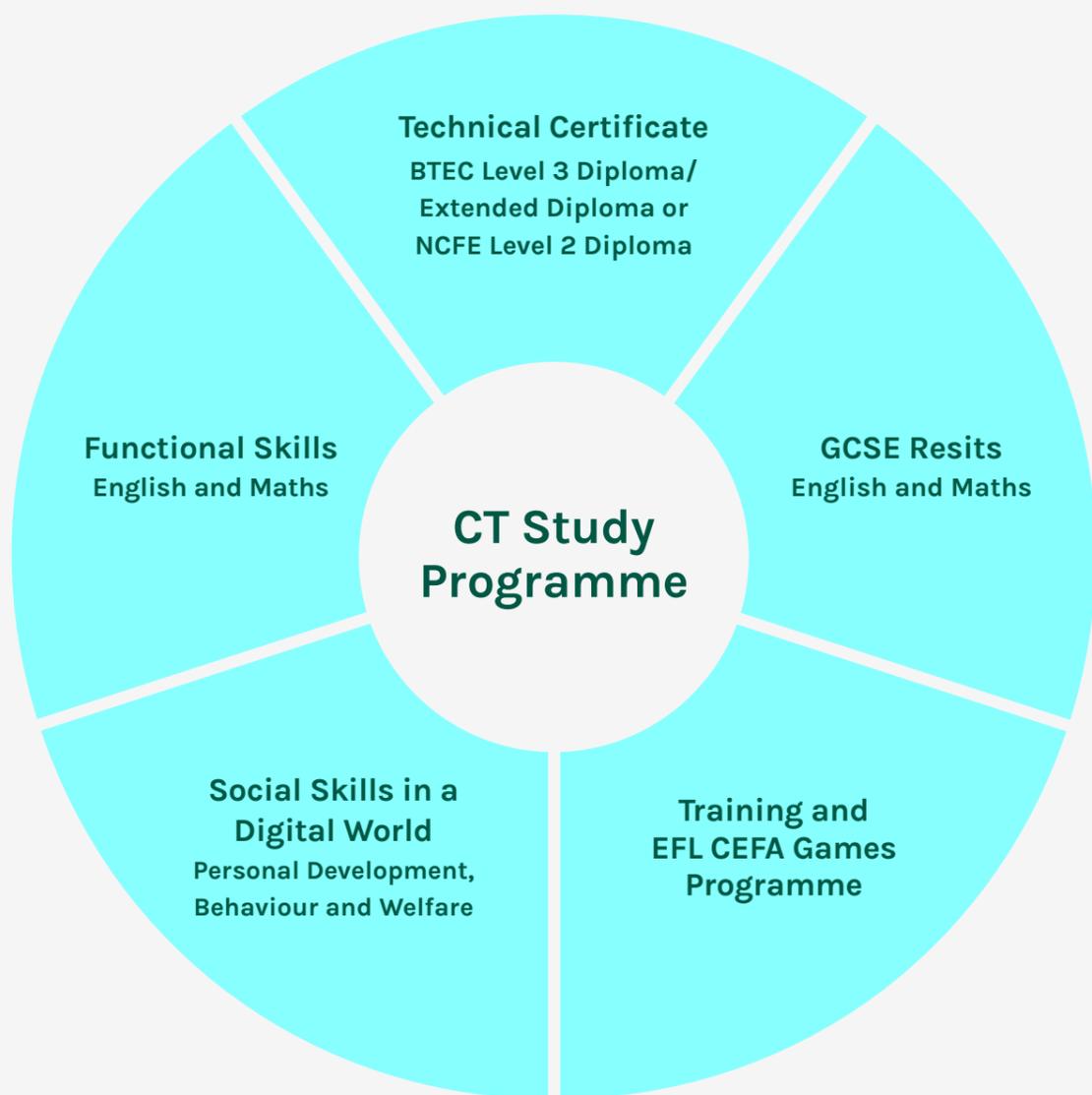
LFE's CT Study Programme Manager visits learners on a regular basis to monitor progress. Any problems or concerns can be raised then.

CT Study Programme

This section gives a brief outline of the components that make up the CT Study Programme and the process that is undertaken to ensure that your individual needs are identified and met over the course of the programme.

The Study Programme

LFE is funded by the Education and Skills Funding Agency (ESFA) to deliver the CT Study Programme. You must attend all elements of your Study Programme to ensure you remain a full-time learner throughout the duration of your studies. A conceptual diagram is outlined below.



Initial Assessment

Initial Assessments are carried out with you to establish your academic ability.

The assessment is carried out in the first four weeks of the course and will enable LFE to place you on the most appropriate educational programme based upon the outcome of this and your GCSE results. You will also undertake an online skills builder assessment and Learning Styles Questionnaire as part of the Initial Assessment process.

Diagnostic Testing

Upon completion of the Initial Assessment, you will undergo Diagnostic testing to identify your strengths and areas for improvement in English and maths. The results of these tests are crucial for teachers to ensure lessons are correctly planned to cater for all individual learning needs.

Induction

You will be provided with a thorough induction prior to the start of their programme. LFE provides each club with a set of standard induction topics that they should cover with you. This includes the following:

- Health & Safety
- Equality of Opportunity
- Drugs Awareness
- Learner Well-being
- Safeguarding

In addition to this, they will cover the following:

- A Site Tour of All Premises and Facilities
- Coverage of Equality and Diversity
- Prevent
- Learner Codes of Conduct/Disciplinary Procedures
- A Qualification Introduction

Learner Reviews

Learner reviews are conducted by LFE's CT Study Programme Manager and are recorded on an e-learning platform (EMS). The review process clearly establishes the level of progress made and agreed actions.

All reviews are exportable from EMS and can be distributed directly to your parents if the Club wishes to do so.

