



Unit 37: The Liverpool Coach – Employability Skills

Delivery guidance

Approaching the unit

This unit is an introduction to employability and the skills required by a Liverpool Football Club (LFC) International Academy (IA) coach in order to be successful.

The emphasis of this unit is on the key employability skills that an LFC IA coach would require and therefore its content is focused towards this rather than generic coaching or any other football club/sport. Learners must understand the key principles of employability and focus on the LFC checklist that is expected of all coaches. They will be required to explore the requirements of a successful coaching career and understand the breadth of opportunities that are available from grassroots to elite and specialised routes. Learners will be expected to explore the Liverpool Way ethics and values and understand this in relation to the LFC coach accreditation education process. Learners will be expected to utilise employability skills by applying for a role within LFC's IA. They will apply with a completed application form and related documents before attending an interview with the centre aimed to mock a real-life interview for the LFC IA.

Throughout this unit, there are opportunities to bring in employers to share their processes for employment and the skills expected. These can be linked and compared to the LFC IA coach expectations. In addition, there is a requirement for learners to practise key skills such as answering interview questions and there are many opportunities throughout for pair and small-group work.

Delivering the learning aims

Learning aim A

For learning aim A, you could introduce the principles of employability via a class discussion of what employers look for when hiring new employees. Focusing on the general skills and values when recruiting, learners could be asked to provide clear and succinct definitions of each and relate these to a coaching position. Learners could then be introduced to the LFC values and coach expectations checklist. A class discussion could be held to consider why the checklist is focused and includes a variety of non-negotiable aspects. At this point, the 'special considerations' in A3 could be introduced in order to ensure learners are aware of the different additional requirements. A research task could be set to allow learners to discover what qualifications may be needed, the safeguarding checks that should be carried out and any age specific considerations.

Learners should be encouraged to take part in volunteering and work experience by undertaking a sport-related role at a local workplace. This would be beneficial for learners in developing their all-round coaching skills and understanding of how a workplace functions day to day. Learners may already have experience of this and should be given the opportunity to share their involvement with their peers via a class discussion or presentation.

Learning aim A could conclude with tutor-led revision to ensure learners understand the different aspects from the content fully before going on to complete the assignment.

Learning aim B

For learning aim B, you could introduce National Governing Bodies (NGB), their structure and role in the sport that they lead. Learners could work in pairs to research the NGB and create informative pamphlets for those who want to get involved in coaching. It would be beneficial for a



local coach to lead a session to explain how the demographic of participants affects what is coached as well as the breadth of opportunity that is provided within sport. Learners could select two 'groups' and research how they may be coached differently, for example grassroots vs elite.

Learning aim C

Learning aim C could be introduced by exploring the Liverpool Way ethics and values. Learners could research each of these and provide examples of how they can be adhered to in a practical situation.

Following this, LFC as an employer could be explored by providing learners with key information and allowing them the opportunity to research key aspects from the specification, for example the requirements stipulated by LFC for their coaches (<https://soccerschools.liverpoolfc.com/coaches>) . Learners should be introduced to the LFC coach accreditation education process and consider the different elements to this. Learners could participate in a practical session that is delivered using the LFC process.

A class discussion could be held to consider how sport helps to develop employability skills. Learners could be set a task to create a job advertisement that highlights the key skills that are required for the role and why.

Learning aim D

This unit concludes with learners undertaking the employment application process. Learners could be introduced to the expectations when an application form is completed and how to complete this process successfully. Learners could individually complete an application form to practise the different requirements of this, for example writing a personal statement, spell checking etc. Learners should go on to explore the interview process. The tutor could demonstrate this by interviewing a volunteer in front of the group – asking questions and gaining answers etc. In pairs, learners could go on to produce a checklist of 'things to remember during an interview'. This could be something that they use whilst being interviewed to help them stay calm, answering questions clearly and concisely.



