



## Course Handbook - September 2019

Foundation Certificate in Sport Development & Coaching  
(Full time Year 1)

Foundation Degree in Sport Development & Coaching  
(Full time Year 1 & 2)



Awarding Institution:  
Liverpool John Moores University  
Teaching Institution: Everton Football  
College

## Welcome

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Welcome to the Sport Development & Coaching Foundation Degree at Everton Football College. Our approach to study and student experience truly embraces the philosophy and motto of Everton Football Club who have provided such tremendous support to us; “Nil satis nisi optimum” as we believe passionately that our students deserve “Nothing but the best”.

Everton Football College strongly believe that everyone should have the opportunity take part in sport and to fulfil their potential in their chosen sports pathway and fully engage as staff, students and partners in study, research, coaching and education.

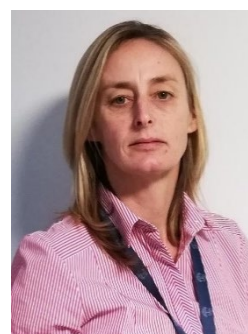
As a higher education student at Everton Football College you will be encouraged to improve your life chances and embark on a chosen pathway towards work or further study. It’s a team game. At Everton Football College you will become an equal partner in your education, taking responsibility for your own progress as you move through Levels 4 and 5. You will be supported with excellent pastoral care and have access to a wide array of additional work based opportunities developed with just one goal – to help you succeed. As part of our college, you will share the benefits of belonging to Everton Football Club and its official charity, Everton in the Community, as well as the wealth of benefits this association provides. Our partnership with LJMU (LJMU) ensures that you will receive excellent academic support with access to their research and library facilities in addition to the university delivering some of the modules within your degree.

The Foundation Degree is validated by John Moores University. If you successfully complete the programme you will receive an Everton Football College and LJMU qualification. You may graduate as a Foundation Degree student or you may, if you wish, progress to study a full Honours degree at Level 6 in a related discipline at LJMU.

I wish you every success in your studies.

**Richard Cronin – Principal, Everton Football College**

I am delighted to welcome you as a student at Everton Football College. Our aim is to ensure that we support you both personally and professionally to facilitate the successful completion of all your educational goals. I wish you every success as you begin your studies with us. Staff are committed to supporting your development and the achievement of your potential. We sincerely hope you find your study here a useful and enjoyable experience and that you will go on to make a unique contribution to the world of sport development and coaching.



We are pleased to have worked closely with local employers in the development of this course and this close relationship will continue as this programme grows and develops. Our main partner, Everton in the Community are sector leaders in the field of sport development and coaching. As a student within the Everton Family, you will benefit greatly from the work-based experiences that you will have the opportunity to undertake with EitC and our other partnerships across the region and beyond.

The course provides clear progression routes for individuals in Sport Development and Coaching. Students that successfully complete the course will exit with a Foundation Degree which is a recognised qualification. However, students will also be eligible to progress on to the third year degree programme at LJMU, specifically the BA (Hons) in Sports Development. I look forward to you studying with us.

**Maxine Spooner-Head of Further & Higher Education, Everton Football College**

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## The Course

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### About the Course

The aim of the FdSc Sport Development & Coaching programme is to ensure that students are equipped with the knowledge and skills to pursue a career in a diverse range of sports vocations or further study. Career areas prospective students may be interested in could include: teaching, coaching, sports development, event organisation, and health & well-being. Additional study may be required on completion of the programme to follow some of these career pathways.

The vitality of the sports discipline requires a continuous interchange between theoretical concepts, practical skills and evaluative research. The study of sport enables students to develop a number of cognitive, intellectual and practical skills and a breadth of modules will be studied to ensure graduates leave us with a variety of expertise to enable both further study and employability.

In keeping with the growing importance of graduate employability and lifelong learning the Foundation Degree will offer numerous benefits. These include: the development of conceptual, explanatory and evaluation skills; practical coaching, instructing and physical assessment skills; training in research methods and project development; training in management, information, communication and problem-solving skills; the opportunity to enhance interests and skills through academic study skills and work-based learning. This award ensures students undertake a work-based learning placement, in a vocationally relevant institution, at both levels of the programme.

Alongside these you will find that many of your taught sessions will involve guest speakers from industry, opportunities for applied learning putting theory into practice, observations of work-based practice and independent learning tasks that involve you interacting with the sporting community in your region. The focus of the degree will allow for the progression to a relevant Level 6 Degree study programme at LJMU.

