



League
Football
Education

lfe.org.uk

Student Handbook

Name	<input type="text"/>
Club	<input type="text"/>



Established by



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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			
Club		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 shown an assignment brief that I will be working from for my first unit.		
It has been explained 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 and I have completed the activity in this booklet.		
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 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.		
I understand what is meant by pass, merit and distinction and what I have to do to achieve these.		
The apprentice appeals procedure has been explained to me and I know where the apprentice appeals sheets are kept.		

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.

Did you know..?
BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas.



Edexcel BTEC Courses offered by League Football Education

**Pearson BTEC Level 3
National Extended
Certificate in Sporting
Excellence and
Performance**

360 Guided
Learning Hours



**Pearson BTEC Level 3
National Diploma in
Sporting Excellence
and Performance**

720 Guided
Learning Hours



**Pearson BTEC Level 3
National Extended
Diploma in Sporting
Excellence and
Performance**

1080 Guided
Learning Hours



Expectations of BTEC Apprentices

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

1. have high standards and expectations of yourself - targets are there to be reached and exceeded
2. have excellent attendance and always be punctual to 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
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

Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance

Equivalent in size to one A-level

Unit	Type (M/O)*	Unit Title	GLH
C3	M	Professional sports performer	180
A	M	Careers in the sport and activity leisure industry	90
B	M	Health, wellbeing and sport	90

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

Equivalent in size to two A-Levels

Unit selection with research project

Unit	Type (M/O)	Unit Title	GLH
C3	M	Professional sports performer	180
D3	M	Applied anatomy and physiology for professional performance	180
A	M	Careers in the sport and activity leisure industry	90
E	O	Research project	120
4	M	Nutrition for physical performance	60
B	M	Health, wellbeing and sport	90

* M = Mandatory

O = Optional

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

Equivalent in size to two A-Levels

Unit selection without research project

Unit	Type (M/O)	Unit Title	GLH
C3	M	Professional sports performer	180
D3	M	Applied anatomy and physiology for professional performance	180
23	O	Psychology for professional sports performance	60
4	M	Nutrition for physical performance	60
13	O	Influence of technology	60
A	M	Careers in the sport and activity leisure industry	90
B	M	Health, wellbeing and sport	90

Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance

Equivalent in size to three A-Levels

Optional units

Unit	Type (M/O)	Unit Title	GLH
13**	O	Influence of technology	60
C1**	O	Developing coaching skills	180
15**	O	Ethical and current issues in sport	60
22**	O	Sports law and legislation	60
11**	O	Rules, regulations and officiating in sport	60
1**	O	Sports development	60
E	M	Research project	120

** Your tutor will select from these units to ensure that you have sufficient guided learning hours to achieve the qualification.

BTEC Assessment Information

How will my learning be assessed?

Your BTEC is a non-exam based qualification. 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 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 Pearson. Your portfolio shows you and your teacher what you have learned. 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.

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. It could help you complete the assignment once it has been issued to you.

Summative feedback

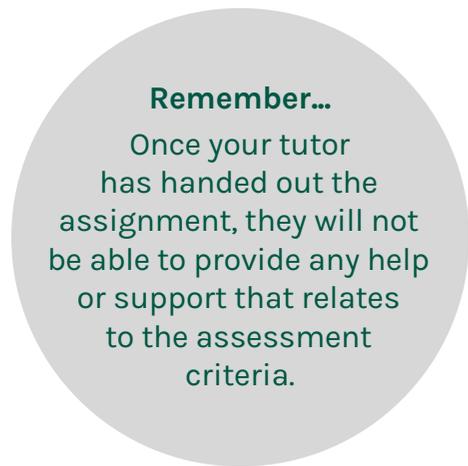
This feedback will be given once you have completed the assessment. This feedback will highlight what criteria you have achieved and how you could develop your work in future assignments. It will not tell you what you need to cover to gain a higher grade.

