

**This document illustrates how the Level 1 Award in Sports Leadership  
may support the delivery of:**

## **The Every Child Matters Agenda**

Every Child Matters  
Change For Children



## Sports Leaders UK

Sports Leaders UK believes that everyone has the potential to make a meaningful contribution to their local community – but not everyone has the opportunity.

Sports Leaders UK is an awarding body which creates, develops and maintains a range of different qualifications and awards, all of which focus the development of leadership skills through a variety of practically based activities.

### Level 1 Award in Sports Leadership

The Level 1 Award in Sports Leadership provides the ideal starting point for people aged 14 years and over who wish to develop their leadership skills. The syllabus is designed to develop generic leadership skills that can be applied to a variety of sporting situations as well as contributing to the personal development of the candidate.

The Level 1 Award in Sports Leadership is a practical qualification in which candidates must demonstrate their ability to lead others in basic sporting or recreational activities.

The aim of this qualification is not to create mini PE teachers or sports coaches, but to give candidates an understanding of what it means to be an effective leader and knowledge of the skills and abilities they will need in order to lead others successfully.

This course is not based on a candidates sporting aptitude and at no stage will they be assessed on their technical knowledge or sporting ability. Candidates must have sufficient knowledge to lead others at an appropriate level, but it is their ability as a leader and not as a performer that will be assessed.

### Background to Every Child Matters

In 2003, the Government published a green paper called Every Child Matters. This was published alongside the formal response to the report into the death of Victoria Climbié, the young girl who was horrifically abused and

tortured, and eventually killed by her great aunt and the man with whom they lived. Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### Mapping Every Child Matters into the Level 1 Award in Sports Leadership

#### The Bigger Picture

All of Sports Leaders UK's qualifications are made up of units which themselves are comprised of Learning Outcomes and Assessment Criteria. The learning outcome defines what the candidate is expected to know, understand and/or do in order to pass each unit.

The assessment criteria define what the candidate will be expected to achieve, in order to demonstrate that the learning outcome has been met.

The 'Bigger Picture' lists all the Units, Learning Outcomes and Assessment Criteria and can be found on the back pages of this document.

#### Core Values

Each of Sports Leaders UK's qualifications and awards has 8 Core Values at the heart of them. These 8 Core Values are:

- Personal development
  - Helping people reach their true potential
- A stepping stone to employment
  - Providing a nationally recognised qualification
- Developing leadership

- Teaching people how to organise activities, to lead, motivate and communicate with others
- Increasing qualifications
  - Enabling more people to gain nationally recognised qualifications
- Volunteering in communities
  - Encouraging people to lead safe sporting activities in their communities
- Reducing youth crime
  - By providing positive activities for them to be involved in
- Supporting more active, healthier communities
  - By providing leaders to organise a range of activity sessions
- Being inclusive
  - By increasing opportunities for a range of people to assess our training and awards

#### Working to a Set of Values

These values go hand in hand with the Learning Outcomes and Assessment Criteria. All candidates will be assessed on their ability to work towards the values listed below:

<b>ATTITUDE</b>	<b>RELIABILITY</b>
<b>ENTHUSIASM</b>	<b>CONFIDENCE</b>
<b>RESPONSIBILITY</b>	<b>EFFORT</b>
<b>COMMITMENT</b>	<b>MATURITY</b>
<b>INITIATIVE</b>	<b>TOLERANCE</b>
<b>RESPECT</b>	<b>SELF CONTROL</b>

The table below is comprised of 3 columns. The first column lists each aspect of Every Child Matters, whilst the second column shows how the Learning Outcomes and Assessment Criteria for the Level 1 SL may link to these aspects. The third column demonstrates how our Core Values (CV) and Working to a Set of Values (WSV) might also be relevant to ECM.

