



Level 2 Futsal Student Handbook

League
Football
Education

Name	
Club	



LFE was established by
The English Football League
and The Professional
Footballers' Association



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Welcome

This Student Handbook should be stored in a safe place so that it can be referred to when necessary. You need to sign the declaration below as acknowledgement that you have read the contents of the Handbook, you agree to follow the guidelines laid out and that you will work to the best of your ability to complete the course/courses you have chosen to undertake.

Declaration

I agree to follow the course and meet set deadlines in each of the units of my programme.

Name		
Signature	Date	



Induction Checklist

Below is an induction checklist. Complete this to check you are ready to start your 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 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 ie. careers advice, mentoring, additional support.		
The rules and regulations of the club have 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.

Presentation of Work and Functional Skills

Professionalism is important in all aspects of your role as a footballer. Your assignments should be well presented and constructed. If your football club chairman read them, would he consider offering you a role at his club in the future, based on the content and quality of your work?

Please remember...

All written work must be re-read and edited to ensure correct spelling, punctuation and grammar.

All written work must have:

- A capital letter for the main words in a title
- A capital letter at the beginning of each sentence
- A personal pronoun (I) must have a capital letter

All proper nouns (names of people, places, products, events) must have a capital letter. Examples: Sir Alex Ferguson, Chelsea FC, Coca Cola, The FA Cup.

Every sentence must be punctuated with:

- a full stop (statement/fact) or
- question mark (question) or
- exclamation mark (exclamation/emphasis)

All sentences must make sense! Re-read and ensure no words are omitted and that the sentence is grammatically correct.

Use the computer spell check and correct any incorrect spellings.

BTEC related tasks may be used for English and maths Functional Skills sessions. These sessions will allow learners to develop their English and maths knowledge and skills.

As you go through your BTEC course there will be many tasks that will cause you all to use English and maths skills. It will help you, and your tutors, if you can use these skills successfully to produce good quality assignments. Your tutors can direct you to support for English and maths, if needed.

Remember...

Your tutors can direct you to support for English and maths, if needed.

English, Maths and Functional Skills

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



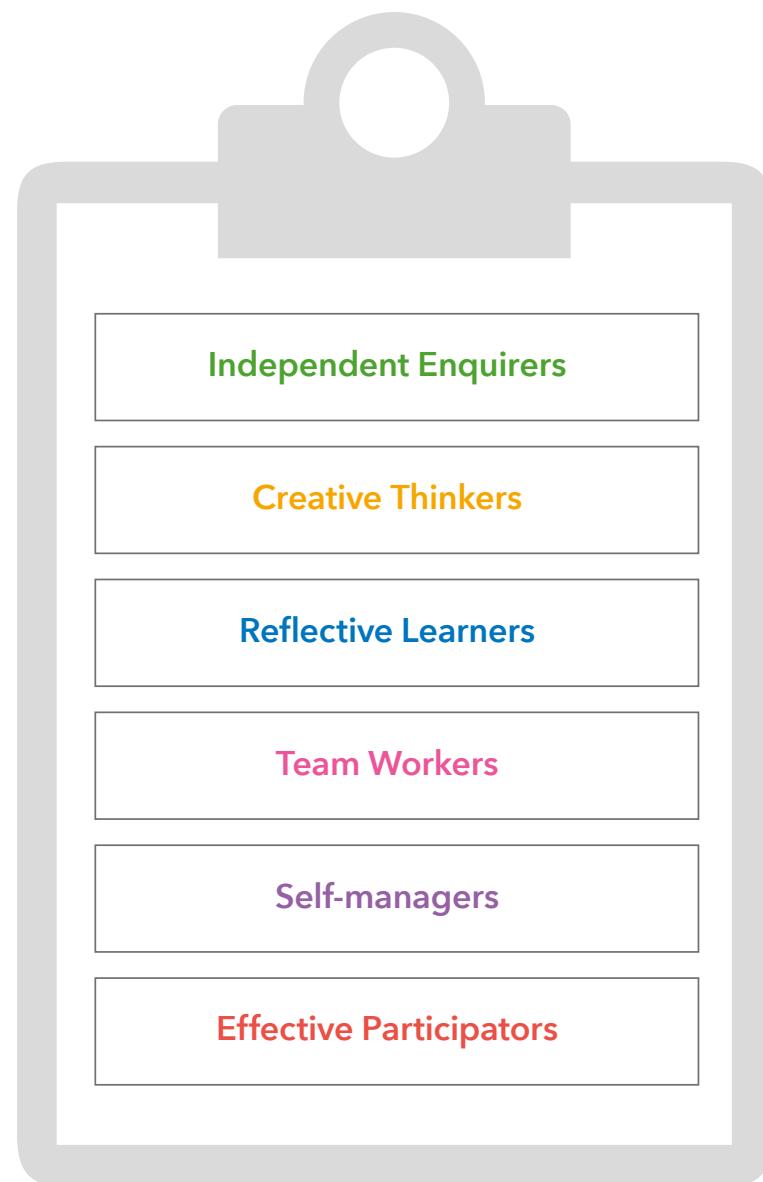
There will be lots of occasions when English will be practised in reading, writing plus speaking and listening. You should pay particular attention to your spelling, punctuation and grammar.

