



Level 3 CT Study Programme Student Handbook

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Club	<input type="text"/>



Established by



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Welcome to the CT Study Programme



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

On this programme, you will take part in an ESFA funded study programme, improving your knowledge of sport and applying this to the practical element of your programme to improve your technical, tactical and physical ability. Upon completion of the course, you could progress on to University or full-time employment.

We realise that for many young people, the Study Programme is both an exciting but daunting proposition, so the purpose of this handbook is to try and provide you with the information that will help you better understand the learner journey.

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 your education and training.

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.

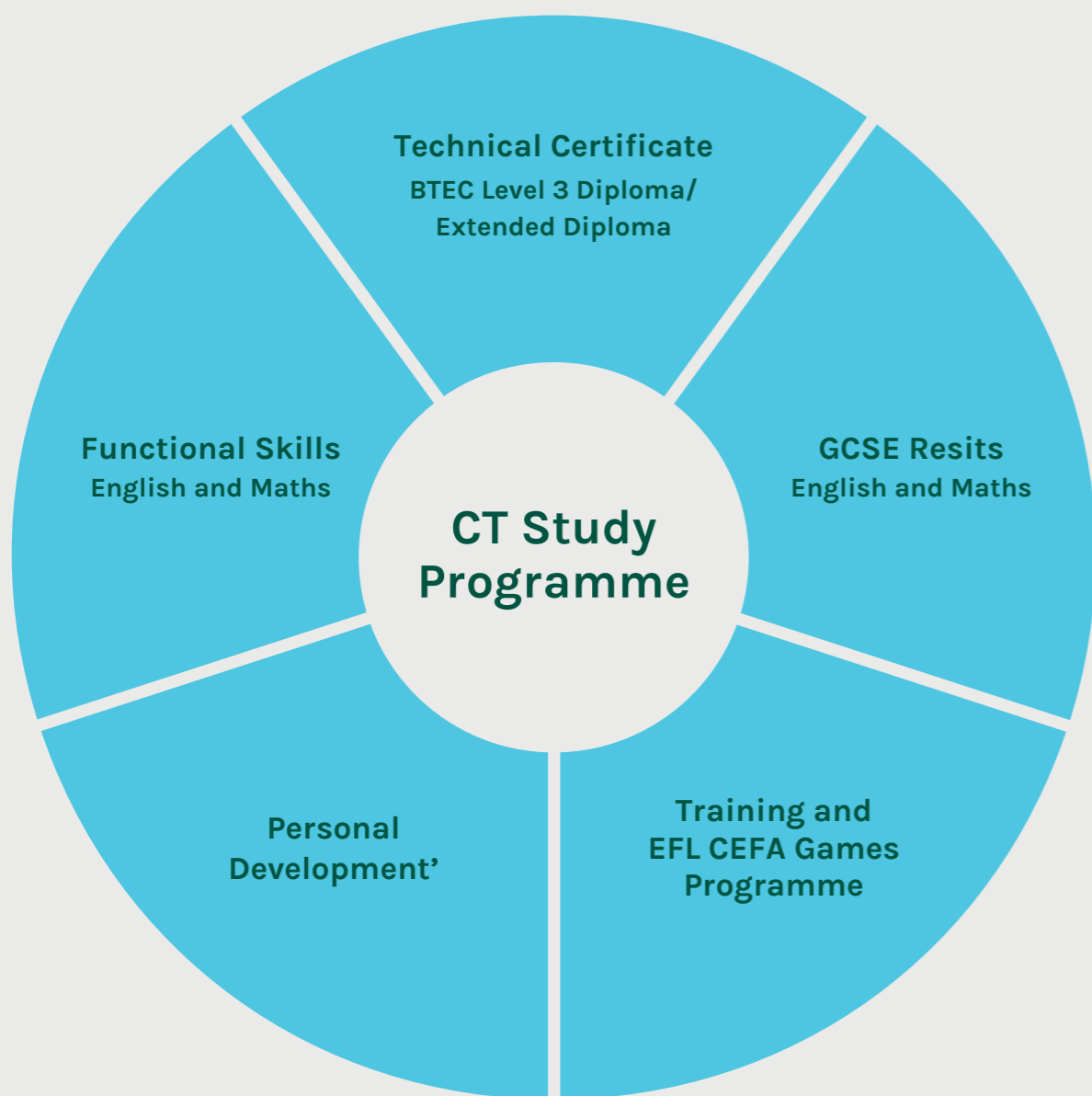
Sarah Stephen
Chief Executive

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 your 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. You must attend all elements of your Study Programme to ensure you remain a full-time learner throughout the duration of your studies. A conceptual diagram is outlined below.



Initial Assessment

Initial Assessments are carried out with you to establish your academic ability.

