



League
Football
Education

lfe.org.uk

Student Handbook

Name	<input type="text"/>
Club	<input type="text"/>



Established by



Contents

3	Welcome	24	Appeals Procedure
4	Induction Checklist	26	Assessment Appeal Form
5	What are BTECs?	27	How to Acknowledge Sources and Referencing
6	Moving On from BTEC Courses	28	Referencing Your Work
6	Teaching and Learning	30	Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance
7	Presentation of Work and Functional Skills	30	Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance
8	Apprenticeship Programme	31	Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance
9	Core Behaviours	32	Calculation of the Qualification Grade
10	Safeguarding and Equality	33	Qualification Grades
11	Health and Safety	34	UCAS Tariff Calculator
12	Edexcel BTEC Courses offered by League Football Education	35	Your Personal Unit Table of Achievement
13	Expectations of BTEC Apprentices	36	Reviews
14	Subject Information for Sports	37	Notes
15	BTEC Assessment Information	38	Diary 2020/21 Key Events
19	Submitted Work	39	Diary 2021/22 Key Events
20	Marking and Moderation		
21	Plagiarism and Malpractice by Apprentices		
22	Procedure for Dealing with Plagiarism and Malpractice		
23	Appeals Procedure Stages		

Welcome

This Student Handbook should be stored in a safe place so that it can be referred to when necessary. You need to sign the declaration below as acknowledgement that you have read the contents of the Handbook, you agree to follow the guidelines laid out and that you will work to the best of your ability to complete the course/courses you have chosen to undertake.

Declaration

I agree to follow the course and meet set deadlines in each of the units of my programme.

Name			
Club		Date	



Induction Checklist

Below is an induction checklist. Complete this to check you are ready to start your course.

	Yes	No
I have been told about my course, detailing its title, units to be completed, deadlines, value of my course, etc.		
The assessment process has been explained to me, e.g. assessment, internal verification, external verification strategy.		
I have been given/shown the assignment briefs I will be working from for my first unit.		
I understand what can be used as evidence for my portfolio and how to present it.		
It has been explained that I will only get one opportunity to resubmit an assignment as long as I have met all the awarding body assessment guidelines.		
Plagiarism has been explained to me in detail.		
I understand that all work I produce is my own and the importance of referencing any external information I have obtained.		
I understand that prior to submission I must sign to authenticate that work is my own.		
I have been told about assignment submission dates by my Tutor.		
Health and Safety and Safeguarding has been explained to me.		
I understand what is meant by pass, merit and distinction and what I have to do to achieve these.		
The apprentice appeals procedure has been explained to me and I know where the apprentice appeals sheets are kept.		

What are BTECs?

BTEC qualifications are suitable for a wide range of learners. They offer an alternative to more traditional qualifications, combining the academic and vocational methods of learning.

They are respected and understood by employers and Higher Education institutions alike.

BTECs will develop and enhance the skills that you already have and encourage you to think about relating your learning to real life situations. BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas.

The courses offered are practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working environments.

They will give you a good feel for what it will be like to be at work, as well as developing your communication, IT, time management and teamwork skills. There are no formal exams.

Did you know..?
BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas.



Moving On from BTEC Courses

BTEC National courses enable you to progress to University and other Higher Education institutions. BTEC courses are equally valued by employers. The course you complete will determine how many UCAS points you can attain and how it matches up against A Levels. These details will be explained in more detail further on.

Teaching and Learning

BTEC courses are Apprentice centred. Where appropriate, traditional teaching methods are used, but in general you will be learning through investigation and active involvement. You will have a great deal of responsibility for your own learning. Units are taught through 'learning outcomes' and each assignment will concentrate on assessing and extending your knowledge and understanding in one or more of these outcomes. Your tutors will act as learning resources, offering advice and guidance as to how to approach the work.

Presentation of Work and Functional Skills

Professionalism is important in all aspects of your role as a footballer. Your assignments should be well presented and constructed. If your football club Chairman read them, would he consider offering you a role at his club in the future, based on the content and quality of your work?

Please remember...

All written work must be re-read and edited to ensure correct spelling, punctuation and grammar.

All written work must have:

- a capital letter for the main words in a title
- a capital letter at the beginning of each sentence
- a personal pronoun (I) must have a capital letter

All proper nouns (names of people, places, products, events) must have a capital letter. For example, Sir Alex Ferguson, Chelsea FC, Coca Cola, The FA Cup, etc.

Every sentence must be punctuated with:

- a full stop (statement/fact) or
- question mark (question) or
- exclamation mark (exclamation/emphasis)

All sentences must make sense! Re-read and ensure no words are omitted and that the sentence is grammatically correct.

Use the computer spell check and correct any incorrect spellings.