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 work place. 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 the illustration above.

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

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
- communicate their learning in relevant ways for different audiences

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 Participators

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 his full potential in all aspects of his 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 two-year 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 Education Provider's usual Health and Safety rules and expectations of behaviour. Your subject 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 & Safety rules could result in disciplinary action.

Edexcel BTEC Courses Offered by League Football Education

BTEC Level 2 First Award

120 guided learning hours



BTEC Level 2 First Certificate

240 guided learning hours



BTEC Level 2 Extended Certificate

360 guided learning hours



BTEC Level 2 First Diploma

480 guided learning hours



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

Level	Equivalency
BTEC Level 2 First Award 120 guided learning hours	One GCSE
BTEC Level 2 First Certificate 240 guided learning hours	Two GCSEs
BTEC Level 2 Extended Certificate 360 guided learning hours	Three GCSEs
BTEC Level 2 First Diploma 480 guided learning hours	Four GCSEs

Assessors	
Lead Internal Verifier	
Internal Verifier	

Each course named above has a different mix of units. The mix of units will depend on the staff assessing on the course, facilities and the groups prior experience.

Take a look...
A full list of units and grading points can be found at the back of this handbook.

BTEC Assessment Information

How will my learning be assessed?

The BTEC Level 2 First Award in Sport includes an externally assessed unit in the core to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to related academic qualifications such as GCEs and GCSEs.

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 first is made up of units. The number of units is dependent on the level and size of BTEC first 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.

The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including workplace assessment, role play, practical performance and verbal presentations.

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 maybe 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 give 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
- Hand out date
- Hand in date
- Assessor's name

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

The title of the Level 2 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 2 Certificate my options include:

Useful sources of information I can use to find out more about these options include:

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.



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 26 of this handbook.

All work should be marked in good time by your tutor (ideally within 14 days of 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 26 for more information.



Plagiarism and Malpractice by Learners

All your coursework must be your own. Copying from a friend, or 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 maybe 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

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.