Reviews are conducted in the following areas:

1. Technical Certificate (completed by your club tutor(s))
2. Functional Skills English and Maths (completed by your Functional Skills tutor if appropriate)
3. GCSE English and Maths (completed by your GCSE tutor if appropriate)
4. Overall individual review (conducted by LFE's CT Study Programme Manager)

Review Cycle

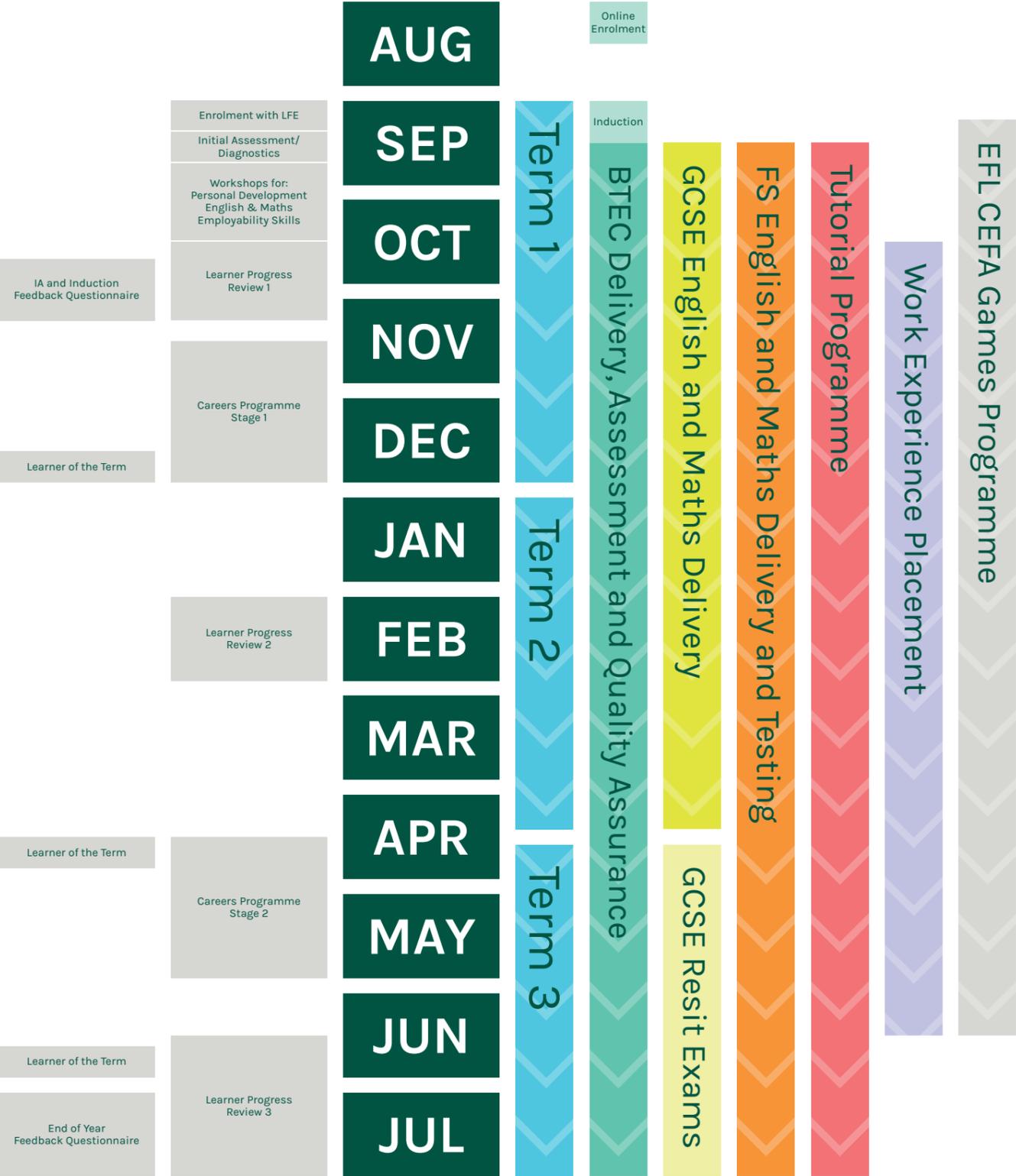
Reviews will be conducted three times per year, throughout the 36 week course. It is essential that you are available for reviews.

Individual learner reviews are conducted in order to ensure that everyone can fulfil their true potential

