



Specification

Level 2 Qualification in
Sports Leadership (SL2)

Level 2 Qualification
in Community Sports
Leadership (CSL2)



**Sports
Leaders**



Qualification information

Objective:

SL2 and CSL2 are nationally recognised qualifications that enable successful learners to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision.

Minimum age on course start date	13 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision when Sports Leaders are 13-15 years old Indirect supervision when Sports Leaders are 16+/turn 16 years old
Total Qualification Time (TQT)	50 hours
Tutored time (GL)	24 hours
Demonstration of leadership	10 hours - required before qualification is certificated
Credits	5 credits
Qualification number (Quan code)	SL2 - 601/8581/8 CSL2 – 601/8584/3

Assessment

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

Demonstration of leadership

The learner must complete 10 hours of leadership either linked with the Centre (SL2) or within the community (CSL2). The following guidance determines which type of leadership your learners will undertake:

SL2 – any leadership that is undertaken in school curriculum time, e.g. leading a group of primary school children in curriculum time.

CSL2 – any leadership that is undertaken outside of school curriculum time, e.g. leading an extra-curricular group; leading at a community sports club.

Resources

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)

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

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

This qualification has a progression pathway to the next level of Sports Leadership qualification. This qualification is the Level 3 Qualification in Sports Leadership.

Price

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

FAQs

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

Qualification Units and Assessment Requirements

Level 2 Qualification in Sports Leadership (SL2)

Level 2 Qualification in Community Sports Leadership (CSL2)

Amended specifications for courses starting on or after 1st September 2019

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 10 hours demonstration of leadership</small>	Total Qualification Time (TQT)	Credits
Mandatory units				
Unit 1 – Developing leadership skills	3	3	6	-
Unit 2 – Plan, lead and evaluate sport/physical activity sessions	10	5	15	-
Unit 3 – Assist in planning and leading a sports/physical activity event	10	8	18	-
Optional units – the learner must complete one unit from Units 4 and 5 These units must only be completed after the learner has been taught and assessed for Units 1 and 2				
Unit 4 – Lead sport/physical activity sessions linked with the centre	1	10*	11	-
Unit 5 – Lead sport/physical activity sessions in the community	1	10*	11	-
	24	26	50	5

Unit 1 – Developing leadership skills				
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	The skills that an effective leader will need	1.1 Describe the 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 	Task 1.1 – Leadership skills and behaviours Complete task worksheet
	Why the identified skills are necessary for effective, successful leadership	1.2 Explain why the identified skills will be necessary for effective, successful leadership		
	The behaviours that help leaders demonstrate the skills	1.3 Describe the effect that behaviours can have on effective leadership	Describe the effect that behaviours can have on each of the following five skills (two behaviours per skill): <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving 	
	What is meant by ‘skill’ and ‘behaviour’ and the differences between them			
2. Understand the importance of leadership skills and behaviours in a range of situations	The positive impact that the identified skills and behaviours could have on employability and success in a work environment	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 the five skills might have on employability and success in a work environment	Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet
	The importance of team work in a range of situations			
	The link between effective leadership skills and behaviours and successful team working			

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 manage the development of own leadership skills	How to evaluate own leadership skills and behaviours	3.1 Audit own leadership skills	Carry out an audit of and create an action plan to develop own leadership skills that includes: <ul style="list-style-type: none"> • Audit of current skills and behaviours • The tasks on the course that will be used to achieve the goals (e.g. creating a new session plan, etc.) • Reflect on own skills during and at the end of the course • Describe how own skills are intended to be used in other environments 	Task 1.3 – Reflecting on the leadership skills you have used Complete task worksheet
	How to set SMART goals	3.2 Create an action plan for developing leadership skills		
	How to use the evaluation to highlight areas in need of development			
	How to plan for the development of own leadership skills and behaviours	3.3 Reflect on the development of own leadership skills against an action plan		
4. Be able to take on 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"> • Referee/umpire • Safety officer • Scorer, Timekeeper • Coach • Manager/organiser 	4.1 Act as an official	Take on the role of a selected official for a minimum of 10 minutes	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Practical observation
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully			

	<p>To take on the role of an official to include:</p> <ul style="list-style-type: none"> • Using background knowledge to inform decision making • Communicating appropriately 			
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Unit 2 – Plan, lead and evaluate sport/physical activity sessions

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, inclusive and safe sport/physical activity sessions	What is meant by a 'series of sessions'			
	How planning a series of sessions differs to planning individual sessions			
	How to plan sport/physical activity sessions: <ul style="list-style-type: none"> • Collecting relevant information in order to inform planning • Selecting a focus • Deciding on each session's aims • Building in flexibility and opportunities to alter plans • Use of evaluation to inform the planning of future sessions • Recording plans in an appropriate format 			
	How to plan structured sessions: <ul style="list-style-type: none"> • Appropriate pace and flow • Transitions from one activity to the next • Appropriate start and end to sessions • Activities which are coherent and relevant 			