BTEC related tasks may be used for English and maths Functional Skills sessions. These sessions will allow learners to develop their English and maths knowledge and skills.

As you go through your BTEC course, there will be many tasks that will cause you all to use English and maths skills. It will help you, and your tutors, if you can use these skills successfully to produce good quality assignments. Your tutors can direct you to support for English and maths, if needed.

Remember...

All sentences must make sense! Re-read and ensure no words are omitted and that the sentence is grammatically correct.



Remember...
 If there is an aspect of English and maths that you find particularly challenging, mention it to your BTEC tutor.

Apprenticeship Programme

Throughout your course, tutors will provide you with opportunities to develop and practise your English, maths and Functional Skills.

There will be lots of occasions when English will be practised in reading, writing, speaking and listening. You should pay particular attention to your spelling, punctuation and grammar.

Maths will occur in some BTEC units but will be less obvious in others.

It helps you to retain the English and maths learning you did in school if you practise these skills. They will then be with you when you move on from your apprenticeship. If there is an aspect of English and maths that you find particularly challenging, mention it to your BTEC tutor and, if they cannot help, they will be able to pass you onto a subject specialist.

Alongside English and maths, there is a need to be 'functional' in the workplace. During your course you will be encouraged to work independently, as part of a group, to do research, to share your findings, to solve problems and so become a more functional member of your group. This may feel different from the experience you had at school but will help to prepare you for what lies ahead after your apprenticeship.

Core Behaviours

There are eight core behaviours that you will be assessed on during the apprenticeship.

Positively model professionalism through personal presentation and integrity in all actions	<ul style="list-style-type: none"> • Professional in how you look and act at all times. • Being honest. • Strong moral principles. • Upholding the reputation of the sport. • Upholding the reputation of your club. • Display positivity and professionalism within your academic studies and environment.
Collaborative in teamwork situations – especially under pressure	<ul style="list-style-type: none"> • Working together. • Helping each other. • Be supportive towards your peers during your academic studies.
Self-manage weekly commitments	<ul style="list-style-type: none"> • Time management. • Organisation – kit, resources. • Prepare for your academic studies. • Manage workload to ensure you meet assessment deadlines.
Conduct self in a respectful, fair and approachable manner	<ul style="list-style-type: none"> • Be respectful. • Listen to others. • Reduce conflict. • Be respectful of others within your academic environment and embrace differentiation.
Strong, positive, dedicated work ethic	<ul style="list-style-type: none"> • Control your personal development. • Do your best. • Aim high. • Be ambitious. • Ensure you produce work that you are proud of.
Be self-reflective	<ul style="list-style-type: none"> • Reflect and evaluate personally and professionally and identify areas for improvement. • Reflect on your tutor developmental feedback and ensure you aim to improve in subsequent assessments
Own and engage in goal setting process	<ul style="list-style-type: none"> • Work with staff to set goals and action plans to achieve them. • Work with your tutors to set developmental goals and aim to achieve them. • Work on improving your English and maths, as set in your Development plan.
Exhibit inclusive behaviours, recognising equality and diversity	<ul style="list-style-type: none"> • Be respectful. • Be inclusive. • Recognise cultural differences. • Recognise academic differences.

Safeguarding and Equality

LFE is committed to safeguarding apprentices and promoting the welfare of young people and expects everyone to share this commitment. If you have any concerns regarding a safeguarding issue, please bring this to the attention of your club Child Protection Officer or your LFE Regional Officer.

LFE works hard to ensure that every apprentice is treated fairly and is encouraged to develop to his full potential in all aspects of his training.

We will seek to ensure that apprentices do not suffer any form of discrimination and that they are supported to understand their rights and responsibilities during the two-year programme.

LFE will discuss equality issues with apprentices during progress reviews to monitor their understanding and experience during training.

Please treat everyone with respect and if you have any concerns, please bring them to the attention of your LFE Regional Officer.



Health and Safety

You will be expected to follow the Education Provider’s usual Health and Safety rules and expectations of behaviour.

Your subject tutors will take you through the specific Health and Safety rules for their subject during your first lesson. Some Health and Safety expectations are also outlined in the subject specific information contained at the back of this handbook. Failure to follow Health and Safety rules could result in disciplinary action.



