

**This document is designed to help colleges understand and interpret the criteria and evidence needed to drive standards through the ECFA Accredited Colleges Development Framework at different levels.**

Key points to note:

1. Before being awarded any stars, colleges must meet the prerequisites as per the [ECFA Accredited College minimum operating standards](#).
2. The stars system will assess extra-curricular football provision only, and stars (1, 2 or 3) will be awarded across participation, competition, workforce and community strands, as well as for your football provision overall.
3. Your overall stars rating that is awarded will be equivalent to your lowest strand rating. This is to encourage holistic football development.
4. Regardless of the stars level awarded, all colleges who submit evidence will receive a bespoke action plan, which details next steps required to progress through the stars levels, and ideas on how you might achieve this.
5. This is a year long process and colleges are encouraged to gather evidence throughout the year from September through to the deadline for submission at the end of the academic year.
6. It is the responsibility of the college to ensure that all evidence submitted complies with their own GDPR policies, this may include anonymising names or removing them from lists.
7. Where 'and' is used in the evidence list, multiple different types of evidence are required in order to meet the criteria in question.
8. Where 'or' is used in the evidence list, colleges can choose which piece of evidence they submit in order to meet the criteria in question.
9. Colleges are not limited on how many pieces of evidence they wish to upload per criteria.
10. Colleges may find that the same form of evidence can be used for multiple criteria. The evidence item must still be re-uploaded and placed in the appropriate folder if you wish to use it again.
11. Colleges should ensure that anything they submit is conclusive of the criteria in question, in other words the evidence submitted must clearly demonstrates either on its own, or together in combination with the other pieces of evidence, that the college unambiguously meets the criteria in question.
12. Should there be any activity taking place after the evidence submission deadline in June, July and August, please provide evidence of plans and / or provide evidence from the previous year.
13. Evidence will checked and approved by an independent organisation to ECFA, Sheffield Hallam University (SHU). In order for stars to be awarded to a college, SHU must be satisfied that they meet the criteria in question.

## I. Participation: Providing Inclusive Playing Opportunities

Statement	1 star	2 star	3 star
<b>I.1 A recreational football offer is in place</b>	For either male or female students	For male and female students	For male, female and students with a disability
<b>Evidence:</b>	Evidence to show male or female offer via: Timetable of sessions (such as soccercise, turn up and play, intramural, Just Play) Registers Upshot	Evidence to show male and female offer via: Timetable of sessions (such as soccercise, turn up and play, intramural, Just Play) Registers Upshot	Evidence to show male, female and disability offer via: Timetable of sessions (such as soccercise, turn up and play, intramural, Just Play) Registers Upshot Statement from SEN department (or equivalent) to support that a specific disability session exists.

<b>I.2 Participants engaged are representative of the student body</b>	Understanding of which students are under-represented in football participation opportunities	Understanding of which students are under-represented in football participation opportunities with actions taken to make positive change	Active projects and programmes successfully impacting participation of students who were identified as under-represented
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<p><b>Evidence:</b></p>	<p>Provide both:</p> <p>Student body data</p> <p>AND</p> <p>Football participation data</p>	<p>Provide all of:</p> <p>Student body data</p> <p>AND</p> <p>Football participation data</p> <p>AND</p> <p>Action plan based on analysis of data</p> <p>AND</p> <p>Evidence of action taken to address such as recruitment of college ambassador roles or a case study.</p>	<p>Provide all of:</p> <p>Student body data</p> <p>AND</p> <p>Football participation data</p> <p>AND</p> <p>Action plan based on analysis of data</p> <p>AND</p> <p>Evidence of action taken to address such as recruitment of college ambassador roles or a case study.</p> <p>AND</p> <p>Evidence of impact on underrepresented groups such as data and statements.</p>
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<p><b>I.3 Students are consulted and feedback is considered</b></p>	<p>Via surveys</p>	<p>Via surveys and cross college focus groups</p>	<p>Via surveys and cross college focus groups, acted upon by football student management group</p>
<p><b>Evidence:</b></p>	<p>Survey results</p> <p>AND</p>	<p>Survey results</p> <p>AND</p>	<p>Survey results</p> <p>AND</p>

