



League
Football
Education

lfe.org.uk



Welcome to the Community Trust Study Programme

September 2020



Established by



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Welcome to the CT Study Programme



League Football Education, in partnership with the EFL and the EFL Trust, offers 16-18-year-old (male and female) learners the opportunity to study sport-related qualifications while representing their club at football.

Learners will take part in an ESFA funded study programme, improving their knowledge of sport and applying this to the practical element of their programme to develop their technical, tactical and physical ability. Upon completion of the course, learners can progress on to University or full-time employment.

We realise that for many youngsters the study programme is both an exciting but daunting proposition, so the purpose of this booklet is to try and provide you with the information that will help you better understand the learner journey.

LFE will work hard to provide a supportive environment to allow learners to thrive, although research has shown that positive input from parents/guardians is also vitally important.

Over the next two years, every learner will face many challenges as they make the transition from full-time schooling to the demands of training and studying everyday.

This time will only come around once so I would encourage all learners to enjoy this experience and realise that it is essential to give 100% towards their training and education.

We hope this booklet gives you a good introduction to LFE and answers many of your questions, but if not, a list of LFE contacts is available in this guide for you to approach for any further guidance.

Sarah Stephen
Chief Executive

Mission

Inspiring young people through football and providing them with an outstanding education programme that empowers them to reach their full potential in life.



About Us



League Football Education was established by The English Football League and The Professional Footballers Association

Who are we?

LFE was established by The English Football League and The Professional Footballers Association to manage the Apprenticeship programme and CT Study Programme.

We have 27 staff, with 14 working across the country dealing with club and college staff to support learners throughout their programme. LFE aims to help all learners achieve their full Study Programme and support learners moving into positive destinations at the end of the programme.

Why are we here?

We are here to manage and operate the Apprenticeship Programme and CT Study Programme on behalf of English Football League clubs and their Community Trusts.

LFE is funded by the Education and Skills Funding Agency, the European Social Fund and by football.

Our CT Study Programme Manager is your direct link with LFE and is on hand to offer help and advice during the next two years and to ensure that learners are given the best chance possible to fully benefit from their programme.

The CT Study Programme Manager should be your first point of contact with LFE, although you can also speak to central office staff.

Contact information for all staff can be found on the back page.

Did you know...

Our CT Study Programme Manager visits learners on a regular basis to monitor progress. Any problems or concerns can be raised then.



Our Partners



The EFL (English Football League) is the largest single body of professional clubs in European football and is responsible for administering and regulating the EFL, Carabao Cup and Leasing.com Trophy, as well as reserve and youth football.

Formed in 1888 by its 12 founder members, the EFL is the world's original league football competition and is the template for leagues the world over. It has 72 member clubs, each of which embodies the unique heritage, pride and passion of the communities they represent.

The EFL Brand and Values

The EFL is a unique sporting property. The world's original league football competition, it encapsulates a vast and diverse range of activities day in, day out through the identity and work of its 72 member clubs, providing an engaging football experience for everyone. Whatever your reason to love football, the EFL offers something for you.

Aspiration

The EFL delivers against the aspirations of every supporter, club, player and stakeholder to excel within the game. The ambition of EFL clubs, players and fans is at the heart of the competition, with every game important in the battle for promotion, or to avoid relegation. Sitting at the heart of the English league pyramid, the EFL competition silverware is amongst the most prized in football.

Credibility

As the world's first professional football league, the EFL is world-renowned as the pioneering body within the origin of footballing competition. Its attraction has stood the test of time with over 16 million fans going through the turnstiles at matches across the three divisions each season, making the EFL the most-attended sports property in the UK.

Community

All EFL member clubs have a prestigious place within the heart of their respective communities. The 72 clubs actively represent the interests of their towns and cities coming together on a local and national level to positively impact on the societies they serve for the betterment of all. Underpinned by the services and projects of the EFL Trust and the individual club trusts within that network, the EFL is a place where clubs, fans and communities can come together to enjoy a unique and shared experience.

Community & Education Football Alliance (CEFA) League

The newly formed CEFA league is a football competition with teams representing EFL Club CT's in regional leagues progressing to National Play-Offs and Finals.

It provides students with the opportunity to participate in a football competition governed professionally by EFL, sanctioned by The FA with due consideration of requirements laid down by FIFA and UEFA.

The competition is aimed at providing playing opportunities for young people with a passion for football, regardless of ability. The competition aims to inspire young people to achieve their education goals and develop life skills through football.



EFL Trust is the official charity of the English Football League and uses the power of sport to improve lives and make a positive contribution across 72 communities across the country.

The Trust unites the work of the 72 EFL Club Community Organisations to tackle society's greater goals by inspiring people through powerful projects built upon a foundation of four key themes of sport, education, community engagement and health.

The Trusts across the network engage with around 1 million participants every year, employ over 2,400 employees and attract over £62m in funding for community projects.

Based in the heart of their communities, our Trusts use the magnetism of their club badge to connect with people that other organisations may struggle to reach.

Inspiring Education and Opening up Employment Opportunities

They work with people, young and old, to develop both academic qualifications and skills for life. Their network provides various ways of breaking down the barriers and enabling people to find employment, especially if traditional routes have not been successful for them.

The 72 Community Trusts provide positive, inspiring learning environments that are used to engage the local community to develop skills for life, raise awareness of important issues and open up opportunities for employment.



Keeping you informed

LFE is committed to supporting all learners throughout and beyond their Study Programme.

We have developed a number of channels to engage everyone associated with the programme.

Our website and social media channels are the first port of call for the latest news.

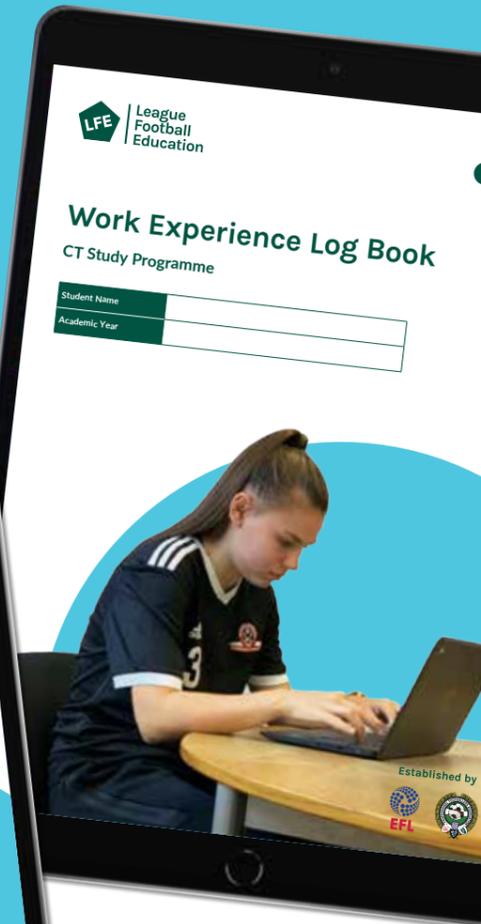
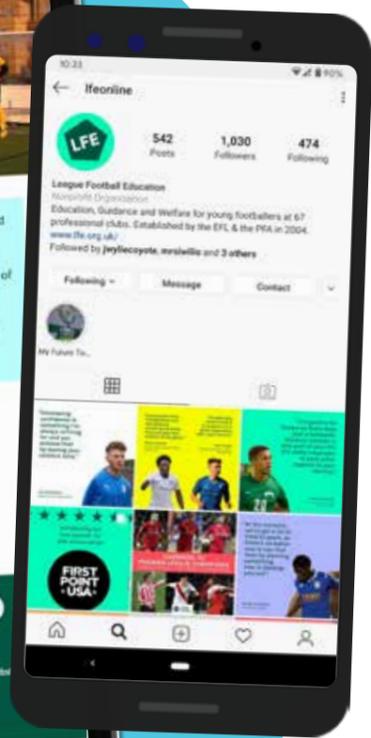
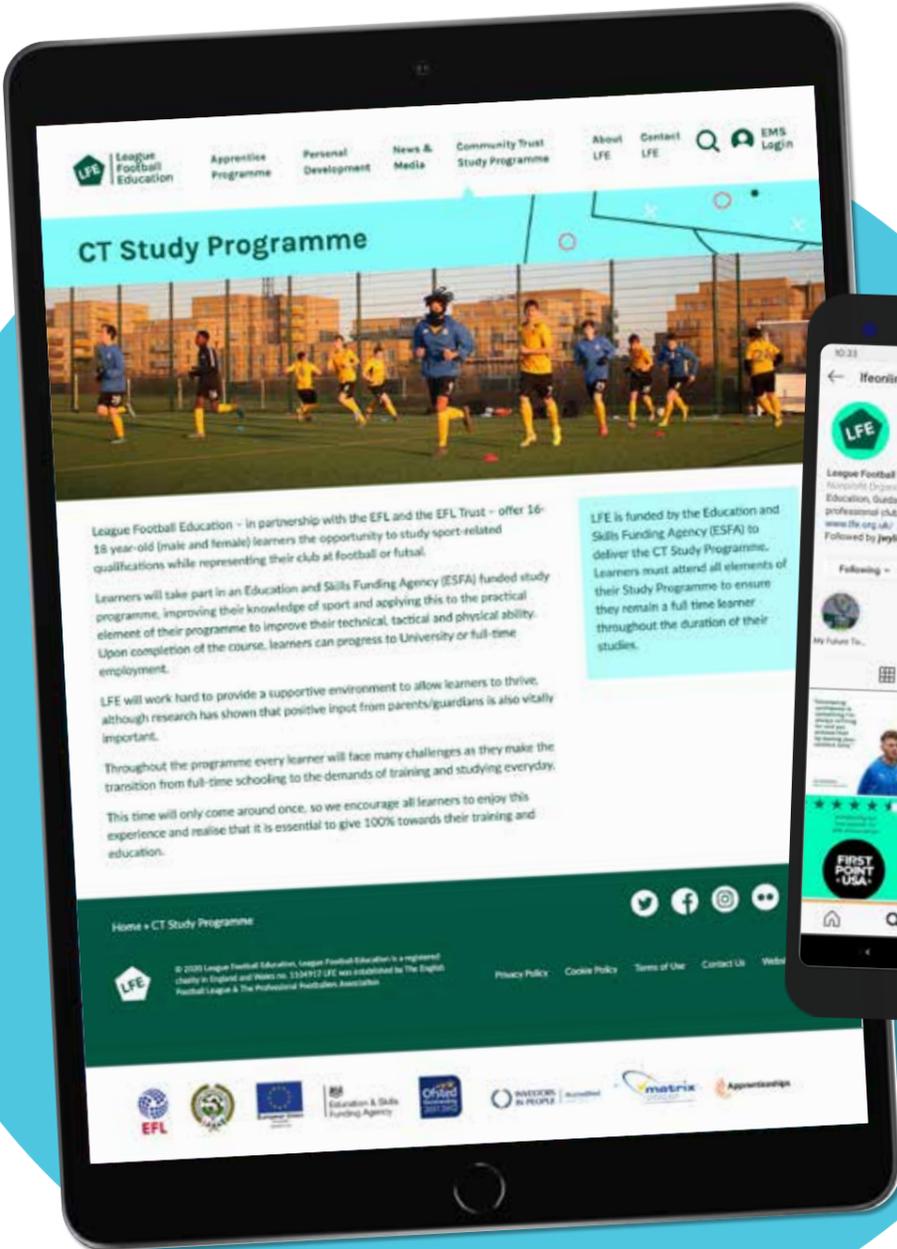
We utilise an e-learning platform to manage the education programme and to provide learners with useful guidance and information on a variety of real life issues.