Edexcel BTEC Courses offered by League Football Education

**Pearson BTEC Level 3
National Extended
Certificate in Sporting
Excellence and
Performance**

360 GLH



**Pearson BTEC Level 3
National Diploma in
Sporting Excellence
and Performance**

720 GLH



**Pearson BTEC Level 3
National Extended
Diploma in Sporting
Excellence and
Performance**

1080 GLH



Expectations of BTEC Apprentices

BTEC courses are demanding. To succeed, you need to:

1. have high standards and expectations of yourself - targets are there to be reached and exceeded
2. have excellent attendance and always be punctual to lessons
3. listen to your tutors
4. be prepared to work independently to complete your assignments
5. manage your time in and out of lessons effectively
6. sign to authenticate work is your own and has been referenced correctly
7. avoid any form of plagiarism in coursework or exams
8. always set a good example, both in and out of your club and education provider
9. notify your tutor in advance where absence is unavoidable
10. treat everyone politely, with courtesy and respect
11. apply yourself with total commitment to all of your courses
12. submit all set work on time, meet coursework deadlines and, if absolutely necessary, negotiate an extended deadline in advance of that deadline
13. ask for advice and help

Subject Information for Sport

Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance 360GLH	Equivalent in size to one A-Level
Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance 720 GLH	Equivalent in size to two A-Levels
Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance 1080GLH	Equivalent in size to three A-Levels

Assessors	
Lead Internal Verifier	
Internal Verifier	

Each course named above has a different mix of units. The mix of units will depend on the staff assessing on the course, facilities and the groups prior experience.



Take a look...

A full list of units and grading points can be found from pages 30 to 33.

BTEC Assessment Information

How will my learning be assessed?

BTECs are not exam-based qualifications. You will be studying real life, work-based case studies and will complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied. Assessment can be through anything that reflects what you have achieved during the course. This will be set by your tutor through set assignment briefs.

As there is no final examination, you will build a portfolio of work that will be assessed by your tutor and checked by other staff and Edexcel. This includes coursework you produce, such as items, photographs, video footage, assignments, computer print-outs, questionnaires, check lists, or projects, etc. Your portfolio shows you and your teacher what you have learned and will be looked at during moderation. The projects that you undertake will form the basis of your unit results, which may be graded as a Pass, a Merit or a Distinction.

Assessment may be recorded in many different ways to help you to achieve, such as:

- photographs
- observations
- written
- practical activities
- video
- digital voice recorder
- witness statements
- presentations

During your BTEC course, you will receive feedback in two different ways:

Formative feedback

Your tutor will give this to you as you are working on tasks and exercises that relate to the unit. This feedback will be given before you start your assignment. It could help you complete the assignment once it has been issued to you.

Summative feedback

This feedback will be given once you have completed the assessment. This feedback will highlight what criteria you have achieved and how you could develop your work in future assignments. It will not tell you what you need to cover to gain a higher grade.

Assignments

Your assessment is carried out once the tutor feels that you are ready to complete the assignment. It can be carried out in a number of different formats. Once the assignment has been issued, it should be used as your reference point for the assessment. The assignment brief needs to be handed in once you have completed it.

Each assignment brief will tell you:

- assignment number and title
- which unit(s) the assignment relates to
- what the assignment is about
- what tasks you have to complete with a relevant scenario which informs you how to set out the assignment
- the grading criteria and learning outcomes of the assessment to help you produce evidence to enable you to pass
- suggestions and ideas on how to achieve the grading criteria
- Functional Skills that you will cover in the assignment
- hand out date
- hand in date
- Assessor's name

Remember...

Once your tutor has handed out the assignment, they will not be able to provide any help or support that relates to the assessment criteria.

BTEC Assessment Information (continued)

BTEC Submission Rules

Your **BTEC Tutor** will set the assignment hand out and hand in dates on the EMS.



You must then submit your work on the EMS prior to the assignment hand in date, to ensure it is a timely submission.



Your **BTEC Tutor** will mark your work within 10 working days.



Outcome A

If your **BTEC Tutor** feels you have achieved the maximum grade you are capable of, they will close off the assignment and you will receive your feedback.



Outcome B

If your **BTEC Tutor** feels you can achieve higher criteria with a second attempt, or you did not meet all of the pass criteria in attempt one, they will refer you to the **Lead IV**.



The **Lead IV** can then offer you a second attempt and will set a new deadline. This will be 15 working days from the day the **Lead IV** allows your resubmission.



You must then submit your resubmission prior to the deadline set by the **Lead IV**.



Your **BTEC Tutor** will then mark your resubmission attempt and this will be your final grade. If you still have not achieved all of the pass criteria then you will be referred for a retake. Your **BTEC Tutor** will provide you with more information at this stage.