Assignments

Your assessment takes place once the tutor feels that you are ready to complete the assignment. It 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
- English and maths skills that you will cover in the assignment
- hand out date
- hand in date
- Assessor's name



BTEC Assessment Methods

The BTEC qualification includes many different ways to assess you. This helps you to develop a number of transferable skills, such as communication, written English, independent research and self-analysis.

How confident are you with different assessment methods?

Assessment Method	Good	Average	Not confident
Article			
Case study			
Development plan			
Email			
Letter			
Logbook			
Portfolio			
Practical demonstration			
Presentation			
Report			
Role-play			
Video			

If you were asked to give a presentation to your tutor, what skills do you think you would need to do this well?

Submitted Work

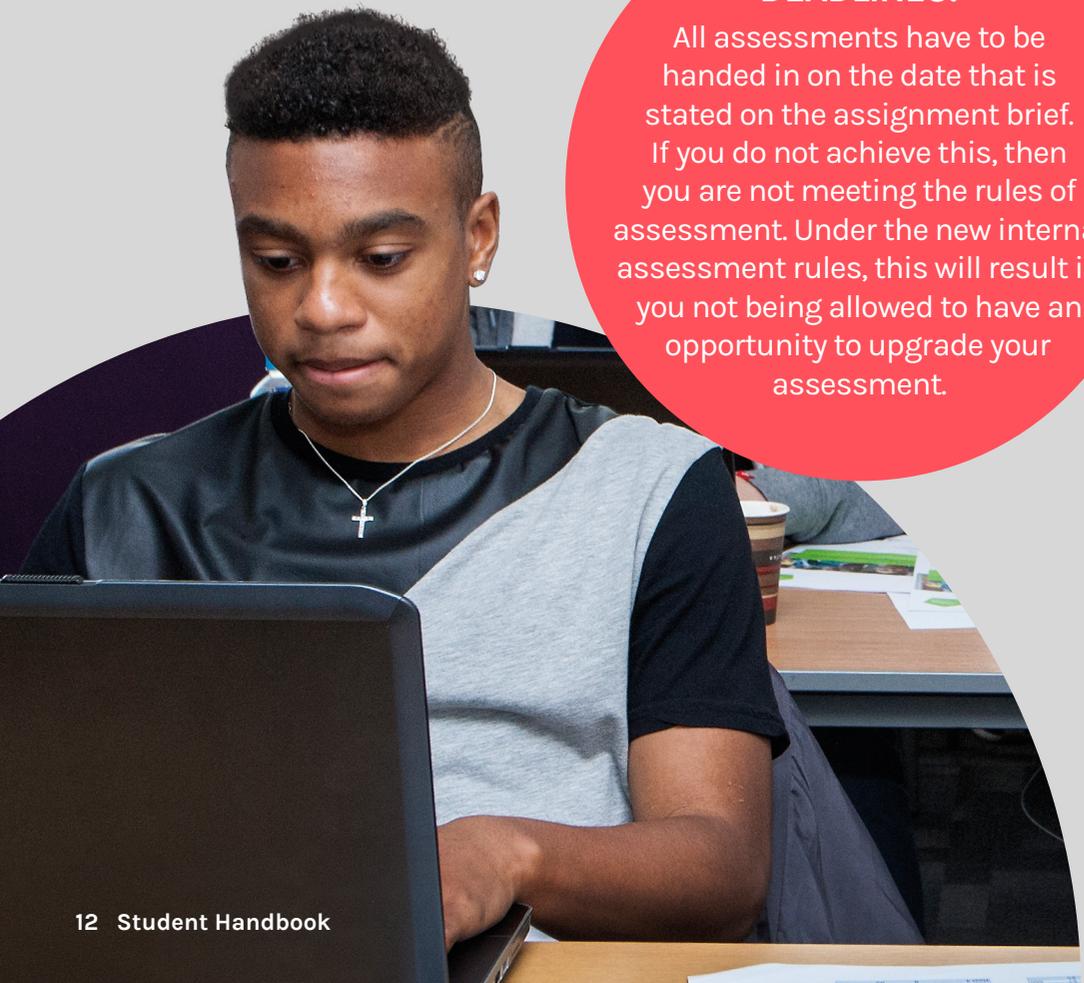
Always check the brief to ensure you have completed all the necessary tasks.