Digital & Social Media

Follow us online and via Twitter, Instagram, Facebook and YouTube to stay ahead of the latest developments.

Publications

Publications include our guides to support players considering Higher Education or soccer scholarships in the USA.



Face-to-face

LFE staff support learners throughout and beyond the two-year programme to help them realise their potential.

Club Partnerships

Accrington Stanley Community Trust



Stanley Sports Hub, Thorneyholme Road,
Accrington BB5 6BD
01254 475013
www.stanleytrust.co.uk/

Accrington Stanley Community Trust is a non-profit, self-funding registered charity and community organisation working within the Hyndburn community since 2007. The Trust work with a wide variety of partners which enables them to deliver a diverse range of activities to the local community. All community provision aligns with one of the club's four core strands of Sport, Education, Health and Inclusion, ensuring the Trust can meet the needs and interests of the local community.

The Community Trust has been recognised for their commitment and dedication to providing high quality services and provision over recent years. In 2018, the Community Trust won the 'Not for Profit' Business of the Year at the Hyndburn Business Awards, following this up in 2019 as joint winners, along with Accrington Stanley Football Club, of The Beacon Award which recognises a local business that is an inspiration for all in the borough.

To further develop the fantastic work that is delivered, in March 2020 the Trust moved into its very own brand new £2m sports facility. Stanley Sports Hub is now the home of the Community Trust office and comes equipped with classrooms, changing rooms, a cafeteria, in addition to a full size 3G pitch and grass pitches. Study Programmes have been delivered by the Trust since 2011 and have had a fantastic success rate over the years. Over 200 students have received qualifications whilst studying with us, and we also offer two Foundation Degrees in partnership with the University of South Wales. With a new chapter beginning at the Stanley Sports Hub, the Trust is perfectly placed to enhance all aspects of their delivery.

Bradford City FC Community Foundation



Valley Parade,
Bradford BD8 7DY
01274 706850
www.bradfordcityfc.org.uk

Bradford City Community Foundation is a self-funded charity whose main aim is to promote the improvement of health and well-being of the local community through the medium of football and multi sports. It aims to encourage more people of all ages, race, gender and ability to play football and multi sports whilst educating them in the areas of health and fitness.

With 18 full-time members of staff, plus additional casual coaches, the Foundation is able to fulfil their commitment to schools around Bradford and the surrounding areas, offering provision to over 20,000 young people a year through their work in schools and the popular Premier League Primary Stars programme. It provides a BTEC Level 3 qualification to post-16 learners, a foundation degree to 18+ and also literacy, reading and numeracy to primary children to improve low achievers confidence in these subjects.

Bradford has a committed National Citizen Service (NCS) team based in Calderdale who provide the NCS programme to around 500 participants each year (aged 16-18), an excellent programme which builds confidence and prepares young people for the wider world. Finally, they run a thriving Disability Football Club who meet twice a week and play matches on a weekend, and also attend local tournaments, including a yearly trip to Holland.

Bristol Rovers Community Trust



Memorial Stadium
Filton Ave, Bristol BS7 0BF
0117 952 2581
www.bristolroverscommunity.org.uk

Bristol Rovers Community Trust works with a wide spectrum of the community offering social inclusion, health, education and sports participation projects to give people the opportunity of enhancing and improving their life choices. It aims to engage and inspire people of all ages as well as unite the communities in which they live in.

The Trust was launched in 1992 as part of the PFA's nationwide Football in the Community initiative, designed to encourage children to play football and support their local club. Since then, the Community Trust had rapidly evolved, achieving charitable status in 2001 and winning Bristol Charity of the year at the Bristol Life Awards in 2018. As a Trust, they offer four exciting courses which combine academic studies with a sporting experience, where students represent Bristol Rovers Football Club in competitive EFL fixtures.

Club Partnerships

Carlisle United Community Sports Trust



Brunton Park, Warwick Road,
Carlisle CA1 1LL
01228 554169
www.carlisleunited.co.uk/community

Carlisle United Community Sports Trust works with over 20,000 kids, young adults and adults through their wide range of daily initiatives. Their aim is to 'inspire all participants to achieve their goals by delivering high quality innovative programmes through the power of Football and Sport'. They achieve this via four key themes: **Sport, Education, Inclusion and Health**.

They have recently been recognised for their work by winning the 'Social Enterprise' and 'Community Involvement' awards at the Cumbria Business Awards. In addition, they have won the 'Sport City Award' at the Carlisle Living Awards.

Their main initiatives are: Premier League Primary Stars, National Citizen Service (NCS), Mental Health Football, Walking Football and Premier League Girls Programme.

In addition, the Trust has a strong education pathway with many of their Study Programme learners progressing on to the Community Coaching & Development Degree (in partnership with the University of South Wales).

They have been successfully running the study programme for five years and have a 100% pass rate.

They also excel on the pitch and have won five league titles and two national competitions.

Fleetwood Town Community Trust



Poolfoot Farm, Butts Road,
Thornton Cleveleys FY5 4HX
01253 208442
www.fleetwoodtownfct.com

Fleetwood Town Community Trust is an independent charity working in partnership with Fleetwood Town Football Club and were awarded the 'Wyre Business Award' in 2016 for their outstanding contribution to the local community.

The Trust aims to support and inspire individuals to become physically and emotionally healthy and build strong communities; through increased self-value and personal aspiration, within exciting and easily accessible programmes. They currently employ 32 members of staff who deliver high quality, outcome focused programmes which engage over 13,000 residents in Sport, Health and Education projects across Wyre.

This is achieved by delivering on average 120 sessions per week, some of which are in the 42 primary school they work with within Wyre and Fylde.

Current partners of the Trust include: Regenda Housing, Royal British Legion, Healthier Fleetwood, Myerscough College and LFE. These partnerships are vital to the Trust's developments and support their Traineeship, NCS and Football Education programmes.

The Trust offers a high quality Study Programme whereby most learners complete an Extended Diploma and have a proven track record of learners accessing University degrees from this.