The title of the Level 3 National qualification I am studying is:

The length of my course is:

The total number of units I have to study is:

The number of mandatory units I have to study is:

The titles of these mandatory units and the dates (or terms) when I will study them are:

What does 'mandatory' mean:

The main topics I will learn in each mandatory unit include:

BTEC Assessment Information (continued)

The number of optional units I have to study is:
The titles of the optional units I will study are:
The main topics I will learn in each optional unit include:
Other important aspects of my course are:
After I have achieved my BTEC Level 3 Diploma my options include:
Useful sources of information I can use to find out more about these options include:

Submitted Work

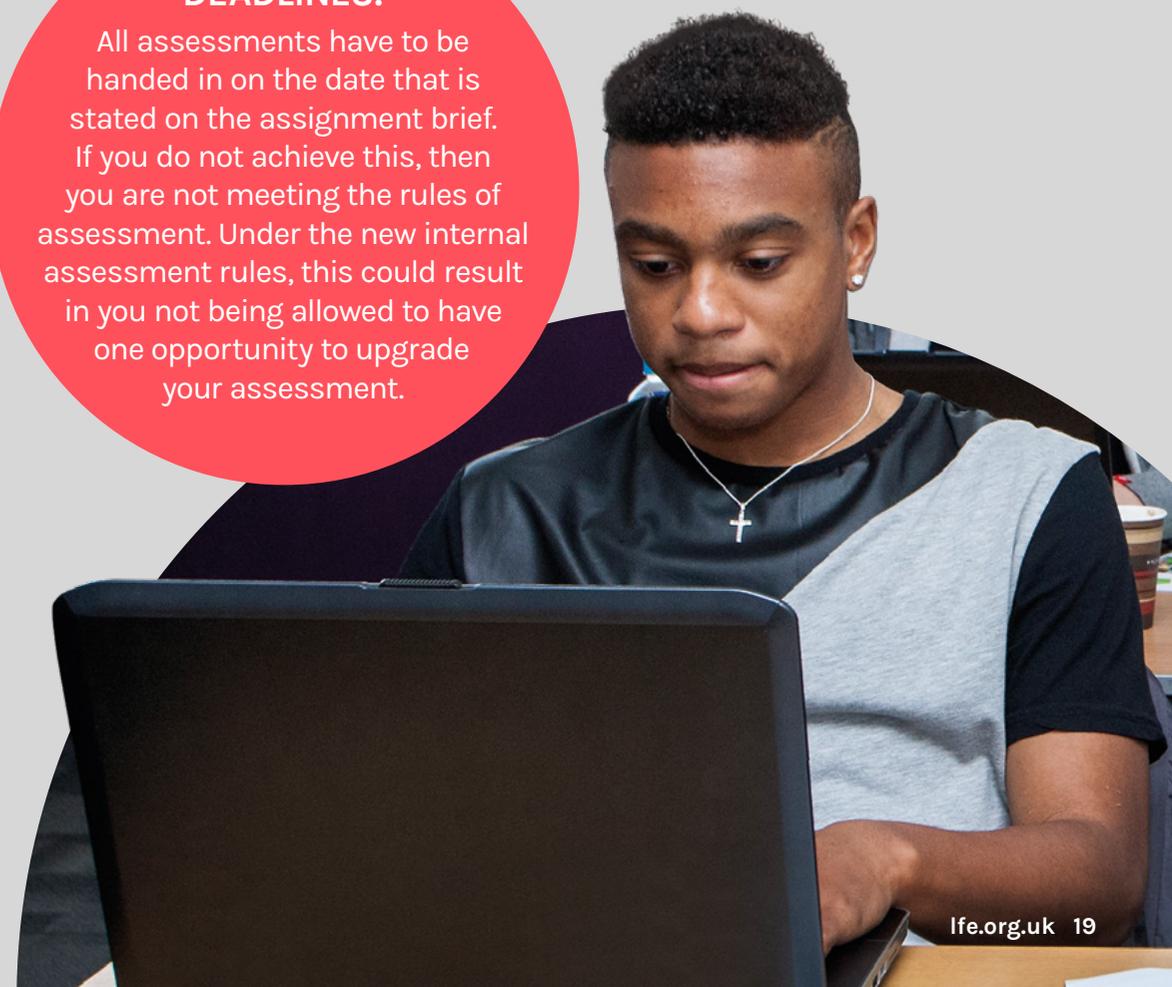
Always check the brief to ensure you have completed all the necessary tasks.

Work should be word processed unless otherwise stated on the assignment brief. You should always keep an electronic copy of each completed assignment for your reference. All work within the assignments must be your own work. It should not be copied from another apprentice nor cut and pasted from articles on the internet. This is regarded as malpractice and a formal enquiry will follow.

You will need to sign and date the learner declaration of authenticity with each assignment. This confirms that you have produced the evidence yourself and independently.

DEADLINES!

All assessments have to be handed in on the date that is stated on the assignment brief. If you do not achieve this, then you are not meeting the rules of assessment. Under the new internal assessment rules, this could result in you not being allowed to have one opportunity to upgrade your assessment.



Marking and Moderation

All assessments are marked by your Assessor in relation to the set criteria appropriate to each unit's learning outcome. The assessment process is then subject to internal verification from a second marker.