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

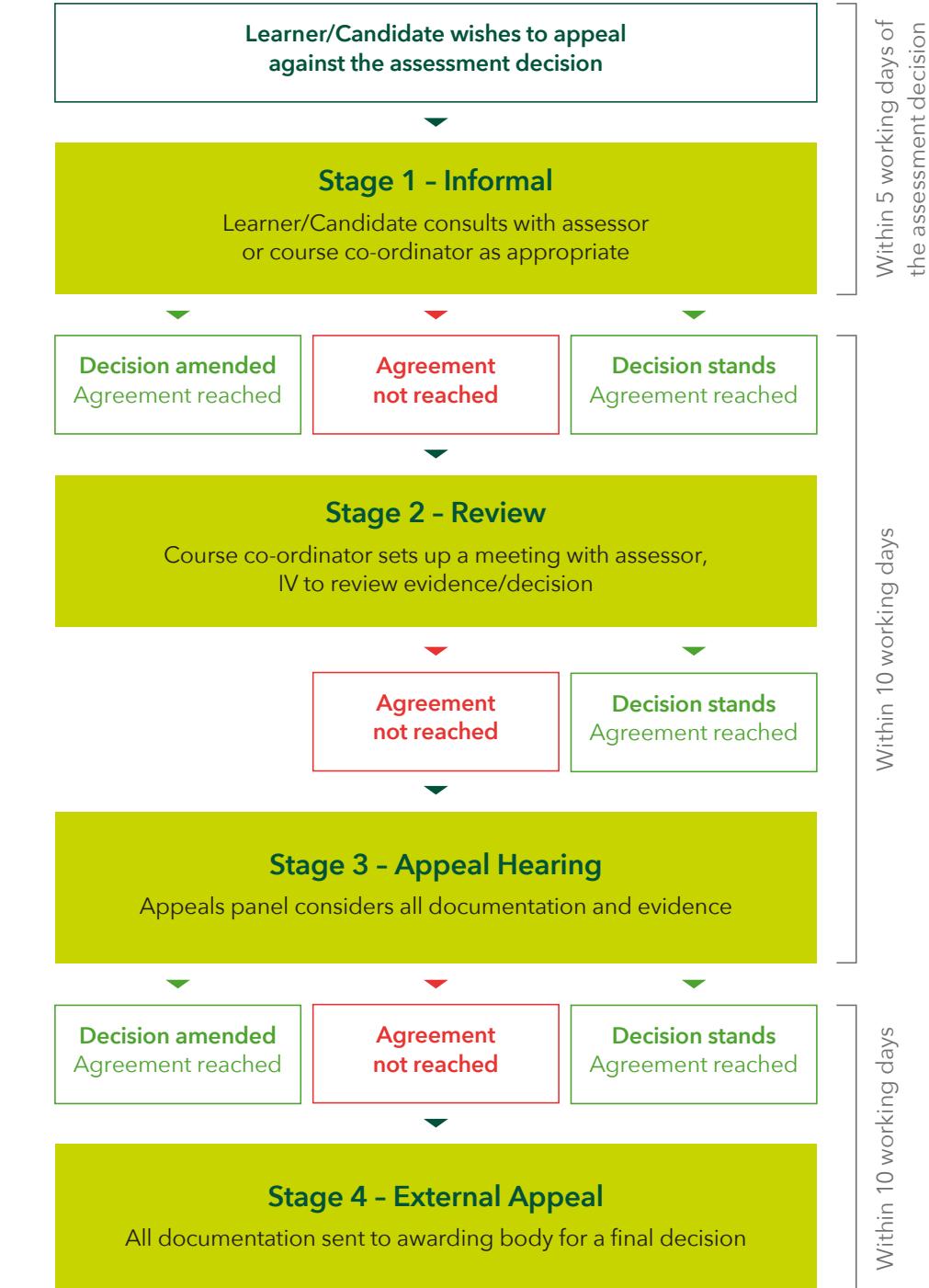
Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.