The degree will consist of two days taught content (Monday and Thursday 9am-4pm). In addition to this, it is expected that students undertake work based learning and independent study. Students will study at a variety of sites within the Everton Family and at LJMU. Whilst at LJMU, students will be provided with enrichment and enhancement activities to support their personal development both academically and professionally.

### Course Schedule:

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<b>Semester 1</b> (14 academic weeks)	<b>Start Date</b>
Induction	Week Commencing 16 <sup>th</sup> September 2019
Teaching commences	Week commencing 23 <sup>rd</sup> September 2019
Directed Study Week	Week Commencing 4 <sup>th</sup> – 8 <sup>th</sup> November 2019
Christmas Break	Week Commencing 16 <sup>th</sup> December
Assessment Week	6 <sup>th</sup> – 17 <sup>th</sup> January 2020
<b>Semester 2</b> (14 academic weeks)	<b>Start Date</b>
Teaching commences	Week commencing 20 <sup>th</sup> January 2020
Directed Study Week	2 <sup>nd</sup> – 6 <sup>th</sup> March 2020
Easter	Week commencing 6 <sup>th</sup> April – 20 <sup>th</sup> April
Assessment Week	11 <sup>th</sup> – 22 <sup>nd</sup> May 2020

Reassessment Week	6 <sup>th</sup> – 10 <sup>th</sup> July 2020
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## Who's who:

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Everton Football College, Spellow Lane, Liverpool L4 4DA. Tel: 0151 438 2277

Name	Title	Email
Richard Cronin	Principal	<a href="mailto:info@evertonfootballcollege.com">info@evertonfootballcollege.com</a>
Maxine Spooner	Head of Higher Education	<a href="mailto:Maxine.spooner@evertonfootballcollege.com">Maxine.spooner@evertonfootballcollege.com</a>
Tutors		
Sarah McDonald	Higher Education Support Manager	<a href="mailto:Sarah.mcdonald@evertonfreeschool.com">Sarah.mcdonald@evertonfreeschool.com</a>

The degree is overseen by LJMU. The university appoints a link tutor who is responsible for assisting with the management of the course.

Cath Walker	Link Tutor	<a href="mailto:cath.walker@ljmu.ac.uk">cath.walker@ljmu.ac.uk</a>
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## **Induction Arrangements**

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At the beginning of the academic year students will participate in Induction Days at both Everton Football College and LJMU.

At LJMU activities will include meeting your tutors, induction to academic support, the library and other resources.

At Everton Football College, induction will include taking part in practical activities, study skills, initial assessments and getting to know you sessions. It will also involve safeguarding training, volunteer sign up for EitC and DBS clearance. These are compulsory requirements for your studies, without which you will not be able to progress with your course. As you will be working with children and adults, the DBS check is a requirement of study. If this does not come back clear, then you will not be able to enrol for the course. In partnership with Everton in the Community during induction you will have the opportunity to apply to become a volunteer and start the process of being checked to undertake work-based learning.

The induction will orientate new students, raise awareness of the help and support available at both institutions, and provide all the necessary information for the forthcoming year.

A full calendar of induction activities will be provided to students following registration for the course.

## **Communication**

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Students can communicate with tutors through a range of methods. These include face to face contact or email.

For each module delivered at Everton Football College, there is an allocated tutorial slot at the end of the day for students to speak to the tutors.

There are also face to face personal academic tutorials that students will participate in throughout the year. Students can also request a tutorial if needed by arranging an appointment that is mutually agreed by both parties.

In emergency situations (accidents, illness, etc.) students are required to phone the College and a member of the delivery team will aim to respond as soon as possible.

## **Attendance**

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Attendance at all sessions is really important for you to make the most of your studies.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your personal tutor in the first instance or the programme leader for prolonged absence or requests.

There is a clear connection between attendance and performance. You need to be clear about your timetable and the expectations placed upon you.

There is a minimum requirement to attend **95%** of the course. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. It is also a requirement that you attend at least 40 hours of work-based learning in order to achieve the Level 4 certificate. Please refer to the LJMU Attendance Policy for clarification.

## **Course Learning Outcomes and Structure:**

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This course provides a contemporary range of modules for students interested in working in sport and community related industries and organisations, or further study in this area at HE level. It will provide opportunities for students who prefer a vocationally focused course by offering an opportunity to study at Foundation Degree level with identified progression pathways to a full Honours Degree.

The knowledge and skills which are recognised within the sport industry, will be delivered through the course and align with emerging economic and sport agendas. The incorporation of work experience will become a key feature in terms of progression and will facilitate employability of students. The subject is multidisciplinary in that it draws on several related disciplines and interdisciplinary in that these areas are integrated into the framework of practical and applied study in several areas. All modules have an emphasis on applied learning through class tasks, directed learning, guest lectures and opportunities to engage in fieldwork in the community, to ensure a clear vocational orientation. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. This approach together with work-based learning ensures that there is a strong vocational focus throughout the programme enabling students to perform effectively in their chosen field.

