



League
Football
Education

lfe.org.uk

Welcome to the

CLUB COMMUNITY ORGANISATION STUDY PROGRAMME



Established by



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Welcome to the Club Community Organisation (CCO) Study Programme

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

Learners will take part in a Department for Education (DfE) funded study programme, improving their knowledge of sport and applying this to the practical element of their programme to develop their technical, tactical and physical ability. Upon completion of the course, learners can progress on to university or full-time employment.

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

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

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

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

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



A handwritten signature in blue ink that reads "S. Stephen".

Sarah Stephen
Chief Executive

Mission

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



About Us



**League
Football
Education**



Who is LFE?

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

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

Why is LFE here?

LFE manages and operates the Apprenticeship Programme and CCO Study Programme on behalf of English Football League clubs and their CCOs.

LFE is funded by the Education and Skills Funding Agency and by football.

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

The Regional Officer responsible for your club should be your first point of contact with LFE, although you can also speak to central office staff.

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

DID YOU KNOW

Our CCO Study Programme Regional Officers visit learners on a regular basis to monitor progress. Any problems or concerns can be raised then.

Our Partners



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

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

The EFL Brand and Values

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

Aspiration

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

Credibility

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

Community

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

Community & Education Football Alliance (CEFA) League

The CEFA League is a football competition with teams representing EFL CCO's in regional leagues, progressing to National Play-Offs and Finals.

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

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





Formerly known as the EFL Trust, EFL in the Community is the charitable arm of the EFL and uses the power of sport to improve people's lives with the vision to create stronger, healthier, more active communities.

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

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

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

Inspiring Education and Opening up Employment Opportunities

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

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

Keeping You Informed

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

LFE has developed a number of channels to engage everyone associated with the programme.

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

LFE utilises 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.

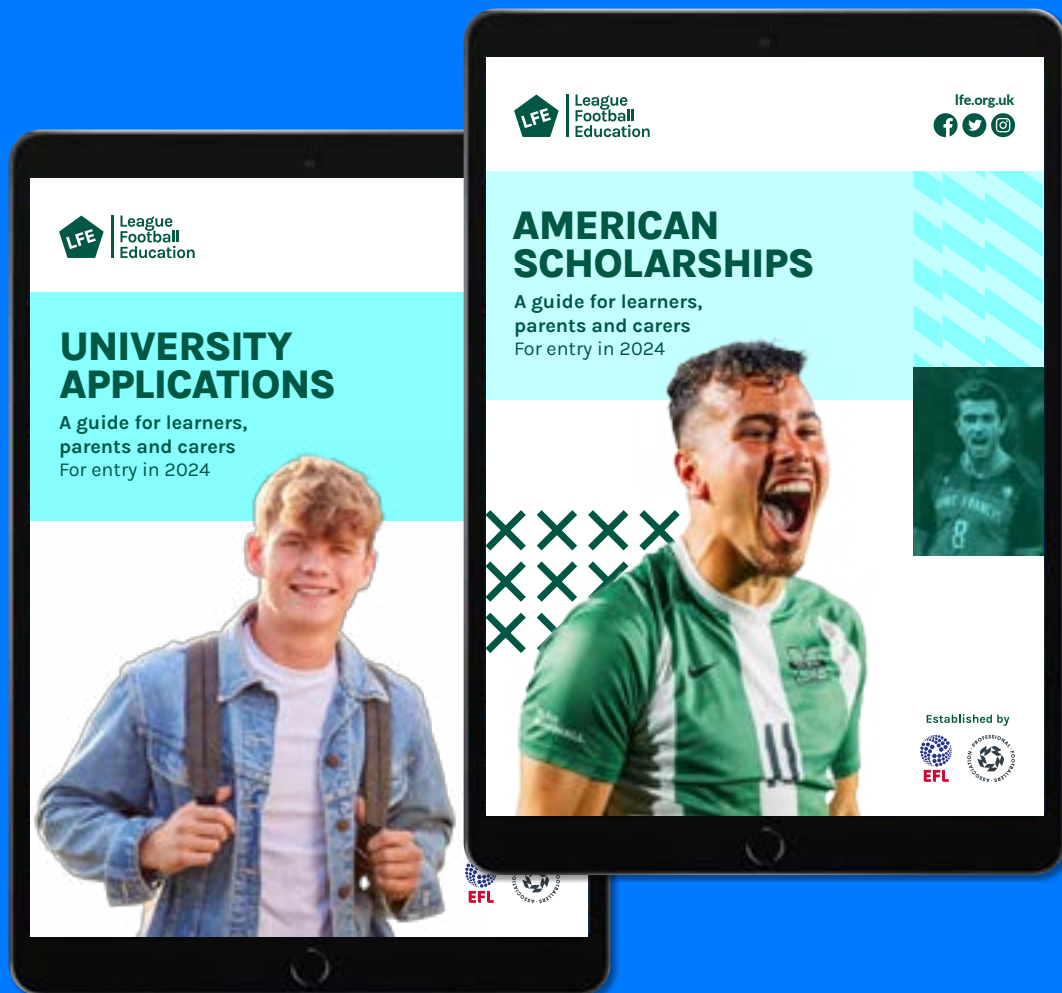


Follow Us

Follow LFE online and via Facebook, Instagram, TikTok, X and YouTube to stay ahead of the latest developments.