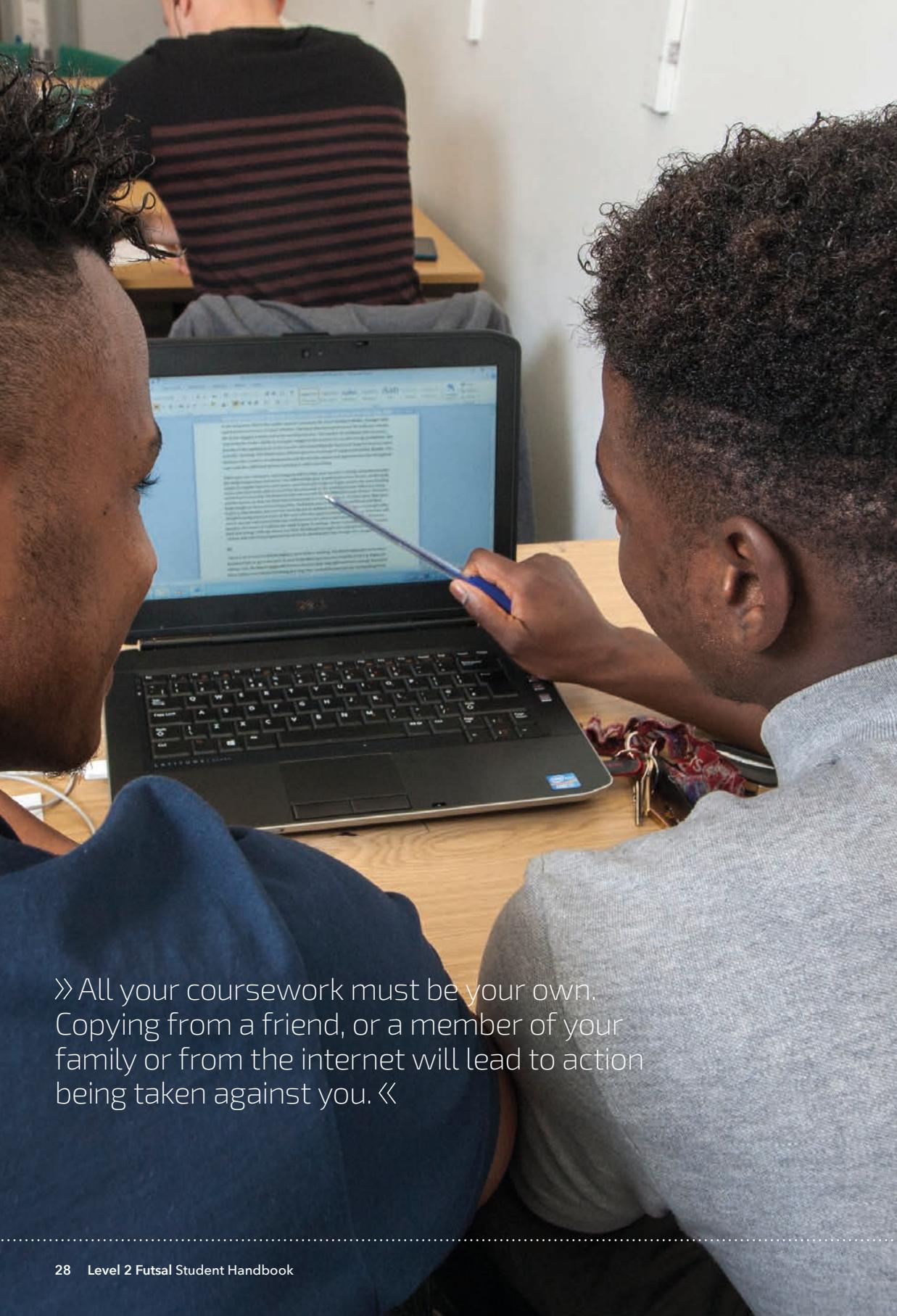
Stage 4 - External appeal

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.