	Evidence that results have been considered such as discussion point during meeting, new initiative run etc.	Focus group agenda / minutes AND Evidence of cross college representation AND Evidence that results have been considered such as discussion point during meeting, new initiative run etc.	Focus group agenda / minutes AND Evidence of cross college representation AND Evidence that results have been considered such as discussion point during meeting, new initiative run etc. AND Evidence of football specific group such as registers, action plans, minutes, initiatives delivered.
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<b>I.4 A system is in place to monitor and evaluate participation</b>	Participation is tracked.	Participation is tracked and data is used to inform decisions.	Participation is tracked and data is used to inform decisions. Outputs and outcomes also captured.
<b>Evidence:</b>	Data capture via registers e.g. paper, swipe card system, platform such as Upshot	Data capture via registers e.g. paper, swipe card system, platform such as Upshot AND Evidence that conclusions have been formed and specific action has been taken	Data capture via registers e.g. paper, swipe card system, platform such as Upshot AND Evidence that conclusions have been formed and specific action has been taken e.g. action

		e.g. action points from minutes, new projects, and initiatives	points from minutes, new projects, and initiatives.  AND  Evidence that impact on student progression has been captured e.g. well-being surveys, soft skill development, student testimonials.
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<b>1.5 Students can access football regardless of programme of study, campus, timetable</b>	NA	NA	All full-time students can access football activity regardless of programme of study, campus, timetable
<b>Evidence:</b>			Football participation timetable which indicates which sessions are accessible to whom. This could include facility bookings and evidence of promotion to all students.

<b>1.6 A staff structure is in place to enable recreational football activity</b>	A staff role with some responsibility for recreational sport	A staff role dedicated to recreational sport	A staff role dedicated to football development
<b>Evidence:</b>	Evidence to detail the above within a job description	Evidence to detail the above within a job description (for example Tackling Inactivity	Evidence to detail the above within a job description (for example Football

	<p>Or Evidence within PDR objective</p>	<p>Lead, Sports Enrichment Coordinator, Sports Development Officer)</p>	<p>Development Officer, FA Women's Football Apprentice)</p>
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## 2. Competition: Supporting Talent

Statement	1 star	2 star	3 star
<b>2.1 First teams have access to onsite facilities or agreement to use partner facilities</b>	Changing rooms, 3G pitch and / or grass pitch	Changing rooms, 3G pitch and / or grass pitch, and gym	Changing rooms, 3G pitch and / or grass pitch that meets the 3 star 'indicators of quality' criteria, and gym
<b>Evidence:</b>	<p>Website info</p> <p>OR</p> <p>Images</p> <p>AND</p> <p>Indication of percentage of first team games played on pitch obtainable via Full Time.</p> <p>(Please note if the college does not own the facility then evidence of a partnership or lease agreement is required)</p>	<p>Website info</p> <p>OR</p> <p>Images</p> <p>AND</p> <p>Indication of percentage of first team games played on pitch obtainable via Full Time.</p> <p>(Please note if the college does not own the facility then evidence of a partnership or lease agreement is required)</p>	<p>Website info</p> <p>OR</p> <p>Images</p> <p>AND</p> <p>Indication of percentage of first team games played on pitch obtainable via Full Time.</p> <p>AND</p> <p>3G or grass pitch must meet 1 or more of the following 3 quality indicators:</p> <p>A) Weekly ground staff maintenance evidenced by a job description or maintenance schedule for example.</p> <p>B) Used by a club playing at NLS Steps 1-4 or equivalent evidenced by a written agreement for example.</p> <p>C) 3G pitch that complies with <a href="#">FA guidelines</a> evidenced by registration.</p>

			(Please note if the college does not own the facility then evidence of a partnership or lease agreement is required)
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<b>2.2 "Dual career" principles adopted</b>	Students on any full time study programme (excluding apprenticeships) can represent the college	Written policies in place to support dual career, allowing students on any full time study programme (excluding apprenticeships) to represent the college	TASS Dual Career Accreditation
<b>Evidence:</b>	Cross college academic timetables OR SMT statement or policy OR Evidence of enrolment process allowing any learner to select football team programme	Cross college academic timetables AND Written policy	TASS Dual Career Accreditation certificate