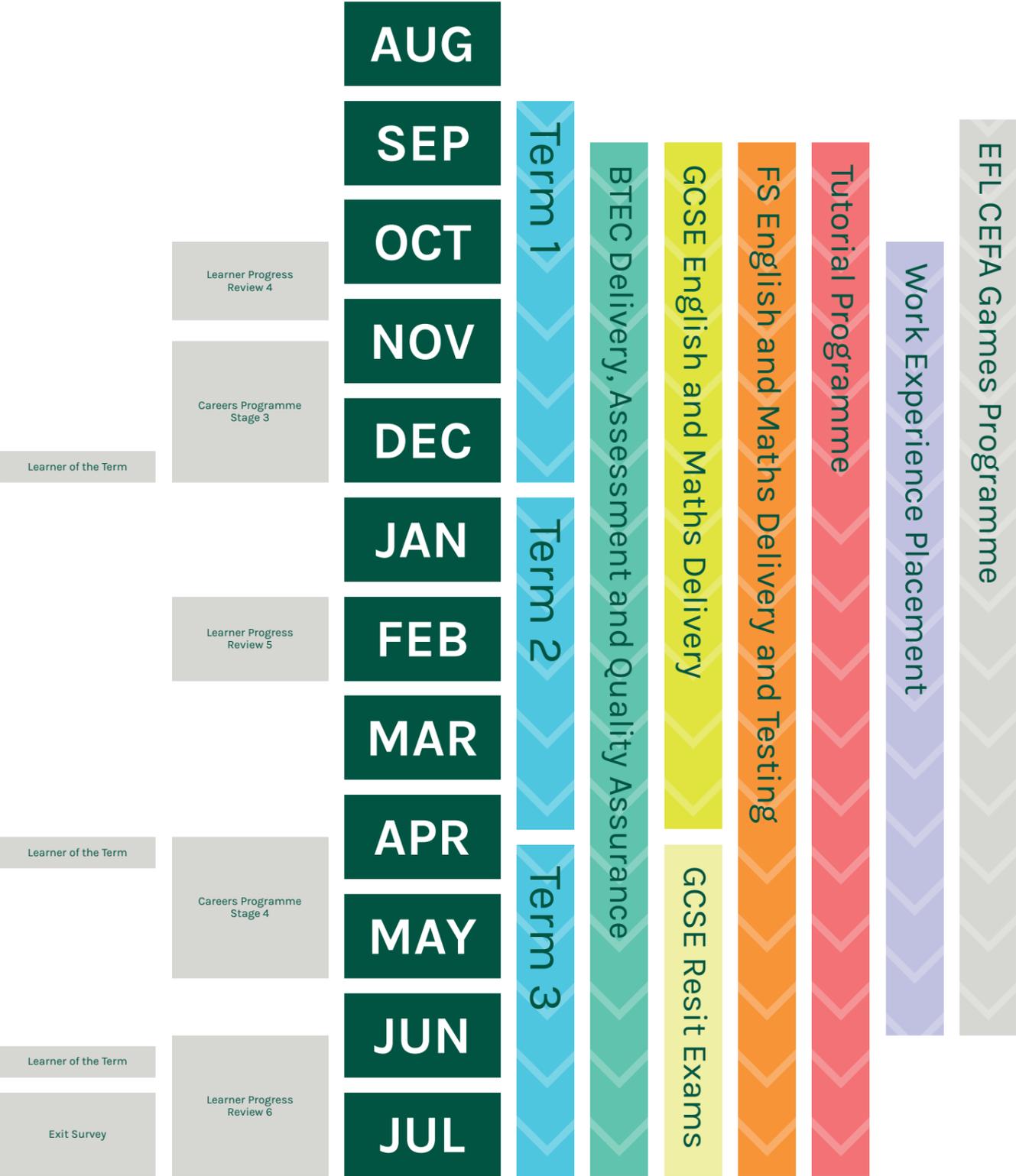
CT Study Programme Timeline

A visual representation of how the Study Programme works is below:

Year 1



Year 2



Keeping you informed

LFE is committed to supporting all learners throughout and beyond their Study Programme.

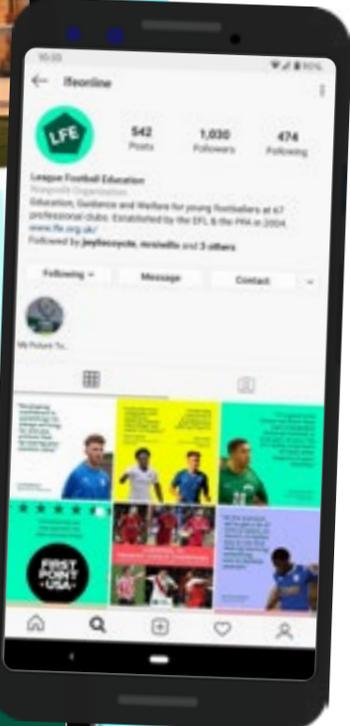
A number of channels have been developed to engage everyone associated with the programme.

LFE's website and social media channels are the first port of call for the latest news.

We utilise an e-learning platform to manage the education programme and to provide learners with useful guidance and information on a variety of real life issues.

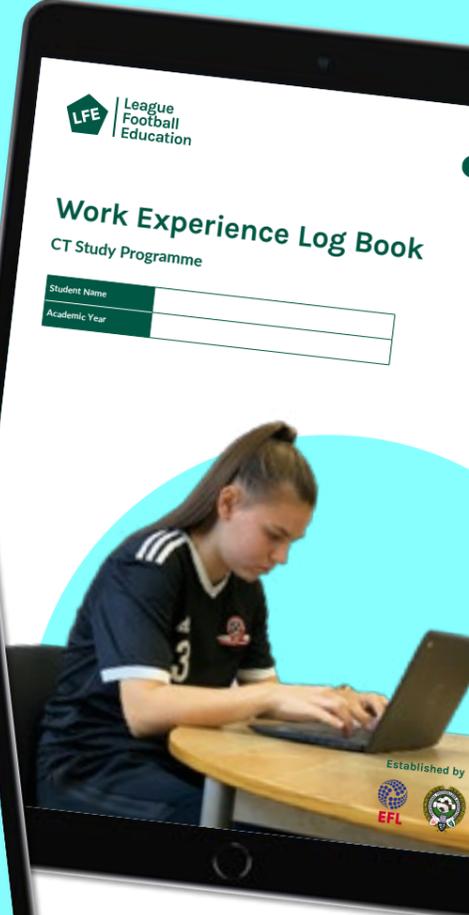
Digital & Social Media

Follow us online and via Twitter, Instagram, Facebook and YouTube to stay ahead of the latest developments.



Publications

Publications include our guides to support players considering Higher Education or soccer scholarships in the USA.



Face-to-face

LFE staff support learners throughout and beyond the two-year programme to help them realise their potential.

Football Training and Games Programmes

Football Training

To fully prepare players for the EFL Community & Education Football Alliance (CEFA) Games Programmes, clubs provide all players with a minimum of four hours of football coaching per week. This allows players to gain a better understanding of the game and improve their technical, tactical, physical and psychological skills. Training is delivered by qualified and experienced coaches, who are fully CRB checked.

CEFA Games Programme

The CEFA league provides students with the opportunity to participate in an exclusive, high quality, well organised league against other EFL teams. The EFL manages and coordinates the delivery of this Games Programme and clubs can enter multiple teams into the league.

CEFA fixtures are to be played on a home and away basis in regional leagues of approximately 10-12 teams. Upon completion of this, there is a National Play-Off process to determine overall winners. The exact format is determined once the number of teams is known.



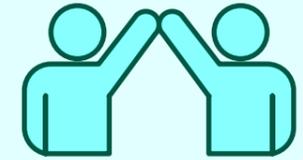
Study Support

Throughout the CT Study Programme, learners will be expected to undertake some study away from the centre. The following tips can help support this study:



Environment

Consider the environment available for them to utilise. Learners concentrate best in a spacious, well lit and quiet area. Try to limit distractions by setting boundaries, i.e. no TV or phone usage.



Support From Others

Studying does not have to be an individual task. Support could come from:

friends - are they studying the same subject? Could they work together?

family - subject knowledge is not required for support. Probing questions allow your child to explain things to you, i.e. 'What does that mean?', 'How does that benefit you?' etc.

Any form of interest in a topic from family and friends will increase a learner's motivation.



Equipment

Learners need the correct equipment to study. Consider the workstation available to them - is it suitable for writing/using a laptop on?

The majority of the time a kitchen table will suffice, providing it's spacious and clear.

Also, ensure they have the correct stationary required for the task, i.e. pencil, ruler, lesson notes, etc.



Nutrition/Hydration

Research has proven learners need the correct amount of sleep and nutrition to sustain good levels of concentration.

Ensure they stay hydrated by drinking plenty of water. Try to avoid sugary snacks/drinks.