Mansfield Town Football in the Community



One Call Stadium, Quarry Lane,
Mansfield, Notts NG18 5DA
01623 656920
www.mansfieldtownfctc.net

Mansfield Town Football in the Community is a registered charity, committed to advancing equality, diversity and inclusion to all. Their fundamental aim is to find ways of supporting the local community by providing opportunities for physical activity, education, health and social inclusion and enjoyment.

This is done by encouraging participation in activities both in and out of schools, working across the board with age groups from five to 70-year-olds.

Current partnerships include: EFL Trust, LFE, Premier League (Premier League Primary Stars and Girls programmes), The PFA (Player Engagement, Notts FA (Every Player Counts) and Mansfield Town Football Club.

Mansfield's Football Education programme has been successfully running for five years. Their programme is due to expand, offering students the opportunity to study a BTEC Level 2 or Level 3 qualification. Students are offered a variety of pathways upon completion of the course, such as: progression to University, employment opportunities and apprenticeships at Mansfield Town, USA Scholarships and support in to alternative employment.

Club Partnerships

Rochdale AFC Community Sports Trust



Sandy Lane,
Rochdale OL11 5DR
0844 826 1907
www.rochdaleafc.co.uk/community

Rochdale AFC Community Sports Trust works in partnership with Rochdale AFC, providing all members of the local community with the opportunity to access quality sport provision, regardless of their age, gender or ethnicity. They aim to increase participation in schools, improve health and well-being, whilst developing programmes that engage the whole of the community, using football as the driving force.

Last year, the Trust engaged with 19,000 participants and their current partners include: LFE, The EFL Trust, Link4Life, Clinical Commissioning Group, Redwood SEN School, Premier League, Manchester and Lancashire FA's, Rochdale Boroughwide Housing and GM Police.

Rochdale began delivering the Study Programme in 2015 with the aim of engaging both male and female learners. The programme provides the opportunity to combine their passion of football and futsal with education, and offers excellent and unique exit routes. The programme offers excellent: tuition, support, pastoral care, player development, personal development, life skills, plus further opportunities to achieve additional awards. All learners will also compete in the EFL Trust leagues against other professional clubs.

Sheffield United Community Foundation



Sheffield United Academy,
Firshill Crescent S4 7DJ
0114 261 9883
www.sufc-community.com

Sheffield United Community Foundation's programmes are aimed at strengthening self-esteem, developing personal skills, promoting health and well-being, improving academic achievement and generally empowering people in the local area.

Their goal is to build links between the football club and the community using the appeal of football and sport in general to encourage, motivate and inspire all individuals, regardless of background, to achieve their potential.

Delivering programmes in Education & Training, Community Cohesion, Sports Participation, NCS and Health & Well-being, the foundation are able to engage with over 12,500 participants per year and provide over 162,500 hours' worth of contact time.

Within Education & Training, since 2011 the education department has focused on providing high quality sports-related qualifications to help kick start individual's careers in the sporting industry. This is achieved by providing passionate and excellent teaching, facilities and support. The vast majority of graduate's progress into Higher Education, with former students now working full-time within the foundation across the programmes discussed.

Southend United Community and Educational Trust



Roots Hall, Victoria Avenue
Southend On Sea SS2 6NQ
01702 341351
www.sufccommunity.co.uk

SUCET is the official charity partner of Southend United Football Club, using football as a vehicle to engage people across South East Essex. With a current social value of £7.3 million, SUCET provides quality and inclusive football and sports provision that improves health and well-being, as well as education and training, whilst promoting community cohesion and shared common values.

Through key partnerships, including the EFL Trust, LFE, Premier League, The PFA and Southend United, they provide a multi-agency community-focused approach ensuring aims and objectives are consistently achieved. They currently deliver services in over 75 different venues, engaging over 10,000 people in recent years.

SUCET offers an end-to-end education model. The journey can start with the Prince's Trust Team Programme, which can feed into a Traineeship in sport. Learners can then progress to the BTEC programmes, followed by Level 3 coaching apprenticeships or University. Throughout their studies, learners will also be given the opportunity to volunteer across programmes, as well as complete an FA Level 1 coaching qualification through the Premier League Kicks scheme.

Player and Coach Testimonials



Harry Merrell
Southend United
CET Learner

Throughout the three years I spent at Southend United Community and Educational Trust, I have come on leaps and bounds, not only with the work I created in the classroom, but as an individual.

This is a testament to the club in their patience and hard work with all of the students. I started as an introvert, not willing to try new things, not willing to trying new things and I kept myself in my little group. When moving onto the Level 3 programme, I became comfortable in the group we had in the classroom and with the help of tutors my work came on leaps and bounds. This increased my confidence and I decided to take on the extended units.

Work experience was another key element to the course. After working with the club's media team, I was motivated to get a job in the media department at Canvey Island FC.

I was then able to successfully apply for a place at Derby University to study a Football Journalism degree.



Joshua Warren
Mansfield Town
CT Learner

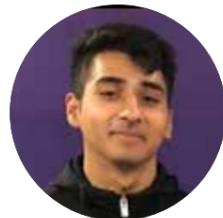
During my time at Mansfield Town Football in the Community, I have experienced a variety of emotions, good and bad, that have helped me in becoming better as a person, not just in football but in everyday life as well.

At the beginning, I felt uncomfortable and I didn't feel like I belonged with these outgoing people.

With the help of the staff, I started to become more confident with my coursework, in training and overall in myself. The NCS project in November of my first year was the beginning of me feeling as though I fitted into the group. It also helped me experience new things that I never thought that I would enjoy or even consider partaking in, such as rock climbing and river walking.

Being autistic, the programme has helped me become more confident and communicate better with my family and friends.

It has also encouraged me to pursue a career pathway as a Teaching Assistant.



Vladimir Ferko
Bradford City
CT Learner

Since the very first day at Bradford City Community Foundation, I have always felt welcomed and cared for within the community, both inside and outside of the classroom. With the help of my teachers and coaches, I have matured and learned how to be a better person, and how to be a constructive and effective part of a team.

My time at Bradford City has showed me the importance of adhering to deadlines, as well as providing me with skills and techniques to do so. This has helped me to prepare for my next step into University.

I have enjoyed studying a varied and diverse range of units, especially psychology and fitness testing as these topics sparked a personal interest and passion of mine. The units have allowed me to develop my understanding of sport, fitness and nutrition, which has helped me lead a better and healthier lifestyle. This programme has shaped me into the aspirational and determined person I am today.



Ben Pedley
Bradford City
CT Head of Education

At Bradford City, we aim to encourage and develop our learner's passion for football, as well as providing them with a clear pathway towards a career in the sports industry.

Our course delivery seeks to build and develop life skills both on and off the pitch. Through their education, work experience and matches, we hope to provide our learners with a plethora of skills and attributes that will benefit them in their future endeavours. Regular training and competition enables learners to develop as a player, as well as being supported by our nutrition, physiotherapy, analysis, and strength and conditioning staff.

We deliver our courses in inspirational and well-equipped environments, providing every student with ample opportunities to achieve and progress, which has led to our 100% pass rate.

We also provide an abundance of opportunities for our learners to gain invaluable industry experience, via links with local schools, fitness clubs, school games organisers and our community coaching team.



Shireen Galen-Bisping
Rochdale AFC
CT Education Officer

The BTEC course at Rochdale AFC is a fantastic opportunity for 16-18-year-olds, who have a passion for football and those seeking a career within the sports industry.

We pride ourselves on having smaller numbers, which will allow learners to thrive in lessons and become involved in group activities, practical assessments and assignment workshops. This delivery enables our learners to benefit from one-on-one and maximise their potential. Learners also participate in two hours of training every day, resulting in them achieving huge improvements in their fitness levels and well-being.

At Rochdale we get to know our students individually and ensure we help them achieve their goals and develop into upstanding individuals, equipping them with the tools to succeed in life. We have a 100% pass rate, plus all our learners have progressed onto University or full-time employment.

We support learners in achieving their coaching qualifications and offer work experience placements within the club, this allows them to kick-start their career whilst learning. In the past two years we have had two learners achieve scholarships in America to study and play football professionally.



James Tose
Carlisle United CST Assistant
Community Manager

The programme gives young people the opportunity to gain a first class education and train like a professional athlete at the same time.

The skills they develop both on and off the pitch over the two years through a mix of education, work-based qualifications and work experience are invaluable and gives them the tools to succeed in education and employment.

It is important that every student takes something positive away from the course and this has been recognised with students graduating to go to University to further their education, in both the UK and USA. Others have gained coaching employment here at Carlisle United CST.

We are very proud of the 100% pass rate that we have achieved over the last five years and are pleased to be established as a successful education provider in Cumbria, that creates opportunities for local young people to fulfil their potential.

What the learners say...