Publications

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



Face-to-face

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

Club Partnerships



Fleetwood Town Community Trust

Poolfoot Farm, Butts Road,
Thornton Cleveleys FY5 4HX

01253 208442

fleetwoodtownfct.com



Accrington Stanley Community Trust

Stanley Sports Hub,
Thorneyholme Road,
Accrington BB5 6BD

01254 475013

stanleytrust.co.uk



Wigan Athletic Community Trust

Montrose Skills Hub, Montrose
Avenue, Wigan WN5 9XN

01942 318090

wiganathletic.com/community-trust



Bristol Rovers FC Community Trust

Memorial Stadium, Filton Ave,
Bristol BS7 0BF

0117 952 2581

bristolroverscommunity.org.uk



Northampton Town FC Community Trust

Sixfields Stadium,
Northampton NN5 5QA

01604 683 726

ntfccommunity.co.uk



Carlisle United Community Sports Trust

Brunton Park, Warwick Road,
Carlisle CA1 1LL

01228 554169

carlisleunitedcst.co.uk



BRADFORD CITY
FOOTBALL CLUB
COMMUNITY
FOUNDATION

Bradford City FC Community Foundation

Valley Parade, Bradford
BD8 7DY

01274 706850

bradfordcitycf.org.uk



Hull City Tigers Trust

Tigers Trust Arena West Park,
Walton Street, Hull HU3 6GA

01482 358 371

tigerstrust.co.uk



Mansfield Town Community Trust

One Call Stadium, Quarry Lane,
Mansfield, Notts NG18 5DA

01623 656920

mansfieldtownct.net



Derby County Community Trust

14 Pride Point Drive,
Derby DE24 8BX

01332 416140

derbycountycommunitytrust.com



Birmingham City Foundation

St. Andrew's Stadium,
Cattell Rd, Birmingham
B9 4RL

0121 772 0101

bcfcfoundation.com



WALSALL F.C.
FOUNDATION

Walsall FC Foundation

Poundland Bescot Stadium,
Bescot Crescent, Walsall,
West Midlands WS1 4SA

01922 644 742

walsallfcfoundation.com

Learner and Staff Testimonials



Bailey Flaherty Learner at Bradford City

Bailey is about to leave the BTEC programme in 2024 after completing his BTEC Level 3 Extended Diploma.

In September 2024, he will be enrolling at Leeds Beckett to study a BA (Hons) degree in Physical Education. He has always had the passion to teach and through the support of Bradford staff and LFE he has developed his confidence and skills to lead groups of people and coach different sports. He has been actively involved within the work placements on offer at Bradford where he has excelled in his ability to coach and teach.



Daniel Tutt Learner at Bristol Rovers

Dan Tutt joined our BTEC Level 3 in September 2023 and has made a really positive impression.

Dan has a real passion for coaching and has impressed staff with his attitude and application on and off the field. Through his dedication and hard work, Dan applied for a coaching internship with Bristol Rovers Academy Foundation Phase and was successful. Dan has spent this year coaching the Under 7s, 8s and 12s and has gained some invaluable experience whilst on his coaching placement. Feedback from academy staff has been excellent and Dan has been a great ambassador for Bristol Rovers. Dan is also a qualified referee and has enrolled on to the Introduction to Coaching Football Level 1 course. We are extremely proud of the start of Dan's journey, and we are looking forward to supporting Dan on his quest to work in football full time.



Chelsea Hopkins Learner at Fleetwood Town

During my time at Fleetwood Town, I feel like I have developed more as a person.

When I began my confidence in class discussions and on the football pitch was very low, however, during class, I have been encouraged to be more involved in discussions which is something usually out of my comfort zone. I feel like I have improved more as a person in these situations. During football training have felt more comfortable in taking part. This is because I have had a good amount of motivation from my coach and teammates who I have developed good friendships with on and off the pitch. I've had an amazing experience throughout the course, including learning more about sports coaching, which is something I was looking forward to the most as coaching is something I have always enjoyed.



Max Smith Learner at Carlisle United

I have really enjoyed doing the course.

It has pushed me out of my comfort zone to do things I wouldn't normally do, which has helped build my confidence. The course has also helped me academically with the help and support from my tutors. I have applied for university to do sports therapy, something I didn't think I could achieve before starting the BTEC course. I have also really enjoyed the football aspect, playing at a high level against lots of different clubs like Manchester City and Everton. I have improved as a football player and made new friends due to the social and team aspect. I have learned a lot about myself and developed as a person. I would 100% recommend the course to anyone that is interested in sport.



James Lee
Education Lead
Bristol Rovers

For many people, an alternative educational route gives them a better opportunity to excel.

We use the power of sport to provide a range of inspirational courses to fully develop each and every individual. Our BTEC Level 3 in Sports Coaching & Development offers an excellent opportunity for males and females, aged 16–19, to continue their education in a truly special and unique environment. We combine both our exceptional classroom delivery and our fantastic football programme to provide a positive, inspiring learning environment for all. We pride ourselves in supporting the students during every part of their journey and we help guide them to a positive destination.



Liam Jackson
Director of Education
Carlisle United

At Carlisle United we pride ourselves on delivering a programme of the highest quality.