Induction Checklist

Prior to commencing your programme, club staff should deliver a thorough Induction to provide you with sufficient information make sure you understand how the programme works. Complete this checklist to show you are ready to start the course.

	Yes	No
I have been told about my course, detailing its title, units to be completed, deadlines, value of my course, etc.		
The assessment process has been explained to to me, e.g. assessment, internal verification, external verification strategy.		
I have been given/shown the assignment briefs I will be working from for my first unit.		
I understand what can be used as evidence for my portfolio and how to present it.		
It has been explained to me that I will only get one opportunity to resubmit an assignment as long as I have met all the awarding body assessment guidelines.		
Plagiarism has been explained to me in detail.		
I understand that all work I produce is my own and the importance of referencing any external information I have obtained.		
I understand that prior to submission I must sign to authenticate that the work is my own.		
I have been told about assignment submission dates by my tutor.		
Health and Safety and Safeguarding has been explained to me.		
Equality and Diversity has been explained to me.		
Prevent has been explained to me.		
I understand what is meant by pass, merit and distinction and what I have to do to achieve these.		
The learner appeals procedure has been explained to me and I know where the learner appeals sheets are kept.		
I have been given a site tour of the facilities I will use for education and practical work.		
I have been given an account for the EMS and had an induction.		
I have been made aware of the Student Support Services available to me, i.e. careers advice, mentoring, additional support.		
The rules and regulations of the club have been explained to me.		
The grievance and appeals process has been explained to me.		
Learner Signature		Date
Tutor Signature		Date

What are BTECs?

BTEC qualifications are suitable for a wide range of learners. They offer an alternative to more traditional qualifications, combining academic and vocational methods of learning.

They are respected and understood by employers and Higher Education institutions alike. BTECs will develop and enhance the skills that you already have and encourage you to think about relating your learning to real life situations. BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas.

The courses offered are practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working environments. They will give you a good feel for what it will be like to be at work, as well as developing your communication, IT, time management and teamwork skills. There are no formal exams.



Moving on from BTEC Courses

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

Teaching and Learning

BTEC courses are learner centered. Where appropriate, traditional teaching methods are used, but in general you will be learning through investigation and active involvement. You will have a great deal of responsibility for your own learning. Units are taught through 'learning aims' and each assignment will concentrate on assessing and extending your knowledge and understanding in one or more of these aims. Your tutors will act as learning resources, offering advice and guidance as to how to approach the work.



Edexcel BTEC Courses Offered by League Football Education

**Edexcel BTEC
Level 3 Extended
Certificate in
Sports Coaching**



**Edexcel BTEC
Level 3 Foundation
Diploma in Sports
Coaching and
Development**



**Edexcel BTEC
Level 3 Diploma
in Sports Coaching
and Development**



**Edexcel BTEC
Level 3 Extended
Diploma in Sports
Coaching and
Development**



Expectations of BTEC Learners

BTEC courses are demanding. To succeed, you need to:

1. have high standards and expectations of yourself - targets are there to be reached and then exceeded
2. have excellent attendance and always be punctual to all lessons
3. listen to your tutors
4. be prepared to work independently to complete your assignments
5. manage your time in and out of lessons effectively
6. sign to authenticate work is your own and has been referenced correctly
7. avoid any form of plagiarism in coursework or exams
8. always set a good example, both in and out of your club and education provider
9. notify your tutor in advance where absence is unavoidable
10. treat everyone politely, with courtesy and respect
11. apply yourself with total commitment to all of your courses
12. submit all set work on time, meet coursework deadlines and, if absolutely necessary, negotiate an extended deadline in advance of that deadline
13. ask for advice and help

Subject Information for Sport

Each course has a different mix of units. The mix of units will depend on the staff assessing on the course, facilities and the group's prior experience.

Take a look...

A full list of units and grading points can be found on pages 24-25.



BTEC Assessment Information

How will my learning be assessed?

BTECs are not exam-based qualifications. You will be studying real life, work-based case studies and will complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied. Assessment can be through anything that reflects what you have achieved during the course. This will be set by your tutor through set assignment briefs.

As there is no final examination, you will build a portfolio of work that will be assessed by your tutor and checked by other staff and Edexcel. This includes coursework you produce, such as items, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your teacher what you have learned and will be looked at during moderation. The projects that you undertake will form the basis of your unit results, which may be graded as a Pass, a Merit or a Distinction.

Assessment may be recorded in many different ways to help you to achieve, such as:

- photographs
- written
- video
- witness statements
- observations
- practical activities
- digital voice recorder
- presentations

During your BTEC course, you will receive feedback in two different ways:

Formative feedback

Your tutor will give this to you as you are working on tasks and exercises that relate to the unit. This feedback will be given before you start your assignment. This feedback could help you complete the assignment once it has been issued to you.

Summative feedback

This feedback will be given once you have completed the assessment. This feedback will highlight what criteria you have achieved and how you could develop your work in future assignments. This feedback will not tell you what you need to cover to gain a higher grade.

Assignments

Your assessment is carried out once the tutor feels that you are ready to complete the assignment. This assignment can be carried out in a number of different formats. Once the assignment has been issued, it should be used as your reference point for the assessment. The assignment brief needs to be handed in once you have completed it.

Each assignment brief will tell you:

- assignment number and title
- which unit(s) the assignment relates to
- what the assignment is about
- what tasks you have to complete with a relevant scenario, which informs you how to set out the assignment
- the grading criteria and learning outcomes of the assessment to help you produce evidence to enable you to pass
- suggestions and ideas on how to achieve the grading criteria
- Functional Skills you will cover in the assignment



Remember...

Once your tutor has handed out the assignment, they will not be able to provide any help or support that relates to the assessment criteria.

BTEC Assessment Information continued...