Appeals Procedure





Assessment Appeal Form

Appeal made to Assessor/Internal Verifier/Centre Co-ordinator*

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

Reasons for Appeal

--

Assessment Date

Assessment Venue

Action Taken

--

Candidates Signature

Date

Signature

Date

Assessor/Internal Verifier/Centre Co-ordinator*

Outcome

--

Signature

Date

Assessor/Internal Verifier/Centre Co-ordinator*

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

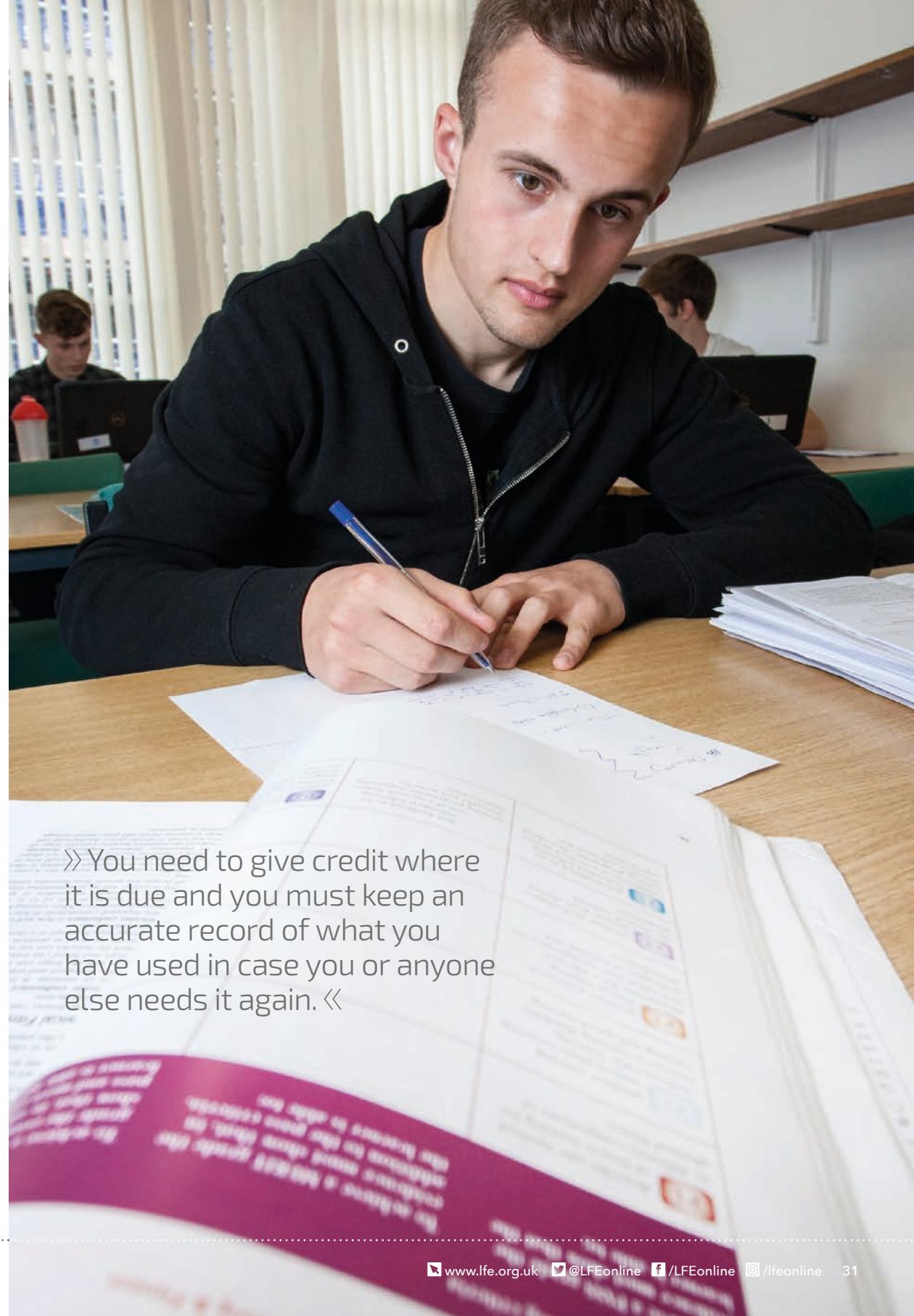
This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. This keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order e.g.

- 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.

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.

Author(s) name(s)	Book title and edition	Publisher	Page No.(s)*

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?	

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



BTEC Level 2 First Award in Sport

Learners must complete the two core units, and a choice of optional units to reach a total of 120 GLH.

Unit	Core Units	Assessment Method	GLH
1	Fitness for Sports and Exercise	External	30
2	Practical Sports Performance	Internal	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30

BTEC Level 2 Certificate Award in Sport

Learners must complete the two core units, the additional mandatory unit, and a choice of optional specialist units to reach a total of 240 GLH.

Unit	Core Units	Assessment Method	GLH
1	Fitness for Sports and Exercise	External	30
2	Practical Sports Performance	Internal	30
Mandatory unit			
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30

BTEC Level 2 First Extended Certificate in Sport

Learners must complete the two core units, the additional mandatory unit, and a choice of optional specialist units to reach a total of 360 GLH.

Unit	Core Units	Assessment Method	GLH
1	Fitness for Sports and Exercise	External	30
2	Practical Sports Performance	Internal	30
Mandatory unit			
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30

BTEC Level 2 First Diploma in Sport

Calculation of the Qualification Grade

Learners will take a total 11-13 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- 3 core units (totalling 120 GLH)
- 4 mandatory units (totalling 120 GLH)
- 4-6 optional specialist units (totalling 240 GLH), of which at least two must be chosen from Group A

Unit	Core Units	Assessment Method	GLH
1	Fitness for Sports and Exercise	External	30
2	Practical Sports Performance	Internal	30
14	Carrying Out a Sports-related Project	Internal	60
Mandatory units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units Group A (minimum two units from this group)			
15	Designing Exercise Programmes	Internal	60
17	Facility Operations for Sport and Leisure	Internal	60
24	Work Experience in Sport	Internal	60
Optional specialist units Group B (minimum 4 units from this group)			
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30
16	The Provision of Sport and Active Leisure	Internal	30
23	Sport Community Volunteering	Internal	30

* Depending on unit selection from Group A, learners could complete 0, 2 or 4 units from Group B.

Unit certification is possible in special circumstances but does not hold the same qualification value.

Award		Certificate		Extended Certificate		Diploma	
(120 GLH)		(240 GLH)		(360 GLH)		(480 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72	Level 1	96
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	266
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

Weekly Schedule

Time/Period	Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Notes

League Football Education

EFL House
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