The Internal Verifier samples work to ensure that marking is consistent and reflects appropriate standards of achievement. Once the Internal Verifier agrees with the assessment decision, a report is completed confirming that the national standards have been met. An External Standards Verifier, appointed by Edexcel, may also sample some of the work and the grades awarded.

If you are dissatisfied with the grade awarded, you will have the opportunity to appeal against the Assessor decision. The full appeals procedure can be found on page 26 of this handbook.

All work should be marked in good time by your tutor (ideally within 14 days of assessment being handed in). If you have met all internal assessment rules (handed work in on time, completed learner declaration of authenticity and the tutors feel you can upgrade without further feedback) then the tutor can ask the Lead Internal Verifier to grant ONE resubmission opportunity.

Remember...

If you are dissatisfied with the grade awarded you will have the opportunity to appeal against the Assessor decision. See page 23 for more information.



Plagiarism and Malpractice by Apprentices

All your coursework must be your own. Copying from a friend, a member of your family or from the internet will lead to action being taken against you. LFE provides a list of examples of Plagiarism and Malpractice.

This list is not exhaustive and other instances may be considered by this centre at its discretion.

- Plagiarism of any nature (copying from books, the internet, etc).
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of IT to aid copying)
- Deliberate destruction of another's work.

- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce work for another or arranging for another to take one's place in an assessment/examination/test.

Procedure for Dealing with Plagiarism and Malpractice

- The learner will be given the opportunity to remove the plagiarised material from the assignment and produce their own work.
- If the learner fails to remove plagiarised material, parents and your Regional Officer will be contacted and a meeting will be arranged between the apprentice, parents, Assessor and/or Programme Leader to discuss the situation.
- A learner's work will only be assessed and graded for the assignment if the Assessor is confident that the work is wholly that of the learner.

Procedures:

Learner induction

Should inform the learner of the appeals procedure.

Learner appeals procedures

A staged procedure to determine whether the Assessor:

- used procedures that are consistent with Edexcel's requirements
- applied the procedures properly and fairly when arriving at judgments
- made a correct judgment about the learner's work

Appeals Procedure Stages

Stage 1 - Informal

The learner consults with the Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.

Stage 2 - Review

Review of assessment decisions by Programme Area Lead and/or Internal Verifier/Lead Internal Verifier. The learner is notified of findings and agrees or disagrees, in writing, with the outcome. If unresolved, move to stage 3.

Stage 3 - Appeal hearing

Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.

Stage 4 - External appeal

The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals

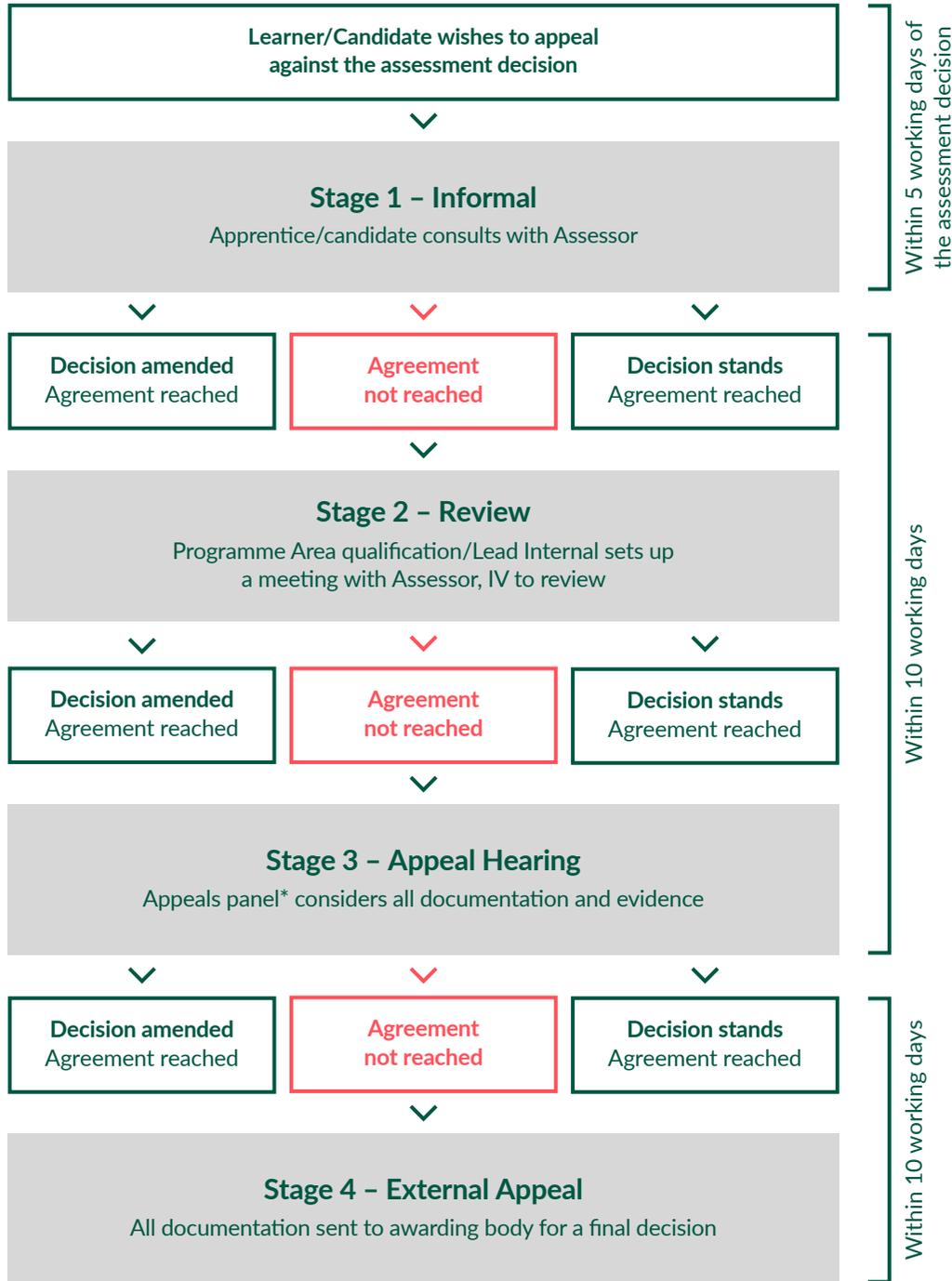
Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