The title of the Level 3 National qualification I am studying is:
The length of my course is:
The total number of units I have to study is:
The number of mandatory units I have to study is:
The titles of these mandatory units and the dates (or terms) when I will study them are:
What does 'mandatory' mean:
The main topics I will learn in each mandatory unit include:

The number of optional units I have to study is:
The titles of the optional units I will study are:
The main topics I will learn in each optional unit include:
Other important aspects of my course are:
After I have achieved my BTEC Level 3 Diploma, my options include:
Useful sources of information I can use to find out more about these options include:

BTEC Units

Diploma

Mandatory Units
A Careers in the Sport and Active Leisure Industry
B Health, Wellbeing and Sport
C1 Developing Coaching Skills
D1 Applied Coaching Skills
1 Sport Development
2 Self-employment in Sport and Physical Activity
Optional Units
5 Anatomy and Physiology in Sport
12 Practical Sports Application

Extended Diploma

Mandatory Units
A Careers in the Sport and Active Leisure Industry
B Health, Wellbeing and Sport
C1 Developing Coaching Skills
D1 Applied Coaching Skills
E Research Project in Sport
1 Sport Development
2 Self-employment in Sport and Physical Activity
Optional Units
4 Nutrition for Physical Performance
5 Anatomy and Physiology in Sport
11 Rules, Regulations and Officiating in Sport
12 Practical Sports Application
13 Influence of Technology in Sport and Physical Activity
14 Organising Events in Sport and Physical Activities



Submitted Work

Always check the brief to ensure you have completed all the necessary tasks.

Work should be word processed unless otherwise stated on the assignment brief. You should always keep an electronic copy of each completed assignment for your reference. All work within the assignments must be your own work. It should not be copied from another learner nor cut and pasted from articles on the internet. This is regarded as malpractice and a formal enquiry will follow.

You will need to sign and date the learner declaration of authenticity with each assignment. This confirms that you have produced the evidence yourself and independently.

Deadlines! All assessments have to be handed in on the date that is stated on the assignment brief. If you do not achieve this, then you are not meeting the rules of assessment. Under the new internal assessment rules, this could result in you not being allowed to have one opportunity to upgrade your assessment.

Marking and Moderation

All assessments are marked by your assessor in relation to the set criteria appropriate to each unit's learning outcome. The assessment process is then subject to internal verification from a second marker.

The Internal Verifier samples work to ensure that marking is consistent and reflects appropriate standards of achievement. Once the Internal Verifier agrees with the assessment decision, a report is completed confirming that the national standards have been met. An External Standards Verifier, appointed by Edexcel, may also sample some of the work and the grades awarded.

If you are dissatisfied with the grade awarded you will have the opportunity to appeal against the assessor decision. The full appeals procedure can be found on page 34 of this handbook.

All work should be marked in good time by your tutor (ideally within 15 working days of your assessment being handed in). If you have met all internal assessment rules (handed work in on time, completed learner declaration of authenticity and the tutors feel you can upgrade without further feedback) then the tutor can ask the Lead Internal Verifier to grant ONE resubmission opportunity.



Remember...

If you are dissatisfied with the grade awarded you will have the opportunity to appeal against the assessor decision. See page 34 for more information.

Plagiarism and Malpractice by Learners

All your coursework must be your own. Copying from a friend, a member of your family or from the internet will lead to action being taken against you. At LFE, we have a list of examples of Plagiarism and Malpractice.

This list is not exhaustive and other instances may be considered by this centre at its discretion;

- Plagiarism of any nature (copying from books, the internet, etc).
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of IT to aid copying).

- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce work for another or arranging for another to take ones place in an assessment/ examination/test.

Procedure for Dealing with Plagiarism and Malpractice

- The learner will be given the opportunity to remove the plagiarised material from the assignment and produce their own work.
- If the learner fails to remove plagiarised material, their parents will be contacted and a meeting will be arranged between the learner, parents, assessor and/or Programme Leader to discuss the situation.
- A learner's work will only be assessed and graded for the assignment if the assessor is confident that the work is wholly that of the learner.

Procedures

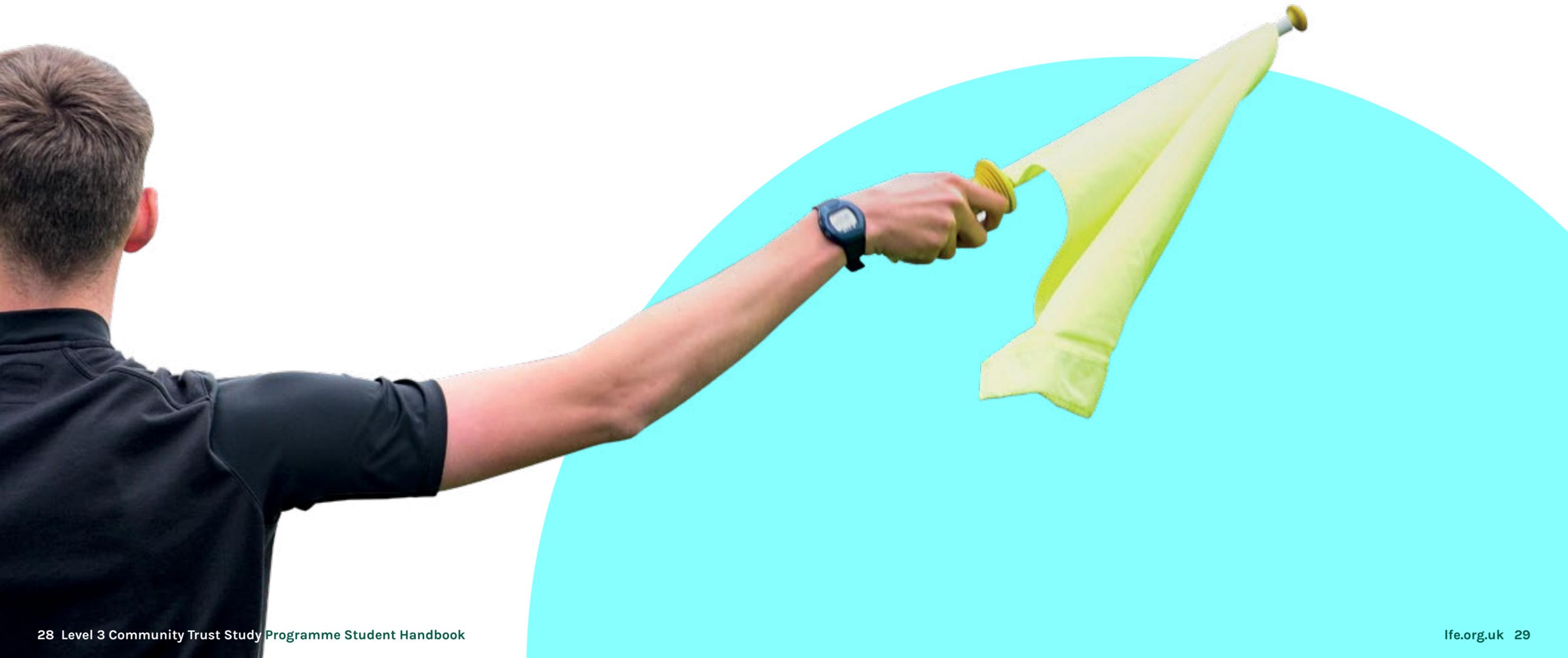
Learner induction

Should inform the learner of the appeals procedure.

