



Specification

Level 3 Qualification in Sports Leadership (SL3)



**Sports
Leaders**



Introducing the Extraordinary Specification for 2020/21

Note: This Extraordinary Amended Specification has been introduced in response to the Covid-19 crisis to ensure that the qualification's assessments can be delivered by Centres and remain accessible to learners.

In summary - delivery of the SLQ Sports Leaders during the academic year 2020-21 includes the following adaptations:

<p>Definition of community</p>	<p>During these unprecedented times the definition of community has evolved. For the purpose of sports leadership community is defined as:</p> <ul style="list-style-type: none"> • Education provider • Social bubble • Home environment • Social media/digital environment <p>When a learner is asked to deliver an activity within their community this can be done for any of the above.</p>
<p>Demonstration of leadership</p>	<p>With the current restrictions to volunteering with groups of people we have adapted the demonstration of leadership requirement to consist of:</p> <ul style="list-style-type: none"> • 1 hour to run an event as part of Unit 2 • 3 hours sports leadership sessions as part of Unit 4 within their community
<p>Responsibility of leading safe sessions as a Sports Leader</p>	<p>A Level 3 Sports Leader during training is required to be supported and guided at all times by their tutor/assessor or person in charge of the organisation they are leading in.</p> <p>The responsible person will be required to advise the sports leader on risk assessments and the interventions required to put in place in line with the organisation's Covid-19 safety guidance.</p> <p>Once qualified the Sports Leader will be able to independently lead (once 17 years old) and will be responsible for all safety aspects including Covid-19 guidance in the future as a certificated Level 3 Sports Leader.</p>
<p>Covid-19 Learner Support Challenges</p>	<p>SLQ Sports Leaders have developed a series of Covid-19 Learner Support Challenges as identified below. These are available to access as part of home learning or within face to face sessions.</p> <p>The aim of these challenges are to support the Sports Leader to deliver safely during these challenging times. They will guide the learner to recognise the skills that are being developed and guide them to implement them effectively in the ever changing environment.</p> <p>The sessions aim to support the delivery of the qualification through these extraordinary times and support the learner with understanding how they can lead sessions safely during the Covid-19 crisis. The support challenges are referenced throughout the tutor resources and the Learner Resources as 'Power Up Opportunities'.</p>

Supporting learners to develop their skills

SLQ Sports Leaders will support the delivery of this qualification through seven new, learner facing, 'Covid-19 Support Challenges', these are included in your learner registration fees. The resources can either be issued to learners to complete during their tutor time or they can be given as sessions to be completed at home. Each session should take about an hour to complete.

The challenges are designed to be delivered alongside the qualification delivery to give support and understanding of the current circumstances for leading activities. It will also give additional ideas to learners about how they might need to adapt to the needs of the Covid-19 crisis environment.

The seven challenges are:

- 1) Valuing Learning Challenge – Re-engaging with learning and your community
- 2) Skills for Progression Challenge – The personal skills you need to progress
- 3) Believe in Yourself Challenge – Building confidence to succeed
- 4) Safety First Challenge –Leading activities safely
- 5) Adapting Activities Challenge – Developing activities for a changing environment
- 6) Virtual Leading Challenge – Using technology for leading activities
- 7) The Reflection Challenge – Effective self-evaluation of skills

These challenges are referenced as 'Power Up' opportunities in the Tutor Resources and in the Learner Evidence Record.

Qualification information

Objective:

SL3 is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity.

This 'Extraordinary Amended Specification' has been developed and issued in response to the changes in the environment due to the Covid-19 crisis. The amendments have been put in place so that learners can continue to safely demonstrate their leadership skills for practical assessments.

Minimum age on course start date	15 years old
Minimum age on completion	17 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Indirect supervision at 17 years old Independent of supervision at 18 years old
Total Qualification Time (TQT)	132 hours
Tutored time (GL)	61 hours
Demonstration of leadership	4 hours required for courses with start dates before 31 st July 2021. See the <i>Demonstration of Leadership hours</i> section below for more details
Credits	13 credits
UCAS tariff points	16
Qualification number (Quan code)	601/8586/7

Assessment

SLQ Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:

- Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
- Questioning of underpinning knowledge - via worksheets
- Plans and evaluations completed during the course

* Reasonable adjustments can be made for learners who are unable to complete the LER

Demonstration of Leadership Hours

Adapted assessment to ensure the qualification is accessible for learners during the Covid-19 crisis.