<b>2.3 ECFA competition entered</b>	Men's or women's team in an ECFA League	Men's AND women's team in ECFA Leagues	Men's and women's team in ECFA Premier League and development team(s) in ECFA leagues below
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<b>Evidence:</b>	Naqoda entry screenshot	Naqoda entry screenshot	Naqoda entry screenshot
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<b>2.4 Fixture completion for ECFA first teams</b>	Max two games for which no result has been uploaded (by the end of the playing season) for ECFA first teams	Max one game for which no result has been uploaded (by the end of the playing season) for men's and women's ECFA first teams	All results uploaded (by the end of the playing season) for men's and women's ECFA Premier League first teams
<b>Evidence:</b>	Evidence of fixture completion from league table via Naqoda or Full Time	Evidence of fixture completion from league table via Naqoda or Full Time	Evidence of fixture completion from league table via Naqoda or Full Time

<b>2.5 Qualified referee used for ECFA first teams fixtures</b>	There are two fixtures during the season for which a neutral referee was not appointed (for ECFA first teams)	There is one fixture during the season for which a neutral referee was not appointed (for ECFA men's and women's first teams)	A neutral referee is appointed to every fixture (for ECFA men's and women's premier league teams)
<b>Evidence:</b>	A download from Full Time to evidence how many 1 <sup>st</sup> team home fixtures have been covered by qualified officials. Further guidance on to assign officials via Full Time <a href="#">here</a> .	A download from Full Time to evidence how many 1 <sup>st</sup> team home fixtures have been covered by qualified officials. Further guidance on to assign officials via Full Time <a href="#">here</a> .	A download from Full Time to evidence how many 1 <sup>st</sup> team home fixtures have been covered by qualified officials. Further guidance on to assign officials via Full Time <a href="#">here</a> .

<b>2.6 Male and female players nominated and attend ECFA National Teams</b>	Nomination and attendance of at least one male and one female player to a Phase I trial in the last two years.
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<b>Evidence:</b>	<p>Naqoda nomination screenshot</p> <p>AND</p> <p>Outcome of trial email to evidence attendance</p>
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<b>2.7 Organised player transition links in place</b>	With male or female club (NLS Steps 1-6 or Tiers 1-5 of the Women's Football Pyramid)	With male and female club (NLS Steps 1-6 and Tiers 1-5 of the Women's Football Pyramid)	With male and female club (NLS Steps 1-4 and Tiers 1-4 of the Women's Football Pyramid)
<b>Evidence:</b>	Written agreement with male or female club	Written agreement with male and female clubs	Written agreement with male and female clubs

<b>2.8 Performance support services provided</b>	S&C	S&C, performance analysis, physiotherapy	S&C, performance analysis, physiotherapy, nutrition, psychology, individual player development (IDP) plans
<b>Evidence:</b>	<p>Evidence that sessions take place for example:</p> <p>Timetable detailing when and where sessions take place</p> <p>Imagery of sessions</p>	<p>Evidence that sessions take place for example:</p> <p>Timetable detailing when and where sessions take place</p> <p>Imagery of sessions</p>	<p>Evidence that sessions take place for example:</p> <p>Timetable detailing when and where sessions take place</p> <p>Imagery of sessions</p>

	<p>S&amp;C staff lead information</p> <p>Sample copies of student's performance and progress across sessions</p>	<p>Staff lead information for each performance support service</p> <p>Sample copies of student's performance and progress across sessions</p> <p>Performance analysis online platform</p>	<p>Staff lead information for each performance support service</p> <p>Sample copies of student's performance and progress across sessions</p> <p>Performance analysis online platform</p> <p>Example IDPs</p>
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<b>2.9 Qualified coaching provided weekly</b>	First team led by minimum Level 2 qualified coach (or working towards)	First teams led by minimum UEFA B qualified coach (or working towards)	First teams led by minimum UEFA B qualified coach and qualified goalkeeper coach
<b>Evidence:</b>	<p>Certification examples</p> <p>OR</p> <p>FAN log in screenshot</p>	<p>Certification examples</p> <p>OR</p> <p>FAN log in screenshot</p>	<p>Certification examples</p> <p>OR</p> <p>FAN log in screenshot</p>

