



# Specification

## Level 4 Qualification in Sports Leadership (SL4)



**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>	<ul style="list-style-type: none"> <li>• 1 hour of sports leadership sessions as part of Unit 2</li> </ul>
<p>Responsibility of leading safe sessions as a Sports Leader</p>	<p>A Level 4 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 learner 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 assist in leading sports/physical activity sessions under direct supervision.</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 is 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 four 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 four challenges are:

- 1) Re-engaging with learning and your community
- 2) The personal skills you need to progress
- 3) Building confidence to succeed
- 4) Assist in leading activities safely

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

## Qualification information

### Objective:

SCQF SL4 is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity, under direct supervision.

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	12 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision
Notional Learning Time	45 hours
Tutored time (GL)	27 hours
Demonstration of leadership	1 hour - required before qualification is certificated
Credits	5 credits

### 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, assist in leading and review a sport/physical activity session	1 hour of leadership to peers

### Resources – New 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](#)

## **Tutor 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 is also available and can be accessed [here](#).

## **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 the next level of Sports Leadership qualification. This qualification is the SCQF Level 5 Qualification in Community Sports Leadership.

## **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 4 Qualification in Sports Leadership (SCQF SL4)  
 Unit Overview

<b>Units</b> All units are mandatory	<b>Guided Learning (Tutor time)</b>	<b>Directed study</b> (includes 1 leadership hour*)	<b>Notional Learning Time</b>
Unit 1 – Establishing leadership skills	8	7	15
Unit 2 – Plan, assist in leading and review a sport/physical activity session	12	7*	19
Unit 3 – Lead activities which promote a healthy lifestyle	7	4	11
Learners must complete a minimum of 1 hour demonstration of leadership to peers for Unit 2	<b>27</b>	<b>18</b>	<b>45</b>
			<b>5 credits</b>

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 Units and Performance Criteria Guidance

Unit 1 – Establishing leadership skills		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know the skills and behaviours needed to lead others		
1.1 Outline the skills that an effective leader will need	Outline at least five skills an effective leader should have	<b>Task 1.1 – Leadership skills and behaviours</b> Complete task worksheet
1.2 Outline the way in which a successful leader should behave	Outline at least five behaviours an effective leader should display	
1.3 Explain why the identified skills and behaviours are important when leading others	Give one reason why each of the skills and behaviours are important when leading others	
1.4 Explain the importance of being able to work as part of a group	Give at least one reason for each why being able to work as a group is important for: <ul style="list-style-type: none"> <li>• A sports leader</li> <li>• Life</li> <li>• Work</li> </ul>	<b>Task 1.2 – Leadership skills and behaviours as part of a group</b> Complete the task worksheet
1.5 Outline the skills and behaviours needed in order to work effectively as part of a group	Outline at least three skills and three behaviours needed to work effectively as part of a group	
Learning Outcome 2 – Be able to use leadership skills and behaviours effectively		
2.1 Carry out an audit of their own leadership skills	Carry out an audit of own leadership skills at the start and at the end of their course	<b>Task 1.3 – Audit of leadership skills</b> Complete the task worksheet
2.2 Demonstrate the development of their leadership skills and behaviours	Show improvement in at least two aspects of their leadership skills	<b>Task 1.1 – Leadership skills and behaviours</b> Practical Observation Form
2.3 Demonstrate the ability to work effectively as part of a group	Work effectively as part of a group on at least one occasion	<b>Task 1.2 – Leadership skills and behaviours as part of a group</b> Practical Observation Form

Learning Outcome 3 – Be able to take on the roles and responsibilities of an official in sport/physical activity		
3.1 Act as an official whilst leading a sport/physical activity session	Act as an official for at least 15 minutes	<b>Task 1.4 – Act as an official</b> Practical Observation Form
	Facilitate a minimum of one ‘fair play’ behaviour or action	
	Encourage the use of at least one ‘fair play’ behaviour or action between participants	
Learning Outcome 4 – Know the leadership opportunities available to them		
4.1 Identify what leadership opportunities are available in a range of settings	Identify two leadership opportunities available within each of the following: <ul style="list-style-type: none"> <li>• The organisation</li> <li>• The local community</li> <li>• The wider community</li> </ul>	<b>Task 1.5 – Leadership opportunities</b> Complete the task worksheet
4.2 Identify courses that are available in the local area which may complement or follow on from the qualification	Identify a minimum of two further courses of study which complement this course and where they can be accessed	

Unit 2 – Plan, assist in leading and review sport/physical activity session		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know how to plan structured and inclusive sport/physical activity		
1.1 Describe a range of activities for the elements of a sport/physical activity session	Describe at least two different activities for each: <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Skill development drill/practice</li> <li>• Playground/fun games</li> <li>• Conditioned game</li> <li>• Cool down</li> </ul>	<b>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</b> Session plan template – use at least two examples of each activity type across the two session plan templates
Learning Outcome 2 – Be able to plan structured and inclusive sport/physical activity		
2.1 Plan sport/physical activity sessions	Plan at least two sport/physical activity session	<b>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</b> Session plan template – create a plan for at least two sport/activity sessions
Learning Outcome 3 – Know how to lead structured and inclusive sport/physical activity		
3.1 Describe how sport/physical activities can be adapted to suit the needs of participants	Describe at least two ways that you can adapt a sport/physical activity session to make it less challenging, and at least two ways to make it more challenging	<b>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</b> Session plan template – complete the relevant sections
Learning Outcome 4 – Be able to assist in leading structured and inclusive sport/physical activity		
4.1 Assist in leading sport/activity sessions	Assist in leading at least one x 15 minute sport/physical activity session	<b>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</b> Practical Observation Form  <b>Leadership Log</b>
	Complete an additional 1 hour demonstration of leadership	
4.2 Use verbal communication when leading a sport/physical activity session	Use at least three different verbal communication methods	
4.3 Use non-verbal communication when leading a sport/physical activity session	Use at least three different non-verbal communication methods	
4.4 Use motivation methods to motivate participants when leading a sport/physical activity session	Use at least three motivational methods	

Learning Outcome 5 – Be able to review a sport/physical activity session		
5.1 Review a sport/physical activity session	Review at least one sport/physical activity session that has been led	<b>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</b> Session plan template – complete the review section of the session plan template for at least one session

Unit 3 – Lead activities which promote a healthy lifestyle		
Performance Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know the factors that contribute to a healthy lifestyle		
1.1 Describe how the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Smoking</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Diet</li> <li>• Age</li> <li>• Environment</li> </ul>	Identify a minimum of one effect on a person's health and fitness for each of the listed factors.	<b>Task 3.1- Factors that contribute to a healthy lifestyle</b> Complete the task worksheet
1.2 Describe lifestyle improvement strategies that they could use to improve their own lifestyle	Identify a minimum of two strategies that could be implemented to improve their own lifestyle and the impact these would have	
Learning Outcome 2 – Plan, lead and review a session designed to increase a participants' heart rate		
2.1 Plan an activity session which is designed to increase participants' heart rate	Plan a minimum of one activity session that will raise participants' heart rate	<b>Task 3.2 – Plan, lead and review a session designed to increase a participants' heart rate</b> Plan template and Practical Observation Form
2.2 Lead an activity session which is designed to increase participants' heart rate	Lead for a minimum of 10 minutes and identify the basic visual signs of raised heart rate on at least one occasion	
2.3 Review the activity session	Review at least one sport/physical activity session that has been led	