Unit	Leadership hours required for courses with start dates between 1 August 2020 to 31 July 2021
Unit 2 – Plan, lead and evaluate a sports/physical activity event	1 hour of event leadership
Unit 4 – Plan, lead and evaluate sport/physical activity sessions in your community	3 hours of leadership to peers
Unit 5 – Plan, lead and evaluate sport/physical activity sessions for children	No hours required
Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people	However, learners must plan two sport/activity sessions for each unit. They must also evaluate how well they have been able to plan each session
Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people	

Note: If social distancing and Covid-19 control measures allow, the specification would typically require a total of 30 hours demonstration of leadership (10 hours for Unit 4 and 10 hours for two of the Units 5, 6 and/or 7). This will not be retrospectively enforced for courses with start dates before 31st July 2021.

Resources – Reviewed for 2020/21

A suite of support resources and guidance to enable you and your learners to create Sports Leaders in 2020/21 will be available.

To assist you with the delivery and assessment of this qualification SLQ Sports Leaders will provide you with access to the following documents electronically:

- This qualification specification – [reviewed for 2020/21](#) to overcome the challenges of Covid-19
- Delivering sports leadership in the Covid-19 pandemic – Guidance for Tutors and other delivery staff
- Learner Evidence Record – [reviewed for 2020/21](#)
- A series of Covid-19 Learner Support Challenges - to support learners to be adaptable to the changing safety needs of their community and the Covid-19 environment
- Tutor Resource presentation slides for each unit – [reviewed for 2020/21](#)
- Quality Assurance Review Checklist – [reviewed for 2020/21](#)
- Internal Verification forms – [reviewed for 2020/21](#)

Training requirements for your Centre

Tutor Training is mandatory for Centres planning to deliver SLQ Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives ‘Trained Tutor/Assessor’ status lasting for two years.

Centre Course Managers (CCMs) e-training and Internal Verification e-training are also mandatory for those that are performing the roles at a Centre. Visit [LEAP](#) to complete the training.

Policies

When agreeing to the Terms and Conditions, all Qualification Centres have acknowledged that the following policies are in place and accessible to both learners and tutors as required:

- Complaints policy
- Malpractice and maladministration policy
- Appeals policy

Our Quality Assurance engagements will check these are in place and whether these have been accessed in the last 12 months. If you have any questions regarding this requirement, please contact your [Senior Quality Assurance Officer](#) or your [Customer Services Team](#) member as soon as possible. We are happy to offer guidance regarding these policies if required.

Progression

This qualification has a progression pathway to further sports related qualifications, training or employment.

Price

The price list for all SLQ Sports Leaders qualifications, awards and additional resources can be found [here](#).

FAQs

A list of Frequently Asked Questions can be found [here](#).

Extraordinary Specification for 2020/21
 SLQ Level 3 Qualification in Sports Leadership (SL3)
 Unit Overview

Units All units are mandatory	Guided Learning (Tutor time)	Directed study Includes 30 leadership hours*	Total Qualification Time (TQT)
Unit 1 – Developing leadership skills	4	4	8
Unit 2 – Plan, lead and evaluate a sports/physical activity event	15	10	25
Unit 3 – Lead safe sport/physical activity sessions	5	4	9
Unit 4 – Plan, lead and evaluate sport/physical activity sessions in your community	16	8	34
		10*	
Unit 5** – Plan, lead and evaluate sport/physical activity sessions for children	7	5	25
		10*	
Unit 6** – Plan, lead and evaluate sport/physical activity sessions for disabled people	7	5	25
		10*	
Unit 7** – Plan, lead and evaluate sport/physical activity sessions for older people	7	5	25
		10*	
**Units 5, 6 and 7 are now mandatory Units. They can only be completed after all learning and assessment has been completed for Unit 4.	61	71	132
			13 credits
<p>*Adapted Assessment for courses with a start date before 31st July 2021 - learners are expected to complete 4 hours of total demonstration of leadership (1 hour for Unit 2 and 3 hours for Unit 4). If social distancing and Covid-19 control measures allow, the specification would typically require a total of 30 hours demonstration of leadership (10 hours for Unit 4 and 10 hours for two of the Units 5, 6 and/or 7).</p>			

Extraordinary Specification for 2020/21
 SLQ Level 3 Qualification in Sports Leadership (SL3)
 Units and Assessment Criteria Guidance

