



Specification



SCQF Level 6 Qualification in Sports Leadership (SL6)



**Sports
Leaders**



Introducing the Extraordinary Specification for 2021/22

The Extraordinary Amended Specification for 2020/21 will be maintained in Scotland for the 2021/22 academic year with a minor change to the demonstration of leadership hours required to complete the qualification. These will increase from 4 hours (3 hours activity leadership and 1 hour event leadership) to 14 hours (12 hours activity leadership and 2 hours event leadership) to ensure that learners can continue to complete this meaningful learning experience but moving back towards the 30 hours required in 2019/20.

<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 (this must be leading sessions to their community and at least two of the three other identified groups: <ul style="list-style-type: none"> ○ 4 hours – Community groups ○ 8 hours – Older people; Disabled people; Children
<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 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 SCQF Level 6 Sports Leader.</p>
<p>Learner Support Challenges</p>	<p>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.</p> <p>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.</p> <p>The seven challenges for to support your delivery of this qualification are:</p> <ol style="list-style-type: none"> 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:

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 Independent of supervision at 18 years old
Notional Learning Time	134 hours
Tutored time (GL)	62 hours
Demonstration of leadership	14 hours required for courses with start dates after 1 st August 2021
Credits	13 credits
Insight points	65

Demonstration of Leadership Hours

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

Unit	Leadership hours required for courses with start dates between 1 August 2021 to 31 July 2022
Unit 2 - Plan, lead and evaluate a sports/physical activity event	2 hours of event leadership
Unit 4 - Plan, lead and evaluate sport/physical activity sessions in your community	4 hours of leadership to peers
Unit 5 - Plan, lead and evaluate sport/physical activity sessions for children	8 hours required. It must include at leadership hours to at least two of the three groups
Unit 6 - Plan, lead and evaluate sport/physical activity sessions for disabled people	
Unit 7 - Plan, lead and evaluate sport/physical activity sessions for older people	

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.

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](#).

SLQ SCQF Level 6 Qualification in Sports Leadership (SCQF SL6)
 Extraordinary Amended Specification from 1st August 2021
 Unit Overview

What has

The demonstration of leadership hours has changed to 14 hours demonstration of leadership hours total for August 2021 course starts onwards. This is made up of: -

- 2 hours event leadership for Unit 2
- 4 hours of sport/physical activity session leadership in their community for Unit 4

Units All units are mandatory	Guided Learning (Tutor time)	Directed study	Notional Learning Time
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*	
	62	72	134
			13 credits

* Includes 14 demonstration of leadership hours total (Adapted Assessment for courses with start dates between 1st August 2021 and 31st July 2022)

- 2 hours of event leadership for Unit 2
- 4 hours of sport/physical activity session leadership in their community for Unit 4
- 8 hours of sport/physical activity session leadership across Units 5, 6 and 7.

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

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 Unit Overview

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	Task 1.1 – Understanding the skills and behaviours 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	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	

Performance Criteria	Minimum action required	What needs to be completed
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	Task 1.3 - Evaluate and develop leadership skills 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	
Learning Outcome 5 - Understanding the principles of leadership styles		
5.1 Describe a range of leadership styles	Describe at least four different leadership styles	Task 1.4 - Leadership styles 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	Describe at least 5 different types of sport/physical activity events. Description to include: <ul style="list-style-type: none"> • Key Features • Main uses • Pros and cons • Famous examples 	Task 2.1 - Types of sports/physical activity events Complete the task worksheet
	For 1 event format explain how each will be: <ul style="list-style-type: none"> • Set up • Organised • Scored • Results recorded 	
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 start dates from 1st August 2021 to 31st July 2022 - 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
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		
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'	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/activity sessions for children 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	Task 4.1 - The effects of sport and physical activity in your community 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	Task 4.2 - Plan, lead and evaluate sport/physical activity sessions in your community 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	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

Performance Criteria	Minimum action required	What needs to be completed
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	Task 4.2 - Plan, lead and evaluate sport/physical activity sessions in your community Practical Observation Form Task 4.3 - Leadership Log Log any leadership hours for Unit 4 on the Leadership Log
	Lead a minimum of 10 hours* of sport/physical activity sessions in your community <u>*Adapted Assessment for courses with start dates from 1st August 2021 to 31st July 2022 - learners are expected to complete 4 hours demonstration of leadership for Unit 4</u>	
	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	
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 sport/physical activity sessions for your community 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	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/activity sessions for children Complete plans for 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 <u>*Adapted Assessment for courses with start dates from 1st August 2021 to 31st July 2022 – 8 demonstration of leadership hours total need to be completed across at least two of the three Units 5, 6 and 7</u>	Task 5.3 - Leadership Log Log any leadership hours for Unit 5 on the Leadership Log
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/activity sessions for children Complete evaluation for 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	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 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 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 start dates from 1st August 2021 to 31st July 2022 – 8 demonstration of leadership hours total need to be completed across at least two of the three Units 5, 6 and 7</u>	Task 6.3 - Leadership Log Log any leadership hours for Unit 6 on the Leadership Log
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		
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	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 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 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 start dates from 1st August 2021 to 31st July 2022 - 8 demonstration of leadership hours total need to be completed across at least two of the three Units 5, 6 and 7</u>	Task 7.3 - Leadership Log Log any leadership hours for Unit 7 on the Leadership Log
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