The assessment is carried out in the first four weeks of the course and will enable LFE to place you on the most appropriate educational programme based upon the outcome of this and your GCSE results. You will also undertake an online skills builder assessment as part of the Initial Assessment process.

Diagnostic Testing

Upon completion of the Initial Assessment, you will undergo Diagnostic testing to identify your 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

You will be provided with a thorough induction prior to the start of their programme. LFE provides each club with a set of standard induction topics that they should cover with you. This 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 Regional Officers and are recorded on an e-learning platform (EMS). The review process clearly establishes the level of progress made and agreed actions.

All reviews are exportable from EMS and can be distributed directly to your parents if the Club wishes to do so.

Reviews are conducted in the following areas:

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

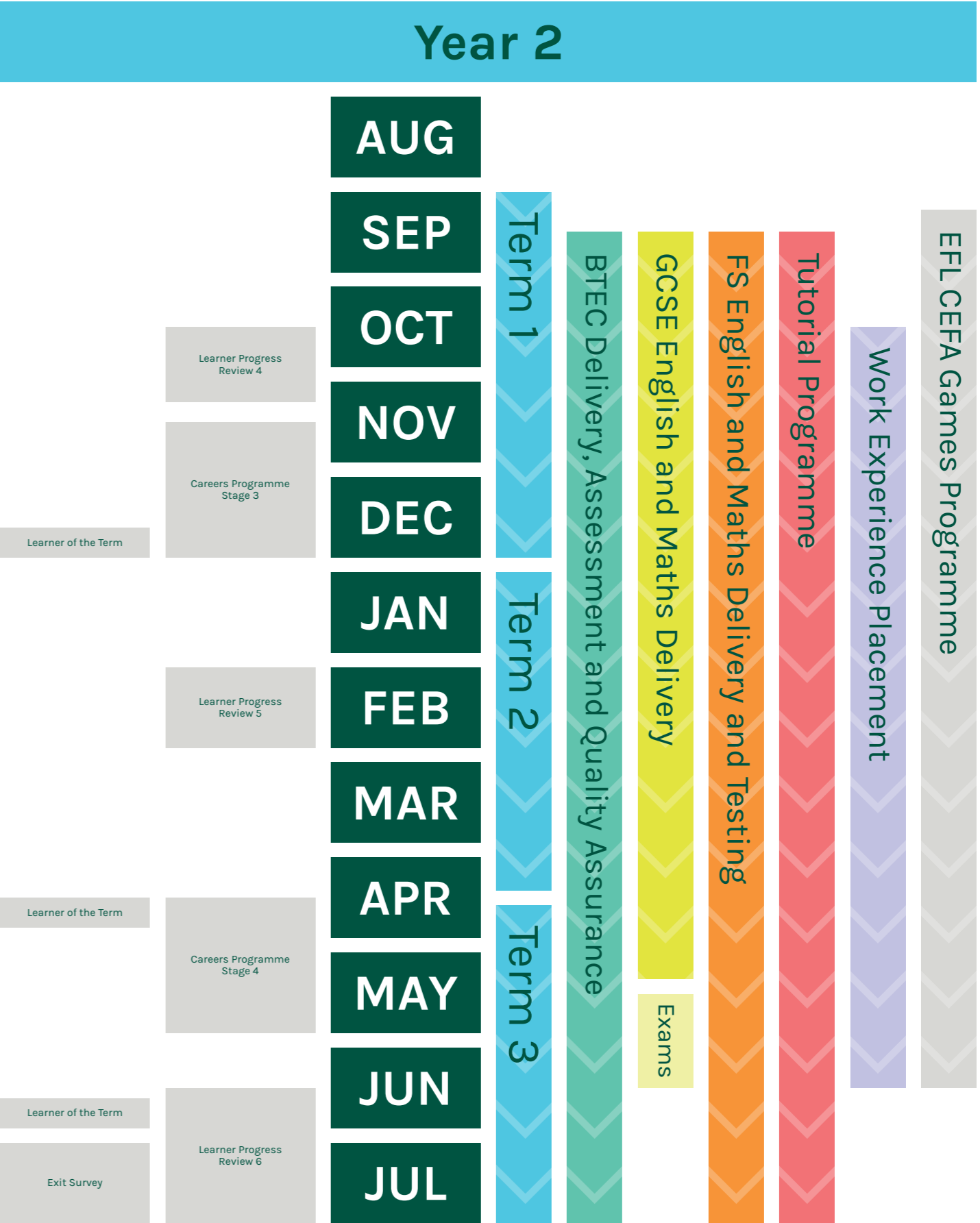
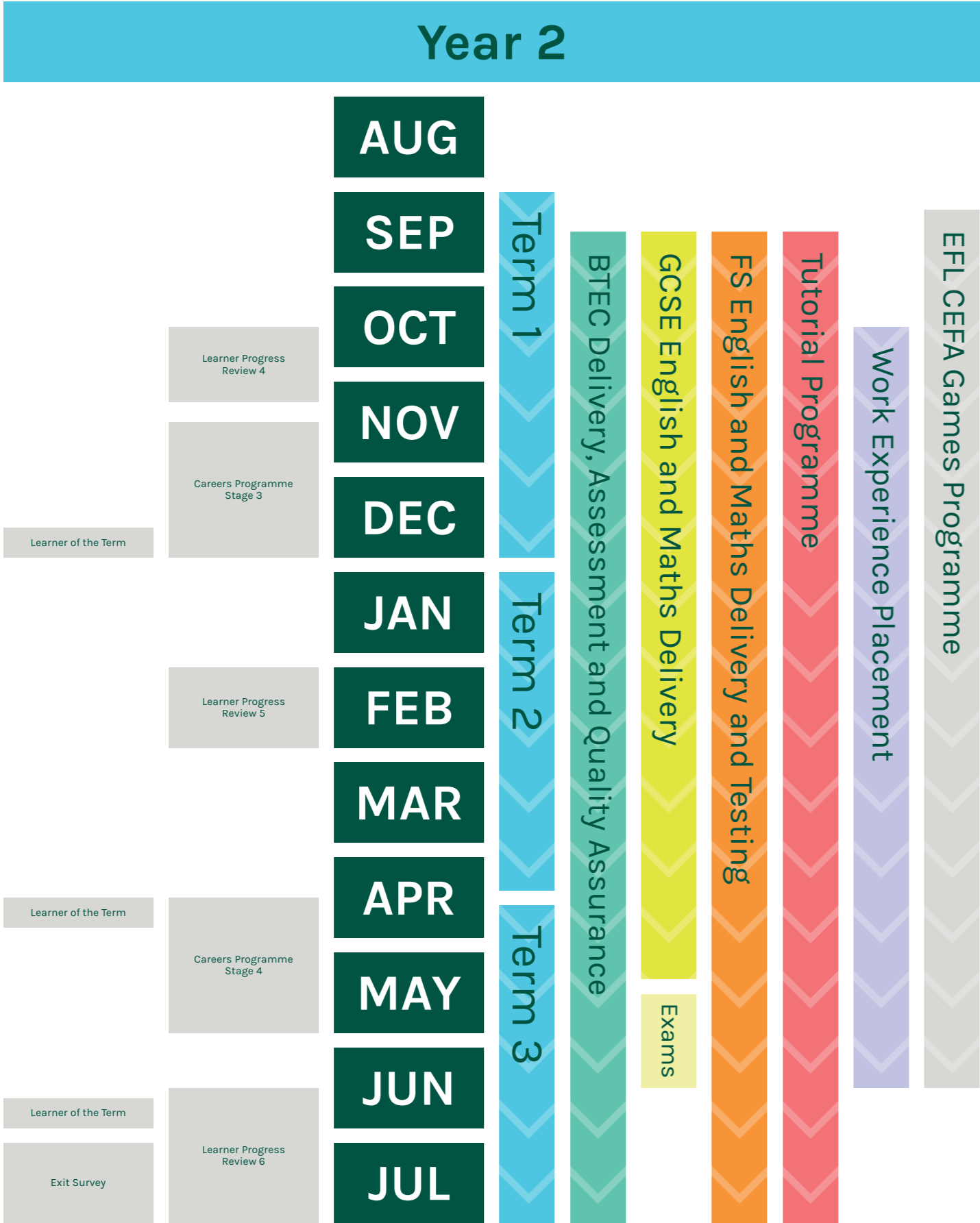
Review Cycle

