



Specification

Level 3 Qualification in Sports Leadership (SL3)



**Sports
Leaders**



Introducing the specification

Following a year of temporary adaptations to the specifications in 2020/21, the specification has been reviewed to be more relevant to the challenges that Level 3 Sports Leaders are likely to face. The qualification aligns with professional standards for sport and physical activity leadership, especially through the focus on leading inclusive sessions to participants.

<p>Definition of community</p>	<p>The definition of community has evolved over the past year and remains true for the future. 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 • The community local to the learner (e.g. at sports clubs, youth clubs, etc.) <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>14 hours in total:</p> <ul style="list-style-type: none"> • 2 hours of event leadership • 12 hours of sports/physical activity session leadership to a range of participant groups
<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 safeguarding and safety guidance.</p> <p>Once qualified the Sports Leader will be able to independently lead (once 18 years old) and will be responsible for all safeguarding and safety aspects in the future as a certificated Level 3 Sports Leader.</p>
<p>A greater focus on inclusion</p>	<p>Give your Centre and your learners the flexibility to tailor your delivery to:</p> <ul style="list-style-type: none"> • Align with the needs of participant groups in your Centre and/or community • Focus on the parts of society that are most important to you and your learners (e.g. this could be creating activities for women and girls, improving the range of provision in your community, leading activities to older people, etc.)
<p>Possible participant groups for this qualification</p>	<ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people • Any other group in your community

Learner Support Challenges

The aim of these challenges is to support the Sports Leader to deliver safe and inclusive sport/physical activity sessions. They will guide the learner to recognise the skills that are being developed and guide them to implement them effectively in an ever changing environment.

These are learner facing resources and are available to access, as part of your registration fees, as part of home learning or within face to face sessions.

The seven challenges for to support your delivery of this qualification are:

- 1) Valuing Learning Challenge – 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

The support challenges are referenced throughout the tutor resources and the Learner Evidence Records as 'Power Up Opportunities'.

Qualification information

Objective:

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

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)	122 hours
Tutored time (GL)	60 hours
Demonstration of leadership	14 hours (see the demonstration of leadership section below for more information on this)
Credits	12 credits
UCAS tariff points	16
Qualification number (Quan code)	603/7400/7

Demonstration of Leadership Hours - Reviewed for 2021/22

Unit	Leadership hours required for courses with start dates from 1 September 2021
Unit 5 - Plan, lead and evaluate a sports/physical activity event	2 hours of event leadership
Unit 6 - Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups	12 hours of leadership to a range of participant groups

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
- Assessment of written tasks (task worksheets provided in the LER)
- Plans and evaluations completed during the course

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

Resources - Reviewed for 2021/22

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 2021/22](#)
- Learner Evidence Record - [reviewed for 2021/22](#)
- A series of Learner Support Challenges - to support learners to be adaptable to the changing safety needs of their community
- Tutor Resource presentation slides for each unit - [reviewed for 2021/22](#)
- Quality Assurance Review Checklist
- Internal Verification forms - [reviewed for 2021/22](#)
- Internal Assessment Record - [reviewed for 2021/22](#)

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 Manager (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.

For 2021/22 - the Trained Tutor/Assessor at your Centre must attend the [Level 3 Tutor Training CPD webinar](#). This should be done before the course start date where possible but no later than 4 weeks after the course start date.

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:

- Malpractice and maladministration policy
- Appeals and complaints policy
- Equal opportunities policy

Our Quality Assurance reviews 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 email qa@sportsleaders.org.

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](#).

Specification

Level 3 Qualification in Sports Leadership (SL3)

What has changed for 2021-22?

Unit Overview

- Now 6 units rather than 7 - all 6 need to be completed by all learners
- Unit 3 replaces the knowledge from Units 4, 5, 6 and 7 from previous specs
- Reduction in demonstration of leadership hours from 30 to 14
- Flexibility to allow your learners to lead inclusive sessions to the participants groups that are most important to them (e.g. children, women and girls, older people, disabled people, and so on)

Unit 1

In Unit 1, there have been no changes to the Assessment Criteria or the Tasks that need to be completed

Unit 2

Unit 2 was Unit 3 in the previous specification. It has moved to Unit 2 because it allows the learner to follow a more

Unit 3

- This is a new unit that explores the characteristics of inclusive sessions
- This unit replaces the knowledge parts that were in Units 4, 5, 6 and 7 previously - two tasks replace four
- The unit allows you and your learners to explore the needs of other potential participant groups for example

Unit 4

- Unit 4 is now the focus for the Tutor/Assessor observing and assessing the learner leading 2 x 30 minute sessions (previously 3 x 20 minute sessions)
- The learner will plan three linked sessions and lead two of these under observation by the Tutor/Assessor

Unit 5

- There is a greater focus on how events can be made inclusive for participants
- There is also the requirement for learners to complete at least 2 hours demonstration of event leadership - this

Unit 6

- This is a new unit - it focusses on the learner planning, leading and evaluating sport/physical activity sessions to a range of participant groups in their community (the range is at least three different participant groups)
- It replaces parts of Units 4-7 in the 2019/20 specification
- Six session plans are required (typically a plan for 1 hour of sport/physical activity)

SLQ Level 3 Qualification in
Sports Leadership (SL3)
Specification from 1st September 2021
Unit Overview

What has changed?