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 apprentice 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 will result in you not being allowed to have an opportunity to upgrade your assessment.



Assessment of your Work

BTEC has three levels of grade: Pass, Merit and Distinction as demonstrated below.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport			A.D1 Evaluate the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport, justifying how they can combine to impact on performance.
A.P1	Explain the technical and tactical requirements of a professional sports performer in a selected sport.	A.M1 Analyse the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport.	
A.P2	Explain the physical and the psychological requirements of a professional sports performer in a selected sport.		

The assignment brief that you have been given shows you the different terms that BTEC need you to be able to show in your work to achieve different levels of grade.

Here are some of the key terms and what you are expected to do to show this in your work:

Term	Requirements
Analyse	To examine something in detail.
Assess	A careful consideration of varied factors or events that apply to a specific situation to workout which are the most important or relevant and arrive at a conclusion.
Compare	Identify the main factors in two or more situations and explain the similarities and differences.
Create/Design	Apply skills and knowledge to develop something.
Demonstrate	Show your competency in a practical setting by carrying out skills.
Evaluate	Use a wide range of information to make a judgement about the topic. The advantages and disadvantages of the topic should be reviewed.
Examine	Drill down into a topic to find out more information about it.
Explain	Provide detail, reasons and evidence to support an opinion.
Interpret	State the meaning or purpose of something.
Justify	Give reasons to evidence that you support an opinion.
Plan	Create a way of carrying out a task to achieve an objective. This usually involves steps that show progress.
Recommend	Suggest particular actions that should be done.
Review	Make a formal assessment of something by looking at existing information, or prior events, or reconsider information with the intention of making changes if necessary.

Achieving Different Levels of Grade

Below is an example of how you might write differently for each level of grade.

Pass level

Explain three skills you can do well when playing football.
Tip - discuss the skill and then give an example of when you did it well.

Merit level

Analyse how one of these skills has affected your performance in games.
Tip - was it a positive or negative effect? How did it effect you individually and your team?

Distinction level

Evaluate the importance of being able to do this skill well for your progression into professional football.
Tip - discuss how doing this skill well, will impact on your chances of gaining a professional contract.
Will this skill get you noticed by managers/scouts?

BTEC Submission Rules

Your **BTEC Tutor** will set the assignment hand out and hand in dates on the EMS.



You must then submit your work on the EMS prior to the assignment hand in date, to ensure it is a timely submission.



Your **BTEC Tutor** will mark your work within 10 working days.



Outcome A

If your **BTEC Tutor** feels you have achieved the maximum grade you are capable of, they will close off the assignment and you will receive your feedback.



Outcome B

If your **BTEC Tutor** feels you can achieve higher criteria with a second attempt, or you did not meet all of the pass criteria in attempt one, they will refer you to the **Lead IV**.



The **Lead IV** can then offer you a second attempt and will set a new deadline. This will be 15 working days from the day the **Lead IV** allows your resubmission.



You must then submit your resubmission prior to the deadline set by the **Lead IV**.



Your **BTEC Tutor** will then mark your resubmission attempt and this will be your final grade. If you still have not achieved all of the pass criteria then you will be referred for a retake. Your **BTEC Tutor** will provide you with more information at this stage.

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 Pearson, 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 25 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 24 for more information.



Plagiarism and Malpractice by Apprentices

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. LFE provides 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 one's place in an assessment/examination/test.

How to Reference and Acknowledge Sources

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:

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.

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.

