

HTQ Student Handbook

2025 – 2026



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Section 1 - Welcome & Introduction

Welcome to the Foundation Degree (FdA) in Football Coaching and Management, delivered by MITSkills in partnership with Plymouth Marjon University.

The aim of this programme is to give students the opportunity to forge a successful career within the popular but highly competitive football industry.

It enables all learners to acquire the knowledge, understanding, and practical experience required across a range of topics related to football coaching, leadership, management, and development.

Football continues to hold a unique position within the sporting, cultural, and sociological landscape of the UK and Globally. In recent years, it has evolved into a large, dynamic, and complex global industry, demanding a new generation of professionals who are adaptable, analytical, and ethically driven. As levels of investment, media exposure, and commercialisation grow, so too does the demand for highly qualified graduates who possess both academic knowledge and applied experience to enhance the football experience at all levels — from grassroots to elite performance.

The FdA Football Coaching and Management programme has been designed in direct response to this need. It combines academic study with work-based learning opportunities across our partner football clubs and community foundations, providing students with the platform to apply theory to practice throughout their studies.

This programme explores two key and interconnected disciplines: football coaching and football management.

Coaching focused modules examine the education and development of coaches, current trends in sport science (including psychology, physiology, biomechanics, and performance analysis), and how these influence coaching practice and player development.

Management focused modules will explore key areas such as football governance, operational leadership, player development pathways, and strategies to increase inclusion and accessibility for underrepresented groups, empowering students to drive positive change within the game.

This dual focus ensures that students not only build their coaching competence but also develop a deep understanding of how football operates as an industry — from performance environments to social impact initiatives.

The FdA Football Coaching and Management provides a framework for academic study alongside vocational and professional practice. Its flexible, high-quality structure allows students to progress through higher education with less time away from their professional or voluntary commitments, making it an accessible and attractive route for a wide range of

learners — including aspiring coaches, current practitioners, and those seeking a new career direction.

Many modules integrate practical coaching, real-club placements, and reflective learning, enabling you to develop critical thinking, leadership, and independent decision-making skills to complement your theoretical understanding.

By the end of the programme, graduates will be equipped with the knowledge, skills, and experience to pursue a career across multiple areas of the football industry — including coaching, management, analysis, development, and education — or to progress onto a related top-up degree such as the BA (Hons) Football Coaching and Management at Plymouth Marjon University.

This programme also provides a platform from which you can undertake additional vocational and academic qualifications, such as FA or UEFA coaching awards, teaching qualifications, or postgraduate study.

Teaching, Learning and Assessment Handbook

This handbook contains essential information about your studies, including:

- Who will be teaching and supporting you throughout your programme
- The structure of your course, assessment methods, and expectations
- Guidance on using **Canvas**, the online learning platform used by both MITSkills and Plymouth Marjon University
- Links to key academic policies, wellbeing support, and university resources

Please read this handbook alongside the Plymouth Marjon University Student Handbook and Programme Quality Handbook, both available through Canvas.

These documents provide additional guidance on academic regulations, assessment, student support, finance, and studying at higher education level.

Section 2 - Contact Information

MITSkills Sports Hub (Rotherham Office)

Address	Telephone	Email
Suite 16B, Manvers House, Pioneer Close, Wath upon Dearne, Rotherham, S63 7JZ	01709 763270	SportAdmin@mitskills.com

The MITSkills Sports Hub is the central administrative base for all degree-level sports programmes. This office coordinates student support, quality assurance, and academic delivery across all delivery locations.

Students should contact the Rotherham Office for:

- General course administration and enrolment queries
- Attendance and absence notifications
- Assessment or timetable enquiries
- Requests for references, letters, or documentation

Programme Contacts – MITSkills

Name	Role	Email
Craig Parry	Head of Sports Division	Craig.Parry@mitskills.com
Nicole Norton	Programme Lead	Nicole.Norton@mitskills.com
Jordan Parkin	Lead Lecturer	Jordan.Parkin@mitskills.com
David Healey	Lecturer	David.Healeyq@mitskills.com
Liam Hughes	Designated Safeguarding Lead / Mental Health First Aider	Liam.Hughes@mitskills.com

Plymouth Marjon University Support Contacts

Students are also part of Plymouth Marjon University and have full access to university services and support.

If your query relates to academic policy, IT systems, wellbeing, or university-wide procedures, please use the following contacts:

<u>Area</u>	<u>Contact</u>	<u>Details</u>
Student Support & Wellbeing	SWS@marjon.ac.uk	01752 636891
Admissions and Enrolment	admissions@marjon.ac.uk	www.marjon.ac.uk/onlinereg
Library & Learning Resources	library@marjon.ac.uk	www.marjon.ac.uk/student-life/library
IT & Canvas Support	digitalinnovation@marjon.ac.uk	Via Canvas Helpdesk
Student Finance Office	studentfunding@marjon.ac.uk	01752 636891

Tip for Students

Save the key contacts for your lecturers and support teams in your phone or laptop at the start of the academic year. For all academic correspondence, include:

- Your full name
- Your student ID number (available on Canvas and your student card)
- The module title/code relevant to your query

This helps staff respond quickly and effectively to your questions.

Section 3 - Communication and Systems

All teaching, learning, and communication on this programme takes place through two core systems: Microsoft Teams and Canvas (Plymouth Marjon University's Virtual Learning Environment).

These platforms support your academic journey by providing instant access to learning materials, assessment briefs, meeting links, calendars, recordings, policies, and lecturer communication.

3.1 - Canvas VLE (Virtual Learning Environment)

Canvas is the official VLE for Plymouth Marjon University and is used across all modules on the programme.

You will use Canvas to:

- Access lecture slides, reading lists, and module guides
- Submit assessments via Turnitin
- View grades and written feedback
- Locate academic policies and programme documentation
- Access library resources, skills development, and support
- Complete quizzes, discussion boards, and online independent activities

 All assessments for all modules must be submitted through the Turnitin links provided on Canvas.

Submission through any other platform (Teams, email, OneDrive, etc.) will not be accepted.

3.2 - Microsoft Teams (Communication & Live Teaching Platform)

Microsoft Teams is your primary communication and teaching tool.