- Now 6 units rather than 7 – all 6 need to be completed by all learners
- Unit 3 replaces the knowledge from Units 4, 5, 6 and 7 from previous specs
- Reduction in demonstration of leadership hours from 30 to 14
- Flexibility to allow your learners to lead inclusive sessions to the participants groups that are most important to them (e.g. children, women and girls, older people, disabled people, and so on)

Units All units are mandatory	Guided Learning (Tutor time)	Directed study		Total Qualification Time (TQT)
Unit 1 – Developing leadership skills	4	4		8
Unit 2 – Lead safe sport/physical activity sessions	5	4		9
Unit 3 – Know how to plan inclusive sport/physical activity sessions	18	10		28
Unit 4 – Plan, lead and evaluate a progressive series of inclusive sport/activity sessions	15	10		25
Unit 5 – Plan, lead and evaluate a sports/physical activity event	15	10	2*	27
Unit 6 – Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups	3	10	12*	28
	60	62		122
				12 credits
<p>* Includes 14 hours demonstration of leadership:</p> <ul style="list-style-type: none"> • Unit 5 – 2 hours demonstration of event leadership • Unit 6 – 12 hours demonstration of sport/activity session leadership (see Unit 6 for guidance) <p>Note: The learner needs to be assessed for and pass all assessment criteria from Units 1, 2, 3 and 4 before leading any of the 12 hours leadership required for Unit 6</p>				

What has changed?

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	

Assessment Criteria	Minimum action required	What needs to be completed
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 Complete task worksheet
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	
	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 6.3 - 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		

What has changed?

Unit 2 was Unit 3 in the previous specification. It has moved to Unit 2 because it allows the learner to follow a more natural development of knowledge and skills required for leading events and sessions later

Unit 2 – 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 2.1 – 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 2.2 – 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 a series of progressive sport/physical activity sessions Practical Observation Form

What has changed?

- This is a new unit that explores the characteristics of inclusive sessions
- This unit replaces the knowledge parts that were in Units 4, 5, 6 and 7 previously – two tasks replace four
- The unit allows you and your learners to explore the needs of other potential participant groups for

Unit 3 – Know how to plan inclusive sport/physical activity sessions and events		
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 the community, of people taking part in sport/physical activity	Describe at least two physiological, two psychological and two social benefits to the community of people taking part in sport and physical activity in the community	Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task worksheet
1.2 Describe the financial, social and health benefits to society, of people taking part in sport/physical activity	Describe at least two financial, two social and two health benefits to society of people participating in sport/physical activity in the community	
1.3 Explain the potential psychological and social barriers to participation in 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 sport/physical activity in the community	Select at least three participant groups* from the following: <ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people • Any other group that is important to you and/or your learners 	
1.5 Analyse the range of sport/physical activity opportunities in the community	For each of the three selected groups: <ul style="list-style-type: none"> • Describe at least two national strategies which could increase the participation levels in the community • Analyse the range of sport/physical activity provision for people in your community 	

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 2 - Understand the impacts that sport/physical activity can have on participants		
2.1 Explain the positive effects taking part in sport/physical activity can have on the individual	Explain the positive impact that sport/physical activity can have on the individual	Task 3.1 - The effects of sport and physical activity on your community and wider society Complete the task worksheet
2.2 Explain the positive effects taking part in sport/physical activity can have on a given group	Explain the positive impact that sport/physical activity can have on specific participant groups *Use the three groups select above	
2.3 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	
2.4 Analyse the link between the provision on sport/physical activity in the community and lifelong participation habits	Analyse the link between the provision of sport/physical activity in a person's community and lifelong participation habits. Give at least two examples	
Learning Outcome 3 - Understand how to make sport/physical activity sessions inclusive to the needs of participants		
3.1 Identify the needs of participants that may access sport/physical activity sessions	Identify the specific participant needs and explain how to make sport/physical activity sessions inclusive and accessible for the identified participant groups	Task 3.2 - Making sport/physical activity sessions inclusive Complete the task worksheet
3.2 Explain how to lead inclusive sport/activity sessions to meet the needs of participants		

What has changed?