In order to equip students with the necessary and desirable skills with which to attain employment in the sport and community field, or to go onto appropriate degree related disciplines, the programme specification is as follows:

### **Educational aims of the programme**

The programme aims to develop individuals with a critical understanding of Sport Development & Coaching through theoretical, practical and work-related learning experiences and will:

- Provide learning experiences that facilitate and encourage personal and professional development to enhance student employability or further study;
- Enhance student capacity to reflect upon their performance to improve their self-awareness, progression and development;
- Encourage a critical appreciation of the interdisciplinary nature of the subject area of sport coaching with particular reference to theories, principles, applications and methodologies;
- Facilitate student excellence in the process of becoming active, reflective and independent learners within a supportive environment through student centred learning;
- Develop a critical understanding of pedagogical theories and practice that relevant to sport coaching & development;
- Develop critical understanding of the coaching process and sport development initiatives and apply these to work experience opportunities to enhance learning;
- Develop students' abilities to understand, evaluate and critically apply scientific principles to the physical and psychological preparation of the participant along the sport pathway;
- Augment student knowledge and experience of relevant sport development and coaching opportunities;
- Students will gain a comprehensive perspective on sports coaching opportunities in contemporary society, reflecting key trends and the relevant national benchmarks;
- Prepare students for employment within the field of sport coaching and development who can innovate, make informed judgements and manage change.

### **Alternative Exit/Interim Award Learning Outcomes - Certificate of Higher Education**

A student who is eligible for this award will be able to:

- Demonstrate an understanding of key concepts that underpin sports coaching and performance;
- Describe the basic elements of sport development;
- Demonstrate appropriate strategies for problem solving;
- Communicate accurately using appropriate pedagogical strategies;
- Exhibit the qualities required for employment requiring the use of personal decision making and responsibility;
- Recognise how they develop as individuals through personal development planning and tutorial guidance and support.

### Target Award Learning Outcomes - Foundation Degree

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes:

- Evaluate and analyse key concepts that underpin sports performance and development;
- Identify and apply appropriate approaches to problem solving in coaching;
- Explain and apply key concepts of sport development within a range of related disciplines (e.g. physical activity, health and wellbeing, sport coaching, inclusion);
- Plan and evaluate sport development projects using acknowledged and appropriate planning techniques;
- Identify and evaluate vocational skills that enable effective performance in an applied setting;
- Evaluate and apply a range of leadership and personal development strategies;
- Consider the application of coaching principles to a range of theoretical coaching models and frameworks.

### Programme structure - programme rules and modules

The course is studied over two years full time. Most modules are semesterised and are worth multiples of 20 credits. Each module credit represents 10 hours of study; therefore a 20-credit module would be equivalent to 200 hours of study. At each level of study 120 credits are required to complete the year.

It is an Everton College course based in and around the Everton Family sites with elements of university site-based modules, supplemented with periods of work-related learning, which are core at all levels. Placements will feature throughout the programme.

Level 5	Potential Awards on completion	Foundation Degree
<b>Core (all 20 credits)</b>	<b>Option</b>	<b>Award Requirements</b>
<b>5501SSLNEF</b> Sport Business – Elite <b>5502SSLNEF</b> Research Methods <b>5503SSLNEF</b> Community Engagement in Sport <b>5504SSLNEF</b> Applied Sport Coaching <b>5505SSLNEF</b> Sport Development & Social Issues <b>4505SSLNEF</b> Event Leadership & Management		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
<b>Core (all 20 credits)</b>	<b>Option</b>	<b>Award Requirements</b>
<b>4500SSLNEF</b> Sports Coaching and Leadership <b>4501SSLNEF</b> Foundations of Sport Development <b>4502SSLNEF</b> Research Methods & Study Skills <b>4503SSLNEF</b> Sport, Health, Well-being & Society <b>4504SSLNEF</b> Motor Learning & Skill Acquisition for Coaching <b>5500SSLNEF</b> Management in Sport Development		120 core credits at level 4 0 option credits at level 4