Reviews will be conducted at relevant times throughout your programme. It is essential that you are available for reviews.

Individual learner reviews are conducted in order to ensure that you can fulfil your true potential.

CT Study Programme Timeline

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



Keeping you informed

LFE is committed to supporting you throughout and beyond your Study Programme.

A number of channels have been developed to engage everyone associated with the programme.

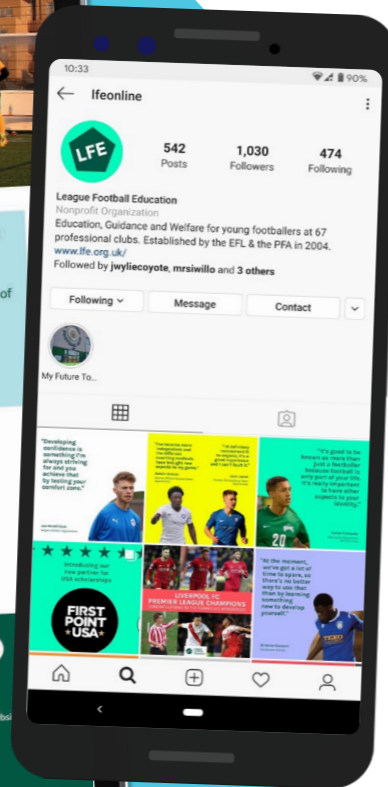
LFE's website and social media channels are the first port of call for the latest news.

