



League
Football
Education

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CLUB GUIDE TO ONLINE INDUCTION



Established by



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A Guide to Online Induction

1.1 Introducing learners to their programme

The Education and Skills Funding Agency (ESFA) guidance states that:

“Starting a new programme is a big step in the dark for most people and for some it is a big leap. Many learners, especially if they come straight from school, won’t have much experience of working and learning at the same time. They will have to get to grips with the new environment they are in, the expectations they and others have and the processes involved.”

1.2 Apprentices need to receive

A full and accurate picture of what is expected of them.

AND

A clear understanding of who is involved and what their roles are.

1.3 Induction process

Good practice.

“Induction is best seen as a process rather than a single event. It may take hours or even days, and it may be spread over a period of several weeks. It is also useful to revisit the information introduced at induction later on to check and review learners’ understanding.”

1.4 Key messages

- It is important to see induction as an interactive process.
- It is important to present information in straightforward terms that the apprentices can understand.
- It is important to link the information given to apprentices to their job.
- It is important to link information together so that apprentices can make sense of it as a whole.
- It is important to ensure that the information presented is of a practical use to the learner.

1.5 What to cover

- Introduction to the Apprenticeship.
- Introduction to learning.
- Introduction to the job.
- Introduction to procedures.



A Guide to Online Induction

2 League Football Education induction materials

LFE has designed and produced online induction materials to assist clubs in the process of inducting apprenticeship players into their programme.

These units are available via LFE’s Education Management System (EMS). Please go to www.lfe.org.uk for the apprentices to log on to the EMS to access the online induction materials.

2.1 Induction content

There are eight units to the online induction programme:

1. Safeguarding
2. Apprenticeship Programme (SEP)
3. Employment Rights and Responsibilities*
4. Rules and Regulations
5. Health and Safety*
6. Equality, Diversity and Inclusion*
7. Drugs Awareness
8. Well-being

*N.B. Key elements to the Apprenticeship programme.**

Clubs should support delivery of the online learning units. Where possible, they should provide their own resources to assist completion of the units.

2.2 Staffing Induction

LFE suggests that a mixture of people are involved in the delivery of the induction:

Academy Manager	AM
Youth Team Coach	YC
Club Physiotherapist	CP
Head of Education	HOE
Player Care Officer	PCO
Welfare Officer	WO
Health and Safety Officer	HSO
Academy Administrator/ Club Secretary	AA/CS
Designated Safeguarding Officer	DSO

2.3 How to use the online modules

Once on the EMS homepage, apprentices click on ‘My Courses’ followed by ‘Induction’.

There is an online module and feedback page for each induction topic, accessible by clicking on the play button next to each topic.

Apprentices will automatically be taken to the feedback page once they have completed each online module.

Each module is designed in a similar way where apprentices are required to read information on a specific topic, then answer questions periodically to check their understanding.

A progress bar will show at the bottom of each module to show the apprentice their overall progress.

A Guide to Online Induction

2.4 Tracking their progress

Tutors can use the 'Dashboards & Insights', tab on the left hand menu of the EMS to track apprentice progress.

Filter out 'Induction' in the 'Reporting Group' dropdown and then 'Induction Completion Summary'.

2.5 Delivery format

LFE does not wish to be prescriptive over the delivery format and timing of induction. However, LFE recommends a modular approach to induction with the separate elements being delivered within the first four weeks of the start of the programme.

2.6 Length of time

Induction must be completed by 31st July. LFE accepts that clubs may recruit some players later than others, and that these players will need extra time to complete their induction programme, so arrangements should be made to facilitate this.

PLEASE NOTE – Apprenticeship players cannot commence their Apprenticeship programme until the third Monday of June. However, club induction activities can start before this date.

REMEMBER – As employers, it is the club's legal responsibility to deliver an induction process to new employees.

2.7 Follow up

The LFE review process will check learners' understanding of the information given during induction. In particular, equality, diversity and inclusion, employment rights and responsibilities and health and safety will be discussed at apprentice review meetings.

2.8 Evaluation and improvement

However well the induction is designed and delivered, there is always room for improvement. LFE will actively seek the views of both apprentices and the tutors involved in the delivery of induction to obtain feedback on things such as:

- the amount of information given
- whether apprentices see the link between the information given and various aspects of the programme
- how well prepared apprentices felt for starting for work.

