



# Specification

## Level 1 Qualification in Sports Leadership (SL1)



**Sports  
Leaders**



## Qualification information

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### Objective:

SL1 is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity, under direct supervision.

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
Total Qualification Time (TQT)	31 hours
Tutored time (GL)	23 hours
Demonstration of leadership	1 hour - required before qualification is certificated
Credits	3 credits
Qualification number (Quan code)	601/8579/X

## Assessment

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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 – 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

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To assist you with the delivery and assessment of this qualification Sports Leaders 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)

## Tutor Training (Leadership Induction Days)

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Tutor Training is mandatory for Centres planning to deliver Sports Leaders qualifications. A minimum of one person per Centre must undertake Tutor Training which gives 'Trained Tutor/Assessor' status lasting for two years. Further information on Tutor Training can be found [here](#).

It is also compulsory for all named Internal Verifiers on Sports Leaders qualifications to undertake e-training. Centre Course Managers (CCMs) e-training is also available and can be accessed [here](#).

## Policies

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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.

## Progression

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This qualification has a progression pathway to the next level of Sports Leadership qualifications. These are the Level 2 Qualification in Sports Leadership and Level 2 Qualification in Community Sports Leadership.

## Price

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

## FAQs

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

**Qualification Units and Assessment Requirements**  
**SLQ Level 1 Qualification in Sports Leadership (SL1)**



Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 1 hour demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
<b>Mandatory units</b>				
Unit 1 – Developing leadership skills	8	3	11	-
Unit 2 – Plan, assist in leading and review a sport/physical activity session	15	5*	20	-
	23	8	31	3

## SLQ Level 1 Qualification in Sports Leadership

Amended Specification for courses starting on or after 1<sup>st</sup> September 2019

<b>Unit 1 – Developing leadership skills</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Know the skills and behaviours needed to lead others	Why the identified skills are necessary for a Sports Leader	1.1 Outline why the identified skills will be necessary for a Sports Leader	Outline why the following skills are necessary for a Sports Leader: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-belief</li> <li>• Teamwork</li> <li>• Self-management</li> <li>• Problem solving</li> </ul>	<b>Task 1.1 – Leadership skills and behaviours</b>  Complete task worksheet
	The behaviours that help a Sports Leader demonstrate the skills	1.2 Outline the effect that behaviours can have on leadership skills	Outline the effect that behaviours can have on each of the following five skills (two behaviours per skill): <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-belief</li> <li>• Teamwork</li> <li>• Self-management</li> <li>• Problem solving</li> </ul>	
	What is meant by ‘skill’ and ‘behaviour’ and the differences between them			
2. Know how leadership skills and behaviours can be used in a range of situations	Others areas of life when leadership skills and behaviours might be used e.g. <ul style="list-style-type: none"> <li>• Homelife/family</li> <li>• Friends/socially</li> <li>• Around school/other subjects</li> <li>• Outside school – hobbies, clubs, uniformed organisations etc.</li> </ul>	2.1 Outline how the identified skills and behaviours might be used in different areas of life	Outline the positive impact the five skills might have on other areas of life	<b>Task 1.2 – Using leadership skills and behaviours in other environments</b>  Complete task worksheet

Unit 1 – Developing leadership skills (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
3. Be able to develop own leadership skills	To recognise own leadership skills and behaviours through: <ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Seeking feedback from others</li> </ul> <p>How to use evaluation and feedback to:</p> <ul style="list-style-type: none"> <li>• Rate their current skill set</li> <li>• Highlight areas in need of development</li> </ul>	3.1 Audit own leadership skills	Create an action plan to develop own leadership skills that includes: <ul style="list-style-type: none"> <li>• Audit current skills and behaviours</li> <li>• Identify tasks on the course that will be used to achieve the goals (e.g. creating a new session plan, working with different people, etc.)</li> <li>• Outline how successful the action plan has been</li> </ul>	<b>Task 1.3 – Reflecting on the leadership skills you have used</b>  Complete task worksheet
	How to plan for the development of own leadership skills and behaviours	3.2 Create an action plan for developing leadership skills		
	Practicing highlighted skills in relevant situations	3.3 Reflect on the development of own leadership skills against an action plan		
4. Understand the roles and responsibilities of a Sports Leader	The different roles that a Sports Leader may take on to include: <ul style="list-style-type: none"> <li>• Referee/umpire</li> <li>• Safety officer</li> <li>• Scorer</li> <li>• Timekeeper</li> <li>• Coach</li> <li>• Manager/organiser</li> </ul>			
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully			

Unit 2 – Plan, assist in leading and review a sport/physical activity session				
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 appropriate sport/physical activity	The use of information to inform planning to include: <ul style="list-style-type: none"> <li>• What information will be needed</li> <li>• Where this information can be found</li> <li>• Methods of collecting and recording this information</li> <li>• How this information will affect the planning of sport/physical activity sessions</li> </ul>			
	Different elements of a sport/physical activity session to include: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm up</li> <li>• Main activity</li> <li>• 'Game' activity</li> <li>• Cool down</li> <li>• Closing the session/plenary</li> </ul>			
	When, why and how each identified element of a physical activity session may be used			
	A range of different activities for each of the identified elements of a physical activity session to include: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm up</li> <li>• Main activity</li> <li>• 'Game' activity</li> <li>• Cool down</li> <li>• Closing the session/plenary</li> </ul>			