Monitoring of appeals

Undertaken by senior management to inform development and quality improvement.

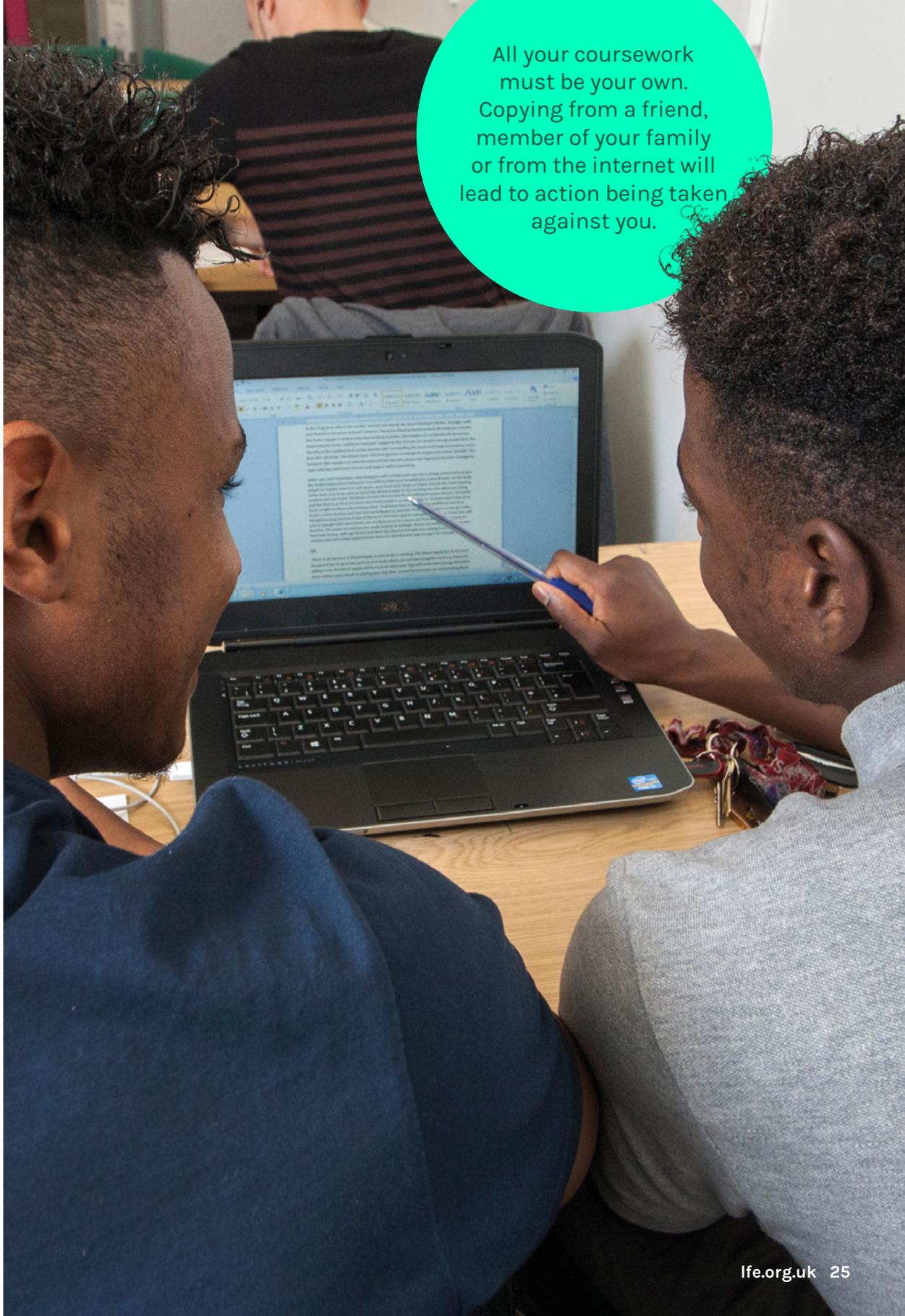


Appeals Procedure



* Appeals panel: Programme Coordinator/IV, Assessor, Quality Manager and professional specialist (if required). The learner can be supported at any stage by a parent, learner or other appropriate peers.

All your coursework must be your own. Copying from a friend, member of your family or from the internet will lead to action being taken against you.



Assessment Appeal Form

Learners are required to complete this form when making an appeal against the outcomes of an assessment decision and forward this to the Assessor.

Learner's name	
Date of assessment	
Name of Assessor (against whose decision the appeal is being made)	
Nature of the Appeal	
Details of original assessment decision	
Learner's signature	Date
To be completed by the Assessor and returned to Learner	
Date of meeting	
Assessor response	
Assessor's signature	Date
Learner's signature	Date

How to Acknowledge Sources and Referencing

There are several reasons why you must get in the habit of acknowledging sources of information. You need to give credit where it is due and you must keep an accurate record of what you have used in case you or anyone else needs it again. Teachers can check your interpretation for accuracy and you can defend against claims of plagiarism. You should follow the established academic conventions:

Referencing

Every time you refer to someone else's work you must acknowledge it, whether by paraphrasing and giving the author's name in the sentence, or by using brackets, footnotes or number references as follows...

Paraphrasing

This is where you put the author's idea into your own words, but say where you got it from, e.g. ...and this is further supported by Bruce Dierenfield in his book *The Civil Rights Movement* (2008) where he suggests that after the Civil War ended in 1865, it looked as though four million black citizens would enter mainstream society."

Brackets

This is where you include a quotation and say where you got it from in brackets, e.g. "...and therefore Kant maintained that an action was only good "when a person acts from a sense of good will" (Ina Taylor: *OCR Philosophy & Ethics* (2008))."