95%

of learners rated the delivery of their BTEC Course as 'GOOD' or better, with 47% of them saying it was 'EXCELLENT'

92%

of learners rated the delivery of their games programme as 'GOOD' or better, with 40% 'EXCELLENT'

In 2020, learners rated the programme

8 OUT OF 10

It has been amazing compared to school

It is a great course and is well organised

A great experience, I've really enjoyed the year with the club, coaches and teachers

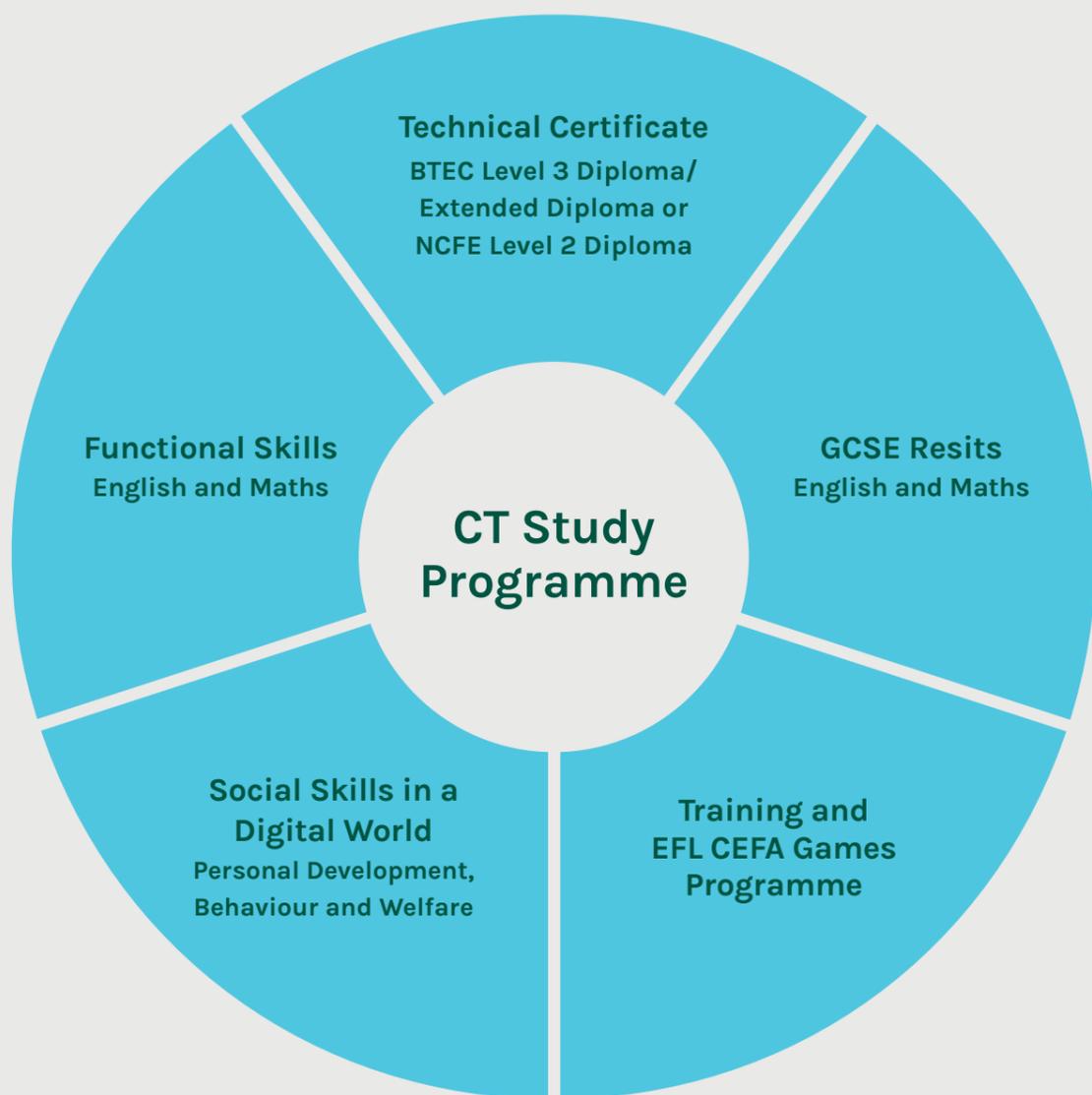
My experiences on the programme have been very good, not only as someone that enjoys sports but also for me to improve my technical, mental and physical skills as a player

CT Study Programme

This section gives a brief outline of the components that make up the CT Study Programme and the process that is undertaken to ensure that learners' individual needs are identified and met over the course of the programme.

The Study Programme

LFE is funded by the Education and Skills Funding Agency (ESFA) to deliver the CT Study Programme. Learners must attend all elements of their Study Programme to ensure they remain a full-time learner throughout the duration of their studies. A conceptual diagram is outlined below.



Initial Assessment

Initial Assessments are carried out with every learner to establish their academic ability.

The assessment is carried out in the first four weeks of the course and will enable the learner to be placed on the most appropriate educational programme based upon the outcome of this and their GCSE results. All learners will undertake an online skills builder assessment and Learning Styles Questionnaire as part of the Initial Assessment process.

Diagnostic Testing

Upon completion of the Initial Assessment, learners will undergo Diagnostic testing to identify their strengths and areas for improvement in English and maths. The results of these tests are crucial for teachers to ensure lessons are correctly planned to cater for all individual learning needs.

Induction

All learners are provided with a thorough induction prior to the start of their programme. LFE provides each club with a set of standard induction topics that includes the following:

- Health & Safety
- Equality of Opportunity
- Drugs Awareness
- Learner Well-being
- Safeguarding

In addition to this they will cover the following:

- A Site Tour of All Premises and Facilities
- Coverage of Equality and Diversity
- Prevent
- Learner Codes of Conduct/Disciplinary Procedures
- A Qualification Introduction

Learner Reviews

Learner reviews are conducted by LFE's CT Study Programme Manager and are recorded on an e-learning platform (EMS). The review process clearly establishes the level of progress made and agreed actions for each learner.

All reviews are exportable from EMS and can be distributed directly to parents. Clubs are responsible for this process and you should contact your club's Education Officer if you wish to receive these.

Reviews are conducted in the following areas:

1. Technical Certificate (completed by the club tutor(s))
2. Functional Skills English and Maths (completed by Functional Skills tutor if appropriate)
3. GCSE English and Maths (completed by GCSE tutor if appropriate)
4. Overall individual review (conducted by LFE's CT Study Programme Manager)

Review Cycle

Reviews will be conducted three times per year, throughout the 36-week course. It is essential that learners are available for reviews.

Individual learner reviews are conducted in order to ensure that all learners can fulfil their true potential

CT Study Programme

BTECs

The BTEC Diploma has seven units and the Extended Diploma has 12 units. Please see the tables on the next page for more information about the units which will be studied.

BTEC Assessment

The BTEC qualification is comprised of units. All units will be internally assessed through assignments set and marked by tutors. Upon completion of each internally assessed unit, the tutor will inform the learner of what grade they have achieved (either Pass, Merit or Distinction).

To ensure that the internally assessed work has been marked accurately, Edexcel will conduct sample checks of tutors' marking. This process usually takes place in February and the grades for internally assessed units could change as a result. Edexcel will confirm final grades when this re-marking has been undertaken.

When all the units of the course have been completed, the learner will receive an overall grade for the qualification. This is the grade that will be shown on the certificate and the one that should be used when applying for higher education or employment.

The Value of the BTEC Qualification

The BTEC affords the opportunity to complete a nationally recognised qualification that should assist the learner with higher education and employment applications.

For further information about using your BTEC towards entrance into higher education, please see www.ucas.com

A UCAS Tariff table and information on the tariff system can be found in LFE's Guide to Higher Education, available on our website. As a rough guide, the BTEC Extended Diploma in Sport is the equivalent of three A-Levels and the Diploma in Sport is the equivalent to two A-Levels.