Each cohort is assigned a dedicated Teams group, which includes:

- Seminar and workshop meeting links
- The live programme calendar (deadlines, timetable changes, events)
- Shared folders and live documents
- Your *Assessment & Feedback Organiser* and *Reflective Journal*
- Programme updates and announcements

Communication Expectations on Teams

Students must follow professional communication guidelines:

- Contact staff via Teams chat or email only
- Allow up to 72 hours for staff responses
- Do not use WhatsApp, text messages, or personal social media

- Always communicate respectfully and professionally
- Keep messages concise and include your name and module

Message etiquette

- Staff may not respond outside normal working hours
- Avoid sending multiple follow-up messages within short timeframes
- Use clear subject lines in emails (e.g., “FCMC03 – Assessment Query”)



Failure to follow communication procedures may result in a written warning in line with MITSkills policy.

3.3 - Live Teaching via Teams

All online classes delivered through Teams require students to:

- Join using your own device (not shared with peers)
- Display your full preferred name
- Keep your camera on if required by the lecturer
- Mute your microphone unless contributing
- Participate when prompted
- Complete in-session tasks and collaborative work

Session recordings may be made available on Teams for revision purposes, but attendance is still mandatory.

If a session is missed, students are responsible for:

- Reviewing the recording (if applicable)
- Checking Canvas announcements
- Contacting their lecturer for clarification if needed
- Completing any missed tasks

3.4 - Student Email (Marjon)

Your Marjon student email is used for:

- Official university communication
- Assessment feedback notifications
- Enrolment and finance updates
- Extenuating circumstances decisions
- Microsoft Teams access
- Canvas-linked information



You must check your email daily.

3.5 - Technical Support

If you experience any issues with accessing Canvas, your password, or your university account:



Plymouth Marjon IT Support

digitalinnovation@marjon.ac.uk

Canvas Helpdesk (within the Canvas dashboard)

Common support queries include:

- Password resets
- Multi-factor authentication setup
- Canvas submission errors
- Access to Turnitin
- Teams meeting links

If you experience any issues with accessing MIT Skills Teams Groups or Channels, your password, or Microsoft Authenticator account:



MIT Skills IT Support

hugh.hebborn@mitskills.com

0300 3032225 ext. 221

Common support queries include:

- Password resets (MIT Skills Accounts)
- Multi-factor authentication setup
- Teams Groups/Channels
- Teams meeting links

Section 4 - Programme Overview and Structure

4.1 - Programme Overview

The FdA Football Coaching and Management programme provides a structured and professionally focused pathway into the football industry. Delivered by MITSkills in partnership with Plymouth Marjon University, the degree integrates academic study, practical coaching, and industry experience across all delivery locations:

Football continues to evolve into a large, dynamic, and complex global industry, requiring highly skilled and adaptable professionals.

This programme responds directly to industry needs by equipping learners with the knowledge, practical coaching expertise, and leadership skills required to work confidently across a range of football environments.

Students will explore two core disciplines throughout the degree:

Football Coaching

Coach learning and coach development
Player development and talent pathways
Applied sport science (psychology, physiology, biomechanics, performance analysis)
Practical coaching delivery and session design
Understanding and applying contemporary coaching methodologies

Football Management and Development

Governance, policy, and organisational structures within football
Football business and finance
Social impact, community engagement, and inclusion
Event management and operational planning
The role of football in society and supporting underrepresented groups

The dual focus on coaching and management ensures graduates leave as well-rounded practitioners who understand not only how to deliver effective coaching sessions, but also how football systems, organisations, and communities operate.

4.2 - Work-Based Learning and Professional Practice

Work-based learning is embedded throughout the programme, providing students with regular opportunities to gain hands-on experience within football club foundations, community programmes, schools, and performance settings.

These experiences support the development of:

- Industry-relevant employability skills
- Communication and leadership qualities
- Reflective and critical thinking
- Professional identity and confidence

- Networking and vocational insight

Many modules include applied tasks, real-club case studies, and practical assessments, helping students to connect academic theory with real-world football environments.

4.3 - Programme Structure

The programme is delivered over two academic years (Level 4/ SQCF Level 7 and Level 5 /SQCF Level 8), with teaching split across two semesters: **A**, and **B**, with two modules running over the course of both semesters (yearly modules – **X**).

Each module includes guided learning hours, independent study, practical activity (where appropriate), and assessment tasks designed to measure your academic and professional development.

Level 4 (Year 1)

Developing your foundations as a coach and practitioner

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory /	Condonable/
					Optional	Non-Condonable
FCMC01	Technology and Performance: Fundamentals of Performance Analysis	20	100% Coursework	Semester A	Compulsory	Condonable
FCMC02	Football for Social Change: Coaching in the Community	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FCMC03	Building a Professional Identity: Academic and Career Skills for Football Coaching and Management	20	100% Coursework	Semester X	Compulsory	Condonable
FCMC04	Inclusive Football Coaching:	20	50% Coursework	Semester X	Compulsory	Condonable

	Engaging Communities		50% Practical			
FCMC05	Scouting and Talent Identification in Football	20	100% Coursework	Semester B	Compulsory	Condonable
FCMC06	The Social Responsibility of Football Coaching	20	100% Coursework	Semester B	Compulsory	Condonable

	Focus <ul style="list-style-type: none"> Introduction to academic and professional skills Foundations of coaching theory and practice Understanding inclusion, community engagement, and the social impact of football Early exposure to performance analysis and talent pathways
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Level 5 (Year 2)

Advancing your coaching, leadership, and management skills

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable/ Non-Condonable
FCMD01	Optimising Player Development: Coaching and Technology	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FCMD02	The Business of Football: Finance, Marketing, and Governance	20	100% Coursework	Semester A	Compulsory	Condonable
FCMD03	Developing a Career in Football: Skills, Networking, and Development	20	100% Coursework	Semester X	Compulsory	Condonable

FCMD04	Football Event Planning and Delivery	20	100% Coursework	Semester X	Compulsory	Condonable
FCMD05	Football Research: Methods and Practice	20	100% Coursework	Semester B	Compulsory	Condonable
FCMD06	Advanced Football Coaching for Performance	20	40% Coursework 60% Practical	Semester B	Compulsory	Condonable

Focus



- Performance-level coaching and applied sport science
- Research skills and evidence-based practice
- Football finance, governance, and organisational structures
- Leadership and career planning
- Delivery of football events and projects

4.4 - Learning Hours and Expectations

Students are expected to engage in:

- Timetabled sessions (lectures, seminars, workshops, practical coaching)
- Independent study (reading, research, assessment preparation)
- Work-based learning (placements, coaching hours, community involvement)
- Group work and collaborative tasks
- Online learning via Canvas

Across both years, students are required to demonstrate growing independence, professionalism, and critical thinking — essential qualities for employment in modern football environments.