The course allows 16–19-year-olds the opportunity to train like a professional footballer whilst gaining a first-class education. We offer an engaging and practical curriculum, delivered in our superb facilities. The Diploma/Extended Diploma routes cover a variety of sporting units and topics, delivered by a team of qualified tutors, helping prepare learners for further education or a job in the sports industry. Our students represent Carlisle United FC in the Community & Education Football League and train throughout the week. Players take part in a technical/tactical, strength & conditioning and gym sessions, as well as regular football analysis sessions, assessing their own data from the GPS reports and game highlights. Learners also complete work placement hours with community coaches on our comprehensive community programme. This includes going into Primary Schools to support with delivery of PE and Premier League Primary Stars, as well as helping at CUFC Soccer Schools and other programmes.



Ross Powell
Head of Education
Fleetwood Town

At Fleetwood Town we run a modern, learner-centered programme with exceptional facilities based at Fleetwood Town first team training ground.

We pride ourselves on being a first-class high achieving provider with friendly and approachable staff, offering our students outstanding opportunities in the classroom, on the pitch and in our work experience programme. Our students have described their time here as 'life changing' and 'the best decision they have made.' The course includes practical units which allow our students the opportunity to explore more than inside the classroom and immerse themselves in the sporting industry and all the opportunities out there. We run a male and female programme with great success in competing across the CEFA top league and the AOC league for our female specific programme, all ran by UEFA qualified coaches. Our students have the opportunity to trail a range of work-based opportunities which has led to a high number of students being employed by the CCO and the Football club.



Phil Corrigan
Football & Education Manager
Wigan Athletic

The programme we deliver at Wigan Athletic has an impact on learners in giving them the tools to pursue a career in sport whilst supporting their personal development.

The programme gives learners an opportunity to experience real sporting careers through work experience within the CCO. The programme helps build confidence, character and gives a further insight into what career pathway they can pursue in the sporting industry.

What the learners say...



Our tutor was **very helpful** and **made learning very easy** for us with helping us out and always going **above and beyond** to make sure our work is where it needs to be.



The two tutors I had were both **exceptional** in terms of teaching and also in terms of their relationship with me and how much they helped me with college work but also outside of college work. Overall they were both **amazing tutors and people**.



The tutors are **knowledgeable** about their subjects.



We had **support** and **guidance** throughout the whole year and provide **excellent help** with teaching and to help us understand each assignment.



CONTENT

Assistant Coach & Participant Roles

Participant - learners should decide what outcome they are seeking - then they are able to identify the best possible route to the best possible outcome.

Assistant Coach - should help them filter out the non-feasible solutions.

Assistant Coach - will provide the best possible motivation for the learner to achieve, provide

86%

of learners rated
the course **good** or
outstanding

In 2024/25 learners
rated the programme

4.3

OUT OF 5

90%

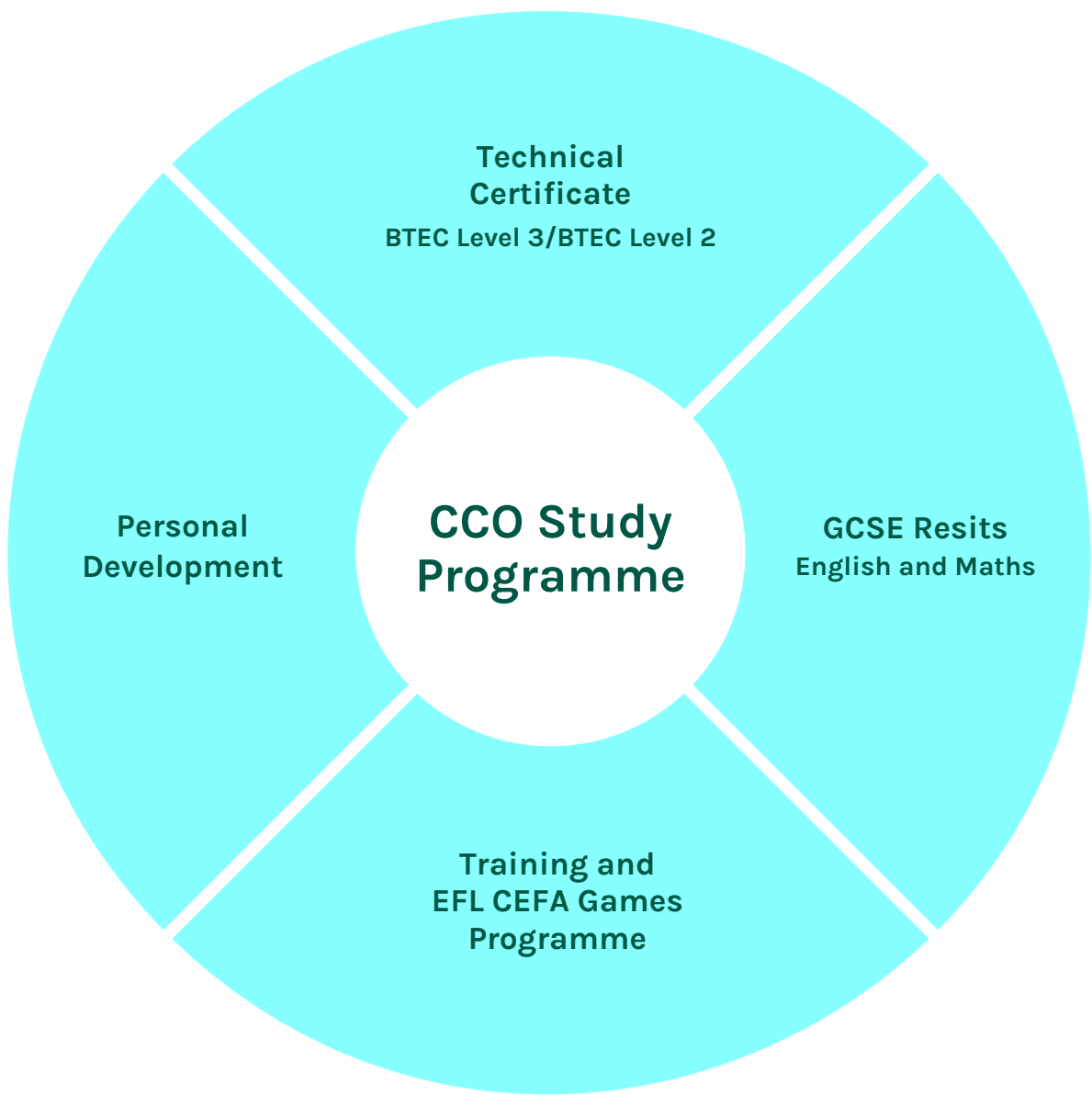
of learners rate the
quality of teaching that
they have received as
good or **outstanding**