BTEC Level 3 Units

Diploma

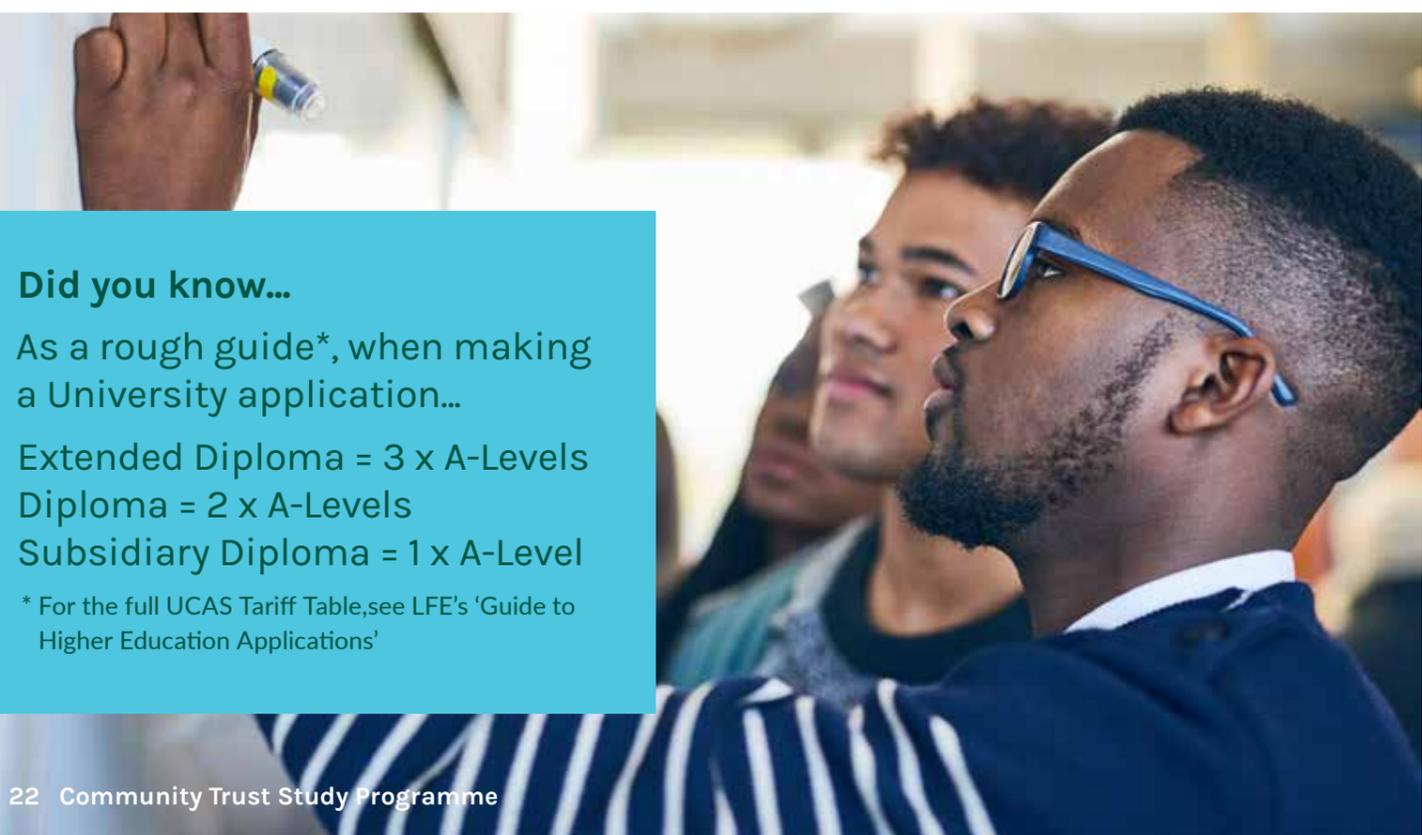
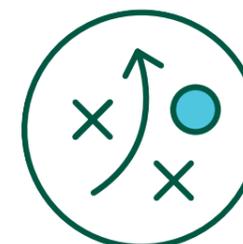
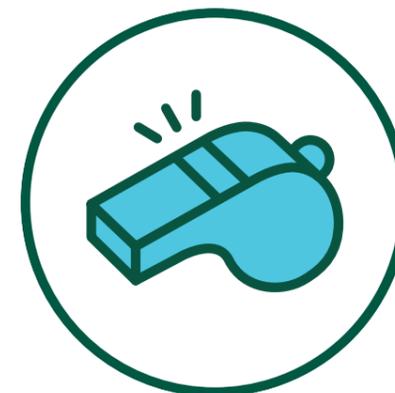
Mandatory Units
A Careers in the Sport and Active Leisure Industry
B Health, Wellbeing and Sport
C1 Developing Coaching Skills
D1 Applied Coaching Skills
1 Sport Development
2 Self-employment in Sport and Physical Activity

Optional Units
5 Anatomy and Physiology in Sport
12 Practical Sports Application

Extended Diploma

Mandatory Units
A Careers in the Sport and Active Leisure Industry
B Health, Wellbeing and Sport
C1 Developing Coaching Skills
D1 Applied Coaching Skills
E Research Project in Sport
1 Sport Development
2 Self-employment in Sport and Physical Activity

Optional Units (Only 5 of these)
4 Nutrition for Physical Performance
5 Anatomy and Physiology in Sport
11 Rules, Regulations and Officiating in Sport
12 Practical Sports Application
13 Influence of Technology in Sport and Physical Activity
14 Organising Events in Sport and Physical Activities



Did you know...

As a rough guide*, when making a University application...

Extended Diploma = 3 x A-Levels

Diploma = 2 x A-Levels

Subsidiary Diploma = 1 x A-Level

* For the full UCAS Tariff Table, see LFE's 'Guide to Higher Education Applications'



Functional Skills English and Maths

Functional Skills are skills that are commonly needed for success in a range of activities in education, training, work and life in general.

Functional Skills aim to deal with English and maths.

Learners will be required to study Functional Skills if they have not achieved GCSE grades 3 or above in maths or English Language.

LFE's CT Study Programme Manager and Functional Skills Manager will monitor learners closely throughout their programme and enter them for the relevant exams when appropriate.

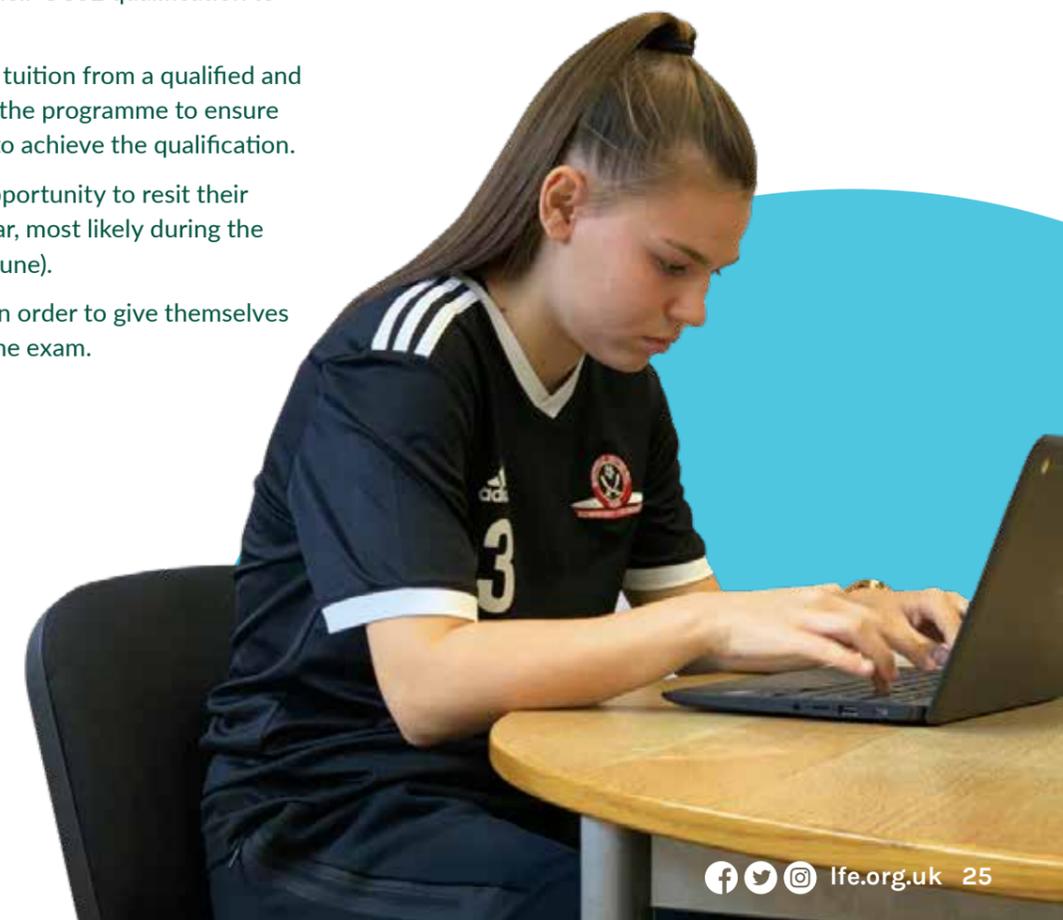
GCSE English and Maths

Any learner who achieves a grade 3 in maths or English Language is required to resit their GCSE qualification to achieve a grade 4 or above.

Learners will be provided with tuition from a qualified and experienced tutor throughout the programme to ensure they have the best possibility to achieve the qualification.

Learners will be offered the opportunity to resit their GCSE exam each academic year, most likely during the Summer GCSE window (May/June).