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.



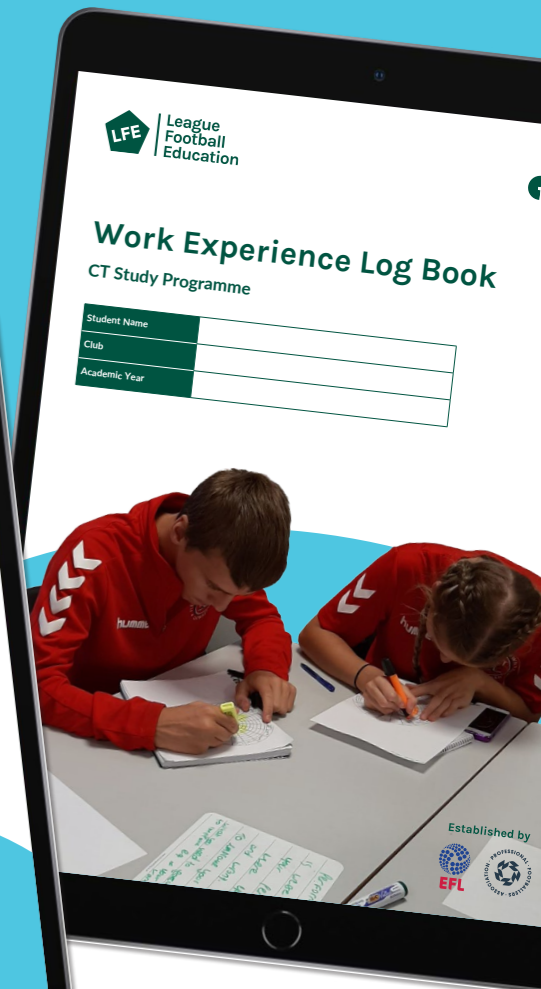
Digital & Social Media

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.

Expectations of LFE Learners

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

1. have high standards and expectations of yourself - targets are there to be reached and then exceeded
2. have excellent attendance and always be punctual to all 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

Study Support

Throughout the CT Study Programme, you will be expected to undertake some study away from the centre.

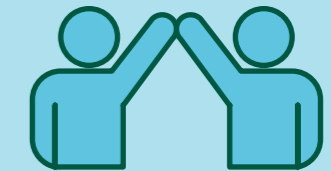
The following tips can help support this:



Environment

Consider the environment available for you to utilise.

Learners concentrate best in a spacious, well lit and quiet area. Try to limit distractions by setting yourself 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 you work together?

family - subject knowledge is not required for support. Probing questions allow you to explain things, 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 your motivation.

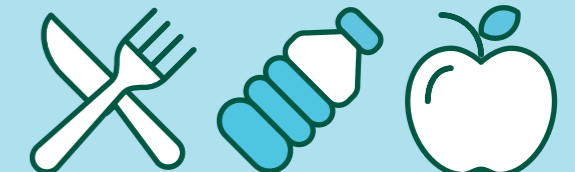


Equipment

You need the correct equipment to study. Consider the workstation available - 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 you have the correct stationary required for the task, i.e. pencil, ruler, lesson notes, etc.



Nutrition/Hydration

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

Ensure you stay hydrated by drinking plenty of water.

Try to avoid sugary snacks/drinks.

English, Maths and Functional Skills

Throughout your programme, 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 plus 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 to the next stage in your life, as an adult. 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 work place. During your course, you will be encouraged to work independently, as part of a group, to do research, to share your findings and to solve problems, in order to 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 this course is completed.

Safeguarding and Equality

LFE is committed to safeguarding learners 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 Designated Safeguarding Officer.

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

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

LFE will discuss equality issues with learners 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 club Designated Safeguarding Officer.



Health and Safety

You will be expected to follow the Community Trust's Health and Safety rules and expectations of behaviour.

Your club 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.



BTEC in Sport: What are BTECs?

BTEC qualifications are suitable for a wide range of learners. They offer an alternative to more traditional qualifications, combining 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.

Edexcel BTEC Courses Offered by League Football Education

**Edexcel BTEC
Level 3 Extended
Certificate in
Sports Coaching**



**Edexcel BTEC
Level 3 Foundation
Diploma in Sports
Coaching and
Development**



**Edexcel BTEC
Level 3 Diploma
in Sports Coaching
and Development**



**Edexcel BTEC
Level 3 Extended
Diploma in Sports
Coaching and
Development**





BTEC Level 3 Units

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structures for these Pearson BTEC Level 3 National qualifications in the Sports Coaching and Development sector are shown in Section 2 Structure. You must refer to the full structure for the relevant qualification to select units and plan your programme.