CCO Study Programme

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

The Study Programme

LFE is funded by the Department for Education (DfE) to deliver the CCO Study Programme. Learners must attend all elements of their Study Programme to ensure they remain a full-time learner throughout the duration of their studies. A conceptual diagram is outlined below.



Initial Assessment

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

The assessment is carried out in the first four weeks of the course and will enable the learner to be placed on the most appropriate educational programme based upon the outcome of this and their GCSE results.

Diagnostic Testing

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

Induction

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

- Code of Conduct
- Health & Safety and a Site Tour
- Primary Qualification Induction (BTEC)
- Safeguarding

In addition, within the first 6 weeks of the programme, learners will also cover the following:

- LFE Induction
- British Values
- Equality & Diversity
- Health and Wellbeing
- Prevent



Learner Reviews

Learner reviews are conducted by study programme tutors and are recorded on an e-learning platform (EMS). The review process clearly establishes the level of progress made and agreed actions for each learner. All reviews are exportable from EMS and can be sent to parents. CCO's are responsible for this process, and you should contact the Head of Education if you have any questions about learner progress.

Learners will receive three reviews each academic year and will be structured to develop the learners social and emotional skills, academic skills, employability skills and to assess students' satisfaction.

Review Cycle

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

BTEC Level 2 Technical Diploma in Leading Community Activity Course Outline

This course is designed to help you take the first step into a career in sport, coaching, and physical activity leadership. It's a foundation programme that introduces you to the key skills, knowledge, and behaviours needed to work with others in community settings to promote physical activity and wellbeing. This course will give you a strong base to progress onto our BTEC Level 3 study programme.

Each of the four units are internally assessed through practical projects and assignments. You will be awarded a grade of **Pass**, **Merit**, or **Distinction** for each unit. Your overall qualification grade will be calculated based on your performance across all four units.

Grades are awarded on a scale from:

- PP (Pass Pass)
- through to DD (Distinction Distinction)

You must pass **all four units** to achieve the qualification and achieve Merit grades in each unit in order to progress onto the BTEC level 3 course.

The course is made up of four mandatory units that build your knowledge and confidence as a future Community Activity Leader.

Unit 1: Working in the Sport and Active Leisure Industry

In this unit, you will explore how people access sport and physical activity and what benefits it can bring to individuals and communities. You'll learn about the barriers that prevent people from taking part and how to overcome them. You'll also understand the importance of inclusivity, professionalism, and health and safety in the active leisure industry.

Key topics:

- * Participation trends and barriers
- * Benefits of physical activity
- * Inclusive practice
- * Professional behaviours
- * Legislation and safeguarding

Unit 2: Roles and Responsibilities of a Community Activity Leader

This unit focuses on the leadership side of community sport. You'll learn about the impact of positive role models, how community factors influence participation, and how you can encourage people to make healthier lifestyle choices. You'll also begin to understand the wider community environment and how to work with others to improve opportunities.

Key topics:

- * Leading by example
- * Local community needs
- * Influencing behaviour change
- * Partnership working

Unit 3: Planning and Promoting Community Activities

This unit teaches you how to design, plan, and promote community activity sessions that meet a range of needs. You'll learn how to write clear plans, promote activities effectively, and engage your audience. Communication, organisation, and teamwork are essential skills you'll develop here.

Key topics:

- * Planning inclusive and safe activities
- * Promotion strategies
- * Understanding the audience
- * Using feedback to improve

Unit 4: Working as a Community Activity Leader

This is your practical unit. You'll take everything you've learned and apply it by leading real or simulated activity sessions. You'll be observed and assessed on how well you lead others, communicate, adapt, and reflect on your own performance.