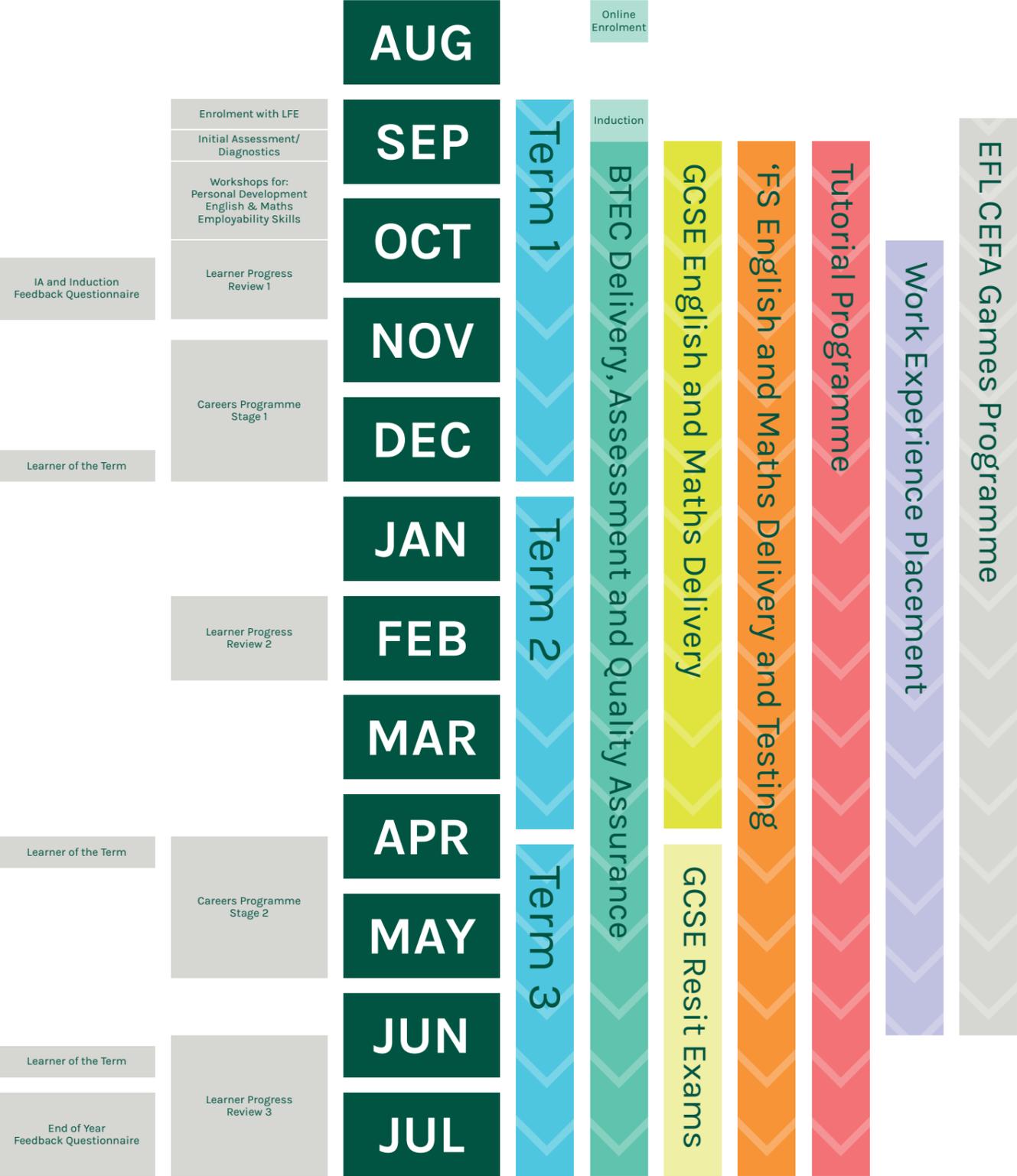
Learners must attend lessons in order to give themselves the best opportunity to pass the exam.



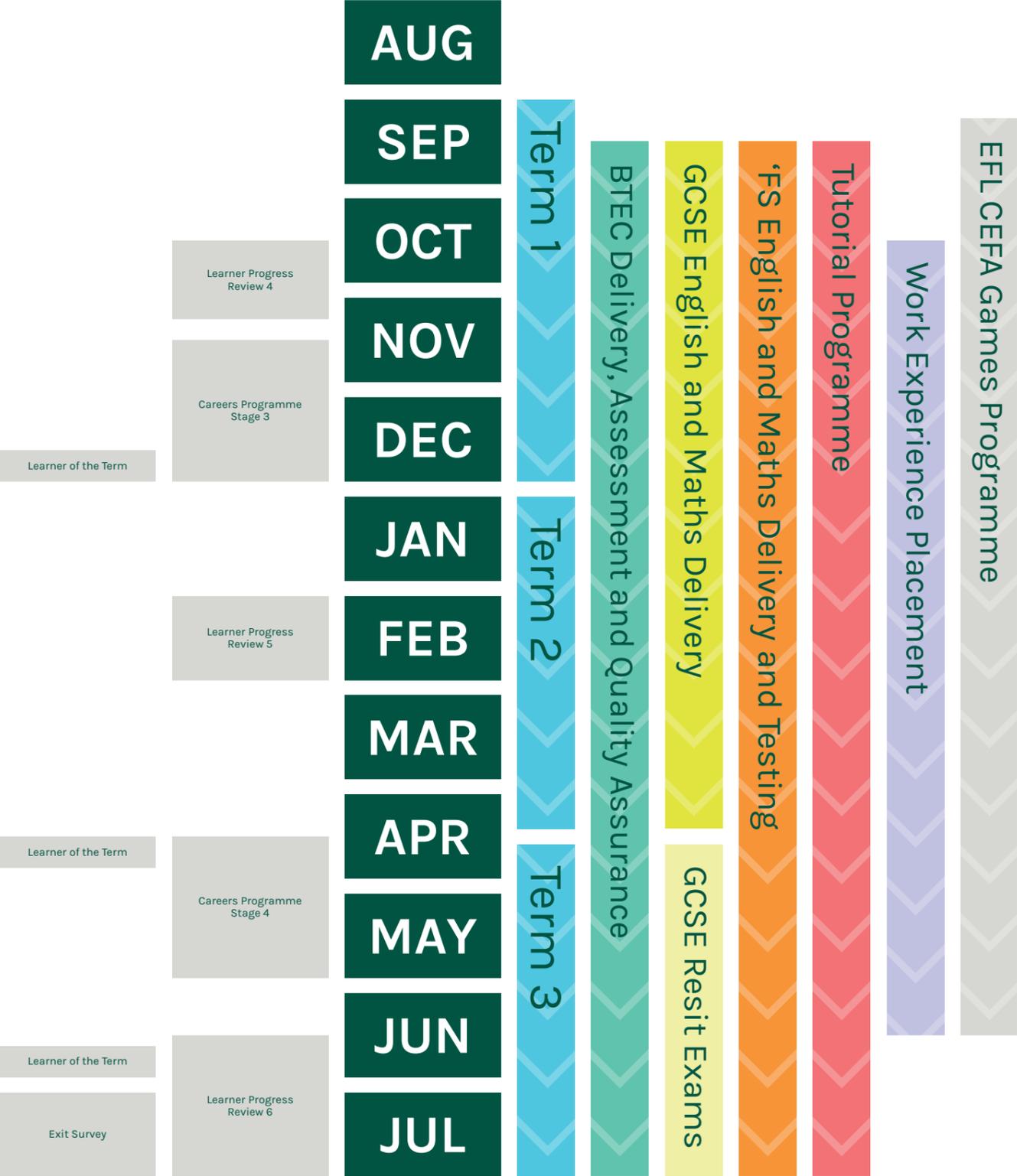
CT Study Programme Timeline

A visual representation of how the Study Programme works is below:

Year 1



Year 2



Football Training and Games Programmes

Football Training

To fully prepare players for the EFL Community & Education Football Alliance (CEFA) Games Programmes, clubs provide all players with a minimum of four hours of football coaching per week. This allows players to gain a better understanding of the game and improve their technical, tactical, physical and psychological skills. Training is delivered by qualified and experienced coaches, who are fully CRB checked.

CEFA Games Programme

The CEFA league provides students with the opportunity to participate in an exclusive, high quality, well organised league against other EFL teams. The EFL manages and coordinates the delivery of this Games Programme and clubs can enter multiple teams into the league.

CEFA fixtures are to be played on a home and away basis in regional leagues of approximately 10-12 teams. Upon completion of this, there is a National Play-Off process to determine overall winners. The exact format is determined once the number of teams is known.



Study Support

Throughout the CT Study Programme, learners will be expected to undertake some study away from the centre. The following tips can help support this study:



Environment

Consider the environment available for them to utilise. Learners concentrate best in a spacious, well lit and quiet area. Try to limit distractions by setting boundaries, i.e. no TV or phone usage.