4.5 - Progression and Further Study

By completing this programme, learners may progress to:

- BA (Hons) Football Coaching and Management (Level 6 /SCQF Level 9 top-up) at Plymouth Marjon University
- Roles in football coaching (community, academy, or performance environments)
- Football development roles within clubs, foundations, schools, or governing bodies
- Further vocational qualifications such as FA coaching badges or teaching qualifications
- Graduate opportunities in sport management, events, analysis, or operations

Section 5 - Teaching, Learning and Assessment

5.1 - Teaching and Learning Approach

Teaching is delivered through a blended model of in-person sessions at your delivery site and online learning via Microsoft Teams and Canvas. This structure ensures that all students, across all hubs, receive consistent and high-quality teaching regardless of location.

Students will engage with a broad range of learning activities, including:

- Lead lectures introducing key theories and concepts
- Seminars for discussion and critical analysis
- Practical coaching sessions delivered in football environments
- Workshops focusing on employability and professional identity
- Video analysis, case studies, and scenario-based tasks
- Guest speakers from clubs, foundations, and industry partners
- Independent research and guided reading

This applied, profession-based approach supports the development of strong coaching, leadership, and management skills, alongside academic knowledge, and reflective practice.

5.2 - Learning Resources

Each module has a dedicated Canvas page, where students will find:

- Lecture slides and learning materials
- Required and recommended reading
- Assessment briefs and marking rubrics
- Submission links via Turnitin
- Discussion spaces and tutorials
- Links to library resources and academic support

Microsoft Teams provides:

- Live sessions and online workshops
- Cohort announcements
- Shared folders and documents
- Recorded lectures (where applicable)
- The *Assessment & Feedback Organiser* and *Reflective Journal*

5.3 - Assessment Overview

The programme uses a variety of assessment methods that reflect real-world practice in coaching and management.

Assessments may include:

- Academic essays and reports

- Reflective journals
- Presentations and professional discussions
- Practical coaching sessions
- Portfolios or digital projects
- Skills audits and personal development plans
- Event or project proposals
- Research tasks

Each assessment is designed to measure your understanding of theory AND your ability to apply it within a football context.

Every assessment brief includes:

- Task description
- Word count or performance criteria
- Submission instructions (Canvas/Turnitin)
- Learning outcomes assessed
- Marking rubric
- Guidance on academic writing and referencing

5.4 - Submission of Assessments

All assessments must be submitted via the Turnitin link on the relevant Canvas module page.

Important submission rules:

- Files must be uploaded in the required format (usually .docx or .pdf).
- You must check your submission has uploaded correctly.
- You are responsible for ensuring work is submitted before the deadline.
- Turnitin originality reports may be used to support academic integrity checks.

Late Submission Window:

- Work submitted within seven days after the deadline will be capped at 40%, provided the work meets the minimum pass standard.
- Work submitted after this window receives a mark of 0% unless an approved Extenuating Circumstances claim is in place.

5.5 - Marking and Feedback Process

All assessments are marked using the rubric included in your assessment brief.

Feedback and grades will be returned via Canvas within twenty working days of the submission deadline.

Feedback may include:

- Inline comments on your submission

- Rubric breakdown
- Summary comments highlighting strengths, areas for development, and next steps
- Recommendations for further reading or study skill improvement
- Guidance for future assessments

If a member of a group is granted an extension, results will only be released once all students' work has been marked, as outlined in the University policy.

5.6 - The Assessment & Feedback Organiser and Reflective Journal

Following every assessment, students are required to complete the:

- Assessment & Feedback Organiser

These live documents are stored in Microsoft Teams and must be updated after each assignment. They help you:

- Track your grades
- Identify personal strengths and areas for improvement
- Set goals for future assessments
- Monitor your academic progress
- Build a portfolio of reflective practice



Failure to complete these documents on time and to a good standard may result in a 5% deduction from your confirmed grade.

5.7 - Academic Expectations

During your studies, you are expected to demonstrate:

- Academic honesty and integrity
- Independent learning
- Engagement with scholarly literature
- Good time management
- Reflective and critical thinking
- Professional behaviour across all academic and practical sessions

Strong academic skills — including referencing, critical analysis, structure, and argument development — are essential for success.

Support is available through:

- Canvas Academic Skills resources
- Marjon Library guides
- Skills workshops
- One-to-one support via the Library and Digital Innovation Team

5.8 - Resits and Deferred Assessments

Students who do not pass an assessment at the first attempt will normally be offered a resit opportunity.

Resit rules:

- If you failed due to non-submission, you must complete the entire original assessment.
- If you submitted but failed all tasks, you must resubmit the full assessment.
- If you failed specific tasks, you need only resubmit the failed components.
- You may revise previous work based on feedback.
- Resit grades are capped at 40% unless the attempt is deferred due to Extenuating Circumstances.

Deferred Assessments:

These are granted through the EC process and allow you to submit during the summer assessment window without capping.

5.9 - Attendance and Engagement in Assessment Preparation

Many assessments include in-class tasks, practical activities, or collaborative work.

This may include:

- Coaching observations
- Practical delivery
- Workshops
- Group research tasks
- Analysing performance footage
- Development of event plans



Failure to attend these supporting sessions may lead to difficulties completing assessments or accessing feedback.

Section 6 - Academic Standards and Extenuating Circumstances

6.1 - Academic Standards

All Higher Education programmes delivered by MITSkills adhere to Plymouth Marjon University academic regulations and quality assurance processes. These standards ensure fairness, consistency, and academic integrity across every module and assessment.

Throughout your studies, you are expected to maintain high academic and professional standards. This includes:

- Meeting all assessment deadlines
- Engaging fully with teaching and learning activities
- Submitting original work that meets academic integrity expectations
- Using appropriate referencing (APA 7th Edition)
- Demonstrating growing independence, critical thinking, and reflective practice
- Acting professionally in all interactions with staff, peers, and placement partners



Failure to meet expected standards may result in academic penalties or additional support interventions, depending on the issue.

6.2 - Assessment Deadlines

Assessment deadlines are published on:

- Your Canvas module pages
- Your Microsoft Teams calendar
- Your Assessment & Feedback Organiser

Deadlines are fixed and must be adhered to.