Footnotes

This is where you mark each reference or quotation with a number and include the source at the bottom of the page. This can be less obtrusive but looks messy if there are too many references on one page, e.g. "...and therefore, Kant maintained that an action was only good "when a person acts from a sense of good will" (1). (1: Ina Taylor: *OCR Philosophy & Ethics* (2008))."

Numbered Reference

This is where you mark each reference or quotation with a number and include the source in a list at the end of your assignment. This keeps the page clear but can be annoying if you have to keep flicking to the back page to find a source. List in numerical order, e.g.

1: Bruce Dierenfield: *The Civil Rights Movement* (2008) p29 Bibliography.

A Bibliography

This is a list of all the sources you have used in an assignment, e.g. author's name, title, publisher and date of publication. They can be developed to include a summary of the content or even an evaluation of the usefulness of the content. Sources should be presented in alphabetical order by surname, e.g.

1. Armstrong N. *An Extraordinary View From Above*, MacMillan 1989.

Referencing Your Work

To find out further information and to produce evidence to support your assignment work, you will need to carry out research using textbooks, journals and websites.

When presenting your work, you will need to know how to reference any sources that you cite using the Harvard referencing system.

This activity helps you to learn how to use this system.

1. Go to the library and find books that include information about one of the subjects you are studying on your course.
2. Write the title of each book, plus the name(s) of the authors and information about the publisher in the table below.

3. Summarise how you could use each book to support your assignment work.

You could use a table such as the one below for this.

Name(s) of author(s)	Book title and edition	Publisher	Page No.(s)*

Title of the book	
What can this be used for?	
Title of the book	
What can this be used for?	
Title of the book	
What can this be used for?	