Support From Others

Studying does not have to be an individual task. Support could come from:

friends - are they studying the same subject? Could they work together?

family - subject knowledge is not required for support. Probing questions allow your child to explain things to you, i.e. 'What does that mean?', 'How does that benefit you?' etc.

Any form of interest in a topic from family and friends will increase a learner's motivation.

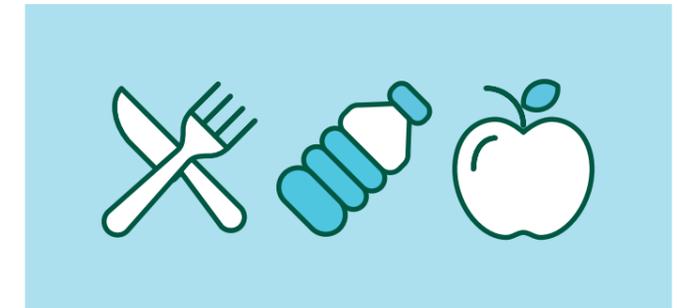


Equipment

Learners need the correct equipment to study. Consider the workstation available to them - is it suitable for writing/using a laptop on?

The majority of the time a kitchen table will suffice, providing it's spacious and clear.

Also, ensure they have the correct stationary required for the task, i.e. pencil, ruler, lesson notes, etc.



Nutrition/Hydration

Research has proven learners need the correct amount of sleep and nutrition to sustain good levels of concentration.

Ensure they stay hydrated by drinking plenty of water. Try to avoid sugary snacks/drinks.

Celebrating Success

Learner of the Term

LFE celebrates the efforts of students who have made excellent academic progress and a positive contribution at their club, with the winner earning a certificate and £200 Amazon voucher. The award runs each term throughout the academic year and all clubs are able to nominate one learner per term. Previous winners of the award include:



Jack Hamer
Fleetwood Town
Community Trust



Jack has made great progress, not only in this term, but throughout the year. Despite facing significant adversity, he has been a high achiever in the classroom and starred as a member of the student council.

In addition, he has secured a conditional University offer and already gained two work experience placements under his belt, from which he received excellent feedback from his line managers.

Senior Lecturer Laura Went told LFE: "Jack is an integral member of the college and mentors the first years with student life on and off the pitch. He is also an essential member of the student council and takes a key leadership role within this to assist the promotion of welfare and enjoyment to all students on our course.

"Unfortunately, Jack lost his mum on Christmas Day 2019, which was a great loss to his family. He also lost his dad a few years ago and is now currently residing with his sister. Jack has shown great motivation, hard work and resilience during the past term since the devastating news and has done incredibly well with his studies.

"Not only has Jack received distinction marks on the four units he has completed in the term, but he also excelled within his work experience module. He undertook two weeks of work placement, one within the Community Trust and one within the Fleetwood Town scouting department.

"Jack impressed during both placements and even managed to gain a part-time job role within the scouting department, which has enabled him to have a distinct focus for his career progression.

"As well as excelling throughout his academic work, he also balances student life with two part-time roles, showing great time management which does not affect his attendance or punctuality to the course.

"Jack has now applied to undertake his foundation degree through the University of South Wales and has successfully been offered a conditional offer on the course. I believe that Jack has really excelled this term through his terrific work ethic and has shown he has excellent resilience skills to not allow his hardship to affect his studies."



Jack Munday
Bristol Rovers
Community Trust



Jack has displayed tremendous resilience and determination to make an outstanding start to his studies at Bristol Rovers.

In addition to his successful academic profile, Jack has committed to volunteering for the club's Community Trust and has been a great role model to his disabled twin brother.

Level 3 Tutor Sam Rushworth told LFE: "Jack came here with good GCSE results and has achieved distinctions within his first modules on the BTEC Level 3.

"He has a twin with a disability and provides a lot of help for him at home and out and around the local area. Jack's twin brother is also studying for a BTEC Level 3 in Sport but at a different college. His brother is struggling socially at the college and it is affecting his work, so Jack spends time helping and guiding him through his work outside of college.

"Jack's mother is also spending a lot of time travelling around dropping off the two boys at various college campuses and this affects Jack's attendance. However, this has not had an impact on his work quality. If Jack needs to stay late to complete a piece of work or complete at home, he makes sure he gets it done to a very good standard.

"He has also volunteered for our Community Trust to coach at our 'Fun Days' for children aged 5-13 and has shown great maturity and patience with the younger children. He is also polite and considerate around the college to staff and other students.

"Jack is becoming a real positive role model for all our other students here at Bristol Rovers CT and the other students look up to Jack."



Cameron Smith
Fleetwood Town
Community Trust



Having been unhappy with his previous situation at a neighbouring college, Cameron showed great initiative to independently contact Fleetwood Town about joining the programme.

Despite starting three weeks later than everyone else, he wasted no time in catching up with the other learners and has been a mature influence in lessons and training.

Senior Lecturer Laura Went told LFE: "After getting to know Cameron and speaking to his old school, we learned that Cameron's dad died in his last year of school and he didn't engage at all and missed the majority of lessons.

"His attendance issues came as a shock to us as his attendance here has been exceptional. Following the death of his father, he manages to cope well and give 100 per cent in everything he does.

"Cameron's grades in his first four units have been to distinction level and his overall work rate in class has been brilliant, where he has shown resilience and has overcome adversity.

"Not only has Cameron been exceptional in training and in education, he has spent time volunteering at school recruitment events, college open days and giving up his own time to help out with refereeing the local school games, highlighting his leadership qualities and developing his communication skills."



Emma Flynn
Rochdale AFC
Community Sports Trust



Emma has been a standout student since joining Rochdale in September 2017, consistently achieving merit-distinction grades throughout her time on the Study Programme.

Having completed her UCAS application, she has received offers from all five of her choices and has also been offered a coaching apprenticeship by Rochdale AFC's Community Trust.

In addition, Emma has completed her FA Refereeing qualification and achieved her FA Level 1 Coaching award, while she also plays for Rochdale AFC Ladies and volunteers to work within the Trust and with the children's clubs during her half term breaks.

Her impressive success has come despite facing significant adversity, with her mother being diagnosed with cancer at the start of the academic year and sadly passing away shortly before Christmas.

Tutor Shireen Galen-Bisping told LFE: "Emma has achieved so much during her time here and she has grown into an exceptional young woman. She has had to deal with many personal problems, yet did not let her studies or attendance be affected. Her attitude is outstanding and her strength is inspirational.

"NCS (National Citizen Service) was offered to Emma during November 2018 when her mum had just passed away, so I did not expect her to take part. However, she insisted on going as she wanted to make her mum proud.

"During the NCS trip, Emma challenged herself and was an absolute pleasure. There were certain activities which she was fearful of at first, but she always dug deep and found the courage to attempt and complete them, even helping others throughout. The club offered Emma support and she was also advised and offered to take time off, but she did not and instead worked even harder.

"She is always keen to gain as much experience as possible to help her achieve her career goal of becoming a successful female football coach and Rochdale AFC Community Trust are excited to have her on board next year.

"Emma is a true example of a young woman who has strength, resilience, goals and the desire to achieve them."

Financial Support

Child Benefit

Whilst on programme with LFE, Child Benefit continues to be paid to parents/carers until learners reach the age of 19, or in some cases 20. All applications should be made through your HM Revenue and Customs Child Benefit Office, details of which can be found in the local telephone directory, or online. You may be asked to provide evidence of your child being in full-time education. If so, please contact their Lead Tutor who will arrange for this to be provided.

Bursary

Some learners joining the CT Study Programme this academic year may be entitled to a bursary payment to support their time on programme.

The following bursaries may be available:

- **Discretionary Bursary** - for learners aged 16-18, on August 31st of the year they apply for a bursary, who live with a family whose income is less than £21,000 p/a. This bursary is intended to contribute towards essential course costs and the cost of travel to and from the club.
- **Meal Support** - this is a contribution of £2.50 per day towards meal costs.
- **Vulnerable Bursary** - for learners aged 16-18, on August 31st of the year they apply for a bursary, who are in care/care leavers or on Income Support/Universal Credit Payment in their own name or receiving Employment Support Allowance and Disability Living Allowance/Personal Independence Payment – LFE will pay £30 per week.

All bursaries are dependent on attendance, good behaviour and work being submitted on time. Failure to meet these requirements will result in a loss of payment.

All payments will be made to the Community Trust the learner is studying with. It is the Trust's responsibility to distribute this money to individual learners via their preferred payment method.



Safeguarding

LFE aims to ensure that every learner is trained in an enjoyable and safe environment and is protected from abuse. Learners should be able to participate in an enjoyable and safe environment protected from physical, sexual or emotional harm and from neglect or bullying.