# Curriculum Mapping

Foundation Degree Sport Development & Coaching		Programme learning outcomes <i>Please add/remove columns as required.</i>															
Module Level	Module Code	1	2	3	4	5	6	7	8	9	10	11	12	13			
Level 4	Sport Coaching & Leadership	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			
	Foundations of Sport Development		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				
	Management on Sport			✓		✓	✓						✓				
	Sport, Health & Society		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				
	Motor Learning & Skill Acquisition	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			
	Research Methods & Study Skills			✓	✓	✓	✓						✓				
Level 5	Research Methods			✓	✓	✓	✓						✓				
	Applied Sports Coaching	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓			
	Sport Business - Elite	✓						✓	✓		✓		✓				
	Sport Development & Social Issues							✓		✓	✓	✓	✓				
	Event Leadership & Management					✓	✓		✓			✓	✓	✓			
	Community Engagement in Sport			✓	✓	✓			✓		✓	✓	✓				
<b>Level 4</b>								<b>Level 5</b>									
1. Demonstrate an understanding of key concepts that underpin sports coaching & performance									7. Evaluate and analyse key concepts that underpin sports performance & development								

2. Describe the basic elements of sport development	8. Identify and apply appropriate approaches to problem solving in coaching
3. Demonstrate appropriate strategies for problem solving	9. Explain and apply key concepts of sport development within a range of related disciplines (e.g., physical activity, health and wellbeing, sport coaching, inclusion)
4. Communicate accurately using appropriate pedagogical strategies	10. Plan and evaluate Sport Development projects using acknowledged and appropriate planning techniques
5. Exhibit the qualities required for employment requiring the use of personal decision making and responsibility	11. Identify and evaluate vocational skills that enable effective performance in an applied setting
6. Recognise how they develop as individuals through personal development planning and tutorial guidance and support	12. Evaluate and apply a range of leadership and personal development strategies
	13. Consider the application of coaching principles to a range of theoretical coaching models and frameworks

## FD - Sport Development and Coaching – Structure of the programme

### Level 4 Year 1

<p><b>20 Credits</b> (Semester 1&amp;2)</p> <p><b>Research Methods &amp; Study Skills</b></p> <p>LJMU Module 4403SSLN</p>	<p><b>20 Credits</b> (Semester 1&amp;2)</p> <p><b>Sports Coaching &amp; Leadership</b></p> <p><b>Assessment</b> Written assignment (40%) Planning &amp; delivery of a session (40%) Reflection of Practical Delivery (20%)</p>	<p><b>20 Credits</b> (Semester 1)</p> <p><b>Foundations of Sports Development</b></p> <p><b>Assessment:</b> Essay (70%) Group Presentation (30%)</p>	<p><b>20 Credits</b> (Semester 1)</p> <p><b>Sport, Health &amp; Society</b></p> <p><b>Assessment:</b> Report (50%) Case Study (50%)</p>	<p><b>20 Credits</b> (Semester 2)</p> <p><b>Management in Sport Development</b></p> <p>LJMU Module</p>	<p><b>20 Credits</b> (Semester 2)</p> <p><b>Motor Learning &amp; Skill Acquisition for Sport Coaching</b></p> <p><b>Assessment</b> Written report (60%) Portfolio of evidence (40%)</p>
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### Level 5 Year 2

<p><b>20 Credits</b> (Semester 1&amp;2)</p> <p><b>Research Methods</b></p> <p>LJMU Module 5403SSLN</p>	<p><b>20 Credits</b> (Semester 2)</p> <p><b>Sport Event Leadership &amp; Management</b></p> <p><b>Assessment: (Portfolio)</b> Plan an event (40%) Deliver an event (40%) Reflection of event (20%)</p>	<p><b>20 Credits</b> (Semester 1&amp;2)</p> <p><b>Applied Sports Coaching</b></p> <p><b>Assessment</b> Coaching Sessions (60%) Coaching Reflection (40%)</p>	<p><b>20 Credits</b> (Semester 1)</p> <p><b>Sport Business - Elite</b></p> <p><b>Assessment</b> Case Study (50%) Written Assignment (50%)</p>	<p><b>20 Credits</b> (Semester 2)</p> <p><b>Sport Development and Social Issues</b></p> <p>LJMU Module</p>	<p><b>20 Credits</b> (Semester 1)</p> <p><b>Community Engagement in Sport</b></p> <p>LJMU Module (called Sport Dev Placement)</p>
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# Academic Calendar

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon										
Aug				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
2019																	Clearing																						
Sep							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Oct		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
Nov				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Dec							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Jan		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
2020																																							
Feb							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				
Mar							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Apr		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
May							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Jun	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
Jul			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						

## Draft Timetable: Level 4

Semester 1			
<b>Monday AM:</b>	Foundations of Sport Development 4501SSLNEF	<b>Thursday AM:</b>	Research Methods & Study Skills 4502SSLNEF
<b>Monday PM:</b>	Sports Coaching & Leadership 4500SSLNEF	<b>Thursday PM:</b>	Sport, Health & Society 4503SSLNEF