Crouch P. How To Be A Footballer, Ebony Press, 2018.

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 Jamie Vardy in his book 'From Nowhere, My Story', where he suggests that playing for EFL clubs allowed him to develop as a player.

Brackets

This is where you include a quotation and say where you got it from in brackets, e.g. "...and therefore Keane maintained that nutrition was poor in the Ireland camp during the World Cup (Keane: The Autobiography, 2011)."

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.

Plagiarism

Using other people's work to enhance your assessments.

1. Find a definition of motivation and copy and paste it in the box below.

2. Add the name of the author and the year of the quote in brackets, e.g. (Baumeister, 2016).

3. Describe what motivation is in your own words using the definition above to help you.

Remember...

If you had stopped at stage 1 this would be plagiarism.

Stage 2 would be a referenced quote but you have not described the topic yet.

Stage 3 would be okay as long as the website was put in the bibliography.

Using external sources in your work

1. Open a search engine, like Google. Search for 'tactical development of elite players'.
2. Find three websites that give you more information on this topic.
Complete the table below to highlight what you have found:

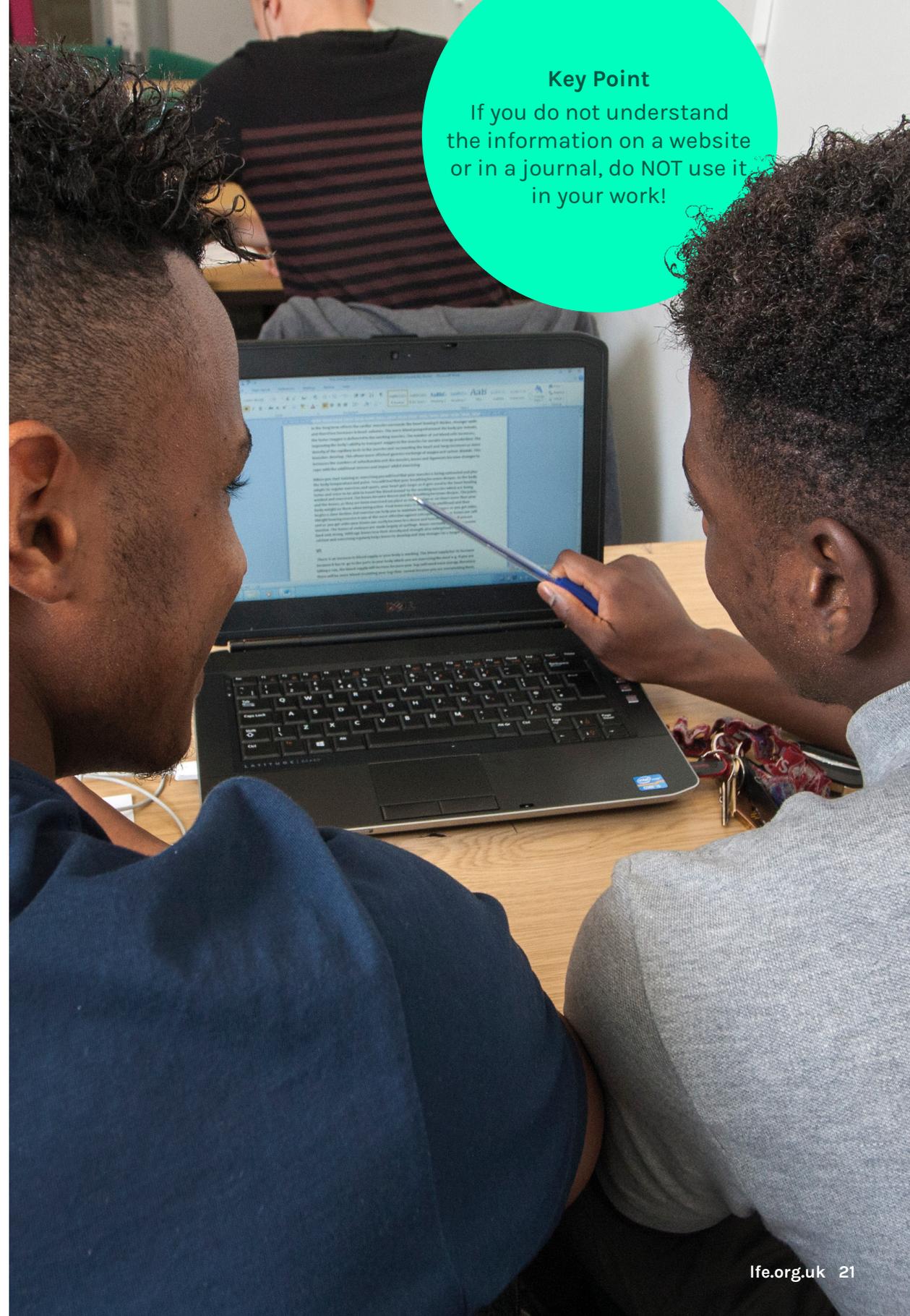
Website	Title of article	Two key points in the article