All submissions must be uploaded via the Turnitin link on Canvas. Submissions made through any other format (Teams, email, OneDrive, USB, etc.) cannot be accepted and will not be marked.

Failure to submit an assignment by the deadline will result in one of the following outcomes:

- Late Submission (up to seven calendar days after the deadline): marked but cap applied at 40%
- After 7 Days / No Submission: grade recorded as 0% and a resit will be required in the resit/deferred window

6.3 - Extenuating Circumstances (EC) Procedure

If you experience unexpected, serious circumstances that prevent you from meeting a deadline, you may apply for an extension through the Extenuating Circumstances process used across Plymouth Marjon University.

Extenuating Circumstances are appropriate for issues such as:

- Illness or injury
- Significant personal or family issues
- Serious unforeseen events
- Mental health difficulties that impact academic work

Every EC application must use the official form available via Canvas.

Types of Extension Requests

1. Self-Certification

Students may self-certify once per semester for a five working day extension without evidence.

- This is designed for short-term issues (e.g., minor illness).
- A reason does not need to be disclosed.
- Requests must be submitted before the deadline where possible.

2. Standard Claim (With Evidence)

Students may apply for a longer or additional extension if supported by relevant evidence, for example:

- GP/medical note
- Official documentation
- Professional letter confirming circumstances

A standard claim may extend multiple assessments if they fall within the same affected period.

Submitting Your Claim

1. Complete the EC form (available on Canvas).
2. Attach any evidence (if required).
3. Email it to your Module Leader, who will forward it to the MITSkills HE Team and/or Marjon EC Panel.
4. You will receive a confirmation of the decision via email.

Late claims may not be accepted unless strong reasons are provided.

6.4 - Resits, Deferrals, and Progression

Students who do not pass an assessment will normally be offered a resit opportunity.

Resit Scenarios

- Non-submission of the original assessment:
You must complete and submit the *full* original assessment task.
- Submitted but failed all tasks:
You must resubmit the *entire* assessment.
- Submitted but failed specific tasks:
You only need to resubmit the *failed components*.
- Resit Grades:
Resit attempts are capped at 40% unless the attempt is a deferred EC submission.

Deferred Assessments

When an EC claim is approved, the attempt becomes a deferred first sit.

- Deferred submissions are not capped.
- They are submitted during the university's summer assessment period.

Progression Requirements

To progress from Level 4 (SCQF 7) to Level 5(SCQF 8), students must:

- Pass all Level 4 (SCQF 7) modules OR
- Complete all resits during the summer window

Students who do not pass all resits may be offered:

- Repeat study of specific modules
- Reassessment opportunities
- Withdrawal or transfer options according to university regulations

6.5 - Academic Integrity: Expectations and Misconduct

Students must adhere to the highest standards of academic honesty.

Academic misconduct includes:

- Plagiarism (copying without referencing)
- Collusion (unauthorised group work)
- Fabrication of data
- Submitting work generated by AI tools
- Reusing previously submitted work (self-plagiarism)
- Contract cheating or using paid services

Assessments are checked using Turnitin's plagiarism and AI detection tools. Suspected misconduct is referred to the University's Academic Conduct Panel.

Penalties may include:

- Mark of 0%
- Loss of reassessment opportunities
- Programme suspension or withdrawal (in serious/repeated cases)

Support is available through study skills, academic guidance, and referencing workshops.

Section 7 - Student Conduct and Professional Standards

7.1 - Professional Expectations

As a student on the FdA Football Coaching and Management programme, you are representing both MITSkills and Plymouth Marjon University. You are therefore expected to demonstrate professionalism, maturity, and integrity at all times — whether in teaching sessions, placements, external visits, online environments, or when communicating with staff and peers.

Professional behaviour includes:

- Respecting staff, visiting speakers, club partners, fellow students, and members of the public
- Using appropriate language and maintaining a positive attitude
- Demonstrating reliability, punctuality, and preparation for all sessions
- Responding to staff communication within reasonable timeframes
- Wearing appropriate clothing and behaving responsibly during practical sessions
- Acting in line with safeguarding, prevent, equality, and health and safety expectations

Any behaviour that undermines the reputation of MITSkills , Plymouth Marjon University, or partner clubs may result in disciplinary action.

7.2 - Attendance and Engagement

Active participation is a key component of successful degree-level study.

Students are expected to:

- Attend all timetabled sessions (in-person and online)
- Notify staff in advance of any absence
- Arrive on time and stay for the duration of sessions
- Engage fully with group tasks, practical activities, and discussions
- Keep up to date with course announcements on Teams and Canvas
- Complete directed study and required reading

Training or matches will *not* be authorised absences. Students must manage their playing commitments around their academic timetable.

Failure to meet engagement expectations may lead to:

- Meetings with the Programme Lead
- Attendance monitoring procedures
- Referral for academic support
- Escalation through MITSkills' HE intervention process

7.3 - Digital Behaviour and Communication Standards

All communication must follow professional standards.

Permitted Communication Channels:

- Microsoft Teams chat
- Marjon student email account
- Canvas messaging (module announcements/discussions)

Not permitted for academic communication:

- WhatsApp
- Text messages
- Personal social media
- Personal email accounts

Responsiveness:

- Staff respond within up to 72 hours, excluding weekends and holidays
- Students should be equally respectful of staff working hours
- Repeated or excessive messaging may result in a communication warning

Email/Message Etiquette:

- Use clear, respectful language
- Include your full name, student ID, and module code
- Keep messages concise and purposeful

7.4 - Conduct in Online Sessions (Microsoft Teams)

During live online sessions, students must:

- Join using their own device
- Display their preferred name clearly
- Keep their camera on when instructed
- Mute their microphone unless speaking
- Respond to questions or activities when asked
- Avoid distracting behaviour (side conversations, gaming, TV, etc.)
- Ensure an appropriate learning environment (quiet, professional background)

Repeated online misconduct may result in removal from the session and a follow-up meeting with the Programme Lead.

7.5 - Professional Conduct in Practical Sessions

Practical coaching and sport-related activities require specific conduct standards:

Students must:

- Wear appropriate sports clothing and footwear

- Follow health and safety instructions
- Use equipment responsibly
- Treat facilities with care and respect
- Avoid disruptive or unsafe behaviour
- Support peers and contribute to a positive learning environment

First-aid needs or injuries must be reported immediately to staff supervising the session.