Semester 2			
<b>Monday AM:</b>	Research Methods & Study Skills 4502SSLNEF	<b>Thursday AM:</b>	Management in Sport Development 5500SSLNEF
<b>Monday PM:</b>	Sport Coaching & Leadership 4500SSLNEF	<b>Thursday PM:</b>	Motor Learning & Skill Acquisition for Sport Coaching 4504SSLNEF

## Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Acquisition of outcomes is gained through a range of teaching and learning approaches which will be used dependent on the nature of the subject matter, the student learning experience and the level of study.

Students will be taught in differing size groups to support the nature of the activity. Sport coaching practical sessions will cover a range of activities and will support the students in developing their own skills, competencies and abilities within practical activity and coaching. In addition, national governing bodies of sport and relevant agencies/charities will also be involved in the delivery of specific practical areas. This knowledge will be supplemented by more theoretically focused learning to ensure a rounded and comprehensive view of the subjects studied.

Work-related learning will be used to bring real life experiences into the curriculum and will allow students a chance to either work with outside agencies or to work with real problems and case studies. Work based learning forms an integral part of the programme and offers students the chance to engage in a placement of their choice and start to create their own connections and networks. Through personal tutor groups, Professional Development Plans and Work Related Learning, students get a chance to work with their own goals and actions and pro-actively move themselves towards their future career. Tutorial support is given on all modules through a variety of processes and personally through the personal tutor system.

Formal assessment of knowledge and understanding is through, assessed coursework such as essays and reports and individual and group presentations. Presentations, projects and coaching portfolios are based in the main on individual research. To align with the overall objectives of the programme, assessment will embrace both formative and summative approaches, and be constructively aligned to the learning outcomes.

Assessments will be undertaken regularly; will be efficiently administered; and will be student centred. Attention will attempt to focus to the timely delivery of feedback on both formative and summative assessments.

Intellectual skills are promoted, practiced and developed through active and experiential learning processes. The programme uses a variety of teaching methods including, case studies, work related learning opportunities, group work, reflection and independent work. All modules in the programme

emphasise student centred learning, involving students in task-based activities followed by discussion, feedback and a wider application of the concepts. These skills will be built upon and developed as a student progresses through their programme of study. Guest lectures involving delivery of current initiatives and personal reflections of practitioners will provide added value.

All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials in the LRC and alternative local and non-local sources. Guidance for the production of coursework - essays, oral presentations, research projects and portfolios are provided at a modular level.

Criteria for assessment accompany individual assignments and indicative and essential sources accompany course outlines. These skills will be built upon and developed as a student progresses through their programme of study.

A range of methods will be employed to help students achieve and these will be progressively developed through the programme. Feedback will be given to help students appraise their own performance and development and personal tutor groups will be used as a peer support mechanism and a place to practice. Oral and written feedback will be given regularly. Deadlines across modules on the programme are monitored carefully to minimise bunching and promote effective time management. Group work is encouraged through task-based activities and discussions.

Effective communication is assessed through all areas of learners' work. Students are encouraged to identify their strengths and weaknesses through PDP and consider these skills in different contexts (individual, student and coach).

Please note that all modules will be assessed. Students are expected to attempt all required assessments for each module for which they are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow for deferment.

Assessment method strategy will vary according to the nature of the units. These strategies will be linked to the module and course learning outcomes. During the course students will be assessed on all the modules undertaken. In most cases a percentage mark will be awarded for the assessment, unless the module or part of it is to be assessed as a pass/fail only.

At the commencement of each module students will be informed of the assessment strategy. Students can also arrange appointments with module tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.

A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high-quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic and demonstrate how you have developed your argument based on published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study.

You should always use the [LJMU Harvard](#) referencing system.

Written assignments should follow **size 11 Arial font**. Work should include a title page and all pages should be numbered.

Feedback is crucial to learning and will be provided throughout the programme of studies. Normally draft work will only be seen once by tutors at Level 4 and 5, although this is dependent on several factors such as attendance and engagement with study. There are two main types of assessment - formative and summative. Taking note of feedback and linking it to actions to develop learning to improve is important. If

students require further clarification regarding their work, they should use tutorials or appointments with tutors.

## **Personal Academic Tutoring**

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Each student will be allocated to a personal academic tutor who will also be one of the course team. Opportunities will be offered during induction session activities to meet and get to know tutor and students will meet regularly with their tutor both in a group and a one to one setting.