2.9 LFE Regional Officer support

Should you require further clarification, help or support on any aspect of the induction process, please contact your Regional Officer, who will be pleased to help.

Club Induction (Suggested Format)

Activity	Suggested Staff
1) Safeguarding	Designated Safeguarding Officer
2) Apprenticeship Programme (SEP)	Head of Education/Regional Officer
3) Employment Rights and Responsibilities	Academy Administrator/Company Secretary
4) Rules and Regulations	Academy Manager/U18s Coach
5) Health and Safety	Health and Safety Officer/ Player Care Officer
6) Equality, Diversity and Inclusion	Club E&D Officer/Welfare Officer
7) Drugs Awareness	Academy Physio/Player Care Officer
8) Well-being	Welfare Officer/Regional Officer/ Player Care Officer

Safeguarding

Purpose

The purpose of this unit is to provide an overview of Safeguarding and how the club and LFE work to keep the apprentice safe during your Apprenticeship programme.

Learning outcomes

By the end of this unit, the apprentice should have:

- an overview of Child Protection and Safeguarding issues
- a basic understanding of child welfare issues (abuse/poor practice)
- an awareness of the role of a Safeguarding Officer
- an awareness of online safety
- an understanding of law regarding inappropriate messaging
- discussed what initiation is considered acceptable
- an awareness of the sources of further information and support available in overcoming any issues
- an awareness and understanding of Prevent and the measures taken by clubs and colleges to identify radicalisation and extremism.

Extension activities

- Ensure the apprentices are aware of who the club's Safeguarding Officer is and how to deal with any issues they have regarding safeguarding.
- Provide an opportunity for the club's Safeguarding Officer to meet the apprentices and outline the club's procedures.
- Complete 'The Guide' to achieve prerequisite for the FA UEFA C Coaching award (refer to your PFA Regional Coach).
- Complete an online Prevent awareness course.

General points

This unit has been designed to be delivered prior to commencement of the apprenticeship and forms part of the induction activities.

The activities in the unit may require the collection of certain information prior to delivery of the unit, e.g. the name of the Safeguarding or Designated Person at the club.

Sources of support and further information are available, including guidance on potential threats such as the internet.

Apprenticeship Programme (SEP)

Purpose

The purpose of this unit is to deliver an outline of the Apprenticeship programme.

It is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver this element, e.g. LFE Regional Officer, Head of Education, Player Care Officer, Welfare Officer.

It is not designed to replace good induction practice in clubs, but merely to enhance it.



Apprenticeship Programme

Learning outcomes

By the end of this unit, the apprentice should know:

- the components of the Apprenticeship programme and how the programme is administered (they should also have an appreciation of the Apprentice Journey)
- the different framework pathways available.

Apprentices should know that the Apprenticeship consists of the following:

On the job training

- Football Development.
- Knowledge, Skills and Behaviours.
- Sporting Excellence Professional (SEP) Standard.
- End Point Assessment.

Off the job training

- The education programme.
- The key education programme components.
- Technical certificate options.
- Functional Skills (English and Maths).

Apprentices should understand the role of LFE in the scheme

- Outline of the company.
- Contact points, website (www.lfe.org.uk) and also the information required to log in to the EMS.
- An outline of the key stages.
- The role of The PFA.
- Transition routes.

Tutor activity

Take the apprentices through the online EMS module. Check the apprentices' understanding of the key elements of the Apprenticeship programme at the end of the session via Q&A. Highlight the point that all apprentices need to know their employment rights and responsibilities, health and safety and equal opportunity obligations.

Suggested extension activities

- Highlight the role of The PFA and introduce apprentices to The PFA representative at the club.
- Invite The PFA to talk to apprentices directly about union member benefits.
- Provide information on transition routes, i.e. example of apprentice with positive destination outside football.
- Discuss agents' involvement in football.
- Highlight successful transition from the programme, using examples from the club where possible, e.g. professional contract, university.
- Apprentices to discuss available support and successful transition from the Apprenticeship programme with the tutor.

Employment Rights and Responsibilities

Purpose

The purpose of this unit is to deliver an outline of the basic principles of rights and responsibilities to apprentices.