7.6 - Placement and Partnership Conduct

The degree involves learning experiences in football clubs, community foundations, schools, or external organisations.

When representing MITSkills and Marjon externally, students must:

- Arrive early and prepared
- Communicate clearly with placement supervisors
- Act professionally at all times
- Maintain confidentiality where appropriate
- Adhere to safeguarding and reporting procedures
- Follow club/organisation policies
- Complete tasks to a high standard
- Seek guidance if unsure about expectations

Any concerns raised by placement partners may impact your suitability for industry-related modules or progression.

7.7 - Disciplinary Procedures

If a student's behaviour falls below expected standards, MITSkills may initiate disciplinary proceedings.

These may involve:

- Informal warnings
- Formal written warnings
- Behavioural improvement plans
- Meetings with senior management
- Suspension from placement activity
- Referral to Plymouth Marjon University for academic or professional conduct breaches
- Withdrawal from the programme in severe cases

Support will be offered where appropriate to help students correct behaviour and meet expectations.

7.8 - Equality, Diversity, and Inclusion

MITSkills and Plymouth Marjon University are committed to creating an environment where all students feel valued and respected.

You are expected to:

- Treat others fairly and without discrimination
- Challenge inappropriate language or behaviour
- Promote an inclusive and supportive community
- Report safeguarding or equality concerns immediately

Any form of harassment, discrimination, bullying, or abusive behaviour will not be tolerated.

Section 8 - Student Wellbeing, Safeguarding and Support

8.1 Commitment to Student Wellbeing

MITSkills and Plymouth Marjon University are committed to creating a safe, supportive, and inclusive environment that enables all students to succeed academically, personally, and professionally.

We understand that students entering Higher Education may face a range of challenges — including balancing study with work, personal commitments, or training — and support is provided to ensure you can navigate these successfully.

Your wellbeing is a shared priority across all delivery locations).

8.2 Safeguarding

Safeguarding Lead (MITSkills): Liam Hughes — Liam.Hughes@mitskills.com

MITSkills has a legal and moral duty to safeguard all students and ensure that everyone feels safe and supported.

Safeguarding concerns may include:

- Welfare or mental health issues
- Bullying, harassment, or discrimination
- Concerns about staff or peer behaviour
- Domestic or personal difficulties
- Issues experienced on placement or at delivery locations

If you have a concern about yourself or someone else, you must report it immediately to:

- Liam Hughes (Designated Safeguarding Lead)
- A member of the MITSkills degree team
- Your Programme Lead
- Any staff member you feel comfortable speaking to

All concerns will be handled sensitively, respectfully, and confidentially in accordance with safeguarding procedures.

8.3 - Mental Health Support

Your mental health matters. Support is available through both MITSkills and Plymouth Marjon University.

MITSkills Support Includes:

- Pastoral support from your Programme Lead

- Access to safeguarding and wellbeing staff
- 1:1 check-in when needed
- Guidance on external NHS or community services
- Support during periods of absence, EC claims, or personal difficulty
- Online self-referral to a number of support groups sees Support and Guidance
<https://mitskills.com/learner-support-iag-links/>

Plymouth Marjon University Student Wellbeing Service (SWS):

- **Email:** SWS@marjon.ac.uk
- **Phone:** 01752 636891
- Counselling appointments
- Mental health support and advice
- Disability and learning support (including exam arrangements)

Students can self-refer directly to Marjon services.

8.4 - Support for Learning and Study Skills

Students have access to a range of academic support to help develop study skills, academic writing, and confidence at university level.

Support Available through Marjon:

- Library and Learning Resources (LLR)
- 1:1 study skill sessions
- Academic writing development
- Referencing guidance (APA 7th Edition)
- Research support
- Digital skills support

Canvas Support Materials Include:

- Academic writing resources
- Assessment guides
- How-to videos and workshops
- Reading lists and digital resources

Students are encouraged to seek support early — particularly before assessments.

8.5 - Support for Additional Needs (Disability, Learning Differences & Access Needs)

Students with a disability, learning difference, long-term health condition, or additional needs can receive tailored support.

Examples include:

- Dyslexia or dyspraxia support
- Mental health support plans
- Physical or sensory access accommodations
- Placement adjustments
- Exam extensions, extra time, or rest breaks (via EC & Disability Support)

Students are encouraged to disclose any support needs as early as possible so reasonable adjustments can be arranged.

To access support:

- Contact SWS@marjon.ac.uk
- Notify your Programme Lead
- Speak to the MITSkills safeguarding team

All information is handled confidentially.

8.6 - Financial Support and Advice

Students can receive guidance on:

- Tuition fees and funding
- Student Finance England (SFE) applications
- Accessing bursaries or allowances (where applicable)
- Managing financial hardship
- Budgeting support

Marjon Student Funding Team:

- Email: studentfunding@marjon.ac.uk
- Phone: 01752 636891

8.7 - Support for Placements and Coaching Work

Because this programme includes applied learning and coaching experience, students may require additional guidance.

MITSkills provides support with:

- Understanding safeguarding in football environments
- Managing club expectations
- Resolving placement issues
- Professional conduct and communication
- Ensuring placements are inclusive and safe

If at any point you feel unsafe or unsupported in a placement environment, you must contact the MITSkills safeguarding team immediately.

8.8 - Health and Safety

Students must follow all health and safety procedures outlined by:

- MITSkills
- Plymouth Marjon University
- Each delivery location / facility
- Partner clubs during placements or coaching work

This includes:

- Following instructions during practical coaching
- Reporting injuries or incidents promptly
- Using equipment safely
- Wearing appropriate kit for practical sessions
- Alerting staff to any health conditions that may affect participation

Failure to comply with health and safety expectations may result in removal from sessions until compliance is restored.

8.9 - Confidentiality and Trust

Support services operate with a high level of confidentiality.

Information is only shared when:

- You have given permission, OR
- There is a safeguarding risk to you or others

You will be informed when information needs to be passed on.

Your wellbeing will always be prioritised.

Section 9 - Student Voice and Representation

9.1 - The Importance of the Student Voice

Your feedback is essential in shaping the quality, design, and delivery of the FdA Football Coaching and Management programme.