Assessment model

Learning aim	Key content areas	Assessment approach
A Explore the principles of employability	A1 Skills and values employers look for when recruiting A2 Volunteering and work experience A3 Special considerations	Written report of the general principles of employability. Examination of the skills and values of an LFC IA coach and the role of national governing bodies and player demographic on this.
B Examine the requirements of pursuing a coaching career	B1 National Governing Bodies (NGB) B2 Demographic of those being coached B3 Breadth of opportunity for football coaches	Compare and contrast an LFC IA coach to a non-LFC IA coach
C Examine how employers apply The Liverpool Way ethics and values	C1 The Liverpool Way ethics and values C2 LFC as an employer C3 The role of sport in developing employability skills	Written report about the LFC coach accreditation process
D Demonstrating employability skills	D1 The application process D2 Preparation for interview D3 The interview process	Written report on employability of young people followed by completing an employability process – completing an application form, interviewing for the role and evaluating performance with this.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aims A and B** are assessed together and require a range of written evidence to satisfy the criteria fully. Learners are required to write a report focused on the general principles of employability accompanied by a thorough examination of the skills and values of an LFC IA coach as well as the value of volunteering. Learners should relate this to the role that the NGB plays before providing a comparison of an LFC IA coach and a non-LFC IA coach.

To support learners in their evidence production, they should be encouraged to use clear headings and sub-headings to clearly signpost their information.

It is suggested that **learning aim C** is assessed by the production of a written report that focuses on the LFC coach accreditation education process. Learners should consider the Liverpool Way ethics



and values before considering LFC as an employer and the role that sport plays in developing employability skills for all involved.

To support learners with their evidence for this learning aim, they should provide clear headings and present this in a logical manner.

It is suggested that **learning aim D** is assessed via a written report accompanied by application documentation and visual evidence that demonstrates learner participation in the employability process. Learners are required to provide a report focused on the employability of young people before going on to make an application for a specific job role. The learner is required to demonstrate competency within the application process (producing all the necessary documents) as well as with the interview process, taking part in an interview as a candidate. The learner is then required to evaluate their employability skills with clear reference to their application and interview processes.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

You will find it useful to introduce this unit by discussing the requirements of a successful coach within the world of football and creating a group spider diagram of what makes a top quality coach. At this point it may be suitable to pose the question – what is different for an LFC coach to what has been highlighted?

Throughout the delivery of this unit, learners should be encouraged to reflect on their employability skills and how they can apply the LFC IA employability skills.

Learning aim A – Explore the principles of employability

- Learning aim A could be introduced via a practical session with learners highlighting the key skills that are utilised by the tutor that an employer would look for. This would then be supported with a guest speaker providing learners with a presentation on employability skills and what they expect from their employees in order to be successful.
- For A1, introduce the general skills and general values that employers look for when recruiting. These would be discussed more thoroughly with the guest speaker and further supported by the tutor. Learners should be set a focused task set to discover what each of the different skills and values actually means and what they may look like in real life.
- Learners are introduced to the LFC values of ambition, commitment, dignity and unity. A YouTube clip or similar is shown to introduce these concepts as the underpinning philosophy of the LFC IA academy. The coach checklist is examined with learners producing a leaflet for all LFC IA coaches as a reminder of their duties when representing the club.
- It is recommended that A3 is delivered prior to A2 to provide learners with knowledge to take into a volunteering role or work placement.
- For A3, learners could research different qualifications that are available for coaches and share these with their peers. A tutor-led session then introduces safeguarding checks and the importance of these before the discussion around age-related activities is undertaken. Learners produce a plan for a session that they believe would suit an age group given to them by their tutor. This plan should consider cost, language, ability, understanding etc. Learners will provide a peer with feedback on their plan to allow improvements to be made.
- For A2, introduce the concept of volunteering and work experience ensuring learners understand the importance of these in developing their own employability skills. Learners could undertake their own volunteering/work experience placement within any sport-related role for a short time, maintaining a diary of their daily duties and interactions.
- It would be worth revising this learning aim with learners to ensure their notes are sufficient and misconceptions are dealt with due to the intricate nature of the information.