Journals are good quality research articles. They summarise the research that has been done on a certain topic. Normally, you only need to read the 'abstract' (overview) to understand the contents of the research.

3. Find a journal article in your search list. Complete the table below:

Name of the article	
Name of the publisher	
Year it was published	
Two key points the abstract tells you	

Key Point
If you do not understand the information on a website or in a journal, do NOT use it in your work!



Procedure for Dealing with Plagiarism and Malpractice

- You will be given the opportunity to remove the plagiarised material from the assignment and produce your own work.
- If you fail to remove plagiarised material, parents and your Regional Officer will be contacted and a meeting will be arranged to discuss the situation.
- A learner's work will only be assessed and graded for the assignment if your tutor is confident that the work is your own.

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 Pearson'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

The learner consults with the 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 National Curriculum Lead and/or Internal Verifier/ Lead Internal Verifier. The learner is notified of findings and agrees or disagrees, in writing, with the 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 Pearson within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals

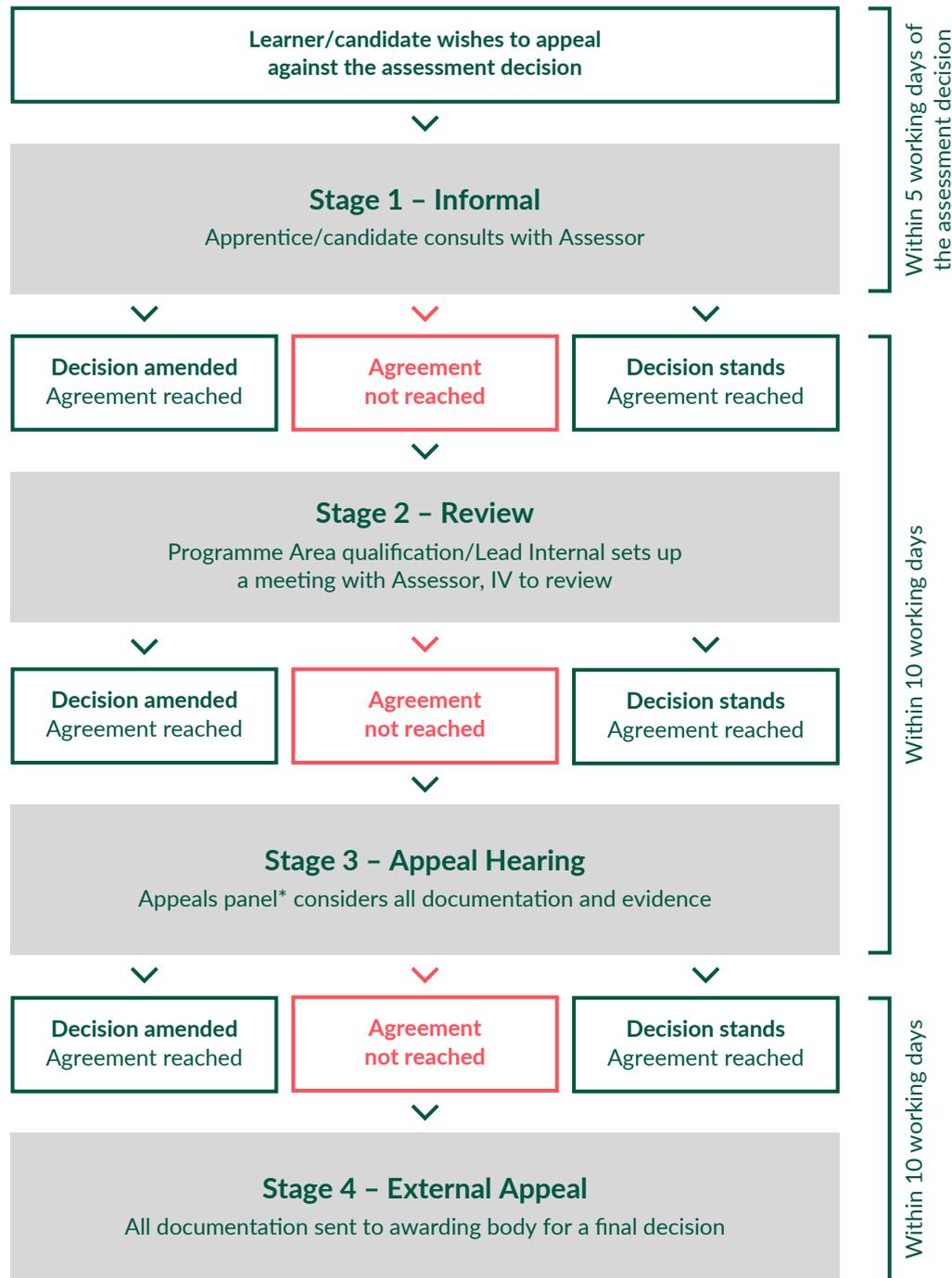
Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

Monitoring of appeals

Undertaken by senior management to inform development and quality improvement.



Appeals Procedure



* Appeals panel: Programme Coordinator/IV, Assessor, Quality Manager and professional specialist (if required). The learner can be supported at any stage by a parent, learner or other appropriate peers.