### 3. Workforce: Developing a Student Workforce

Statement	1 star	2 star	3 star
<p><b>3.1 Recruitment and engagement of minimum 2 activators (one male, one female)</b></p>	<p>Recruitment of activators via a cross college open application process. activators engaged in ECFA activator training programme.</p>	<p>Recruitment of activators via a cross college open application process which includes interviews. Activators engaged in ECFA activator training programme, and supporting the football offer on a project basis.</p>	<p>Recruitment of activators via a cross college open application process including interviews then assigned mentors. Activators engaged in ECFA activator training programme, and actively supporting the football offer throughout the academic year.</p>
<p><b>Evidence:</b></p>	<p>Activator advert and evidence of cross college promotion e.g. use of college intranet, emails, social media.</p> <p>AND</p> <p>Evidence of engagement in ECFA Activator training e.g. booking form, post event email correspondence, E-learning platform progress.</p>	<p>Activator advert and evidence of cross college promotion e.g. use of college intranet, emails, social media.</p> <p>AND</p> <p>Evidence of engagement in ECFA Activator training e.g. booking form, post event email correspondence, E-learning platform progress.</p> <p>AND</p> <p>Evidence of Activator activity e.g. project delivery evidence.</p>	<p>Activator advert and evidence of cross college promotion e.g. use of college intranet, emails, social media.</p> <p>AND</p> <p>Evidence of engagement in ECFA Activator training e.g. booking form, post event email correspondence, E-learning platform progress.</p> <p>AND</p> <p>Evidence of year-round Activator activity e.g. action plan, monthly project updates.</p>

<b>3.2 Formalised student management committee (or equivalent) for football</b>	Working to establish the group	The group convenes to deliver a project	The group meets at least twice per month to provide views on wider football matters and to deliver a project(s)
<b>Evidence:</b>	Evidence of planning for the group or advertising for group members e.g. email correspondence, use of college intranet, social media.	Evidence of the group's existence e.g. list of members and their roles, meeting minutes.  AND  Evidence of the project delivery e.g. project plan, posters, social media promotion, post event feedback.	Evidence of the group's existence e.g. list of members and their roles, meeting minutes.  AND  Evidence of fortnightly meetings to discuss wider football matters e.g. dates and times of meetings, meeting minutes.  AND  Evidence of the project delivery e.g. project plan, posters, social media promotion, post event feedback.

<b>3.3 Wider volunteer opportunities provided</b>	Students support delivery of college events	Students support delivery of college and community events	Students upskilled to support delivery of college and community events
<b>Evidence:</b>	Evidence of the college events that have taken place e.g., posters, email comms.  AND	Evidence of the college events that have taken place e.g., posters, email comms.  AND	Evidence of the college events that have taken place e.g., posters, email comms.  AND  Evidence of the community events that have taken place e.g., posters, email comms.

	Register of volunteer students involved and in what capacity e.g., scorer, runner, front desk, photography.	Evidence of the community events that have taken place e.g., posters, email comms.  AND  Register of volunteer students involved and in what capacity e.g., scorer, runner, front desk, photography.	AND  Register of volunteer students involved and in what capacity e.g., scorer, runner, front desk, photography.  AND  Evidence of training received by students e.g. email correspondence with training deliverer, certification.
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<b>3.4 A system in place to develop student coaches</b>	Student coaches deployed in the college	Student coaches deployed in the college with access to CPD	Student coaches deployed in the college, and deployed in the community through a workforce partnership, with access to CPD
<b>Evidence:</b>	Evidence of the college deployment, and the students' roles specifically. Examples could include coach development plans, copies of the coaching sessions delivered, student coach testimony.	Evidence of the college deployment, and the students' roles specifically. Examples could include coach development plans, copies of the coaching sessions delivered, student coach testimony.  AND  Evidence of the CPD provided e.g. training and qualifications provided such as the FA Playmaker, Sports Leaders course, external guest speakers.	Evidence of the college deployment, and the students' roles specifically. Examples could include coach development plans, copies of the coaching sessions delivered, student coach testimony.  AND  Evidence of the community deployment environment, and the students' role within it e.g., a statement or agreement from the local club / school etc.  AND

			Evidence of the CPD provided e.g training and qualifications provided such as the FA Playmaker, a Sports Leaders course, external guest speakers or workshops.
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<b>3.5 A system in place to develop student officials</b>	Deployed in the college	Deployed in the college with access to CPD	Deployed in the college, and deployed in the community through an officiating partnership, with access to CPD
<b>Evidence:</b>	Evidence of the college deployment, and the students' roles specifically. Examples could include testimonials, promotional materials showing student officiating during intra-mural tournaments, or referee appointments via MOAS.	Evidence of the college deployment, and the students' roles specifically. Examples could include testimonials, promotional materials showing student officiating during intra-mural tournaments, or referee appointments via MOAS.  AND  Evidence of the CPD provided such as officiating qualifications and workshops delivered, or a statement of support from CFA Referee Development Officer training.	Evidence of the college deployment, and the students' roles specifically. Examples could include testimonials, promotional materials showing student officiating during intra-mural tournaments, or referee appointments via MOAS.  AND  Evidence of the community deployment, and the students' roles specifically e.g., a statement of support for the student officials from the tournament event organisers, or referee appointments via MOAS.  AND  Evidence of the CPD provided such as officiating qualifications or workshops