MITSkills and Plymouth Marjon University are committed to ensuring that students are active partners in their learning experience. Your views help us:

- Improve teaching and learning
- Enhance academic resources and facilities
- Review the effectiveness of module delivery
- Support continuous development of the programme
- Strengthen communication and student experience across delivery hubs

You are encouraged to engage with the opportunities available to share your thoughts, concerns, and ideas.

9.2 - Module Feedback and Surveys

Throughout the academic year, students will be asked to complete:

- Module Evaluation Surveys
- End-of-year programme surveys
- Induction feedback forms

These surveys are anonymous and help the team understand:

- What is working well
- What could be improved
- How effective learning materials, teaching, and assessments are
- Whether students feel supported and engaged

Feedback is reviewed by the Programme Lead and shared with the teaching team to implement improvements.

9.3 - Student Representatives

Each cohort appoints Student Representatives who act as the formal link between students, MITSkills , and Plymouth Marjon University.

Responsibilities of Student Representatives:

- Collecting feedback from peers
- Attending programme meetings (3–4 times per year)
- Sharing concerns, suggestions, and positive experiences
- Working with staff to support improvements

- Ensuring all voices across delivery locations are heard
- Maintaining confidentiality and professionalism

Benefits for Student Reps:

- CV-building experience
- Leadership and communication skills
- Opportunity to influence programme development
- Direct engagement with HE quality processes

MITSkills provides support and briefing sessions, so Reps understand their role and responsibilities.

9.4 - Programme Committee Meetings

Programme Committee Meetings involve:

- Academic staff
- Senior leaders from MITSkills
- Module leaders
- Plymouth Marjon University representatives
- Student representatives

These meetings review:

- Module performance and student feedback
- Teaching and assessment quality
- Student progression and achievement
- Programme resources and learning environment
- Actions arising from surveys or feedback

Student representatives contribute directly to discussions and influence decision-making.

9.5 - Feedback to Students (“You Said, We Did”)

MITSkills is committed to being transparent about how student feedback leads to change.

At key points in the year, a “You Said, We Did” summary will be published via:

- Canvas announcements
- Microsoft Teams
- Programme Committee minutes

This will outline:

- Common themes in student feedback
- What actions have been taken
- Any planned improvements still in progress
- Responses to concerns raised by specific delivery hubs

Examples of changes that may result from feedback include:

- Adjustments to assessment briefs or deadlines
- Improved learning materials
- Increased support sessions
- Changes to timetabling or delivery models
- Additional guest speakers or industry experiences

9.6 - Informal Feedback Opportunities

In addition to formal channels, students are encouraged to provide informal feedback through:

- Conversations with lecturers
- Email or Teams messaging (via professional channels)
- Drop-in sessions or tutorials
- Coaching/practical session reflections
- The Programme Lead's open-door policy

Staff welcome constructive suggestions and will action improvements where appropriate.

9.7 - Raising Concerns or Issues

If you experience a problem that affects your learning or wellbeing, you should raise the concern as early as possible.

Step-by-step process:

1. Speak to your Module Leader
(Most issues can be resolved informally at this level.)
2. If unresolved, contact the Programme Lead
They will explore solutions and support you.
3. If further action is needed, the issue may be escalated to:
 - MITSkills Head of Sports Division
 - MITSkills Safeguarding Team (if relevant)
 - Plymouth Marjon University (in serious cases)

Students are encouraged to follow the formal complaints procedure if an issue cannot be resolved locally.

9.8 - Your Responsibility in the Student Voice System

Students play a key role in contributing to a positive learning community.

You are expected to:

- Engage constructively and respectfully
- Provide honest but fair feedback
- Participate in surveys and evaluations

- Support student representatives in gathering views
- Work collaboratively with staff to enhance programme quality

Your involvement helps ensure the programme continues to evolve, develop, and deliver a high-quality student experience across all hubs.

Section 10 - Quality Assurance and External Examiners

10.1 - Commitment to Quality Assurance

MITSkills delivers the FdA Football Coaching and Management programme on behalf of Plymouth Marjon University. As the awarding body, the University maintains overall responsibility for academic standards, programme quality, and student achievement.

Quality assurance processes ensure that:

- Teaching is effective and up to date
- Assessment is fair, transparent, and reliable
- Learning resources meet HE standards
- Module content reflects current football industry practice
- Student feedback is acted upon
- The programme remains current, consistent, and professionally aligned

These processes help guarantee that your degree meets national Higher Education expectations and professional standards.

10.2 - How Quality is Monitored

A range of regular checks and reviews take place across the academic year, overseen by both Plymouth Marjon University and MITSkills :

Internal Quality Processes

- Programme Committee Meetings (including student reps)
- Annual Monitoring Reports
- Module evaluations and student surveys
- Internal moderation and double marking
- Teaching observations and peer review
- Standardisation meetings

Partnership Oversight (MITSkills & Marjon)

- Regular partnership review meetings
- Monitoring of delivery locations
- Review of assessment quality and marking consistency
- Safeguarding and student support audits
- Resource and facilities checks

University Governance

- Plymouth Marjon University Academic Board
- Faculty Examination Boards
- University-level scrutiny of marks, progression, and student outcomes

Together, these processes support a robust HE learning environment.

10.3 - External Examiners

External Examiners play a crucial role in maintaining academic standards across UK Higher Education.

An External Examiner is an independent academic from another university who reviews:

- Assessment briefs
- Marking and feedback
- Samples of student work across grades
- The consistency and fairness of assessment decisions
- The quality of teaching, learning, and academic standards

They do **not** change individual student marks. Instead, they ensure that the programme meets national expectations and is comparable to similar degrees across the sector.

External Examiner Responsibilities Include:

- Checking the appropriateness and clarity of assessments
- Ensuring marking is aligned with learning outcomes
- Confirming fairness and consistency across delivery hubs
- Advising on academic standards and curriculum development
- Contributing to Examination Boards

External Examiner Reports

Each year, External Examiners produce a formal report that highlights:

- Strengths of the programme
- Areas for enhancement
- Recommendations for future development

A summary of the report will be shared with students through:

- Canvas
- Programme Committee meetings
- “You Said, We Did” updates

External Examiner (Current):

Gary Mclean

gary.mclean@bcu.ac.uk

10.4 - Examination Boards

All student marks are confirmed at University Examination Boards.