Assessment Appeal Form

Learners are required to complete this form when making an appeal against the outcomes of an assessment decision and forward this to the Assessor.

Learner's name		
Date of assessment		
Name of Assessor <small>(against whose decision the appeal is being made)</small>		
Nature of the Appeal		
Details of original assessment decision		
Learner's signature		Date
To be completed by the Assessor and returned to Learner		
Date of meeting		
Assessor response		
Assessor's signature		Date
Learner's signature		Date

Safeguarding and Equality

LFE is committed to safeguarding apprentices 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 Child Protection Officer or your LFE Regional Officer.

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

LFE seeks to ensure that apprentices 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 apprentices 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 LFE Regional 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 and Safety rules could result in disciplinary action.



Calculation of the Qualification Grade

Unit	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

Example 1: Achievement of an Extended Certificate with a Pass grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C3	180	M	Pass	18
Totals	360		Pass	36

Qualification Grades

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
Pass	36
Merit	52
Distinction	74
Distinction*	90

Diploma	
720 GLH	
Grade	Points threshold
U	0
PP	72
MP	88
MM	104
DM*	124
DD	144
D*D	162
D*D*	180

Extended Diploma	
1080 GLH	
Grade	Points threshold
U	0
PPP	108
MPP	124
MMP	140
MMM*	156
DMM	176
DDM	196
DDD	216
D*DD	234
D*D*D	252
D*D*D*	270



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