



# Specification

## Level 6 Qualification in Sports Leadership (SL6)



**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"> <li>• Education provider</li> <li>• Social bubble</li> <li>• Home environment</li> <li>• Social media/digital environment</li> </ul> <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"> <li>• 1 hour to run an event as part of Unit 2</li> <li>• 3 hours sports leadership sessions as part of Unit 4 within their community</li> </ul>   |
| <p>Responsibility of leading safe sessions as a Sports Leader</p> | <p>A SCQF Level 6 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 SCQF Level 6 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:

SCQF SL6 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<br>Independent of supervision at 18 years old  |
| Notional Learning Time              | 134 hours   |
| Tutored time (GL)                   | 62 hours  |
| Demonstration of leadership         | 4 hours required for courses with start dates before 31 <sup>st</sup> July 2021.<br>See the <i>Demonstration of Leadership hours</i> section below for more details |
| Credits                             | 13 credits  |
| Insight points                      | 65  |

### 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 31<sup>st</sup> 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 SCQF Level 6 Qualification in Sports Leadership (SCQF SL6)

#### Unit Overview

| <b>Units</b><br>All units are mandatory  | <b>Guided Learning<br/>(Tutor time)</b> | <b>Directed study</b><br>Includes 30 leadership hours* | <b>Notional Learning Time</b> |
|--|---|--|-------------------------------|
| Unit 1 – Developing leadership skills  | 5                                       | 5  | 10                            |
| Unit 2 – Plan, lead and evaluate a sports/physical activity event  | 15                                      | 10   | 25                            |
| Unit 3 – Lead safe sport/physical activity sessions  | 5                                       | 5  | 10                            |
| Unit 4 – Plan, lead and evaluate sport/physical activity sessions in your community  | 16                                      | 7  | 33                            |
|  |   | 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.  | <b>62</b>                               | <b>72</b>  | <b>134</b>                    |
|  |   |  | <b>13 credits</b>             |
| *Adapted Assessment for courses with a start date before 31 <sup>st</sup> 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). |   |  |                               |

Extraordinary Specification for 2020/21  
 SLQ SCQF Level 6 Qualification in Sports Leadership (SCQF SL6)  
 Units and Performance Criteria Guidance

| Unit 1 – Developing leadership skills   |   |   |
|---|---|---|
| Performance Criteria  | Minimum action required   | What needs to be completed  |
| Learning Outcome 1 – Understand the skills and behaviours needed for effective, inclusive leadership                                    |   |   |
| 1.1 Explain the similarities and differences between skills and behaviours  | Explain at least 1 similarity and 1 difference between skills and behaviours                                | <b>Task 1.1 – Understanding the skills and behaviours</b><br>Complete task worksheet                      |
| 1.2 Describe the skills that an effective leader will need  | Describe at least 5 skills that an effective leader will need and why they are necessary                    |   |
| 1.3 Describe the behaviours that an effective leader will need  | Describe at least 5 behaviours that an effective leader will need and why they are necessary                |   |
| 1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership                             |   |   |
| 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        | <b>Task 1.2 – Using leadership skills and behaviours in other environments</b><br>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 4 – Be able to evaluate and develop leadership skills  |   |   |
| 4.1 Describe a range of evaluation methods and tools  | Describe at least three different methods and/or tools that can be used to aid evaluation                   | <b>Task 1.3 – Evaluate and develop leadership skills</b><br>Complete task worksheet                       |
| 4.2 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                   |   |
|   | Evaluate at least five of the leadership skills of another person using at least one evaluation method/tool |   |



|  |   |  |
|--|---|--|
| 4.3 Obtain an evaluation of your leadership skills completed by a responsible person                     | Obtain an evaluation of your leadership skills completed by a responsible person  |  |
| 4.4 Analyse the evaluations of leadership skills to identify areas in need of development for themselves | Highlight at least two leadership skills that are in need of further development for self, based on own and other evaluations |  |
| 4.5 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   |  |
| 4.6 Develop personal leadership skills   | Improve at least two leadership skills during the course  |  |
| <b>Learning Outcome 5 – Understanding the principles of leadership styles</b>                            |   |  |
| 5.1 Describe a range of leadership styles  | Describe at least four different leadership styles  | <b>Task 1.4 – Leadership styles</b><br>Complete task worksheet |
| 5.2 Explain when different leadership styles are appropriate   | Give at least one example of when it might be appropriate to use each of the listed leadership styles                         |  |
| 5.3 Describe the most appropriate leadership styles for the group they are working with                  | Use knowledge from the previous two Performance Criteria to match the leadership style to the group                           |  |