LFE subscribes to The Football Association's Child Protection and Best Practice Policy. The key principles of The FA Child Protection Policy are that:

- the child's welfare is and must always be the paramount consideration
- all children and young people have a right to be protected from abuse regardless of their age, gender, disability, culture, language, racial origin, religious beliefs or sexual orientation
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- working in partnership with other organisations, children and young people and their parents or carers is essential

Allegations, concerns or disclosures of a child protection nature received from learners will be referred to the EFL Safeguarding Manager, The FA Case Management Team and/or appropriate statutory agency. LFE's Designated Safeguarding Officer(s) will have a role to play in investigating complaints of poor practice.

Further sources of information on safeguarding:

- **LFE** - <https://www.lfe.org.uk/safeguarding/>
- **GOV.UK** - <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- **The FA** - <http://www.thefa.com/football-rules-governance/safeguarding>



Equality and Diversity

LFE aims to ensure that every learner is allowed to be trained in an environment free from any form of discrimination and is encouraged to develop their full potential.

LFE is committed to:

1. positive action to promote equality of opportunity in employment and training
2. regular monitoring of results of this commitment

Message from the Chief Executive:

“LFE is fully committed to a policy of equality and diversity. Our aim is to ensure that everyone, at all levels and in all areas is allowed to work and/or be trained in an environment free from any form of discrimination, and is encouraged to develop to their full potential. I want to leave no one in any doubt about the importance which I personally attach to this policy and I look to all staff and learners at all levels to ensure that it is put into effect.”

LFE is fully committed to a policy of equality and diversity. Our aim is to ensure that everyone, at all levels and in all areas is allowed to work and/or be trained in an environment free from any form of discrimination

All employees and learners will be given equality of opportunity in respect of recruitment, training and assessment, and in promotion solely on their merits, abilities and potential, regardless of their age, disability, race, religion or belief, gender reassignment, marriage or civil partnership, pregnancy and maternity, sex or sexual orientation.

Employees and learners are required to behave in a non-discriminatory way towards the public and fellow employees and learners. Any breach of the policy may result in disciplinary action being taken.

It is the responsibility of all employees and learners of LFE and through its quality contract process, league football clubs and education providers to eliminate discrimination by ensuring the practical application of the equality and diversity policy and reporting incidents of discrimination to an appropriate person.

The equality and diversity policy has the full commitment of the LFE Board and will be reviewed on an annual basis by LFE's Chief Executive.

Health and Safety Reporting of accidents/injuries and Industrial Diseases Procedure

From 1 October 2013 the revised Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR 2013) came into force.

RIDDOR is the law that requires employers and other people in charge of work premises, to report and keep records of:

- work-related accidents which cause deaths
- work-related accidents which cause certain serious injuries (reportable injuries)
- diagnosed cases of certain industrial diseases; and certain 'dangerous occurrences' (incidents with the potential to cause harm)

What is Reportable?

According to new guidance provided by the Health and Safety Executive regulations, football clubs will not have to report injuries to learners sustained during football matches or during training. Accidents that arise due to defective equipment, such as gymnasium equipment, will still be reportable.

However, there is still a requirement to report injuries that would have previously been reportable under RIDDOR to LFE.

There is still a requirement to report injuries that would have previously been reportable under RIDDOR to LFE



Progression

League Football Education wants more for learners than successful achievement of the CT Study Programme - we want to create successful people.

Those who embrace personal development as well as alternative interests, employment, education or training, equip themselves to excel as footballers and for life off the pitch. Our Progression strategy aims to provide life skills, information, advice, guidance, support and opportunities to contribute to personal growth.

Information, Advice, Guidance & Support

Start

LFE recognises that there are a number of pathways learners want to take post-Study Programme and we want to ensure that all possible information is made available. In order to do this, LFE has invested in the online tool Start. This houses up to date information as well as video testimonials on all major employment sectors with over 1500 job roles and requirements explained.

Go to www.startprofile.com to get a taste of what is on offer at this excellent resource.

Tracking and Monitoring

Collecting detailed learner destination data at the end of the Study Programme has helped LFE develop and promote a range of partnerships and opportunities for learners. This work is conducted and managed by LFE's Transition Officer and continues for 12 months after learners leave their programme.

2020 Learner Progression

Of the learners who finished their programme in July 2020:

53% of them have been offered places at University to continue their studies. Places have been offered by some of the country's top Universities, including:

- Loughborough University
- Manchester Metropolitan University
- Liverpool John Moore University
- Edgehill University
- Lancaster University
- University of Central Lancashire
- Salford University
- Sheffield Hallam University

57% of learners are expecting to move in to either full or part time employment upon leaving the programme.

LFE Expectations

Whilst on programme with LFE, all learners have agreed to adhere to the following code of conduct and behave in an appropriate way throughout their programme, both on and off site.

LFE Code of Conduct

The purpose of this code of conduct is to help create an atmosphere that promotes the best possible learning environment, one characterised by self-respect and by respect for others (fellow learners and education provider staff) and the facilities.

LFE believes such an environment provides an equal opportunity for all to benefit from the educational process. In a productive environment, responsible learner behaviour is expected at all times, and as such, learners have a responsibility to:

- listen to the tutor and other learners and always allow others to learn
- treat everyone politely and with courtesy
- always set a good example, both in and out of your club and education provider
- be punctual to all lessons
- submit all set work on time, meet coursework deadlines and, if absolutely necessary, negotiate an extended deadline in advance of that deadline
- not drop litter or damage equipment
- notify your Tutor or Tutor/Assessor in advance where absence is unavoidable
- apply yourself with total commitment to all of your courses
- avoid any form of plagiarism in coursework or exams
- avoid behaviour, dress, actions or language, which may cause offence
- avoid actions, which may cause harm to others including any form of personal abuse
- avoid behaviour or supporting behaviour, which could lead to criminal prosecution (including use of illegal substances or alcohol)
- treat all aspects of the education provider's site and environment with care and respect, avoiding damage or abuse
- take care and consider the safety of others
- follow health and safety regulations strictly

Any serious breach of the Learner Code of Conduct will lead to disciplinary action.



Quality Assurance

Quality Assurance

LFE is committed to the continuous improvement of all programmes. This is achieved via closely monitored performance management processes, which ensure learners' overall experience of their programme is positive. These processes ensure learners have the best opportunity to achieve their targets grades, are challenged to reach their maximum potential, and acquire the skills needed to progress to a positive destination.

Policies and Procedures and Observations

LFE's Quality Improvement Manager oversees rigorous policies and procedures on all aspects of the programme. An annual Self-Assessment Report, which includes feedback from all stakeholders, is produced against criteria of the Common Inspection Framework (Ofsted).

LFE's extensive observation strategy includes qualified and highly experienced Ofsted inspectors observing all parts of the learner journey against LFE's quality standards and criteria. Observations take place of: Induction, Initial Assessment, BTEC Lessons, Functional Skills Lessons, GCSE Lessons and Learner Progress Reviews.

Feedback

LFE utilises feedback from both learners and club staff to further improve programmes. Feedback is requested at the following stages:

- 1. Initial Assessment/Induction** – to ensure learners have been correctly assessed and placed on a suitable programme to meet their needs.
- 2. End of Year 1** – to gauge how well learners are progressing, and to identify areas of strength and areas for improvement.
- 3. Exit Review** – to identify how much support learners have received around progression from the course, and to identify if further support is required.

Internal Verification and Continued Professional Development (CPD)

Throughout the programme, LFE carries out a robust Internal Verification process, to ensure:

- assessments are fit for purpose
- assessment decisions accurately match learner evidence to the unit assessment criteria and assessment guidance
- assessors are standardised and assessment and grading is consistent across the programme

In addition, LFE requires all staff delivering on the CT Study Programme to attend three CPD days per academic year. This training ensures all staff are kept up to date with new developments within Teaching, Learning and Assessment and ensures all practices are standardised.

LFE continuously strives to improve the programme by listening to and acting upon feedback from learners and club staff

FAQs

Does the BTEC Diploma in Sport offer a route into University?

In short, the answer is yes, but it is dependent upon grades achieved and the individual entry requirements of the Universities.

LFE would advise all learners with University aspirations to attain the highest grades possible in their qualification as it would be unlikely for someone to be offered a place if they achieved only pass grades on the BTEC Diploma in Sport.

The framework also provides Accreditation of Prior Experiential Learning and this would support any higher education application. However, a learner would still be required to ensure that their grades were at the higher end of the scale.

What is the BTEC course worth in terms of UCAS points?

The BTEC Diploma in Sport course offers up to a maximum of 112 UCAS points for a double distinction, which is equivalent to two A grades at A-Level.

Other grades accrue the following points:

- Distinction Merit = 80
- Merit Merit = 64
- Merit Pass = 48
- Pass Pass = 32

Please note that all applications for places on University courses will be subject to the entry requirements of individual Universities.

What are Functional Skills?

Functional Skills are skills that are commonly needed for success in a range of activities in education, training, work and life in general. For example, basic mathematical and communication skills.



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