Key M Mandatory units O Optional units GLH = Guided Learning Hours

Unit (number and title)	Unit size (GLH)	Extended Certificate in Sports Coaching (360 GLH)	Foundation Diploma in Sports Coaching and Development (540 GLH)	Diploma in Sports Coaching and Development (720 GLH)	Extended Diploma in Sports Coaching and Development (1080 GLH)
A Careers in the Sport and Active Leisure Industry	90	M	M	M	M
B Health, Wellbeing and Sport	90	M	M	M	M
C1 Developing Coaching Skills	180	M	M	M	M
D1 Applied Coaching Skills	180			M	M
E Research Project in Sport (Pearson-set)*	120				M
1 Sport Development	60		M	M	M
2 Self-employment in Sport and Physical Activity	60		M	M	M
3 Sports Psychology	60			O	O
4 Nutrition for Physical Performance	60			O	O
5 Anatomy and Physiology in Sport	60		O	O	O
6 Sporting Injuries	60			O	O
7 Functional Sports Massage	60				O
8 Fitness Testing	60				O
9 Fitness Training	60				O
10 Technical and Tactical Skills in Sport	60				O
11 Rules, Regulations and Officiating in Sport	60		O	O	O
12 Practical Sports Application	60		O	O	O
13 Influence of Technology in Sport and Physical Activity	60			O	O
14 Organising Events in Sport and Physical Activities	60		O	O	O
15 Ethical and Current Issues in Sport	60				O
16 Marketing Communications	60				O
17 Corporate Social Responsibility in Sport	60				O
18 Sport and Leisure Facility Operations	60				O
19 Sports Tourism	60				O
20 School Sport Delivery	60			O	O

* Unit E: Research Project in Sport can only be taken in the second year.

BTEC Assessment Information

How will my learning be assessed?

Your BTEC is a non-exam based qualification. 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 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 Pearson. Your portfolio shows you and your teacher what you have learned. 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.

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 takes place 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
- English and maths 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.

Assessment of your Work

BTEC has three levels of grade: Pass, Merit and Distinction as demonstrated below.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport		A.D1 Evaluate the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport, justifying how they can combine to impact on performance.
A.P1 Explain the technical and tactical requirements of a professional sports performer in a selected sport.	A.M1 Analyse the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport.	
A.P2 Explain the physical and the psychological requirements of a professional sports performer in a selected sport.		

The assignment brief that you have been given shows you the different terms that BTEC need you to be able to show in your work to achieve different levels of grade.

Here are some of the key terms and what you are expected to do to show this in your work:

Term	Requirements
Analyse	To examine something in detail.
Assess	A careful consideration of varied factors or events that apply to a specific situation to workout which are the most important or relevant and arrive at a conclusion.
Compare	Identify the main factors in two or more situations and explain the similarities and differences.
Create/Design	Apply skills and knowledge to develop something.
Demonstrate	Show your competency in a practical setting by carrying out skills.
Evaluate	Use a wide range of information to make a judgement about the topic. The advantages and disadvantages of the topic should be reviewed.
Examine	Drill down into a topic to find out more information about it.
Explain	Provide detail, reasons and evidence to support an opinion.
Interpret	State the meaning or purpose of something.
Justify	Give reasons to evidence that you support an opinion.
Plan	Create a way of carrying out a task to achieve an objective. This usually involves steps that show progress.
Recommend	Suggest particular actions that should be done.
Review	Make a formal assessment of something by looking at existing information, or prior events, or reconsider information with the intention of making changes if necessary.

Calculation of the Qualification Grade

The table below shows the number of points available for units. All units in the qualifications are internally assessed. For each unit, points are allocated depending on the grade awarded and the amount of guided learning hours (GLH) required.

	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

How to calculate your grade throughout the programme

Using the points in the table above, log each unit grade you receive and the points awarded for this on your personal unit table of achievement (see page 38).

Unit	Level	GLH	Grade	Points
B	3	90	Merit	15
A	3	90	Distinction	24
1	3	60	Distinction	16
C1	3	180	Merit	30
Running Total				85

Qualification Grade

Once all of the units within the qualification are completed, the points are added together and this will translate into a final grade. The table below shows the minimum points required to achieve each final grade.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
Merit	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
				DD	144	DDM	196
Distinction	74	D	108	D*DD	162	DDD	216
				D*D	162	D*DD	234
Distinction*	90	D*	138	D*D*	180	D*D*D*	252
						D*D*D*	270





UCAS Tariff Calculator

UCAS Tariff points are allocated to qualifications studied between the ages of 16 and 18.

Some universities and colleges use UCAS points in their entry requirements, so you may need to know how many points your qualifications are worth.

Go to the UCAS website to check your qualifications:

www.ucas.com/ucas/tariff-calculator

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 will result in you not being allowed to have an opportunity to upgrade your assessment.

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.

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 Pearson, 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 36 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 36 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.