Every Child Matters Outcomes	Level 1 Award in Sports Leadership Learning Outcomes & Assessment Criteria	Working to a Set of Values Core Values
<p><b>Being Healthy</b></p> <p>Enjoying good physical and mental health and living a healthy lifestyle</p>	<p><b>Unit 3: Principles and practise in delivering a basic health and fitness session</b></p> <ol style="list-style-type: none"> <li>1. Understand the factors which prevent individuals taking part in health related exercise.</li> <li>2. Understand the effects of diet, smoking, alcohol and age on the maintenance of a healthy lifestyle.</li> <li>3. Develop an understanding of local contacts / organisations offering health related activities</li> <li>4. Lead a simply exercise session for a group</li> </ol> <p><b>Unit 6: Understanding the scope of local sport and recreational activities:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the range of local agencies and facilities that offer sporting and recreational activities to the community</li> </ol>	<p><b>Working to a Set of Values</b></p> <p><b>Core Values:</b></p> <p><b>Supporting more active, healthier communities:</b> By providing Sports Leaders to organise a range of physical activity sessions</p>
<p><b>Stay Safe</b></p> <p>Being protected from harm and neglect</p>	<p><b>Unit 1: Planning, preparing and assisting a simple sporting activity</b></p> <ol style="list-style-type: none"> <li>2. Running a simple sporting or recreational activity whilst under close supervision <ol style="list-style-type: none"> <li>a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants</li> </ol> </li> </ol> <p><b>Unit 4: Understanding fair play in sport</b></p> <ol style="list-style-type: none"> <li>1. Throughout the course, the candidate should have actively demonstrated and encourages the concept of good sporting behaviour and fair play in sporting and recreation activities.</li> </ol>	<p><b>Working to a Set of Values</b></p> <p><b>Core Values:</b></p> <p><b>Volunteering in Communities:</b> Encouraging people to organise safe sporting activities in their neighbourhood</p> <p><b>Reducing Youth Crime:</b> Keeping young people off the streets through positive activities in their neighbourhood</p>
<p><b>Enjoying and Achieving:</b></p> <p>Getting the most out of life and developing the skills for adulthood</p>	<p><b>Unit 2: Basic communication skills for leading a sporting activity:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge and basic proficiency in the chosen activities in order to demonstrate verbal communication, non-verbal communication</li> <li>2. Communicating with groups and individuals in sporting and recreational activity</li> </ol> <p><b>Unit 6: Understanding the scope of local sport and recreational activities:</b></p> <ol style="list-style-type: none"> <li>2. Show awareness of the sports related courses of study that are available through schools, colleges, sports development teams and national governing bodies and other associated agencies</li> </ol>	<p><b>Working to a Set of Values</b></p> <p><b>Core Values:</b></p> <p><b>Personal Development:</b> Helping people reach their true potential</p> <p><b>A stepping-stone to employment:</b> Providing a qualification to get started</p> <p><b>Developing Leadership Skills:</b> Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p>

Every Child Matters Outcomes	Level 1 Award in Sports Leadership Learning Outcomes & Assessment Criteria	Working to a Set of Values Core Values
<p><b>Making a positive Contribution:</b></p> <p>Being involved in the community and society and not engaging in anti-social or offending behaviour</p>	<p><b>Unit 4: Understanding fair play in sport:</b></p> <p>1. Throughout the course, the candidate should have actively demonstrated and encourages the concept of good sporting behaviour and fair play in sporting and recreation activities.</p> <p><b>Unit 5: Understanding the role of the sports official:</b></p> <p>1. Acting as an official for a number of sports and activities</p> <p><b>Unit 7: Demonstration of Leadership Skills in Sport:</b></p> <p>1. Organise a number of sports sessions, ideally in two different sporting or recreational activities for your peer group or lower age children.</p>	<p><b>Working to a Set of Values</b></p> <p><b>Core Values:</b></p> <p><b>Volunteering in Communities:</b> Encouraging people to organise safe sporting activities in their neighbourhood</p> <p><b>Reducing Youth Crime:</b> Keeping young people off the streets through positive activities in their neighbourhood</p> <p><b>Developing Leadership Skills:</b> Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p>
<p><b>Economic well-being:</b></p> <p>not being prevented by economic disadvantage from achieving their full potential in life</p> <p>The National Curriculum states: “Through PE students learn how to work both as individuals and collectively to achieve success. They learn to solve problems by devising plans and discussing, commenting on, reviewing, refining, repeating and carrying out these plans to completion. These are all vital skills that will help equip them for the world of work”</p>	<p><b>Unit 1 – Planning, preparing and assisting a simple sporting activity</b></p> <p>1. Plan and prepare a simple sporting or recreational activity</p> <p>2. Deliver a simple sporting or recreational activity whilst under supervision</p> <p>3. Evaluate each session</p> <p>    a. Explain simply what went well, what did not go well what could be improved for future sessions.</p> <p>4. Plan future sessions</p> <p>    a. Demonstrate that by evaluating each session the planning of future sessions can be improved</p>	<p><b>Working to a Set of Values</b></p> <p><b>Core Values:</b></p> <p><b>Personal Development:</b> Helping people reach their true potential</p> <p><b>A stepping-stone to employment:</b> Providing a qualification to get started</p> <p><b>Developing Leadership Skills:</b> Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p> <p><b>Volunteering in Communities:</b> Encouraging people to organise safe sporting activities in their neighbourhood</p> <p><b>Reducing Youth Crime:</b> Keeping young people off the streets through positive activities in their neighbourhood</p>