Key topics:

- * Leading sessions
- * Managing participants
- * Reflecting on practice
- * Teamwork and safety in action

Successfully completing this course with at least a **Merit Merit (MM)** profile will prepare you to progress onto the **BTEC Level 3 Diploma in Sports Coaching and Development**, or a similar qualification. Alternatively, you may choose to enter employment or apply for a relevant apprenticeship.



BTEC Level 3 in Sports Coaching and Development Year 1 Course Outline

In year one learners will study between three and five of the following mandatory units depending on the size of their course.

Introduction to the BTEC Level 3 National Diploma in Sports Coaching and Development (2019 specification)

The BTEC Level 3 National Diploma in Sports Coaching and Development is an industry recognised, two year vocational course for learners who want to build a career in sport. It blends classroom study with practical coaching experience so you can apply what you learn straight away. You will investigate coaching principles, organising and delivering sport and physical activity, careers in sport, and health and well being, alongside opportunities to work with real participants and community partners. The qualification prepares you for employment in the sport and active leisure sector or progression to higher education in areas such as coaching, sports development, or physical education teaching.

Unit A: Careers in the Sport and Active Leisure Industry [Extended Certificate & Foundation Dip]

This unit helps learners understand and prepare for careers in the sport and active leisure industry. It covers the organization of the industry in the UK, explores various career paths across public, private, and voluntary sectors, and examines the necessary qualifications, skills, and experiences. Learners will also engage in job application and interview processes, evaluate their performance, and identify strengths and areas for improvement. The unit equips learners with the knowledge and skills needed for immediate employment or further study in the sports industry.

Unit B: Health, Wellbeing, and Sport [Extended Certificate & Foundation Dip]

This unit explores the importance of physical activity and wellbeing and suggests ways to improve physical and mental health for different participants. Learners will study the impact of health on daily life and sports, understand national health benchmarks, and recognize why health and wellbeing are priorities for the government and sports bodies. They will also assess their own health and that of another person to develop improvement strategies. This unit prepares learners for careers or further study in health, wellbeing, and the sport and active leisure industry.

Unit C1: Developing Coaching Skills [Extended Certificate & Foundation Dip]

This unit helps learners develop coaching skills to improve sports performance. Learners will understand the roles and responsibilities of an assistant coach, plan and deliver coaching sessions, and evaluate their effectiveness. The unit prepares learners for careers in coaching and education and further study in sports coaching and management. As part of this unit learners will complete a mandatory coaching placement.

Unit 1: Principles of Sport Development [Foundation Dip]

This unit explores the principles and practices of sport development, focusing on key concepts, target groups, and participation barriers. Learners will study the roles of sport development officers and various organizations involved in sport development. They will also examine practical examples and project management in this field. The unit prepares learners for careers and further study in sport development, health, and education.

Unit 2: Self-Employment in the Sports Industry [Foundation Dip]

This unit teaches learners about self-employment in the sports industry, covering roles such as personal trainers, coaches, nutritionists, and physiotherapists. It explores necessary skills and behaviors, client needs, and business opportunities. Learners will create and evaluate a self-employment strategy and business plan. The unit prepares learners for self-employment or employment in the sports and fitness industry and further study in related fields.

In addition, learners on a Foundation Diploma will also study one of the following units:

- Unit 5: Anatomy and Physiology in Sport
- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 12: Practical Sports Application
- Unit 14: Organising Events in Sport and Physical Activities



Year 2 Course Outline

In year two, learners will study either one or two of the following mandatory units depending on the size of the qualification. They will also study optional units which have a real vocational focus.

Unit D1: Applied Coaching Skills [Foundation Dip and Extended Dip]

This unit guides learners in creating effective coaching programmes across various sports and levels. Emphasizing the coach's role in maximizing athlete performance, it covers assessing participant needs, planning tailored programmes, leading coaching efforts, and continuously monitoring and adapting to optimize results. The unit prepares learners for careers in coaching and provides pathways to further education or professional qualifications in coaching disciplines. This unit also requires learners to complete a mandatory works placement.

Unit E: Research Project in Sport [Extended Dip]

This unit equips learners with essential skills for proposing and conducting research in the context of sports. Emphasising continuous improvement and knowledge application, learners develop research proposals, define methodologies, and analyze data ethically. Assessment involves a Pearson-set assignment based on an annual theme, for example mental health and sports performance or gender inequality in sport, ensuring learners can apply their skills to relevant topics in sport.



Learners will study optional units to develop their vocational skills. Diploma students study one and Extended Diploma learners will study four.

- Unit 3: Sports Psychology
- Unit 4: Nutrition for Physical Performance
- Unit 6: Sporting Injuries
- Unit 8: Fitness Testing
- Unit 9: Fitness Training
- Unit 10: Technical and Tactical Skills in Sport
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 15: Ethical and Current Issues in Sport

Successful completion prepares learners for careers requiring analytical thinking and problem-solving, as well as further education in sports-related fields.



English and Maths GCSE

Any learner who achieves a grade 2 or 3 in their English or Maths GCSE will be required to resit the qualification alongside this course. Tuition will be delivered by a qualified and experienced tutor throughout the programme to give learners the best chance of success.

GCSE resit opportunities will be offered each academic year, typically during the summer exam window (May/June), with additional opportunities to sit the November resit where appropriate.

Learners will attend 3 hours of GCSE contact time a week and attendance at all GCSE lessons is mandatory. Learners whose attendance falls below 90%, or who display a poor attitude to learning in GCSE lessons, may be at risk of losing their place on the course.