How to Reference and Acknowledge Sources

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.

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.

Crouch P. How To Be A Footballer, Ebony Press, 2018.

Paraphrasing

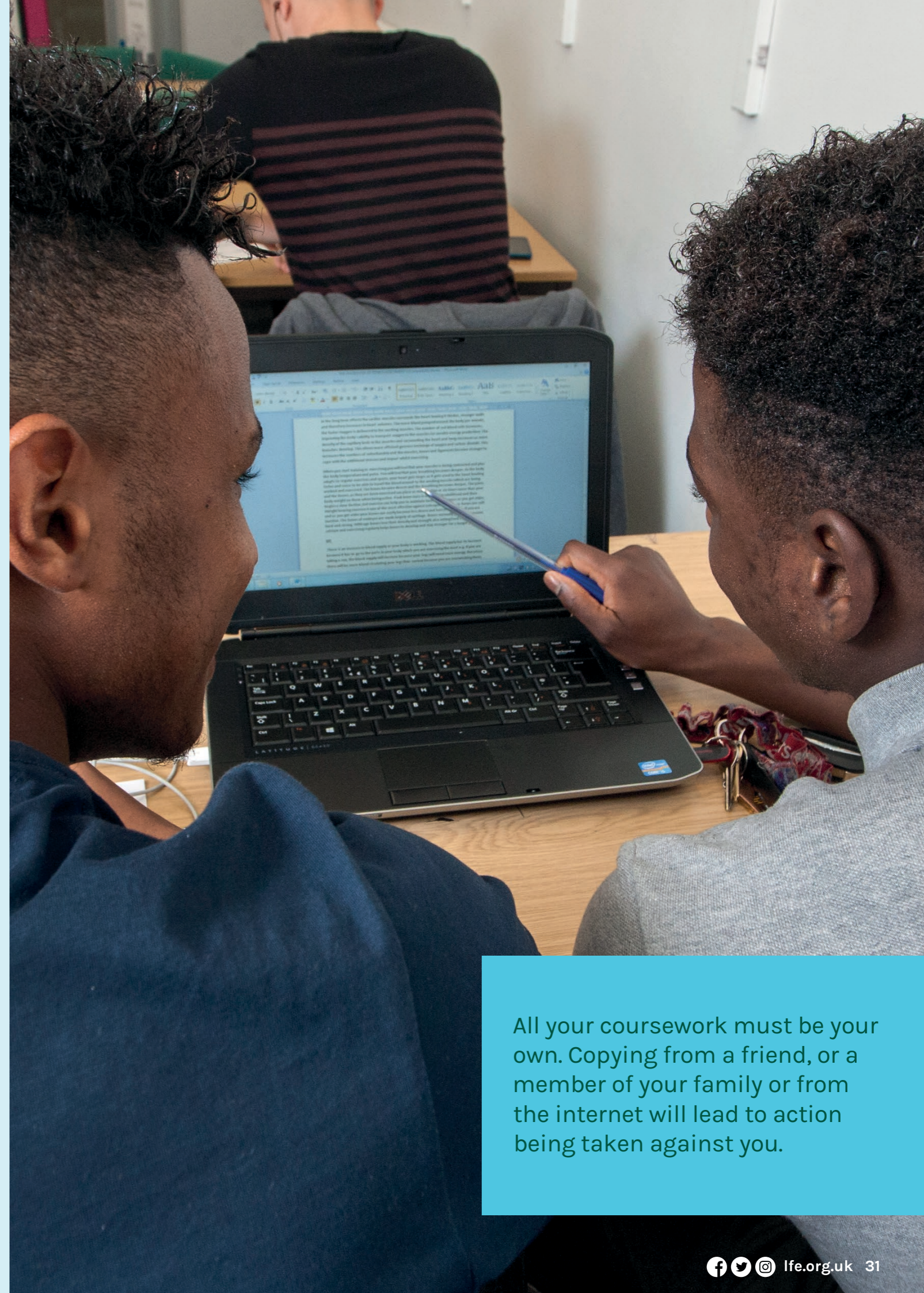
This is where you put the author's idea into your own words, but say where you got it from, e.g. ...and this is further supported by Jamie Vardy in his book 'From Nowhere, My Story', where he suggests that playing for EFL clubs allowed him to develop as a player.

Brackets

This is where you include a quotation and say where you got it from in brackets, e.g. "...and therefore Keane maintained that nutrition was poor in the Ireland camp during the World Cup (Keane: The Autobiography, 2011)."

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.



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

Procedure for Dealing with Plagiarism and Malpractice

- You will be given the opportunity to remove the plagiarised material from the assignment and produce your own work.
- If you fail to remove plagiarised material, parents and your Regional Officer will be contacted and a meeting will be arranged to discuss the situation.
- A learner's work will only be assessed and graded for the assignment if your tutor is confident that the work is your own.