These boards include:

- Module Leaders
- Programme Lead
- Plymouth Marjon University Faculty staff
- External Examiner
- Administrative specialists

Examination Boards are responsible for:

- Confirming module marks
- Reviewing resit and deferred assessments
- Approving progression decisions from Level 4 (SQCF 7) to Level 5 (SQCF 8)
- Confirming eligibility for awards
- Ensuring consistency and fairness across all student outcomes

Students do not attend these boards, but results are released following their completion.

10.5 - Annual Programme Review

Every academic year, the programme undergoes a formal review to evaluate:

- Student feedback across hubs
- Assessment performance and pass rates
- Placement and employer feedback
- Staff reflections
- External Examiner recommendations
- Curriculum relevance and industry alignment

This review informs improvements for the following academic year and ensures the programme continuously evolves to reflect the dynamic nature of the football industry.

10.6 - Continuous Improvement

MITSkills and Plymouth Marjon University are committed to enhancing the student experience by:

- Acting on feedback promptly
- Identifying themes across student surveys
- Updating teaching approaches and content
- Reviewing assessment strategies
- Maintaining clear communication with students
- Ensuring all hubs receive consistent delivery quality
- Inviting industry professionals to contribute to modules

Students are encouraged to engage actively with quality processes to help shape the future of the programme.

Section 11 - Policies and Procedures

11.1 - Introduction to Policies

As a student enrolled on a Plymouth Marjon University programme delivered by MITSkills , you are required to follow the academic, professional, and behavioural policies set by both institutions.

These policies ensure fairness, consistency, and student safety across all delivery hubs
All students must familiarise themselves with the policies listed below and refer to them throughout the programme.

The most up-to-date versions of all policies are available on:

- Canvas (module pages and programme site)
- MITSkills website (HE section)
- Plymouth Marjon University website

11.2 - Key Policies You Must Follow

Academic Regulations (Plymouth Marjon University)

Covers:

- Module delivery
- Assessment regulations
- Extenuating Circumstances
- Academic misconduct
- Progression requirements
- Resit and deferral rules

These policies take priority for all degree-level matters.

11.3 - Extenuating Circumstances Policy

Used when a student experiences unexpected, serious issues that affect their ability to meet deadlines or complete assessments.

This includes:

- Self-certification (5-day extension, once per semester)
- Standard claims with evidence
- Deferred submission rules

Full details are in Section 6 and on Canvas.

11.4 - Academic Integrity and Conduct Policy

Students must maintain the highest academic standards. This includes:

- Avoiding plagiarism, collusion, fabrication, and contract cheating
- Avoiding the use of AI tools to generate assessment work
- Correct referencing (APA 7th Edition)
- Submitting original work to Turnitin

Breaches of academic integrity may result in:

- A mark of 0%
- Loss of reassessment opportunities
- Academic misconduct hearings
- Withdrawal from the programme (in serious cases)

11.5 - Student Conduct and Disciplinary Policy (MITSkills)

Students are expected to always behave professionally, in accordance with Section 7.

The disciplinary process may be used for:

- Disruptive or unsafe behaviour
- Repeated poor attendance or lateness
- Misuse of facilities or equipment
- Inappropriate behaviour during online sessions
- Misconduct during placements
- Behaviour that brings MITSkills or Marjon into disrepute

Possible outcomes include verbal warnings, written warnings, behavioural agreements, or formal disciplinary action.

11.6 - Safeguarding and Prevent Policy

MITSkills ensures the safety and wellbeing of all students.

This policy covers:

- Safeguarding responsibilities
- How to report concerns
- The Prevent duty (protecting individuals from extremism)
- Staff responsibilities when concerns arise
- Confidentiality and information sharing

Safeguarding Lead:

Liam Hughes – Liam.Hughes@mitskills.com

11.7 - Equality, Diversity, and Inclusion Policy

Both MITSkills and Plymouth Marjon University are committed to fostering an inclusive environment.

Students must:

- Treat others fairly and respectfully
- Challenge discrimination
- Report any incidents of harassment or bullying
- Promote equal opportunities for all groups

The programme strives to support all students, including those from historically underrepresented groups in football.

11.8 - Health and Safety Policy

Students must comply with health and safety procedures across all sites, including:

- Practical coaching and sport sessions
- Event deliveries and external visits
- Placement environments
- Use of equipment and resources

This includes following instructions, wearing appropriate kit, and reporting injuries immediately.

Failure to follow health and safety guidance may result in removal from activities.

11.9 - Online Learning and Digital Behaviour Policy

Used to ensure a professional, safe, and respectful online learning environment.

Applies to:

- Microsoft Teams
- Canvas
- Email communication
- Use of cameras and microphones
- Digital etiquette and behaviour

Restrictions include not using WhatsApp, personal emails, or social media for academic communication.

11.10 - Attendance and Engagement Policy

Students are expected to attend all timetabled sessions.

Unauthorised absences may lead to:

- Attendance monitoring
- Academic support meetings
- Further intervention
- Impact on placement eligibility

Training or match commitments are **not normally accepted** as valid reasons for absence.

11.11 - Data Protection and Privacy Policy

Students' personal information is stored and used according to GDPR regulations.

This includes data related to:

- Registration and enrolment
- Assessments
- Attendance
- Safeguarding
- Learning support

Information is shared only when necessary and always handled securely.

11.12 - Complaints Procedure

If a student feels they have been treated unfairly or a concern has not been resolved informally, they may use the formal complaints procedure.

Stages include:

1. Informal resolution with relevant staff
2. Formal written complaint to MITSkills
3. Review or escalation to Plymouth Marjon University (for academic matters)
4. External Ombudsman review (if appropriate)

Students are encouraged to follow the proper channels and raise concerns early.

11.13 - Where to Access Full Policies

Full and most current policies are available via:

- Canvas Programme Page
- Plymouth Marjon University website
- MITSkills website <https://mitskills.com/policy-documents/>

Students are responsible for regularly checking Canvas for updates.

Section 12 - Student Support and Development

12.1 - Academic Support

MITSkills and Plymouth Marjon University are committed to ensuring you have the guidance and resources you need to succeed academically. Academic support includes:

- **Personal Tutors:** Each student is assigned a personal tutor who provides one-to-one support, academic guidance, and advice on study skills.
- **Module Leaders:** Accessible for subject-specific queries and feedback on assignments.
- **Study Skills Support:** Guidance on research techniques, essay writing, referencing (APA 7th Edition), and time management.
- **Digital Tools:** Support with Canvas, Microsoft Teams, InPlay, Hudl, and other learning technologies.
- **Learning Resources:** Access to online library databases, journals, and module materials.