Unit 1 – Developing leadership skills		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the skills and behaviours needed for effective, inclusive leadership		
1.1 Compare and contrast the roles and responsibilities of a leader, coach and teacher	Compare and contrast the roles and responsibilities of a Sports Leader, coach and teacher	Task 1.1 – Understanding the skills and behaviours a Sports Leader needs Complete task worksheet
1.2 Describe the key skills that an effective leader will need	Describe the following five skills that an effective leader needs and explain why they are necessary: <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving 	
1.3 Explain why the identified skills will be necessary for effective successful leadership		
1.4 Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills	Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: <ul style="list-style-type: none"> • Participants • Sessions • Themselves as the leader 	
Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations		
2.1 Explain how and why identified skills and behaviours might be relevant in other environments	Explain how and why at least five skills and five behaviours might be relevant in other environments	Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet
2.2 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact they might have on employability and success in a work environment	
Learning Outcome 3 – Be able to evaluate and develop leadership skills		
3.1 Describe a range of evaluation methods and tools	Describe at least three different methods and/or tools that can be used to aid evaluation	Task 1.3 – Evaluate and develop leadership skills

3.2 Select and use methods and tools to evaluate their own and another learner's leadership skills	Evaluate at least five of own leadership skills using at least one evaluation method/tool	Complete task worksheet
	Evaluate at least five of the leadership skills of another person using at least one evaluation method/tool	
3.3 Obtain an evaluation of your leadership skills completed by a responsible person	Obtain an evaluation of your leadership skills completed by a responsible person	
3.4 Analyse the evaluations of leadership skills to identify areas in need of development for themselves	Highlight at least two leadership own skills that need further development, based on own and other evaluations	
3.5 Create a personal development plan to improve their own leadership skills	Create a personal development plan that explains how to improve the two skills identified as in need of further development	
3.6 Develop personal leadership skills	Improve at least two leadership skills during the course	
Learning Outcome 4 – Be able to reflect on the development of own leadership skills against own action plan		
4.1 Evaluate the impact of your leadership skills	Evaluate your impact of your leadership skills on: <ul style="list-style-type: none"> • Participants • Community (e.g. school etc.) • Own development 	Task 1.4 – Reflect on your development across the Sports Leaders course Complete task worksheet
4.2 Describe future development needs of own leadership skills		
4.3 Revise own action plan as necessary		

Unit 2 – Plan, lead and evaluate a sports/physical activity event		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know different types of sports/physical activity event		
1.1 Evaluate different types of sports/physical activity events	Evaluate at least five different types of sport/physical activity events	Task 2.1 – Types of sports/physical activity events Complete the task worksheet
Learning Outcome 2 – Be able to plan a sports/physical activity event		
2.1 Plan a sports/physical activity event	Plan at least one sport/physical activity event	Task 2.2 – Plan, lead and evaluate a sports/physical activity event Complete event plan
Learning Outcome 3 – Be able to deliver a sports/physical activity event		
3.1 Deliver an effective sports/physical activity event	Deliver at least one sports/physical activity event <u>*Adapted Assessment for courses with a start date before 31st July 2021 - learners are expected to complete 1 hour demonstration of event leadership</u>	Task 2.2 – Plan, lead and evaluate a sports/physical activity event Practical Observation Form Event Leadership Log
Learning Outcome 4 – Be able to evaluate a sports/physical activity event		
4.1 Select and use appropriate methods and tools to evaluate the success of a sports/physical activity event	Evaluate a minimum of one sports/physical activity event that has been delivered by the learner	Task 2.2 – Plan, lead and evaluate a sports/physical activity event Complete evaluation of plan
4.2 Record evaluations in an appropriate format		

Unit 3 - Lead safe sport/physical activity sessions		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand how ‘duty of care’ effects the safeguarding of participants		
1.1 Describe what is meant by ‘duty of care’	Describe what is meant by ‘duty of care’	Task 3.1 – Duty of care and safeguarding Complete the task worksheet
1.2 Explain what the ‘duty of care’ responsibilities are for a Sports Leader	Explain at least two responsibilities for a Sports Leader	
1.3 Describe what is meant by ‘safeguarding’	Describe what is meant by ‘safeguarding’	
1.4 Describe how they will fulfil the duty of care they have towards those they lead	Describe at least two ways that they will fulfil their duty of care responsibilities to those that they lead	
1.5 Describe the steps they can take to protect themselves from safeguarding incidents	Describe at least two steps they can take to protect themselves from safeguarding incidents	
Learning Outcome 2 – Understand how to maximise safety when leading sport/physical activity		
2.1 Complete a risk assessment for a sport/physical activity session	Complete a risk assessment for at least one sport/physical activity session	Task 3.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template
Learning Outcome 3 – Be able to maximise safety when leading sport/physical activity		
3.1 Lead sessions which minimise risk and maximise safety	Lead at least two sessions to demonstrate: <ul style="list-style-type: none"> • Sharing safety messages • Making necessary changes to activities, equipment, environment and participant behaviour to maximise safety 	Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community Practical Observation Form