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 Pearson'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 National Curriculum 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 Pearson within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals

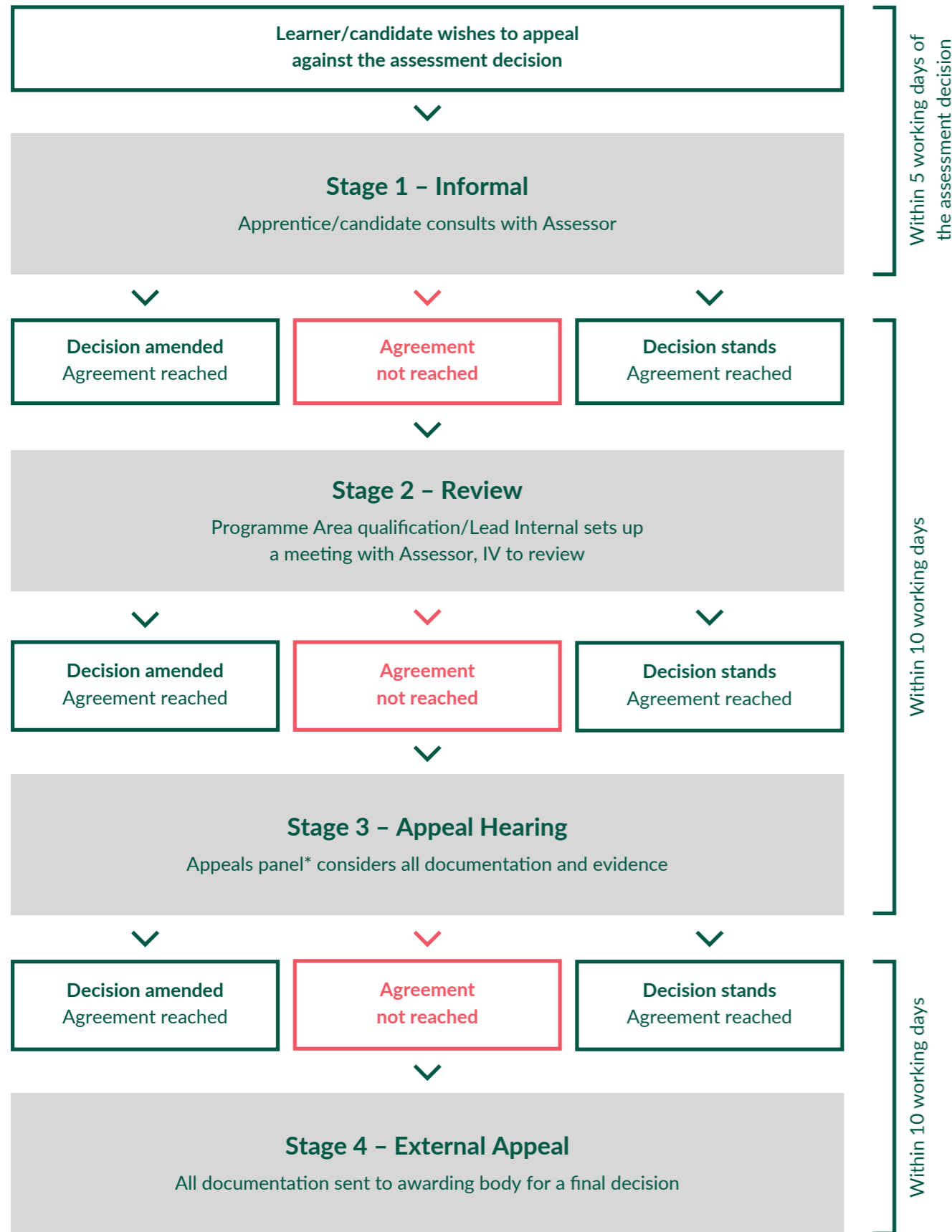
Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

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.

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	
----------------------------	--	-------------	--

Your Personal Unit Table of Achievement

Unit	Grade	Points for Unit

English and Maths Qualifications

Achieving a level 2 qualification in both maths and English can help learners progress to further study, training, and skilled employment.

Therefore, any learner on an LFE programme, who has not previously achieved a level 2 in these subjects, must undertake study in the subject area until they have achieved a level 2 qualification.

LFE aim to achieve this via GCSE and Functional Skills qualifications.

How does it work?

If you have achieved a GCSE grade 4 or above, in English Language or maths, then you are no longer required to study that subject as part of a qualification.

If you have achieved a GCSE grade 3, in English Language or maths, then you will be required to study that subject at GCSE level.

If you are successful during one of the resit opportunities, and achieve a grade 4 or above, you will then be exempt from study.

Exemption - if you have achieved a GCSE grade 3 in English Language, and a grade 4 or above in English Literature, then you are exempt from study. LFE will however give you the option of undertaking the GCSE English Language qualification.