The unit is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver the unit, e.g. Academy Manager, Academy Administrator, Club Secretary. It is not designed to replace good induction practice in clubs, but merely to enhance it.

Learning outcomes

By the end of this unit, the apprentice should know:

- that under the scholarship agreement, he is classified as having employed status
- their basic rights and responsibilities under the scholarship agreement.

Namely:

- The duration of his contract (start and end dates).
- The hours and days of attendance expected.
- Their obligations to the club.
- The club's obligations to the player.
- Illness and injury.
- Permanent incapacity.
- The scholarship disciplinary and penalty procedure.
- The scholarship grievance procedure.
- Their annual holiday entitlement and when it can be taken.
- Terminations.

General points

The activities in the unit may require the collection of certain information prior to delivery of the unit.

Tutor activity

- Highlight the point that apprentices have employed status and that their scholarship agreement will form the basis of their terms and conditions.
- If they sign professional terms, their working conditions will be subject to employment laws, but they will continue to complete the Apprenticeship, i.e. courses (SEP, BTEC, Coaching, Functional Skills).
- Assist apprentices to complete the questions and check their answers/ understanding via Q&A at the end of the online unit.

Extension activity

Recap scholarship agreement with apprentices.

Rules and Regulations

Purpose

The purpose of this unit is to deliver an outline of the club's in-house rules and Apprenticeship regulations concerning disciplinary and grievance procedures.

The unit is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver the unit, e.g. Academy Manager/Under-18s Coach. It is not designed to replace good induction practice in clubs, but merely to enhance it.



Rules and Regulations

Learning outcomes

By the end of this unit, the apprentice should know:

- the club's rules
- the specific rules that apply to Apprenticeship players:
 - General club rules.
 - Accommodation.
 - Match day rules.
 - College attendance rules.
 - Apprenticeship grievance and disciplinary procedures.
 - PFNCC guidelines regarding fines.
 - FA Gambling Regulations.
 - Others relevant to club/area.

Tutor activity

Assist apprentices to understand what is expected of them via verbal explanation, asking questions and checking understanding. Ensure that apprentice players are aware of what behaviour constitutes disciplinary procedures and which actions are deemed to be gross misconduct and re-emphasise the disciplinary and grievance procedures covered in the ERR section.

Suggested extension activities

- Club should deliver their own rules and regulations, alongside the online element.
- These could be linked into the club's apprentice code of conduct.
- Distribute copies of the club's rules and regulations.
- College rules could also be reinforced if the tutor is available to go through these.

Tutor notes

It is important that apprentice players are aware of the club's internal rules and the apprenticeship grievance and disciplinary procedures.

Club rules should be written down and cover the areas below:

- General club rules.
- Accommodation.
- Match day rules.
- College attendance rules.
- Apprenticeship grievance and disciplinary procedures.
- PFNCC guidelines regarding fines.
- FA Gambling Regulations.

This list is not exhaustive and clubs will have their own guidelines.

Health and Safety

Purpose

The purpose of this unit is to deliver an outline of the basic principles of health and safety to new apprentices. Where possible, these should be related directly to their Apprenticeship programme and place of work.

The unit is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver the unit, e.g. the club's Health and Safety Officer. It is not designed to replace good induction practice in clubs, but merely to enhance it.



Health and Safety

Learning outcomes

By the end of this unit, the apprentice should know:

- the club's health and safety policy and appropriate parts that affect the apprentices
- emergency arrangements (fire, accidents and first aid)
- any significant risks that may affect them (e.g. machinery and equipment, manual handling, hazardous substances, slips, trips and falls)
- control measures for the above (e.g. safe systems of work, supervision, protective and preventative measures, training and instruction, signs and notices)
- supervision arrangements (who is their immediate supervisor) and the contact person with overall responsibility for health and safety
- any restrictions or prohibitions that apply to apprentices (e.g. equipment, buildings, vehicles, offices, treatment rooms, processes, areas, systems)
- any personal protective equipment or clothing that they must wear, why this is a requirement, and when and how they should wear it (e.g. shin pads)
- welfare arrangements/good housekeeping (e.g. drinking, eating, toilets, washing, hours of learning and work)
- employer and employee rules ("dos" and "don'ts") as appropriate
- apprentices have responsibilities as an employee of the club (ambassadorial, working safely with colleagues, etc).