Unit 4 – Plan, lead and evaluate sport/activity sessions in your community		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand community sport/physical activity and the associated barriers and benefits		
1.1 Describe the physiological, psychological and social benefits for individuals, of taking part in sport/physical activity in the community	Describe at least two physiological, two psychological and two social benefits to the participant of taking part in sport and physical activity in the community	Task 4.1 – The effects of sport and physical activity on your community Complete the task worksheet
1.2 Describe the financial, social and medical benefits to society, of people taking part in sport/physical activity in the community	Describe at least two financial, two social and two medical benefits to society of people participating in sport/physical activity in the community	
1.3 Explain the possible social and psychological barriers to participation sport/physical activity in your community	Explain at least two psychological and two social barriers to participation in community sport	
1.4 Describe strategies which could increase the participation levels of sport/physical activity in your community	Describe at least two strategies which could increase the participation levels in community sport	
Learning Outcome 2 – Be able to plan a series of community sport/physical activity sessions		
2.1 Plan a series of linked community sport/physical activity sessions	Plan a minimum of two community sport/physical activity sessions which show progression from one session to the next	Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community Complete plans for a series of at least two linked sessions
2.2 Plan how to adapt the sessions to the environment	Plan how to make at least two changes that can be used to meet environmental needs (e.g. Covid-19 social distancing)	
Learning Outcome 3 – Be able to lead a series of community sport/physical activity sessions		
3.1 Lead a series of community sport/physical activity	Lead a minimum of two x 20 minute, sport/physical activity sessions in your community which show progression from one to the next	Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community Practical observation form
	Lead a minimum of 10 hours* sport/physical activity sessions in your community <u>*Adapted Assessment for courses with a start date before 31st July 2021 - learners are expected to complete 3 hours demonstration of leadership</u>	Leadership Log

3.2 Use effective motivation methods when leading sport/physical activity sessions	Use four motivational methods effectively on two occasions	
3.3 Use effective communication when leading sport/physical activity sessions	Use at least five different verbal and five different non-verbal communication methods effectively on two occasions	
3.4 Use effective strategies to manage the behaviour of participant(s)	Use two behavior management methods effectively on two occasions	
3.5 Adapt the session effectively in line with the needs of the participant(s)	Adapt a session(s) in line with the participant(s) needs on at least two occasions	
3.6 Conclude a sport/physical activity session effectively	Conclude a sport/physical activity session effectively	
Learning Outcome 4 – Be able to evaluate community sport/physical activity sessions		
4.1 Evaluate a series of community sport/physical activity sessions	Evaluate at least two linked community sport/physical activity sessions that have been led	Task 4.2 – Plan, lead and evaluate community sport/activity sessions Complete evaluation sections for two sessions

Unit 5 – Plan, lead and evaluate sport/physical activity sessions for children		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand the effects of sport and physical activity on children		
1.1 Explain the positive effects taking part in sport/physical activity has on children	Explain the positive effects taking part in sport/physical activity has on children. Give at least three examples	Task 5.1 – The effects of sport and physical activity on children Complete the task worksheet
1.2 Explain the potential psychological and social barriers to participation for children	Explain at least two psychological and two social barriers to participation for children	
1.3 Describe strategies which could increase the participation levels of children in sport/physical activity	Describe at least two strategies which could increase the participation levels of children	
1.4 Analyse the link between experiences of sport/physical activity in childhood and lifelong participation habits	Analyse the link between experiences of sport/physical activity in childhood and lifelong participation habits. Give at least two examples	
Learning Outcome 2 – Be able to plan a series of sport/physical activity sessions for children		
2.1 Plan a series of progressive sport/physical activity sessions for children	Plan a minimum of two sport/physical activity sessions for children which show progression from one session to the next	Task 5.2 – Plan, lead and evaluate sport/physical activity sessions for children Complete plans for a series of at least two linked sessions
2.2 Adapt sessions effectively in line with the different ability needs of children(s)	Plan how to adapt the sessions to suit different ability needs of children	
Learning Outcome 3 – Be able to lead a series of sport/physical activity sessions for children		
3.1 Lead a series of sport/physical activity sessions for children	Lead a minimum of 10 hours* of sport/physical activity sessions for children <u>*Adapted Assessment for courses with a start before 31st July 2021 – no demonstration of leadership hours need to be completed for Unit 5</u>	
Learning Outcome 4 – Be able to evaluate sport/physical activity sessions for children		
4.1 Evaluate a series of sport/physical activity sessions for children	Evaluate at least two linked sport/physical activity sessions that have been led for children	Task 5.2 – Plan, lead and evaluate sport/physical activity sessions for children Complete evaluation sections of session plan for at least two linked sessions