## **LEVEL 1 AWARD IN SPORTS LEADERSHIP LEARNING OUTCOMES & ASSESSMENT CRITERIA**

### **Unit 1 – Planning, preparing and assisting a simple sporting activity**

Learning Outcome 1 – Plan and prepare a simple sporting or recreational activity

- a. Know what information will be needed in order to plan an effective session
- b. Be able to find information and research a topic before running a session
- c. Understand the structure of a simple session and how the content will change with age/ability of participants

Learning Outcome 2 – Deliver a simple sporting or recreational activity whilst under supervision

- a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants
- b. Select and use appropriate facilities/area
- c. Organise and manage participants before and during activities
- d. Show appropriate flow and pace from one activity to the next to maintain the participants' interest
- e. Demonstrate an appropriate and safe ending to a session including the clearing away of equipment

Learning Outcome 3 – Evaluate each session

- a. Explain simply what went well, what did not go well what could be improved for future sessions.

Learning Outcome 4 – Plan future sessions

- a. Demonstrate that by evaluating each session the planning of future sessions can be improved

### **Unit 2 – Basic communication skills for leading a sporting activity**

Learning Outcome 1 – Knowledge and basic proficiency in the chosen activities in order to demonstrate verbal communication, non verbal communication and use of a whistle

- a. Demonstrate the ability to communicate clearly with participants using a range of verbal and non verbal communication skills
- b. Demonstrate the ability to know how and when to use a whistle with confidence

Learning Outcome 2 – Communicating with groups and individuals involved in sporting and recreational activity

- a. Demonstrate the ability to communicate appropriately with groups and individuals in a sporting context

### **Unit 3 – Principles and practice in delivering a basic health and fitness session**

Learning Outcome 1 – Understand the factors which prevent individuals taking part in health-related exercise

- a. Explain simply the range of factors which may prevent people taking part in physical activity
- b. Describe if and how it may be possible to overcome these issues

Learning Outcome 2 – The effects of diet, smoking, alcohol and age on the maintenance of a healthy lifestyle

- a. Explain simply the importance of a healthy lifestyle
- b. Describe the effects that diet, smoking, alcohol and age can have on a healthy lifestyle

Learning Outcome 3 – The development of a directory of local contacts offering health-related exercise

- a. Produce a simple directory of local agencies which offer opportunities to take part in health related activities

Learning Outcome 4 – Leading a simple exercise session for a group whilst under supervision

- a. Take part in the planning and delivery of a basic exercise session

### **Unit 4 – Understanding fair play in sport**

Learning Outcome 1 - Throughout the course you have actively demonstrated and encouraged the concept of good sporting behaviour and fair play in sporting and recreational activities

- a. Understand and explain what is meant by fair play and ensure the basic principles are adhered to when delivering activity sessions
- b. Ensure that everyone is treated with respect and that low level disruption or disputes are dealt with in a confident and consistent manner

### **Unit 5 – Understanding the role of the sports official**

Learning Outcome 1 – The role of the official in sporting activities

- a. Demonstrate basic knowledge and understanding of the role and skills required by a sports official

Learning Outcome 2 – Rules and regulations of a number of sports and activities

- a. Understand and explain the need to have rules and the effect that these rules will have on an activity
- b. Explain simply and be able to demonstrate how to condition games in order to make them enjoyable and relevant to the rest of the session

Learning Outcome 3 – Evaluation of performance of officials

- a. Be able to evaluate and comment upon the performance of officials at a range of levels

Learning Outcome 4 – Acting as an official for a number of sports and activities

- a. Understand and explain the basic rules of an activity and be able to communicate decisions clearly and confidently

### **Unit 6 – Understanding the scope of local sport and recreational activities**

Learning Outcome 1- Demonstrate knowledge of the range of local agencies and facilities that offer sporting and recreational activities to the community

- a. List places within the local area where it is possible to take part in sport or physical activity

Learning Outcome 2 - Show awareness of the sports related courses of study that are available through schools, sports development teams, national governing bodies and other associated agencies

- a. Describe courses which can complement or follow on from this award and identify establishments within the local area which deliver these courses

### **Unit 7 – Demonstration of leadership skills in sport**

Learning Outcome 1 - Organise a number of sports sessions, ideally in two different sporting or recreational activities for your peer group or lower age group children

- a. Complete a minimum of one hour of leadership experience using the skills and experience gained from Units 1-6 whilst under direct supervision.

Please note that the Level 1 in Sports Leadership is a nationally recognised qualification and is approved by the Qualification and Curriculum Authority (QCA). As a result of this approval this qualification appears on the National Qualifications Framework and is eligible for School Improvement & Attainment Points.

For further information please contact:

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