Learner appeals procedures

A staged procedure to determine whether the assessor:

- used procedures that are consistent with Edexcel's requirements
- applied the procedures properly and fairly when arriving at judgments
- made a correct judgment about the learner's work



Calculation of the Qualification Grade

The table below shows the number of points available for units. All units in the qualifications are internally assessed. For each unit, points are allocated depending on the grade awarded and the amount of guided learning hours (GLH) required.

	Unit size			
	60 GLH	90 GLH	120 GLH	180 GLH
U	0	0	0	0
Pass	6	9	12	18
Merit	10	15	20	30
Distinction	16	24	32	48

How to calculate your grade throughout the programme

Using the points in the table above, log each unit grade you receive and the points awarded for this on your personal unit table of achievement (see page 32).

Unit	Level	GLH	Grade	Points
B	3	90	Merit	15
A	3	90	Distinction	24
1	3	60	Distinction	16
C1	3	180	Merit	30
Running Total				85

Qualification Grade

Once all of the units within the qualification are completed, the points are added together and this will translate into a final grade. The table below shows the minimum points required to achieve each final grade.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
Merit	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
				DD	144	DDM	196
Distinction	74	D	108	D*D	162	DDD	216
				D*D	162	D*DD	234
Distinction*	90	D*	138	D*D*	180	D*D*D*	252
				D*D*	180	D*D*D*	270



Appeals Procedure Stages

Stage 1 – Informal

Learner consults with assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.

Stage 2 – Review

Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.

Stage 3 – Appeal hearing

Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.

Stage 4 – External appeal

The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals

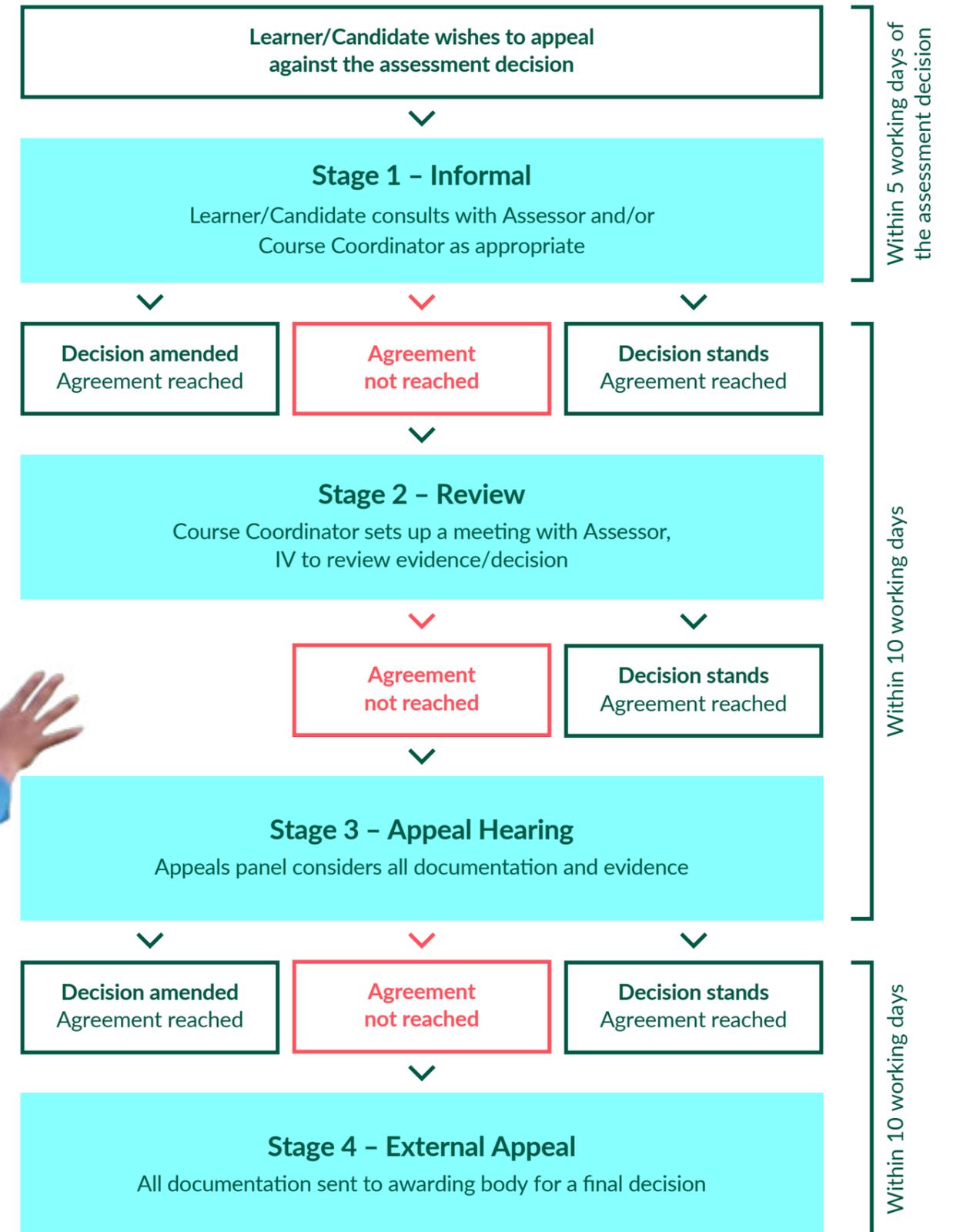
Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

Monitoring of appeals

Undertaken by senior management to inform development and quality improvement.



Appeals Procedure



Assessment Appeal Form

Appeal made to Assessor/Internal Verifier/Centre Coordinator*

Name of Candidate	
Qualification	
Unit/Element	
Assessor Involved in this Assessment	

Reasons for Appeal

Assessment Date		Assessment Venue	
-----------------	--	------------------	--

Action Taken

Candidate Signature		Date	
Signature		Date	

Assessor/Internal Verifier/Centre Coordinator*

Outcome

Signature		Date	
-----------	--	------	--

Assessor/Internal Verifier/Centre Coordinator*

English, Maths and Functional Skills

Throughout your course, tutors will provide you with opportunities to develop and practise your English, maths and Functional Skills.