Learning aim B: Examine the requirements of pursuing a coaching career

- Learning aim B could be introduced with an NGB quiz in order to get learners thinking about the organisations that run sports, how they do this and what they have to consider.



- For B1, introduce NGBs and their structure and coaching framework. Learners can individually research an NGB, finding out their requirements for coaches and how they develop their coaching programme to ensure the highest standards are maintained. Learners share their findings with peers through a whole-class discussion led by the tutor.
- For B2 and B3, introduce demographics and how these impact how a coach delivers their sessions. Invite a local coach in to discuss this with learners as well as the breadth of opportunity that is available. The coach will lead a practical session that contains mini activities that may be aimed at different 'groups' of participants and consider different aspects of the demographic.
- Learners are set a task to research how two different 'groups' are coached and what the differences may be, e.g. grassroots vs elite.

Learning aim C: Examine how employers apply the Liverpool Way ethics and values

- To introduce learning aim C, lead a practical session that ensures the Liverpool Way ethics and values are adhered to and discuss how these are implemented with learners.
- For C1, revisit the Liverpool Way ethics and values and discuss how these look and why these are so important to the LFC IA coach philosophy. Set learners a task to create a flashcard that a coach could use to remind them of the Liverpool Way ethics and values that they must adhere to.
- For C2, introduce learners to the LFC coach accreditation education process. Share the information with learners and set a task to work in pairs to discuss the benefits of the LFC accreditation education process. Learners should use the information to create their own coaching leaflet.. Learners should ensure that they have included all key elements within their notes.
- Lead a practical session implementing the LFC process to allow learners the opportunity to experience this first hand.
- For C3, share the employability skills that sport can help to develop. Learners should work in a small group to provide examples of when a coach may use each of these skills. The examples should be clear and directly relate to a sporting situation. Each group should share with another group with additional notes made where necessary.

Learning aim D: Demonstrating employability skills

- For D1, introduce learners to a variety of application forms highlighting the differences that may be seen between these. Allow learners the opportunity to practise completing an application form, ensuring that all of the required information is included and collated in a universally acceptable manner.
- For D2, introduce learners to how to prepare for interview. Provide learners with a series of typical questions and the opportunity for research to occur to find a recommended way to answer each. Once prepared, learners participate in a 'mock' interview. In pairs, one acts as the interviewer and the other as the interviewee then rotate. Learners can provide feedback to each other to support their development in answering questions confidently.
- For D3, learners should explore 'normal' interview protocol, e.g. shaking hands, maintaining eye contact etc. Set learners a task to prepare themselves for an interview and then allow them to participate in an interview by developing their 'mock' interview skills.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 37: Coaching Football The Liverpool Way.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Billington-Wood, C, et al – *Safeguarding and Protecting Children: A Guide for Sportspeople* (Sports Coach UK & The NSPCC, 2016) ISBN 978-1-909012-38-7. Good information regarding safeguarding in sport.

Videos

<https://www.youtube.com/watch?v=lyCSHevnRjM>

The LFC foundation.

<https://www.youtube.com/watch?v=zo4PKeV11CM>

The LFC IA academy – values of ambition, commitment, dignity and unity.

https://www.youtube.com/watch?v=YhqISO_UFfg

What makes LFC unique? By Jurgen Klopp

<https://www.youtube.com/watch?v=ofpu-3mwzxw>

Klopps training methods.

Websites

<https://www.ukcoaching.org/courses/learn-at-home/how-to-coach-plan,-do,-review>

Information regarding coaching, planning, 'doing', and reviewing. This is UK coaching but alternatives can be sourced depending on country.

<https://www.liverpoolfc.com/>

LFC website containing lots of club information.

<https://www.olympic.org/athlete365/safeguarding/>

Safeguarding toolkit from the International Olympic Committee.

<https://www.skillsyouneed.com/general/employability-skills.html>

Employability skills – generic.

<https://soccerschools.liverpoolfc.com/coaches> Information about requirements for coaching with LFC.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.