Learners entering with a grade 3 in English or Maths must study the GCSE for the full academic year. Those with a grade 2 may be given the opportunity to attempt at least one Functional Skills Level 2 assessment from February onwards.





DID YOU KNOW

All English and maths lessons are delivered in small groups of 10 learners or less. These smaller class sizes enable learners to receive more support from their teacher.

Enrichment and Games Programmes

Enrichment

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

Coach Development Programme

If learners aren't in the CEFA games programme they will have the opportunity to support the coaches through performance analysis and assistant coaching opportunities. This will enhance learners' work experience opportunities.

CEFA Games Programme

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

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



Personal Development Programme

Alongside the BTEC, games programme and possibly maths and English subjects, learners will be provided with a weekly Personal Development Programme (PDP) lesson. This is a mandatory weekly lesson that focuses on a super curriculum of topics that are intended to develop learners in preparation for their next steps in learning and in life.



Social Pressures



Managing Studies



Developing Resilience



Juggling Time



Friendships



Managing Money and Financial Planning



Mastery Mindset



Concentration Training



Performing Under Pressure



Effective Communicating



Learning from Mistakes and Failure



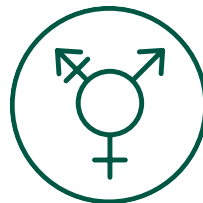
Boosting Motivation



Improving Self Talk



Maximising Memory



LGBTQ+



Black History



Employability Skills



University and the Application Process



Scholarships in the USA

Celebrating Success

LEARNER OF THE TERM

LFE's Learner of the Term celebrates the efforts of students who have made excellent academic progress and a positive contribution at their CCO. Each winner is rewarded with a £200 Amazon voucher.



WINNER

Emilie Channing-Cone

Bristol Rovers

Emilie Channing-Cone deservedly won the LFE Learner of the Term award for continually striving to excel in all areas of her Study Programme.

Emilie joined Bristol Rovers' programme last year and initially struggled with the demands of mainstream education. However, this year, it's been a completely different story for her. This term, Emilie has displayed a consistent level of resilience and maturity towards her studies. Emilie's pass grades have increased to merit grades across the board, showing great levels of detail throughout her work. Additionally, her attitude within the classroom environment is said to have improved tenfold, constantly working together with her peers and staff to improve further. She was also able to achieve her Functional Skills English Level 1 and 2 by November.

Emilie has faced various challenges throughout her personal life, including changes to her medication and inconsistency with support from her various social workers. She also suffered a knee injury which put her out of action for a number of weeks.

Despite these barriers, Emilie has maintained her work ethic in order to complete her assignments to a high standard. She also regularly attends training sessions and matches despite being injured and continually shows her support to everyone else in the team.

Out in the community, Emilie has refereed two primary school girls football tournaments. On top of this, she has thrown herself into her community coaching placement and has gained very positive feedback from her coaches.

"The above achievements put Emilie in a fantastic position to push on and gain a place on a degree course at the University of South Wales as she looks to gain a full-time role as a primary school teacher" said Jimmy Lee, Head of Education at Bristol Rovers.



WINNER

Crystal Boyce

Bradford City

Crystal Boyce was named LFE Learner of the Term having excelled in all areas of her Study Programme in recent months. Head of Education at Bradford City, Dave Stansfield, gave LFE a detailed insight into Crystal's recent success on the programme, starting with her educational endeavours.

"Crystal came to Bradford City as someone who had perhaps not enjoyed the greatest time in high school and had found schoolwork quite challenging but had an unquenchable passion for football. Crystal is a bundle of energy from the first day you meet her and is a real joy to have both in the classroom and on the football pitch.

"Despite her previous challenges with education, Crystal embraced the programme from the outset and went above and beyond in everything she did. Despite not having a strong academic background, she refused to let that stop her and began to put in more time and effort outside of the classroom to push and challenge herself to the point where she began to consistently hit distinctions in her assignments and is now predicted to achieve a distinction* grade for her overall work.

"Crystal is also resitting maths and despite this being a really tough subject for her at high school, she has gone above and beyond to arrange extra tuition through the University of Bradford. She is making huge strides in this and is expected to pass in her upcoming GCSE resits. Crystal will progress onto a degree once completing her programme. She has been accepted into multiple universities and is now going through the process of deciding which is the best option for her. Considering where she came from academically, this is a huge achievement."

Crystal is also shining on the pitch for the Bantams CCO team. "On the pitch she plays as a wide forward and is the top scorer in a really successful side. She is also in the top three goal scorers in the league."

She also translates her footballing ability and bubbly personality into helping inspire the next generation. "Crystal has spent time volunteering for the foundation and coaches in primary schools. She combines this with coaching on sports holiday camps, with nearly every child stating that Crystal is their favourite coach. Her fun and loving personality and positive outlook on life rubs off on everybody, creating a positive atmosphere wherever she goes."

"Crystal is the absolute embodiment of what the Bradford City CCO strives to be and is a wonderful ambassador for LFE and the programme in general. Crystal had struggles in school and was looking for someone to believe in her. Not only does everybody at Bradford believe in Crystal, but we are also all inspired by her."

