

Specification

Level 2 Qualification in Leadership Skills (LS2)



Qualification information

Objective:

LS2 is a nationally recognised qualification that enables successful learners to lead simple curriculum based activities in maths, English and/or science.

Recommended age	KS3/KS4
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision
Total Qualification Time (TQT)	15 hours
Tutored time (GL)	10 hours
Demonstration of leadership	1 hour - required before qualification is certificated
Credits	2 credits
Qualification number (Quan code)	603/0159/8

Assessment

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

- Practical observation – video/photos can be used to support this
- 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

Resources

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

- Qualification specification
- Learner Evidence Record
- Tutor Resource presentation slides for each unit.
- Internal Verification Record
- Quality Assurance Review Checklist
- Group Learner Authenticity Statement (optional form)

Training

SLQ offers Tutor Training for those who wish to deliver our qualifications. It is compulsory for a minimum of one person per Qualification Centre to attend Tutor Training prior to course delivery. Information on Tutor Training can be found [here](#).

From 1st August 2018 it will also be compulsory for all named Internal Verifiers on a SLQ qualification to undertake online training. Auto-enrolment onto the training can be accessed by clicking [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 be checking 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.

Price

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

FAQs

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

Leadership Skills Programme

Level 2 Qualification in Leadership Skills (LS2)

Qualification units and assessment requirements



Unit title and outline	GL	Directed study	TQT	Credits
	Guided Learning (Tutor time)	* Includes demonstration of leadership	Total Qualification Time	
Mandatory units				
1. Learning to lead	9	3	12	-
2. Using leadership skills to lead an activity	1	2	3	-
	10	5	15	2

Unit 1 – Learning to lead				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
1. Understand the skills and behaviours needed for effective leadership	What is meant by ‘skill’ and ‘behaviour’ and the differences between them			Task 1 – Audit own leadership skills Complete task worksheet at the start and revisit at the end of the course
	The skills that an effective leader will need, to include: <ul style="list-style-type: none"> • Verbal and non-verbal communication • Motivation • Problem solving • Organisation/planning • Adaptation 	1.1 Describe the skills and behaviours that an effective leader will need	Describe at least 5 skills and at least 5 behaviours that an effective leader will need and explain why they are necessary	
	The behaviours that a successful leader will be expected to portray, to include: <ul style="list-style-type: none"> • Creativity • Respect • Determination • Enthusiasm • Reflective behaviour • Ambition • Confidence to take the lead • Adaptability • Resilience • Being a role model 			
	Why the identified skills and behaviours are necessary for effective, successful leadership			

Unit 1 – Learning to lead (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
2. Understand the importance of leadership skills and behaviours in a range of situations	How and why identified leadership skills and behaviours might be relevant to employability	2.1 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	
	The positive impact that the identified skills and behaviours could have on employability and success in a work environment			
	The importance of team work in a range of situations			
	The link between effective leadership skills and behaviours and successful team working			
3. Be able to evaluate own leadership skills and behaviours	How to evaluate own leadership skills	3.1 Carry out an evaluation of own leadership skills	Carry out a 'self-audit' of their own leadership skills before, during and at the end of the course	
	How to use the evaluation to highlight areas in need of development			
	How to develop leadership skills and behaviours			

Unit 2 - Using leadership skills to lead an activity

Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
1. Know how to plan structured and inclusive activities	What is meant by a 'series of activities'			
	How planning a series of activities differs to planning individual activities			
	How to plan a series of activities: <ul style="list-style-type: none"> • Collecting relevant information in order to inform planning • Selecting a focus • Deciding on each activity's aims • Building in flexibility and opportunities to alter plans • Use of evaluation to inform the planning of future activities • Recording plans in an appropriate format 			
	How to plan structured activities: <ul style="list-style-type: none"> • Appropriate pace and flow • Transitions from one activity to the next • Appropriate start and end to activities • Activities which are coherent and relevant 			
	How to plan inclusive activities: <ul style="list-style-type: none"> • Range of abilities and needs • How to make activities easier • How to make activities more challenging • How to adapt plans whilst the activity is in progress in order to meet participant needs 			
A range of different activities for different subject areas				

Unit 2 – Using leadership skills to lead an activity (continued)

Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
2. Be able to plan structured and inclusive activities	Collect information needed to plan activities	2.1 Plan an activity	Plan a minimum of 1 activity in a chosen subject area	<p>Task 2 – Plan, lead and evaluate an activity</p> <p>Complete an activity plan for at least 1 activity</p> <p>Practical Observation Form – Tutor/Assessor(s)</p> <p>Complete evaluation section of plan for at least 1 activity</p>
	Plan activities that meet participants' needs, using previously collected information, to include: <ul style="list-style-type: none"> • Activity objectives linked to programme aims • Appropriate structure • Appropriate activities • Activity timing and sequence • Adaptation to cater for all 			
3. Be able to lead structured and inclusive activities	Elements of communication which will support effective delivery of activities to include: <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication 	3.1 Use effective communication when leading	Use at least 3 different verbal and at least 3 non-verbal communication methods effectively	<p>Leadership Log - 1 hour demonstration of leadership</p>
	Motivational methods	3.2 Use effective motivation methods when leading	Use 2 motivational methods effectively	
	How to adapt activities to meet the needs of participants	3.3 Adapt the activity effectively in line with the needs of the participant(s)	Adapt an activity in line with the participant(s) needs on at least 1 occasion	
	Strategies to manage the behaviour of participant(s)	3.4 Use rules as part of an activity	Set and enforce at least 3 rules	
	Strategies which can be used to aid organisation within an activity			

Unit 2 – Using leadership skills to lead an activity (continued)

Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Assessment Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
2. Be able to lead structured and inclusive activities (continued)	Demonstrate of leadership behaviours: <ul style="list-style-type: none"> • Creativity • Respect • Determination • Enthusiasm • Reflective behaviour • Ambition • Confidence to take the lead • Adaptability • Resilience • Being a role model 	3.5 Apply leadership behaviours effectively when leading	Demonstrate the use of at least 5 different leadership behaviours on at least 1 occasion	
		3.6 Lead an activity in a chosen subject area	Lead at least 1 observed activity in a chosen subject area	
			Lead a minimum of 1 hour of activity (it can include observed practical)	
4. Be able to evaluate activities	Use a range of methods to gain feedback	4.1 Evaluate the activity	Evaluate the activity delivered to include: <ul style="list-style-type: none"> • 3 aspects that went well • 3 aspects that require improvement • An explanation of how the evaluation will be used to improve the future activities 	
	Analyse feedback and identify strengths and areas for development			
	Identify improvements that could be made to include: <ul style="list-style-type: none"> • Suggest steps that could be taken to improve identified weaknesses • Identify how improvements will be measured 			