The focus of the Personal Academic Tutor is to encourage personal development planning (see below) so that students receive structured support to develop:

- Awareness of your own strengths and weaknesses
- A clear vision of what you want to achieve through HE studies
- Greater understanding of how study in your discipline area can help you towards your goals
- Responsibility for your choices in work and social life
- A reflective approach to all the feedback you receive on your work
- A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of your HE experiences to others including potential employers

The Personal Academic Tutor will also:

Respond to your requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities

Provide information for and assist in the drafting of references

Your Personal Academic Tutor should be your first point of contact within Everton Football College and you are encouraged to meet with him or her at least once a semester, although occasionally you may also need to contact your tutor at other times, particularly if you feel you need extra support and guidance. Your Personal Tutor will advise you of pre-bookable tutorial slots available.

Your tutor will be able to advise you on any aspect of your particular year of study and can also signpost you to other sources of information as necessary. In addition, they may contact you from time to time about course matters related to your particular year group or programme of study

## **Student Employability**

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A fundamental element underpinning the FdSc in Sport Development & Coaching is its vocational focus, whereby students are offered numerous opportunities to develop their employability skills. This will be achieved through work-based learning modules running across all semesters and years of the course. Throughout the other modules where appropriate the development of student employability has been devised such as guest speakers and industry-based visits.

### **Links with Employers**

Everton Football College has strong links with local providers from Everton in the Community, schools and charity and private providers such as Equip. This enables students to benefit from becoming involved in local and National sport development initiatives.

### **Inclusion and Support for Students with Disability**

In accordance with Everton Football College policies and stated within our Student Charter, support may include:

- extra time with tutors;
- providing the special equipment you need in College;
- development of special learning materials;
- extra examination time where appropriate;
- appropriate work experience.

## **Progression to Linked Honours Degree(s)/Top-up Degree(s)**

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Students who successfully pass the FdSc programme are eligible to progress to the final (top-up) year of a BA (Hons) Sport Development or Coaching, (or agreed related discipline) at LJMU. Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies.

### **Assessment:**

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**Formative** (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.

**Summative** assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the course. Typically, you will need to attain 40% or over to pass each module successfully.

**Submission of work:** Unless specified, work is uploaded to Canvas

### **Submission Deadlines and Late Assignments:**

If you submit assignments within 5 five days of the deadline date your work will be marked but will be capped to the minimum pass mark. Please note that you must submit work within **5 actual days** of the deadline date NOT working days.

You are expected to submit all assignments by the due date. If you have mitigating circumstances preventing you from meeting the deadline you should submit a claim by the appropriate date. You will be expected to provide evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and in addition demonstrate if the work is not submitted why it was not possible to submit the assignment within 14 days of the deadline.

If you submit the assignment within 14 days of the due date and successfully claim mitigating circumstances, your work will be marked as if on time.

### **PLEASE NOTE:**

- You must submit all items of assessment for a module in order to pass.
- If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.
- A transcript of results will be available on-line

### **Referral opportunities:**

All students have a right to one referral opportunity in any failed modules.

### **Information about assessment regulations**

All programmes leading to LJMU awards operate within the University's Academic Framework.

<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>



## Assessment criteria:

- The minimum pass mark is **D-** for each module.
- Internal verification procedures are used to check the quality of assessment.
- An External Examiner moderates the assessments at the end of each semester.
- Examination Boards meet at the end of each semester to confirm grades.

NB: Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the subject specific assessment criteria set out below.

### Grades D-, D, D+, C-, C

The information offered will cover the objectives indicated for the task set out. It will be presented in a straightforward manner, including sufficient understanding of the topics. Work in this grade shows evidence of learning skills and procedures but not the ability to apply them in different situations. Presentation will be adequate with all sources of information listed in the bibliography.

### Grades C+, B-, B, B+

The information presented will cover the outcomes indicated. It will indicate a broad coverage of the topics, with evidence of good understanding of the main issues and the ability to link together different aspects of a topic. Presentation will be of good standard with all sources of information listed in a bibliography.

### Grades A-, A, A+

The information presented will cover the outcomes indicated in a detailed way. It will indicate a clear and deep understanding of all the issues across a broad range and their relationship to each other. It will show an ability to apply knowledge and skills to other situations. Presentation will be outstanding with all sources of information listed in a biography.

## Marking and Moderation

All assessed student work is subject to verification, standardisation and moderation to ensure that academic standards are appropriate and consistent across course/subject teams, and reflect agreed assessment policies and assessment criteria, and that the assessment outcomes for students are fair and reliable. Marking will be completed within a 15-day window after submission.