Success Stories

We have so many alumni learners, that have completed the programme with us, who have gone on to do amazing things and are now employed within their chosen career fields.



Spencer Seddon
Alumni from Fleetwood Town

Spencer is now working full-time at Fleetwood as a Football Development Officer.

He also works part time within the Club's pre-academy coaching the next generation of footballers. Spencer really applied himself to the BTEC programme undertaking countless hours of work experience in order to get to the position he is in now. When he left the BTEC programme with LFE he undertook his degree through the University of South Wales studying Sports Coaching & Development.



Brady Hutchison
Alumni from Carlisle United

Brady is currently completing his degree in sports coaching and fitness whilst working part time with Rangers Football Club.

He coaches within the elite centre and in schools delivering PE lessons. Even though Brady is still studying his degree, he is already working not only at Rangers but also at Hamilton FC Academy. As well as taking his education seriously whilst on the BTEC programme with LFE he undertook different coaching placements within the community and with grassroots teams in his local area – all leading to gaining his position at Rangers and Hamilton.

**For more information on our alumni visit our website
www.lfe.org.uk/news/category/alumni**



Jack Munday

Alumni at Bristol Rovers

Jack completed the BTEC programme with LFE and then completed the University of South Wales Degree with Bristol studying Sports Coaching & Development.

Through the positive relationships he built with Bristol's staff and his motivation and dedication to his studies and extra-curricular programme, Jack was offered a Teaching assistant role to support the BTEC learners. He is now completing his teaching qualification with the view to work full time as a tutor on the LFE programme supporting Bristol's learners through their academic work. This is great to see our alumni learners coming full circle and engaging back in the programme where they started off.



Mason King

Alumni at Accrington Stanley

Mason completed the programme in 2025, finishing with an outstanding academic record. He now works within the community trust's sport department delivering weekly coaching sessions, as well as study Sports Coaching with the University of South Wales.

Mason exceeded his target grades, achieving D*D*D*, which reflects his dedication and determination throughout his time with Accrington Stanley Community Trust. Outside the classroom, Mason made the most of every opportunity. He was part of back-to-back league title wins with Accrington Stanley's Community Trust Football Team and gained valuable experience through international trips and work placements. During one Erasmus+ visit to Italy, Mason coached local children and shadowed experienced coaches, learning new methods and approaches to the game. On the Portugal football tour, he proudly represented the Community Trust and continued his coaching development as part of his work experience. Mason has also progressed quickly through the refereeing pathway, earning consecutive promotions and recently officiating as a linesman in a first team friendly fixture. Alongside this, he has taken on the responsibility of managing his own grassroots football team, applying the confidence and skills gained through the course and work experience.

Financial Support

Child Benefit

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

**Scan for more information
about Financial support**



Bursary

Some learners joining the Study Programme may be eligible for some additional financial support. LFE learners can apply for the following help, but all support packages are means-tested so evidence must be provided to prove that financial support is required.

Application Window 1 – New and returning students bursary application window. 15th September 2025 - 3rd October 2025 at 4:00pm – Bursaries will be back dated to the start of term.

Application Window 2 - 24th October 2025 - 19th June 2026 at 4:00pm – Bursaries will only be backdated to the date the bursary application was submitted.

You must be aged 16-18 on 31 August, aged 19 and in the second year of a 2-year course or 19-25 with an Educational Health Care plan (EHCP).

Students need to meet one or more of the following:

- Eligible for Free School Meals.
- From families receiving benefits or with a gross annual income of £28,000 or less.
- Young Carers for their own child or a close family member.

The following bursaries may be available:

Discretionary Bursary - available to learners who meet the above criteria but do not qualify for vulnerable bursary.

Travel - purchase a subsidised bus pass. Contribution towards train fares or bus passes.

Equipment - financial contribution towards essential course related equipment, with the amount depending on household income and availability of funds.

Vulnerable Student Bursary - provides in-kind support plus a small weekly payment during term time, subject to attendance:

Up to £1,200 for students who:

- Are in or have recently left local authority care.
- Receive Universal Credit or Income Support in their own name.
- Receive Employment Support Allowance and Disability Living Allowance, or Universal Credit and Personal Independence Payments in their own name.

Free School Meals - eligible students receive £2.61 per day. Learners need to provide evidence of:

- Income Support.
- Income-based Jobseekers Allowance.
- Income-related Employment and Support Allowance (ESA).
- Support under part VI of the Immigration and Asylum Act 1999.
- The guarantee element of State Pension Credit.
- Child Tax Credit (provided they are not entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs (HMRC)).
- Working Tax Credit run-on – paid for 4 weeks after someone stops qualifying for Working Tax Credit.
- Universal Credit (UC) with net earnings not exceeding the equivalent of £7,400 for each year (after tax and not including any benefits they get).

A student is only eligible to receive a free meal when they, or a responsible adult on their behalf, have made a successful application to League Football Education.

It is important that institutions ensure they understand that a parent or student must be in receipt of one of the qualifying benefits set out above to be eligible.

Working Tax Credit is not a qualifying benefit for free meals, and a parent or student in receipt of Working Tax Credits is not entitled to a free meal (this is a common question sent to ESFA). Qualifying benefits do include the Working Tax Credit run-on which is paid for 4 weeks after you stop qualifying for Working Tax Credit.