- Unit 4 is now the focus for the Tutor/Assessor observing and assessing the learner leading 2 x 30 minute sessions (previously 3 x 20 minute sessions)
- The learner will plan three linked sessions and lead two of these under observation by the Tutor/Assessor

Unit 4 – Plan, lead and evaluate a progressive series of inclusive sport/activity sessions		
Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Know how to plan a progressive series of sport/physical activity sessions		
1.1 Describe the characteristics of progression in a series of sport/physical activity sessions	Describe at least three characteristics of progression in a series of sport/physical activity sessions	Task 4.1 – What makes a series of sessions Complete the task worksheet
1.2 Explain how to set aims for a progressive series of sport/physical activity sessions	Give two examples of how to set aims for a progressive series of sport/physical activity sessions	
Learning Outcome 2 – Be able to plan a series of inclusive sport/physical activity sessions		
2.1 Plan a progressive series sport/physical activity sessions	Plan a series of three linked sport/physical activity sessions which show progression from one session to the next	Task 4.2 – Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions
2.2 Set aims for a series of sport/physical activity sessions	Set aims for a series of three sport/physical activity sessions that show progression from one session to the next	
2.3 Plan how to adapt the leading of a session to make it inclusive to the participant(s)	Outline at least two ways to adapt your leading of a session to make it inclusive to participant(s)	
2.4 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	

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 3 - Be able to lead a progressive series of inclusive sport/physical activity sessions		
3.1 Lead a progressive series of sport/physical activity sessions	Lead a minimum of two linked 30 minutes sport/physical activity sessions which show progression from one to the next	Task 4.2 - Plan, lead and evaluate a series of linked sport/physical activity sessions Practical observation form
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 leading of a session to make it inclusive to the participant(s)	Adapt the leading of a session to make it inclusive to participant(s) on at least two occasions	
3.6 Adapt a session effectively in line with environmental needs	Adapt a session(s) to meet environmental needs on at least one occasion	
3.7 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 linked 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 a series of linked sport/physical activity sessions Complete evaluation sections for two sessions

What has changed?

- There is a greater focus on how events can be made inclusive for participants
- There is also the requirement for learners to complete at least 2 hours demonstration of event

Unit 5 – Plan, lead and evaluate inclusive sports/physical activity events		
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 5.1 – Types of sports/physical activity events Complete the task worksheet
1.2 Explain how to make sports/physical activity events inclusive	For each of the five events evaluated, explain how the event is inclusive or could be made more inclusive	
Learning Outcome 2 – Be able to plan an inclusive sports/physical activity event		
2.1 Plan an inclusive sports/physical activity event	Plan at least one sport/physical activity event	Task 5.2 – Plan, lead and evaluate an inclusive sports/physical activity event Complete event plan
Learning Outcome 3 – Be able to deliver an inclusive sports/physical activity event		
3.1 Lead an inclusive sports/physical activity event	Lead at least one sports/physical activity event that demonstrates being inclusive to a range of participant groups	Task 5.2 – Plan, lead and evaluate an inclusive sports/physical activity event Practical Observation Form
	Complete a minimum of 2 hours of event leadership	Task 5.3 – 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 led by the learner	Task 5.2 – Plan, lead and evaluate an inclusive sports/physical activity event Complete evaluation of plan
4.2 Record evaluations in an appropriate format		

What has changed?

- This is a new unit – it focusses on the learner planning, leading and evaluating sport/physical activity sessions to a range of participant groups in their community (the range is at least three different participant groups)
- It replaces parts of Units 4-7 in the 2019/20 specification
- Six session plans are required (typically a plan for 1 hour of sport/physical activity)

Unit 6 – Lead inclusive sport/physical activity sessions to a range of participant groups

Note: The learner needs to be assessed for and pass all assessment criteria from Units 1, 2, 3 and 4 before leading any of the 12 hours leadership required for this unit

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 1 – Be able to plan inclusive sport/physical activity sessions for a range of participant groups		
1.1 Plan inclusive sport/physical activity sessions for a range of participant groups	Plan a minimum of six session plans for inclusive sport/physical activity sessions.	Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups Complete six session plans Note: the session plans can be for any length of session, but typically 1 hour in length
1.2 Plan how to adapt the leading of the session to make it inclusive to the participant group <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Possible participant groups</p> <ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people </div>	The six session plans should be for sessions that are to be led by the learner as part of their 12 hours demonstration of leadership. The six session plans must: <ul style="list-style-type: none"> • Include examples of how a given session has been made inclusive for the participant group(s). • Give examples of how the sessions has been made inclusive for at least three of the participant groups listed, whether it be across all six sessions or through any combination of standalone sessions within those six sessions. For example, all six sessions could be inclusive of children, girls and disabled people, or you could have two sessions for children, two for girls and two for disabled people. 	

Assessment Criteria	Minimum action required	What needs to be completed
Learning Outcome 2 - Be able to lead inclusive sport/physical activity sessions for a range of participant groups		
2.1 Demonstrate leading sport/physical activity sessions to a range of participant groups	Lead a minimum of 12 hours of inclusive sport/physical activity sessions. The 12 hours must include the six session plans planned by the learner.	Task 6.2 - Leadership Log Complete the Leadership Log and get at least two Witness Statements from a responsible person, participant or observer
Learning Outcome 3 - Be able to evaluate sport/physical activity sessions that have been led to a range of participant groups		
3.1 Evaluate sport/physical activity sessions that have been led to a range of participant groups	Evaluate the six sessions that have been planned and led to participants	Task 6.1 - Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups Complete the summary evaluation for the sessions that have been led