If you have achieved a GCSE grade 2 or below, in English Language or maths, then you will be required to study that subject as a Functional Skills qualification, until you have achieved Level 2.

Upon completion of Level 2, you will then be offered the opportunity to move onto the GCSE qualification.



Functional Skills

Functional Skills (FS) are the core English and mathematics skills that people need to solve problems in their work and private lives. Functional Skills are transferable skills that apply to diverse careers and industries. They are an alternative to GCSEs and are required qualifications for apprenticeships. You can use them in a wide variety of industries including accounting, business, teaching, sports, engineering and tourism. Regardless of the career path you choose, these core skills will help you to achieve more.

Functional Skills provide vital knowledge that people need to learn, work and contribute to society more effectively.

We use real-life contexts to teach these skills, making it easier for you to understand and apply them. You will improve reading, writing and communication and gain a better understanding of numbers and mathematical concepts. This improves job performance by increasing confidence, efficiency and productivity.

What Functional Skills courses will I need to take?

If you do not have GCSE English (Literature or Language) and maths at Grade 4 or above, you will be required to achieve Level 2 English and/or maths, prior to taking End Point Assessment. If you have an Educational Health and Care Plan, the apprenticeship's English and maths minimum requirement may be adjusted to Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

What is covered in the Functional Skills

L2 English and maths?

FS English covers the fundamentals of using the English language effectively in work and personal settings. It tests speaking, listening, communicating, reading and writing skills. These skills help you to apply spelling, punctuation and grammar rules correctly when communicating via written methods, which will lead to improved effectiveness, confidence and efficiency. They help you to locate information quickly and to understand its meaning via reading skills. Speaking and listening will be practised throughout your course in discussions and small presentations.

FS mathematics has three parts: numbers, data handling, and measuring and shapes. It also aims to strengthen your mental maths skills. The assessments involve solving mathematical problems, making decisions with numbers and performing numerical reasoning tasks within real-life situations. You may not use a calculator for the first part of the assessment but will be allowed to use a calculator for the second part.



How Will I Be Assessed?

Level 2 Functional Skills English qualifications are **broken down into three units** which can be completed at different times throughout your course. You will receive a Pass (P) or Unclassified (U) for each unit and when you have passed all three units, you will receive a certificate. Each unit tests a different skill and is assessed in a different way:

Unit	Assessment
Unit 1: Speaking, Listening and Communication	Assessed by your Functional Skills tutor
Unit 2: Reading	Assessed by onscreen, on-demand test
Unit 3: Writing	Assessed by onscreen, on-demand test

Level 2 Functional Skills mathematics qualifications are assessed by a **single onscreen, on-demand exam** at each level. You will be issued a Pass (P) or Unclassified (U) based on your performance in the exam.

If you do not meet the criteria to obtain a Pass the first time around, you can resit the exam.

How do Edexcel Functional Skills qualifications compare to GCSEs?

Level	Equivalent
Level 1	Achievement is roughly equivalent to Grade 3 GCSE
Level 2	Achievement is roughly equivalent to Grade 4 GCSE

Teaching, Learning and Assessment

Functional Skills courses are learner-centred. Where appropriate, traditional teaching methods are used, but there will also be learning through investigation, online resources and active learning. You will have a great deal of responsibility for your own learning. Your learning will be individualised so you will cover only the parts of English and/or maths that you need.

Teaching will take place between August/September in your first year until December of your second year, or until LFE and your club believe you are ready to take your L2 Functional Skills English and maths assessments.

You will need to successfully pass your L2 English and maths assessments to be able to proceed through your apprenticeship assessment gateway and take your Sporting Excellence Professional Apprenticeship End Point Assessment (EPA).

This course can be completed in a short time frame if you commit to it and put in the effort from the very beginning. Your tutor will guide you on the topics you need to cover. If you can show that you are secure in these topics and can apply the learning to practice questions, then an onscreen assessment can be booked. Assessments are done online, using dedicated laptops, once you and your tutor agree that you are ready.



Marking and Moderation

All Speaking, Listening & Communication assessments are marked by your assessor in relation to the set criteria. 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 Pearson, 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 later in this handbook.

Personal Learning and Thinking Skills

The framework comprises six groups of skills that, together with the Functional Skills of English, maths and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work.

It is these skills that will enable young people to enter work and adult life as confident and capable individuals.

The titles of the six groups of skills are set out in this illustration.



Personal Learning and Thinking Skills continued

Independent Enquirers

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to solve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

Creative Thinkers

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

Reflective Learners

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress

Team Workers

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others

Remember...

It is these skills that will enable young people to enter work and adult life as confident and capable individuals.

Self-managers

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships

Effective Participators

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

Weekly Schedule

Time/Period	Monday	Tuesday

Wednesday	Thursday	Friday

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