From 1 April 2018, any student who is in receipt of, or has parents who are in receipt of, UC must have a net earned annual income of no more than £7,400 to be eligible for free meals.

For all enquiries contact: bursaries@lfe.org.uk

Safeguarding

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

LFE subscribes to The Football Association's 'Working Together to Safeguard Football' document. The key principle of The FA Child Protection Policy are that:

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

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

Further sources of information on safeguarding:

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



Equality, Diversity and Inclusion

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

LFE is committed to:

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

Message from the Chief Executive:

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

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

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

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

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



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

Transition

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

Those who embrace personal development and alternative interests, employment, education or training, equip themselves to excel in their career and in life. LFE's Transition strategy aims to provide life skills, information, advice, guidance, support and opportunities to contribute to personal growth.

LFE has an outstanding interactive course that enhances the information advice and guidance that learners receive about potential career opportunities after their LFE course. This interactive resource has a range of online activities as well as a Career and University video library, so learners have access to a range of guest speakers who each discuss their journey from education into the world of work or higher education.

Information, Advice, Guidance & Support

Start

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

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

Tracking and Monitoring

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

2023 Learner Transition

Of the learners who finished their programme in July 2023:

46% of them have been offered places at some of the country's top Universities to continue their studies, these include:

- Loughborough University
- Manchester Metropolitan University
- Sheffield Hallam University
- UCFB
- Liverpool John Moore University
- Northumbria University
- University of Central Lancashire
- University of South Wales
- Salford University

49% of learners expect to be in either full or part time employment upon leaving the programme.

LFE Expectations

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

LFE Code of Conduct

The purpose of this code of conduct is to help create an atmosphere that promotes the best possible learning environment, one characterised by self-respect and by respect for others (fellow learners and education provider staff) and the facilities. LFE believes such an environment provides an equal opportunity for all to benefit from the educational process.

In a productive environment, responsible learner behaviour is expected at all times, and as such, learners have a responsibility to:

- remain above the 90% attendance in all lessons including BTEC, Personal Development Programme (PDP), English and maths lessons.
- listen to the tutor and other learners and always allow others to learn
- treat everyone politely and with courtesy
- always set a good example, both in and out of your club and education provider
- be punctual to all lessons
- submit all set work on time, meet coursework deadlines and, if absolutely necessary, negotiate an extended deadline in advance of that deadline
- not drop litter or damage equipment
- notify your Tutor or Tutor/Assessor in advance where absence is unavoidable
- apply yourself with total commitment to all of your courses
- avoid any form of plagiarism in coursework or exams
- avoid behaviour, dress, actions or language, which may cause offence
- avoid actions, which may cause harm to others including any form of personal abuse
- avoid behaviour or supporting behaviour, which could lead to criminal prosecution (including use of illegal substances or alcohol)
- treat all aspects of the education provider's site and environment with care and respect, avoiding damage or abuse
- take care and consider the safety of others
- follow health and safety regulations strictly

If learners breach any of the points raised in the code of conduct, they will enter the learner behaviour process outlined below.

Learner Behaviour Process	Action
Informal Warning	Tutor discusses concern with learner, agrees targets and records on EMS.
Stage 1	The Head of Education meets with the learner and agrees a formal action plan and records on EMS before contacting parent or guardian to inform them of the issue and action.
Stage 2	The Head of Education and Regional Officer meets with the learner as well as their parent/guardian and agrees an updated action plan before recording on EMS.
Stage 3	The Head of Education and Study Programme manager, meets with the learner and parents/guardian, agrees an updated action plan and records in EMS.
Exclusion	The Head of Education and Study Programme manager, meets with the learner and parents/ guardian and permanently excludes the learner from the programme. The Head of Education and Study Programme manager will confirm the decision in writing to parents.
Gross Misconduct	A learner accused of gross misconduct will be suspended pending a full investigation that includes the learner their parent or guardian and if found guilty of misconduct the learner will face permanent exclusion.

Quality Assurance

Quality Assurance

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

Policies and Procedures and Observations

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

LFE's quality assurance strategy includes using consultants (current Ofsted Inspectors) for conducting independent quality checks, including observing delivery staff, such as BTEC and Functional Skills Tutors and club staff.

LFE Regional Officers are also regularly observed performing key duties.

Feedback

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

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

Internal Verification and Continued Professional Development (CPD)

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

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

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

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

FAQs

Do the BTEC's offer a route into university?

Yes, but it is dependent upon grades achieved and the individual entry requirements of the universities.

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

Universities generally offer places based on 3 A level equivalent qualification (Extended Diploma) so learners who are studying a Diploma would need to check that their chosen universities offer places based on a 2 A level equivalent.

Some universities also require learners to have achieved a grade 4 or equivalent in maths and/or English.

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

The BTEC Diploma in Coaching course is equivalent to two A-Level's. The BTEC Extended Diploma in Coaching is equivalent to three A-Levels.

Diploma Grade	UCAS Points	Extended Diploma Grade	UCAS Points
D*D*	112	D*D*D*	168
D*D	104	D*D*D	160
DD	96	D*DD	152
DM	80	DDD	144
MM	64	DDM	128
MP	48	DMM	112
PP	32	MMM	96
		MMP	80
		MPP	64
		PPP	48

D* = Distinction star | D = Distinction | M = Merit | P = Pass

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



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