**Verification** will ensure that assessment methods are appropriate, fair and valid in terms of standards, and will effectively assess the achievement of the specified learning outcomes, presenting an appropriate level of challenge to students.

**Standardisation** will ensure that all members of the course team are familiar with, and have a common understanding of, the marking standards and conventions in relation to the provision of feedback.

**Internal moderation** will ensure that academic standards are appropriate and consistent across course/subject teams and that feedback reflects agreed assessment policies and assessment criteria, and therefore the assessment outcomes for students are fair and reliable. An assessor marks the set of student assignments, providing a grade and comments to justify the grade, and a second assessor (the moderator) then reviews a sample of marked assignments from across the grade profile. The moderator's role is to confirm (or not) the grades awarded by the first marker, and the quality of the feedback, in the light of course/University protocols and expectations. Moderation is normally carried out on a sample basis, in order to corroborate the accuracy of the marking standards and quality of feedback applied by the first marker.

Internal moderation should be completed within the **20** working days assessment feedback period and before provisional marks are made available to the students. Provisional marks will be made available to students through Canvas upon completion. External moderation can take place after this.

**External moderation:** A sample of work (15%) from modules within the course is sent to the external examiner for further scrutiny and comment. Student work across all grade bands will be examined. Records of internal moderation activity will also be provided.

### **Independent Study**

Within each module, all students will be required to complete independent study. This could be in the form of set tasks, work related learning, readings and formative assessment or summative assessment preparation to inform and support forthcoming lectures, seminars and practical sessions. Each module will provide the guided independent or directed hours that are required.

### **Word Count Policy**

Each module will specify the length and nature of each assessment, this could be the number of words or duration of an activity such as presentation or practical activity.

All assessment will have an allowance of 10% higher than documented limit. Anything above this +10% limit will not be assessed.

Please note References are not included as part of the word count.

### **CANVAS**

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All module resources are found on CANVAS. You will have access to these via the LJMU CANVAS learning environment. This is also used to correspond post, news, notices and so on in addition to university email access. All assignments unless specified will be uploaded to canvas and your marks will be tracked and posted within your area.

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**Assignment Weighting/Assessment Schedule** (submission deadlines indicated in purple on academic calendar)

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**Year 1 Level 4 Semester One & Two (Yearlong modules)**

Module & Credits	Assessment method & Weighting	Submission date:
Research Methods & Study Skills	Report 50% Exam 50%	See LJMU for assessment dates
Sport Coaching & Leadership	Written Assignment 40% Plan, Deliver and reflection of Practical Session 60%	16 <sup>th</sup> January 2020 23 <sup>rd</sup> April 2020

**Year 1 Level 4 Semester One**

Module & Credits	Assessment method & Weighting	Submission date:
Foundations of Sport Development	Essay 70% Group Presentation 30%	16 <sup>th</sup> December 2019 13 <sup>th</sup> January 2020
Sport, Health & Society	Report 50% Case Study 50%	5 <sup>th</sup> December 2019 9 <sup>th</sup> January 2020

**Year 1 Level 4 Semester Two**

Module & Credits	Assessment method & Weighting	Submission date:
Management in Sport	Essay 50% Paired Presentation 50%	7 <sup>th</sup> May 2020 14 <sup>th</sup> May 2020
Motor Learning & Skill Acquisition for Sport Coaching	Written Report 50% Portfolio of Evidence 50%	2 <sup>nd</sup> April 2020 21 <sup>st</sup> May 2020

## **Course Management and Student Representation**

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### **External Quality Benchmarks**

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All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

### **Support for students and their learning**

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The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they can benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students can access a range of professional services including:

Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.

Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

Students studying for an LJMU award at a partner organisation will have access to local support services.

## **Methods for evaluating and improving the quality and standards of teaching and learning**

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### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements;
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations;
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience;

- the achievement of students is comparable with those in other UK higher education institutions of which the external examiners have experience and to provide informative comment and recommendations on good practice and innovation relating to learning, teaching and assessment observed by external examiners and opportunities to enhance the quality of the learning opportunities provided to students.

## **Student Voice**

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Student Representatives play a valuable role in helping monitor and improve our courses. Your induction period will discuss this issue more fully and give you the opportunity to become a Student Representative.

Towards the middle and the end of each module, the module leader collects feedback from students who are taking the module. This enables a full evaluation of the module and changes to be made considering your responses. Everton Football College monitors this feedback and sets out issues, plans and actions to develop further. Consequently, there are several ways that you can influence the quality of your educational experience, either through your own actions or those of your representatives.