Students are encouraged to proactively engage with these resources to optimise learning outcomes.

12.2 - Career and Employability Support

Students benefit from structured career and employability support throughout the programme:

- **Work Placements and Internships:** Opportunities to gain practical experience within football clubs, community organisations, and sports management settings.
- **Professional Development:** Workshops on CV writing, interview preparation, networking, and personal branding.
- **Industry Engagement:** Guest lectures, masterclasses, and networking events with professionals from the football and sport industries.
- **Career Progression Advice:** Guidance on continuing education (e.g., Level 5 progression, postgraduate study) and entry into football or sport-related careers.

12.3 - Wellbeing and Mental Health

MITSkills prioritises the wellbeing and mental health of all students. Support includes:

- **Counselling Services:** Confidential support for mental health and personal challenges.
- **Pastoral Care:** Personal tutors and designated wellbeing officers provide guidance, mentoring, and referrals.
- **Peer Mentoring:** Opportunities to access peer support and mentoring schemes.
- **Work-Life Balance:** Advice on managing study, placements, training, and personal commitments.

Students should contact their personal tutor or the wellbeing team if they experience any difficulties affecting study or participation.

12.4 - Extra-Curricular Opportunities

Students are encouraged to engage in activities that complement their academic learning:

- **Clubs and Societies:** Opportunities to participate in coaching initiatives, sports clubs, and student societies.
- **Leadership Roles:** Taking part in Programme Committee representation, student ambassador roles, or project leadership opportunities.
- **Industry Visits and Workshops:** Visits to professional clubs, coaching academies, and relevant industry events.
- **Volunteering and Community Projects:** Support for initiatives that build practical experience and leadership skills.

12.5 - Progression and Future Opportunities

Guidance supports students to plan and prepare for the next stage of their education or career:

- **Level 5 (SCQF 8) Progression:** Clear advice on module requirements, assessment expectations, and progression criteria.
- **Further Study:** Information on postgraduate pathways and professional coaching qualifications.
- **Career Planning:** One-to-one advice, CV workshops, networking, and preparation for employment in football coaching, management, or sport-related sectors.

Section 14 - Useful Resources and References

14.1 - Learning Resources

- Plymouth Marjon University Library and Online Databases
- MITSkills digital learning resources and Canvas modules
- Online guides and tutorials for APA 7th Edition referencing

14.2 - Professional and Industry Resources

- The FA and UEFA coaching resources
- Sport England, UK Coaching, and related professional bodies
- Local and national community football networks

14.3 - Wellbeing and External Support Services

- Student mental health organisations
- Safeguarding advice and support services
- Professional mentoring schemes

Section 15 - Handbook Updates and Amendments

15.1 - Handbook Review

- The handbook is reviewed annually to reflect programme changes, policy updates, and quality assurance improvements.
- Students are notified of updates via Canvas and email.

15.2 - Responsibility of Students

- Students are responsible for familiarising themselves with handbook updates.
- In cases of conflict between the handbook and official policies, the university's policies take precedence.

15.3 - Version Control

- Each handbook version is dated and stored internally.
- Previous versions are archived for reference purposes only.

Section 16 - Student Declaration and Acknowledgement

16.1 - Handbook Acknowledgement

As a student on the FdA Football Coaching and Management programme, it is important that you are fully aware of the guidance, policies, and opportunities available to you. By acknowledging this handbook, you confirm that you:

- Have read and understood the contents of the handbook.
- Recognise the roles and responsibilities of both MITSkills and Plymouth Marjon University in supporting your learning and development.
- Understand your personal responsibilities in engaging with your studies, placements, and extra-curricular opportunities.

Acknowledgement can be submitted:

- Digitally via Teams through the dedicated acknowledgment post.
- As a signed hard copy submitted to the MITSkills Rotherham office.

16.2 - Student Responsibility

Your experience on this programme is shaped not only by the guidance provided but by your active engagement. As such, you are expected to:

- Attend and actively participate in all scheduled lectures, workshops, practical sessions, and placements.
- Seek support promptly when facing academic, professional, or personal challenges.
- Adhere to academic integrity, professional conduct, and the policies outlined in this handbook.
- Contribute constructively to the learning environment for yourself and your peers.
- Engage with feedback, surveys, and programme committees to help improve the course for future cohorts.

Taking ownership of your learning ensures you gain the maximum benefit from the programme, while also preparing you for a successful career in football, sport management, or related industries.

16.3 - Encouragement and Personal Development

The programme team recognises that every student's journey is unique. We encourage you to:

- Embrace opportunities to develop both academically and professionally.
- Step outside your comfort zone through placements, volunteering, coaching, and industry engagement.
- Build meaningful connections with staff, peers, and industry professionals.

- Reflect regularly on your progress and achievements, setting personal and professional goals.

Remember that challenges are part of the learning process. Support is always available, and your tutors, programme team, and wellbeing staff are committed to helping you succeed.

16.4 - Commitment to Growth and Success

By enrolling on this programme, you are committing to more than just academic achievement. You are stepping into a learning environment designed to equip you with the skills, knowledge, and confidence to thrive in the football industry and beyond.

The handbook is a guide, but your experience is shaped by your choices, efforts, and engagement. Take pride in your development, contribute positively to the learning community, and strive to be the best coach, leader, and professional you can be.

16.5 - Final Closing Statements

A Message from the Director of Sports Division

"On behalf of MITSkills, I want to personally welcome you to the FdA Football Coaching and Management programme. Our goal is to provide an environment where you can develop academically, professionally, and personally. This handbook is designed to guide you through your journey, but ultimately, your success depends on your engagement, dedication, and ambition. We are proud to support the next generation of football coaches and leaders, and we encourage you to take full advantage of the opportunities available to you. Embrace the challenges, celebrate your achievements, and contribute positively to our learning community."

Craig Parry

A Word from the Programme Lead

"As your Programme Lead, my role is to ensure you receive the highest quality education and support throughout your time with us. I encourage you to engage fully with your modules, placements, and extra-curricular opportunities. Ask questions, seek guidance, and share your feedback—your voice helps us continually improve the programme. Football and sport are dynamic industries, and this programme is designed to equip you with the skills, knowledge, and confidence to succeed. I look forward to seeing you grow as a professional, a coach, and a leader in the game."

Nicole Norton