<b>Unit 2 – Plan, assist in leading and review a sport/physical activity session (continued)</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
1. Know how to plan appropriate sport/physical activity (continued)	How the needs and ability of participants may differ and the effect this might have on the planning of sessions			
2. Be able to plan appropriate sport/physical activity	To collect a range of background information to include: <ul style="list-style-type: none"> <li>Participant: age, ability, number, previous experience</li> <li>Session: focus, time, duration</li> <li>Equipment: type, amount</li> <li>Facility: location, size, type</li> </ul>	2.1 Plan sport/physical activity	Plan a minimum of two activity sessions. Session plans must include a warm up and a main activity	<b>Task 2.1 – Plan, assist in leading and review sport/physical session</b>  Complete plans for two activity sessions
	To plan sport/physical activity that meets participants' needs, using previously collected background information to include: <ul style="list-style-type: none"> <li>An appropriate structure</li> <li>Includes appropriate activities</li> <li>Allows for adaptation in order to cater for all needs</li> </ul>			
3. Be able to assist in leading appropriate sport/physical activity	Elements of communication which will support the effective delivery of sport/physical activity to include: <ul style="list-style-type: none"> <li>Verbal communication</li> <li>Non-verbal communication</li> <li>Active listening</li> </ul>	3.1 Use effective communication skills when assisting in the leading of sport/physical activity	Use at least two different verbal and at least two non-verbal communication methods effectively  Demonstrate active listening on at least one occasion, to include: <ul style="list-style-type: none"> <li>Acquiring information and drawing meaning from others to inform own communication</li> </ul>	<b>Task 2.1 – Plan, assist in leading and review sport/physical session</b>  Practical Observation Form – Tutor/Assessor(s)

<b>Unit 2 – Plan, assist in leading and review a sport/physical activity session (continued)</b>				
<b>Learning Outcome</b> <i>The learner will...</i>	<b>Teaching content</b> <i>The learner must be taught...</i>	<b>Assessment Criteria</b> <i>The learner must be able to...</i>	<b>Minimum action required</b> <i>The learner must now...</i>	<b>What needs to be completed</b>
3. Be able to assist in leading appropriate sport/physical activity (continued)	Organise self and others in order to assist in leading effectively	3.2 Use effective organisational strategies when assisting in the leading of sport/physical activity	Demonstrate effective organisation on at least one occasion	<b>Task 2.1 – Plan, assist in leading and review sport/physical session</b>  Practical Observation Form – Tutor/Assessor(s)
	A range of motivational methods appropriate for participants, for example: <ul style="list-style-type: none"> <li>• Competition</li> <li>• Personal challenge</li> <li>• Team/group challenge</li> <li>• Fun</li> <li>• Praise phrases</li> </ul>	3.3 Use effective motivation methods when assisting in the leading of sport/physical activity	Use at least two motivational methods effectively	
	How to adapt activities to meet the needs of participants	3.4 Adapt an activity in line with the needs of the participant(s)	Adapt an activity in line with the participants' needs on at least one occasion	
	To assist in leading sport/physical activity that is suitable for participants to include: <ul style="list-style-type: none"> <li>• Use of appropriate verbal and non-verbal communication, including active listening</li> <li>• Organisation of equipment, participants and space</li> <li>• Using a range of ways to motivate participants</li> <li>• Adapting rules and/or space and/or equipment so that all participants can achieve</li> </ul>	3.5 Lead sport/physical activity sessions	Assist in leading a minimum of 2 x 10 minutes of sport/physical activity. Each activity must have a different purpose from the list provided above.  Complete an additional 1-hour demonstration of leadership	

Unit 2 – Plan, assist in leading and review a sport/physical activity session (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
4. Be able to review their role in the leading of sport/physical activity	Different methods that can be used to review their leadership role, for example: <ul style="list-style-type: none"> <li>• Self-review</li> <li>• Peer review</li> <li>• Tutor review</li> <li>• Filmed evidence</li> <li>• Participant feedback</li> </ul>	4.1 Review own role in leading sport/physical activity	Review the role they played to include: <ul style="list-style-type: none"> <li>• Elements that were successful</li> <li>• Elements that were less successful</li> <li>• An outline of how the review will be used to improve future leadership activities</li> </ul>	<b>Task 2.1 – Plan, assist in leading and review sport/physical activity</b>  Review at least one sport/physical activity that they have been involved in leading
	How to review the role they played in leading a sport/physical activity: <ul style="list-style-type: none"> <li>• To improve own performance</li> <li>• To inform future planning</li> <li>• To improve future sport/physical activity</li> </ul>			