There will be lots of occasions when English will be practised in reading, writing, speaking and listening. You should pay particular attention to your spelling, punctuation and grammar.

Maths will occur in some BTEC units but will be less obvious in others.

It helps you to retain the English and maths learning you did in school if you practise these skills. They will then be with you when you move on from your Study Programme. If there is an aspect of English and maths that you find particularly challenging, mention it to your BTEC tutor and, if they can't help, they will be able to pass you onto a subject specialist.

Alongside English and maths, there is a need to be 'functional' in the workplace. During your course you will be encouraged to work independently, as part of a group, to do research, to share your findings, to solve problems and so become a more functional member of your group. This may feel different from the experience you had at school but will help to prepare you for what lies ahead.

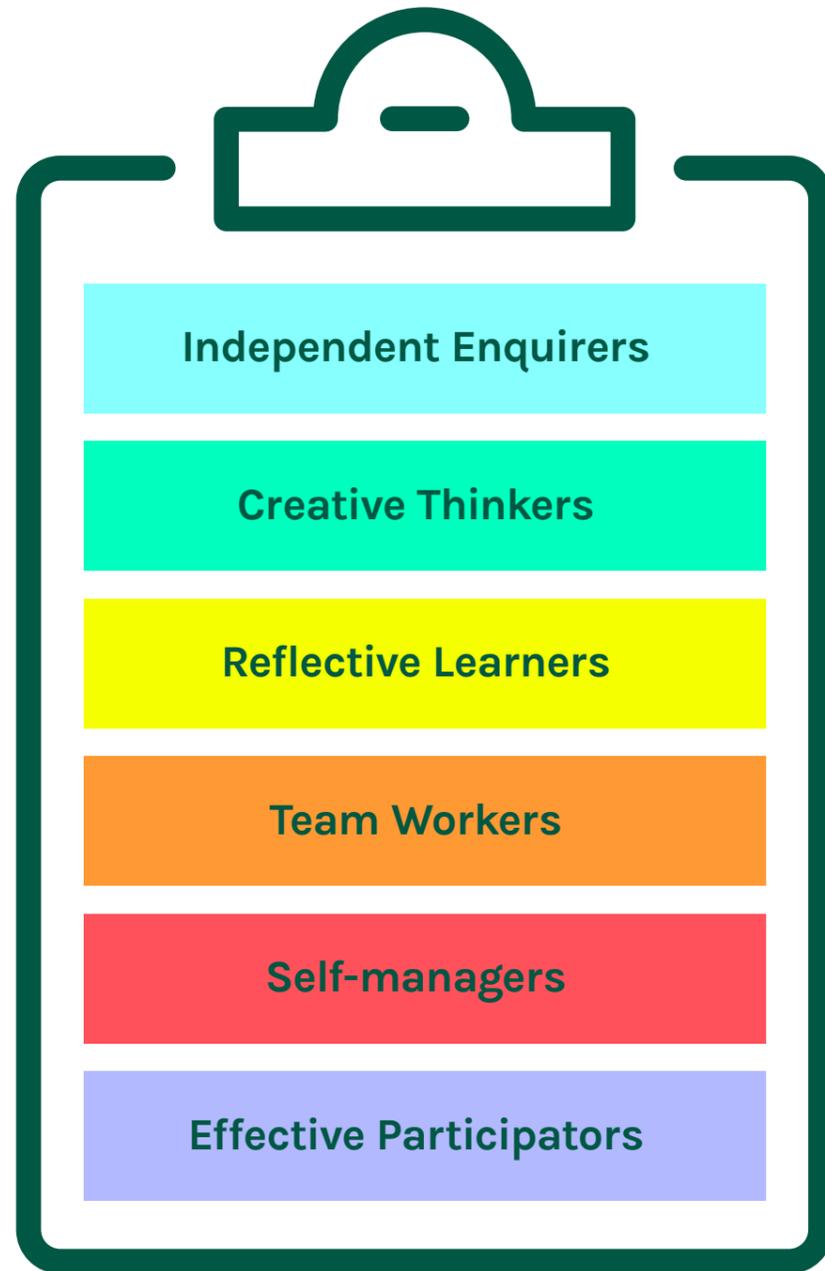


Personal Learning and Thinking Skills

The framework comprises six groups of skills that, together with the Functional Skills of English, maths and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work.

It is these skills that will enable young people to enter work and adult life as confident and capable individuals.

The titles of the six groups of skills are set out in this illustration.



Independent Enquirers

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to solve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

Creative Thinkers

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

Personal Learning and Thinking Skills continued

Reflective Learners

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress

Team Workers

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others

Self-managers

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships

Effective Participants

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

Remember...

It is these skills that will enable young people to enter work and adult life as confident and capable individuals.



Safeguarding and Equality

LFE is committed to safeguarding learners and promoting the welfare of young people and expects everyone to share this commitment. If you have any concerns regarding a safeguarding issue please bring this to the attention of your club Designated Safeguarding Officer.

LFE works hard to ensure that every learner is treated fairly and is encouraged to develop to her/his full potential in all aspects of training.

We will seek to ensure that learners do not suffer any form of discrimination and that they are supported to understand their rights and responsibilities during the programme.

LFE will discuss equality issues with learners during progress reviews to monitor their understanding and experience during training.

Please treat everyone with respect and if you have any concerns, please bring them to the attention of your club Designated Safeguarding Officer.



Health and Safety

You will be expected to follow the Community Trust's Health and Safety rules and expectations of behaviour.

Your club tutors will take you through the specific health and safety rules for their subject during your first lesson. Some health and safety expectations are also outlined in the subject specific information contained at the back of this handbook. Failure to follow health and safety rules could result in disciplinary action.



How to Acknowledge Sources and Referencing

There are several reasons why you must get in the habit of acknowledging sources of information. You need to give credit where it is due and you must keep an accurate record of what you have used in case you or anyone else needs it again. Teachers can check your interpretation for accuracy and you can defend against claims of plagiarism. You should follow the established academic conventions as follows:-

Referencing

Every time you refer to someone else's work you must acknowledge it, whether by paraphrasing and giving the author's name in the sentence, or by using brackets, footnotes or number references as follows...