| Unit 2 – Plan, lead and evaluate a sports/physical activity event  |   |   |
|--|---|---|
| Performance Criteria   | Minimum action required   | What needs to be completed  |
| Learning Outcome 1 – Know different types of sports/physical activity event                                  |   |   |
| 1.1 Describe different types of sports/physical activity events  | <p>Describe at least 5 different types of sport/physical activity events. Description to include:</p> <ul style="list-style-type: none"> <li>• Key Features</li> <li>• Main uses</li> <li>• Pros and cons</li> <li>• Famous examples</li> </ul> <p>For 1 event format explain how each will be:</p> <ul style="list-style-type: none"> <li>• Set up</li> <li>• Organised</li> <li>• Scored</li> <li>• Results recorded</li> </ul> | <p><b>Task 2.1 – Types of sports/physical activity events</b><br/>Complete the task worksheet</p>                 |
| 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   | <p><b>Task 2.2 – Plan, lead and evaluate a sports/physical activity event</b><br/>Complete event plan</p>         |
| Learning Outcome 3 – Be able to deliver a sports/physical activity event                                     |   |   |
| 3.1 Deliver an effective sports/physical activity event  | <p>Deliver at least one sports/physical activity event<br/> <u>*Adapted Assessment for courses with a start date before 31<sup>st</sup> July 2021 - learners are expected to complete 1 hour demonstration of event leadership</u></p>  | <p><b>Task 2.2 – Plan, lead and evaluate a sports/physical activity event</b><br/>Practical Observation Form</p>  |
| 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   | <p><b>Task 2.2 – Plan, lead and evaluate a sports/physical activity event</b><br/>Complete evaluation of plan</p> |
| 4.2 Record evaluations in an appropriate format  |   |   |

| Unit 3 - Lead safe sport/physical activity sessions   |   |   |
|---|---|---|
| Performance 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’  | <b>Task 3.1 – Duty of care and safeguarding</b><br>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   | <b>Task 3.2 – Completing a risk assessment for a sport/physical activity session</b><br>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"> <li>• Sharing safety messages</li> <li>• Making necessary changes to activities, equipment, environment and participant behaviour to maximise safety</li> </ul> | <b>Task 4.2 – Plan, lead and evaluate sport/activity sessions for children</b><br>Practical Observation Form                  |

## Unit 4 - Plan, lead and evaluate sport/activity sessions in the community

| Performance 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 community sport/physical activity | 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 | <b>Task 4.1 – The effects of sport and physical activity in your community</b><br>Complete the task worksheet   |
| 1.2 Describe the financial, social and medical benefits to society, of people taking part in community sport/physical activity         | 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 in community sport/physical activity                       | 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 in community sport/physical activity                          | Describe at least two strategies which could increase the participation levels in community sport  |   |
| 1.5 Adapt sessions effectively in line with the different ability needs of participant(s)  | Adapt a session(s) for children in line with the participant(s) needs on at least two occasions  | <b>Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community</b><br>Practical Observation Form                                  |
| 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 sport/physical activity sessions for your community which show progression from one session to the next                                    | <b>Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community</b><br>Complete plans for a series of at least two linked sessions |
| 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 sessions  | Lead a minimum of two x 20 minute, sport/physical activity sessions for your community which show progression from one to the next                               | <b>Task 4.2 – Plan, lead and evaluate sport/physical activity sessions in your community</b><br>Practical Observation Form                                  |

|  |  |  |
|--|--|--|
|  | Lead a minimum of 10 hours* of sport/physical activity sessions in your community<br><u>*Adapted Assessment for courses with a start date before 31<sup>st</sup> July 2021 - learners are expected to complete 3 hours demonstration of leadership</u> | <b>Leadership Log</b>  |
|  | Use four motivational methods effectively on two occasions   |  |
| 3.2 Use effective motivation methods when leading sport/physical activity sessions         | Use at least five different verbal and five different non-verbal communication methods effectively on two occasions  |  |
| 3.3 Use effective communication when leading sport/physical activity sessions              |  |  |
| 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 in line with the participant(s) needs on at least two occasions  |  |
| <b>Learning Outcome 4 – Be able to evaluate community sport/physical activity sessions</b> |  |  |
| 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   | <b>Task 4.2 – Plan, lead and evaluate sport/physical activity sessions for your community</b><br>Complete evaluation sections for two sessions |

| Unit 5 – Plan, lead and evaluate sport/activity sessions for children  |  |   |
|--|--|---|
| Performance 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  | <b>Task 5.1 – The effects of sport and physical activity on children</b><br>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  | <b>Task 5.2 – Plan, lead and evaluate sport/activity sessions for children</b><br>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 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<br><u>*Adapted Assessment for courses with a start date before 31<sup>st</sup> 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  | <b>Task 5.2 – Plan, lead and evaluate sport/activity sessions for children</b><br>Complete evaluation sections of session plan for series of at least two linked sessions |

| Unit 6 - Plan, lead and evaluate sport/physical activity sessions for disabled people  |   |  |
|--|---|--|
| Performance 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   | <b>Task 6.1 – The effects of sport and physical activity on disabled people</b><br>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  | <b>Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people</b><br>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  | <b>Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people</b><br>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<br><u>*Adapted Assessment for courses with a start date before 31<sup>st</sup> 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 | <b>Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people</b><br>Complete evaluations for two linked sessions |



| Unit 7 - Plan, lead and evaluate sport/physical activity sessions for older people  |  |   |
|---|--|---|
| Performance 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   | <b>Task 7.1 – The effects of sport and physical activity on older people</b><br>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  | <b>Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people</b><br>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  | <b>Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people</b><br>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<br><u>*Adapted Assessment for courses with a start date before 31<sup>st</sup> 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 | <b>Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people</b><br>Complete evaluations for two linked sessions |