## **Opportunities for work-related learning (location and nature of activities)**

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At Everton Football College and LJMU, it is vitally important to enable students to gain as broad a range of employment related skills as possible. To that end, we ensure that work related learning (sometimes known as work placement) is an integral part of the course. WRL not only provides an opportunity to gain first-hand experience, it also provides students with valuable contacts and information regarding possible employment upon graduation. Work related learning is an integral part of the programme and assessments often reflect this.

The course is designed to enable you to develop a range of subject specific and transferable skills that will be relevant to your future employment. You will be expected to undertake work based learning and practical application of your new skills. You will also be expected to engage in activities both within and outside of the structured curriculum to enrich skills and develop your employability.

Everton Football College is part of the Everton Family. Students benefit from a range of experiences to bring learning to life and can apply this knowledge to broaden their theoretical and practical skills to enhance their employment opportunities.

Everton Football College complies with policies and guidance on work-based learning including:

- EFC Work Placement Policy
- EFC Risk Assessment Forms for Placement Learning
- External Providers Quality Audit
- Student Placement Conduct and Health and Safety Agreement

Placement modules will require students to secure their own placement (subject to the approval of the placement tutor). In addition, all placements will require the student to provide evidence of an appropriate Disclosure and Barring Service which should be undertaken through Everton in the Community.

## **Resources**

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There are a variety of resources available to you to complete your studies. At LJMU students have access to the College's Learning Resource Centre accommodating student support services and a library with relevant texts.

Everton Football College alongside LJMU use CANVAS as the VLE portal for access to all resources needed for each module. This also provides general information and is the main form of communication between students and college

You will also have access to resources online, such as eBooks and eJournals, access to images, maps, newspapers, research collections, subject specific databases, teaching resources, dissertations, theses, reports, videos and films. Each Module guide will provide a reading list or links to an online reading list.

Access to practical facilities and specialist guidance is available to all students through the resources within the Everton Family

## **Learner Accommodation**

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Everton Football College provides an information only accommodation service for prospective students living outside of Liverpool. We work with accredited university student accommodation providers. For more information contact: Sarah McDonald – Sarah.Mcdonald@evertonfreeschool.com

## **Careers & Advice**

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Everton Football College has a Careers Advisor who can provide confidential and impartial advice to potential and current students. They can give students advice to help them make the best decisions for their education, career and higher education opportunities. This careers advice will be embedded into parts of your course. If you need additional advice in the first instance, please contact your personal tutor.

## **Student Support**

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Everton Football College offers a range of services to enable you to access help with any aspect of your academic, personal or social life. We can also make referrals to counselling sessions. This support includes:

Personal tutor  
College Nurse  
College Counsellor

To access support, please contact your personal tutor in the first instance.

## **National Union of Students**

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As a student of LJMU you can access the range of services provided by the National Union of Students. Research [www.nus.org.uk](http://www.nus.org.uk) or contact LJMU student services.

## **Complaints Procedure**

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Everton Football College works hard to ensure that your time here as a student is a positive and enjoyable experience. However, we recognise that sometimes things go wrong, and you may wish to make a complaint. If this is the case, we would like the opportunity to try and put things right for you as quickly as possible. To help us do this we have in place a complaints procedure which is available on the College website.

## **Transport**

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Everton Football College operate over several sites depending on the module requirements and subject specialist venues. The majority of your course will be at one of the Sport Hubs based across the city with additional lectures at Iron Marsh LJMU campus. You will also be required to travel to your work-based learning. Transport to and from or between sites is the responsibility of the student. Details of train/bus timetables can be accessed via Mersey travel if required. Everton Football College will not provide transport for the core curriculum unless additional trips and experiences are planned.

## **Uniform/Kit**

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It is not compulsory to wear Everton kit for lectures however there is an expectancy that you will purchase Everton uniform for your work based learning and practical elements of the course. The Everton bundle consists of a rain jacket, sweatshirt, shorts, track pants and two t-shirts and costs £120.

## **Extra-Curricular – Everton**

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There will be an opportunity for you, in addition to representing LJMU, to become involved with our football performance programme. You can access training and have the opportunity to trial and be selected for our football squads/teams who play in the National Youth Football League.

In addition to this the opportunity to become involved as a volunteer within the Everton Family for example fundraising working on match days or assisting with events is also available.

You may be interested in developing and enhancing your coaching experience internationally. In addition to the requirements of your course, there may be opportunities for you to undertake this experience abroad, for example through the USA Challenger programme or volunteering for the World Youth Games in Austria. There is a cost involved to cover transport, accommodation and all administration required for these opportunities.