Paraphrasing

This is where you put the author's idea into your own words but say where you got it from, e.g. "...and this is further supported by Bruce Dierenfield in his book *The Civil Rights Movement* (2008) where he suggests that after the Civil War ended in 1865 it looked as though four million black citizens would enter mainstream society."

Brackets

This is where you include a quotation and say where you got it from in brackets, e.g. "...and therefore Kant maintained that an action was only good "when a person acts from a sense of good will" (Ina Taylor: OCR Philosophy & Ethics (2008)).

Footnotes

This is where you mark each reference or quotation with a number and include the source at the bottom of the page. This can be less obtrusive but looks messy if there are too many references on one page, e.g. "...and therefore Kant maintained that an action was only good "when a person acts from a sense of good will" (1). (1: Ina Taylor: OCR Philosophy & Ethics (2008)).

Numbered Reference

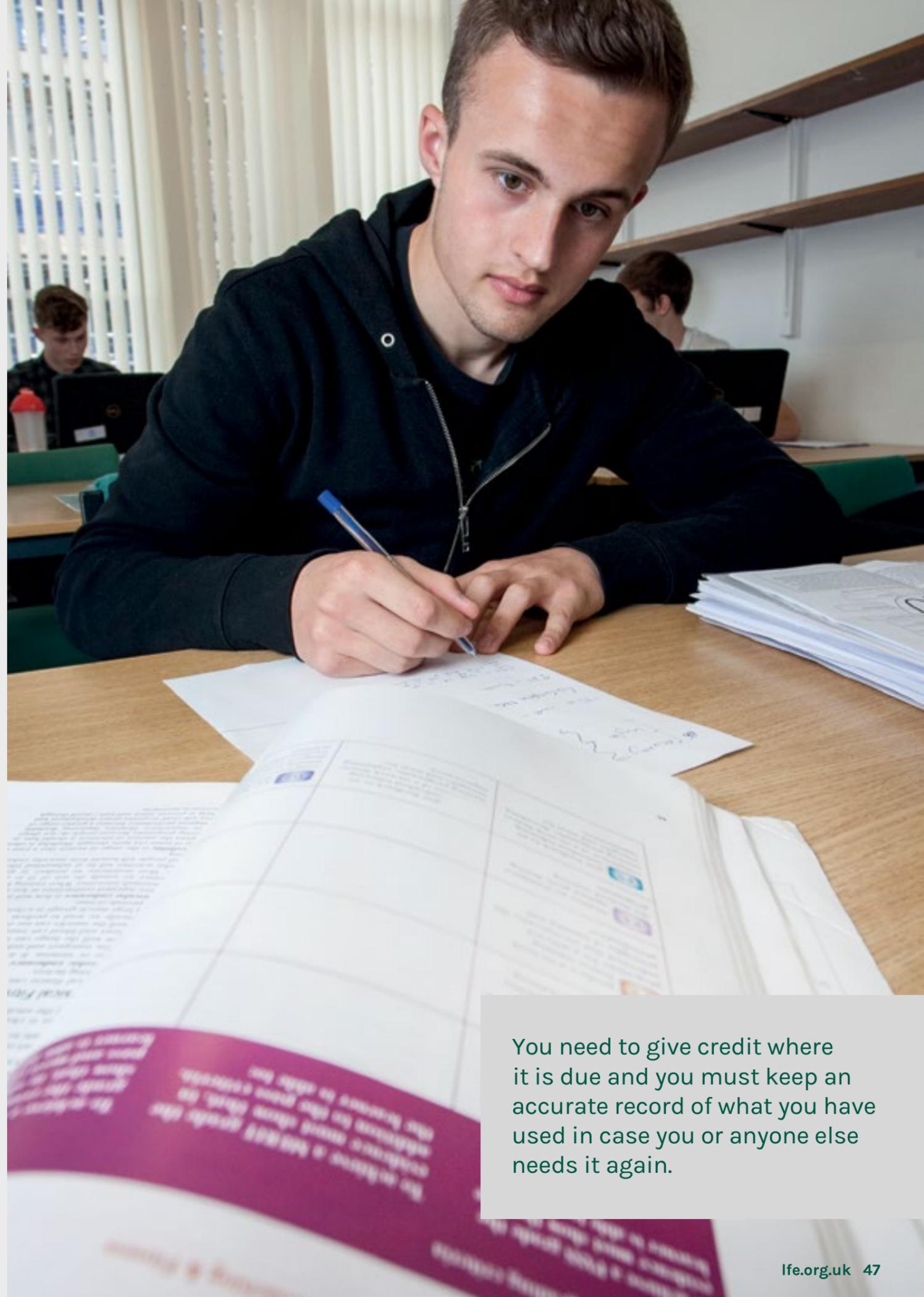
This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. This keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order, e.g.

1: Bruce Dierenfield: *The Civil Rights Movement* (2008) p29 Bibliography

A Bibliography

This is a list of all the sources you have used in an assignment, e.g. author's name, title, publisher and date of publication. They can be developed to include a summary of the content or even an evaluation of the usefulness of the content. Sources should be presented in alphabetical order by surname, e.g.

1. Armstrong N. *An Extraordinary View From Above*, MacMillan 1989



You need to give credit where it is due and you must keep an accurate record of what you have used in case you or anyone else needs it again.

Referencing Your Work

To find out further information and to produce evidence to support your assignment work, you will need to carry out research using textbooks, journals and websites.

When presenting your work, you will need to know how to reference any sources that you cite using the Harvard referencing system.

This activity helps you to learn how to use this system.

1. Go to the library and find books that include information about one of the subjects you are studying on your course.
2. Write the title of each book, plus the name(s) of the authors and information about the publisher in the table below.

Name(s) of author(s)	Book title and edition	Publisher	Page No.(s)*

* Remember to list the page numbers where you found the information

3. Summarise how you could use each book to support your assignment work.

You could use a table such as the one below for this.

Title of the book	
What can this be used for?	
Title of the book	
What can this be used for?	
Title of the book	
What can this be used for?	





UCAS Tariff Calculator

UCAS Tariff points are allocated to qualifications studied between the ages of 16 and 18.

Some universities and colleges use UCAS points in their entry requirements, so you may need to know how many points your qualifications are worth.

Go to the UCAS website to check your qualifications:

www.ucas.com/ucas/tariff-calculator

Weekly Schedule

Time/Period	Monday	Tuesday

Wednesday	Thursday	Friday

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