			delivered, or a statement of support from CFA Referee Development Officer training.
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<b>3.6 Reward and recognition of the volunteer workforce</b>	System in place to recognise and reward the volunteer workforce.
<b>Evidence:</b>	<p>Evidence of an internal recognition system e.g. college awards, social media recognition.</p> <p>OR</p> <p>Evidence of nominations submitted externally e.g. AoC Sport Leadership Academy Volunteer of the Month awards, AoC Sport annual awards, local awards for volunteering such as County FA Awards.</p> <p>AND</p> <p>Evidence of rewards provided e.g. kit or qualifications funded in return.</p>



### 4. Community: Engaging with the Community

Statement	1 star	2 star	3 star
<b>4.1 Community football partnership in place</b>	With a community club that is England Football Accredited (male or female)	With a community club that is England Football Accredited (male AND female)	With a community club that is England Football Accredited (male AND female) and at least one other wider community partner
<b>Evidence:</b>	Evidence of a partnership with an EF Accredited male or female club e.g. written agreement with club	Evidence of a partnership with one EF Accredited Club which provides a male and one female offer, or two EF Accredited Clubs - one providing a male offer and another providing a female offer e.g. written agreement with club(s)	Evidence of a partnership with one EF Accredited Club which provides a male and one female offer, or two EF Accredited Clubs - one providing a male offer and another providing a female offer e.g. written agreement with club(s)  AND  Evidence of a football partnership with a wider community partner such as a charity, foundation, trust, community group, faith group etc e.g., a written agreement or letter of support.
<b>4.2 Agreement with County FA</b>	For project delivery	For project delivery with agreed action plan	Multi-purpose agreement, minimum 1 year

<p><b>Evidence:</b></p>	<p>Evidence of project delivery in partnership with CFA e.g FA Events Platform screenshot or supporting statement.</p>	<p>Evidence of project delivery in partnership with CFA e.g FA Events Platform screenshot or supporting statement.</p> <p>AND</p> <p>Shared action plan.</p>	<p>Evidence of formal multi-purpose agreement (across different areas of the game) between CFA and College.</p> <p>AND</p> <p>Shared action plan.</p>
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<p><b>4.3 Outreach programmes delivered by students</b></p>	<p>NA</p>	<p>In schools or community</p>	<p>In schools and community</p>
<p><b>Evidence:</b></p>		<p>Evidence of student led outreach delivery in school or community setting e.g. written agreement, meeting notes, email correspondence.</p>	<p>Evidence of student led outreach delivery in school setting e.g. written agreement, meeting notes, email correspondence.</p> <p>AND</p> <p>Evidence of student led outreach delivery in community setting e.g. written agreement, meeting notes, email correspondence.</p>

<p><b>4.4 Community activity on college site</b></p>	<p>An England Football Accredited Club or an FA programme takes place on college site</p>	<p>An England Football Accredited Club and an FA programme take place on college site</p>	<p>An England Football Accredited Club and FA programmes take place on college site and are college led or supported</p>
<p><b>Evidence:</b></p>	<p>Evidence of club or FA programme using college facility e.g. facility hire agreement with club, screen shot of FA Events platform demonstrating delivery of one of the following programmes: Disability Rec Centre, Just Play, Walking Football, Wildcats</p>	<p>Evidence of club using college facility e.g. facility hire agreement with club. AND Evidence of FA programme using college facility e.g. screen shot of FA Events platform demonstrating delivery of one of the following programmes: Disability Rec Centre, Just Play, Walking Football, Wildcats</p>	<p>Evidence of club using college facility e.g. facility hire agreement with club. AND Evidence of FA programme using college facility e.g. screen shot of FA Events platform demonstrating delivery of one of the following programmes: Disability Rec Centre, Just Play, Walking Football, Wildcats AND Evidence of college staff and / or students embedded in the delivery of activity that takes place on site e.g. FAN screenshot if coaching, description of roles and responsibilities.</p>