Unit 6 - Plan, lead and evaluate sport/physical activity sessions for disabled people		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand disabled people and the associated barriers and benefits of sport/physical activity		
1.1 Describe the physiological, psychological and social benefits for disabled people taking part in sport/physical activity	Describe at least two physiological, two psychological and two social benefits to the participant of disabled people taking part in sport/physical activity	Task 6.1 – The effects of sport and physical activity on disabled people Complete the task worksheet
1.2 Describe the possible social and psychological barriers to participation in sport/physical activity for disabled people	Describe at least two psychological and two social barriers to participation for disabled people	
1.3 Analyse the scope and range of sport/physical activity opportunities for disabled people in the local community	Analyse the current scope and range of sport/physical activity provision for disabled people in the local community. Give at least two examples	
1.4 Describe strategies which could increase the participation levels of disabled people in sport/physical activity	Describe at least two strategies which could increase the participation levels of disabled people	
1.5 Explain how to adapt sessions effectively in line with the different ability needs of disabled people	Explain at least four ways how to adapt session(s) for disabled people in line with the participant(s) needs	Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people Complete plans for a series of at least two linked sessions
Learning Outcome 2 – Be able to plan a series of sport/physical activity sessions for disabled people		
2.1 Plan a series of linked sport/physical activity sessions for disabled people	Plan a minimum of two sport/physical activity sessions for disabled people which show progression from one session to the next	Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people Complete plans for a series of at least two linked sessions
Learning Outcome 3 – Be able to lead a series of sport/physical activity sessions for disabled people		
3.1 Lead a series of sport/physical activity for disabled people	Lead a minimum of 10 hours* of sport/physical activity sessions for disabled people <u>*Adapted Assessment for courses with a start date before 31st July 2021 – no demonstration of leadership hours need to be completed for Unit 6</u>	

Learning Outcome 4 – Be able to evaluate sport/physical activity sessions for disabled people		
4.1 Evaluate a series of sport/physical activity sessions for disabled people	Evaluate at least two linked sport/physical activity sessions that have been led for disabled people	Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people Complete evaluations for two linked sessions

Unit 7 - Plan, lead and evaluate sport/physical activity sessions for older people		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Understand older people and the associated barriers and benefits of sport/physical activity		
1.1 Describe the physiological, psychological and social benefits for older people taking part in sport/physical activity	Describe at least two physiological, two psychological and two social benefits to the participant of older people taking part in sport/physical activity	Task 7.1 – The effects of sport and physical activity on older people Complete the task worksheet
1.2 Describe the potential benefits to society of older people participating in sport and physical activity	Describe at least two financial, two social and two medical benefits to society of older people participating in sport/physical activity	
1.3 Describe the possible social and psychological barriers to participation in sport/physical activity for older people	Describe at least two psychological and two social barriers to participation for older people	
1.4 Describe strategies which could increase the participation levels of older people in sport/physical activity	Describe at least two strategies which could increase the participation levels of older people	
1.5 Explain how to adapt sessions effectively in line with the different ability needs of older people	Explain at least four ways how to adapt session(s) for older people in line with the participant(s) needs	Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people Complete plans for a series of at least two linked sessions
Learning Outcome 2 – Be able to plan a series of sport/physical activity sessions for older people		
2.1 Plan a series of linked sport/physical activity sessions for older people	Plan a minimum of two sport/physical activity sessions for older people which show progression from one session to the next	Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people Complete plans for a series of at least two linked sessions
Learning Outcome 3 – Be able to lead a series of sport/physical activity sessions for older people		
3.1 Lead a series of sport/physical activity for older people	Lead a minimum of 10 hours* of sport/physical activity sessions for older people <u>*Adapted Assessment for courses with a start date before 31st July 2021 – no demonstration of leadership hours need to be completed for Unit 7</u>	

Learning Outcome 4 – Be able to evaluate sport/physical activity sessions for older people		
4.1 Evaluate a series of sport/physical activity sessions for older people	Evaluate at least two linked sport/physical activity sessions that have been led for older people	Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people Complete evaluations for two linked sessions