* Remember to list the page numbers where you found the information

Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance

Unit		Unit Title	GLH
C3	M	Professional sports performer	180
A	M	Careers in the sport and activity leisure industry	90
B	M	Health, wellbeing and sport	90

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

Unit Selection with research project

Unit		Unit Title	GLH
C3	M	Professional sports performer	180
D3	M	Applied anatomy and physiology for professional performance	180
A	M	Careers in the sport and activity leisure industry	90
E	O	Research project	120
4	M	Nutrition for physical performance	80
B	M	Health, wellbeing and sport	90

M = Mandatory

O = Optional

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

Unit Selection without research project

Unit		Unit Title	GLH
C3	M	Professional sports performer	180
D3	M	Applied anatomy and physiology for professional performance	180
23	O	Psychology for professional sports performance	60
4	M	Nutrition for physical performance	60
13	O	Influence of technology	60
A	M	Careers in the sport and activity leisure industry	90
B	M	Health, wellbeing and sport	90

Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance

Optional Units

Unit		Unit Title	GLH
13	O	Influence of technology	60
C1	O	Developing coaching skills	180
15	O	Ethical and current issues in sport	60
22	O	Sports law and legislation	60
11	O	Rule, regulation and officiating in sport	60
1	O	Sports development	60
E	O	Research project	120

Calculation of the Qualification Grade

Unit	Unit size			
	60 GLH	90 GLH	120 GLH	180 GLH
U	0	0	0	0
Pass	6	9	12	18
Merit	10	15	20	30
Distinction	16	24	32	48

Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C3	180	M	Pass	18
Totals	360		P	36

Qualification Grades

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
Pass	36
Merit	52
Distinction	74
Distinction*	90

Diploma	
720 GLH	
Grade	Points threshold
U	0
PP	72
MP	88
MM	104
DM*	124
DD	144
D*D	162
D*D*	180

Diploma	
1080 GLH	
Grade	Points threshold
U	0
PPP	108
MPP	124
MMP	140
MMM*	156
DMM	176
DDM	196
DDD	216
D*DD	234
D*D*D	252
D*D*D*	270



Reviews

During your apprenticeship your LFE regional officer will visit you on a regular basis. During the course of these visits, a review will be conducted with you, at least every 12 weeks. Reviews are designed to track your progress against the educational programme you are following.

The Review Process

Your LFE regional officer is responsible for tracking your progress on the educational programme you are following.

This is done by looking at the information contained in your academic college review (completed by your college tutor) and assessing your progress on the Apprenticeship programme. The reviews focus on:

- academic ability shown
- effort/work rate
- submission of work
- reliability
- timekeeping
- overall progress

When all the academic review information has been collated, a review will be conducted between you and your LFE regional officer to give you an overall outlook on your progression on the programme (i.e. covering your football, academic and personal development progress).

The Aims and Objectives of Reviews

The review process clearly establishes the level of progress made by each apprentice. They aim to:

- track the submission and completion of your work
- identify and set agreed targets for you to work towards
- encourage your feedback and comments about the programme
- identify any problems/weaknesses in relation to your programme

The Importance of Your Review

Your review with your LFE regional officer is of great importance. It provides you with the opportunity to measure the progress you have made on your programme on a regular basis. If you do not attend your review with your LFE regional officer without having a legitimate reason (ie. sickness, confirmed by a doctor's note, first team/international duty, FA Youth Cup fixture) then you could be in breach of disciplinary guidelines and potentially have your training programme terminated.

Examinations/Assessments

A proportion of LFE's funding from the ESFA is dependent upon you achieving the qualifications that you start on. So it is essential that you attend any exams/assessments in relation to your educational courses.

Notes

Diary 2020/21

Key Events

July 2020

- Take part in LFE's Personal Development Life Skills sessions (between July and May)

September/October 2020

- College Induction
- Read LFE's USA and HE guides
- Apprentice progress reviews
- Read LFE's Touchline magazine

November/December 2020

- Apprentice progress reviews

February/March 2021

- Read LFE's Touchline magazine
- Apprentice progress reviews

May/June 2021

- Read LFE's Touchline magazine

Notes/Reminders

Diary 2021/22

Key Events

July 2021

- Take part in LFE's Personal Development Life Skills sessions (between July and May)
- Apprentice progress reviews

September/October 2021

- Read LFE's USA and HE guides
- Apprentice progress reviews
- Read LFE's Touchline magazine

November/December 2021

- Plan UCAS Application (via EMS or www.lfe.org.uk)
- Consider USA Scholarship
- Apprentice progress reviews
- Take SAT Test for entry into USA University

January 2022

- Submit UCAS Application (15th January)
- Apprentice progress reviews

February/March 2022

- Examine LFE's Career Opportunities page
- Apprentice progress reviews
- Read LFE's Touchline magazine

April 2022

- Complete Transition Survey

May 2022

- Assessment Trials/
Football Transition support

June 2022

- Consider LFE's European
Player Placement programme

Supported by



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