Tutor activity

Try to incorporate some practical aspects to the delivery. For example, the Hazard Identification can be carried out as part of the Risk Assessment at the ground/training ground.

Extension activity

- Introduction of club Health and Safety Officer.
- Health and Safety Officer to deliver tour of facilities and link into club specific health and safety policies.
- Complete Risk Assessment for FA UEFA C task.

Equality, Diversity and Inclusion

Purpose

The purpose of this unit is to deliver a basic understanding of Equality, Diversity and Inclusion and to outline LFE's Equal Opportunities Policy.

It is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver the unit, e.g. Club Designated Safeguarding Officer or Welfare Officer.

Learning outcomes

By the end of this unit, the apprentice should be able to:

- define the terms equality and diversity
- be aware of equality legislation
- have an understanding of LFE's Equal Opportunities Policy
- know their rights under the law and LFE's Equal Opportunities Policy
- know their responsibilities under LFE's Equal Opportunities Policy
- know how to make a complaint if they are discriminated against or harassed
- understand laws to prevent discrimination - racism, sexism, sexuality
- describe the areas of discrimination that are covered by the law, your club and LFE regulations/guidance.

Extension activity

- Go through club's and/or LFE's Equal Opportunities Policy with apprentices.
- Host equality awareness workshop from Kick It Out, in partnership with Show Racism the Red Card.



Drugs Awareness

Purpose

The purpose of this unit is to deliver The Football Association Doping Control Education Programme in order to improve awareness in the areas of social drugs and alcohol, performance enhancing drugs and testing procedures.

It is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver the unit, e.g. Club Physiotherapist - to utilise their specialist knowledge.

Learning outcomes

By the end of this unit, the apprentice should be able to do the following:

Drug testing procedure

- Explain the drugs testing procedure.
- Explain why certain testing processes need to take place.
- Understand their responsibilities when selected for a drug test.
- Highlight the reasons why it is important to take an interest in how their sample is collected.

Performance enhancing drugs and medication

- Understand the risks of taking performance enhancing drugs in football.
- Understand the risks of taking nutritional supplements.
- Understand that many substances and medications are prohibited in football.
- Understand how to check the banned/permitted status of a medication.

- Understand the processes for making medical declarations, such as Therapeutic Use Exemption (TUE) Social Drugs and Alcohol.
- Identify and understand the risks of taking social drugs and alcohol and the effect it may have on their career.

General points

Please use The FA's supporting materials when delivering this unit. Always ensure that you are using the most up-to-date version.

Extension activity

- Physio to support delivery and reinforce The FA Doping Control procedures.
- Link into Sporting Chance visit regarding recreational drug use.

Well-being

Purpose

The purpose of this unit is to deliver an overview of the well-being issues an apprentice may face during their Apprenticeship programme and to ensure that they are aware of the sources of support and further information available.

It is designed to be facilitated by non-specialist staff, however, clubs are encouraged to bring in relevant personnel where appropriate to deliver this element, e.g. Welfare Officer, College Student Support Services, NSPCC members, FA Safeguarding members. It is not designed to replace good induction practice in clubs but merely to enhance it.



Well-being

Learning outcomes

By the end of this unit, the apprentice should have:

- an awareness of the personal issues that may arise during the Apprenticeship programme:
 - Sexual health issues (including sexuality).
 - Drug issues (including alcohol and legal highs).
 - Gambling issues.
 - Financial/debt issues.
 - Personal safety (including child protection).
 - Bullying.
 - Preparing to study.
 - How you learn.
 - Life changes.
 - Driving safely.
 - Living away from home.
 - Mental health issues.

- an awareness of who is directly available to support apprentices in overcoming any issues:
 - Club staff (Club Doctor, Youth Coach, Welfare Officer, Player Care Officer)
 - College staff (Student Services staff, College Tutor).
 - The PFA representatives.
 - LFE Regional Officer.
 - Parents/guardians.
 - Safeguarding Officer.
- an awareness of the sources of further information and support available in overcoming any issues.

Extension activity

- There are a number of specific online modules directly related to apprentice well-being that can be accessed through the EMS for apprentices to complete.
- Sources of information and support for all identified issues are available from the 'Apprentice Welfare and Well-being' section of LFE's website, www.lfe.org.uk
- Host emotional well-being workshop from If U Care Share.



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