Unit 2 – Plan, lead and evaluate sport/physical activity sessions (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
1. Know how to plan structured, inclusive and safe sport/physical activity sessions (continued)	How to plan inclusive sessions: <ul style="list-style-type: none"> • Possible range of abilities and needs • How to make activities easier • How to make activities more challenging • How to adapt plans whilst the session is in progress in order to ensure suitability for participant needs 			
	How to plan safe sessions, to include: <ul style="list-style-type: none"> • Potential risks and hazards • How to minimise risk and maximise safety: <ul style="list-style-type: none"> ○ Before the session ○ During the session ○ After the session 			
2. Be able to plan structured, inclusive and safe sport/physical activity sessions	Collect information needed to plan sessions	2.1 Plan sport/physical activity sessions	Plan a minimum of three sport/physical activity sessions. Each session must have a different purpose and be selected from the list below: <ul style="list-style-type: none"> • Skill development • Fitness based • SAQ/multi-skills • Playground games • Parachute games • Sports day/mini athletics • Taster session • Disability sport • Teambuilding activities 	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Complete session plans for three sessions
	Plan sport/physical activity sessions that meet participants' needs, using previously collected background information, to include: <ul style="list-style-type: none"> • Session objectives • Appropriate structure • Appropriate activities • Appropriate timing and sequence of activities • Adaptation to cater for all • Safety 			

Unit 2 – Plan, lead and evaluate sport/physical activity sessions (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 lead structured, inclusive and safe sport/physical activity sessions	Elements of communication which will support effective delivery of sport/physical activity to include: <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication • Active listening 	3.1 Use effective communication skills when leading sport/physical activity sessions	Use at least three different verbal and at least three non- verbal communication methods effectively Demonstrate active listening on at least one occasion, to include: <ul style="list-style-type: none"> • Acquiring information and drawing meaning from others to inform own communication 	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Practical Observation Form – Tutor/Assessor(s)
	Motivational methods	3.2 Use effective motivation methods when leading sport/physical activity sessions	Use at least three motivational methods effectively	
	How to adapt activities to meet the needs of participants	3.3 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 one occasion	
	Strategies to manage the behaviour of participant(s)	3.4 Use ground rules as part of a sport/physical activity session	Set and enforce at least three ground rules	
	Strategies which can be used to aid organisation within a physical activity			
How to give feedback to those that have participated in sport/physical activity session that you have led	3.5 Give feedback to participants in a sport/physical activity session	Give feedback to participants as part of a sport/physical activity session, to outline: <ul style="list-style-type: none"> • Two things participants did well • One thing that can be improved 		

Unit 2 – Plan, lead and evaluate sport/physical activity sessions (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 lead structured, inclusive and safe sport/physical activity sessions (continued)	How to deal with risks and hazards within sessions to include: <ul style="list-style-type: none"> • Dynamic risk assessment • Referring risks and hazards to the relevant person • Ensuring facilities and equipment are safe to use • Emergency procedures 	3.6 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 for one planned session
	Steps to follow if they have concerns about the welfare of anyone they lead			
	To lead sport/physical activity sessions that are suitable for participants to include: <ul style="list-style-type: none"> • Effective communication • Management of equipment, participants and space • Motivation • Adaptation • Agreeing expectations • Behaviour management • Management of safety 	3.7 Lead sport/physical activity sessions	Lead a minimum of 3 x 15 minutes sport/physical activity sessions. Each session must have a different purpose from the list provided above	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Practical Observation Form – Tutor/Assessor(s)
4. Be able to evaluate sport/physical activity sessions	A range of feedback methods	4.1 Evaluate sport/physical activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> • Aspects of the session that went well • Aspects of the session that require improvement 	Task 2.1 – Plan, lead and evaluate sport/physical activity sessions Complete evaluation sections of session
	How to identify strengths and areas for development to include: <ul style="list-style-type: none"> • Analyse feedback and highlight main strengths • Analyse feedback to highlight areas in need of improvement 			

	<p>Identify improvements that could be made to include:</p> <ul style="list-style-type: none"> • Suggest steps that could be taken to make improvements • How improvements will be measured 		<ul style="list-style-type: none"> • An explanation of how the evaluation will be used to improve the future sessions 	<p>plans for at least three different sessions</p>
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Unit 3 – Assist in planning and leading a sports/physical activity event				
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 different types of sports/physical activity event	Use and purpose of different types of sports/physical activity event	1.1 Describe different types of sports/physical activity events	Describe at least five 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 3.1 – Types of sports/physical activity events Complete the task worksheet
	Different formats of sport/physical activity event			
	Potential pros and cons of different sports/physical activity events and formats			
2. Be able to assist in planning a sports/physical activity event	Collect appropriate background information to inform event planning	2.1 Take part in the planning of a sports/physical activity event	Work as part of a group to plan at least one sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Complete the event plan template for one event
	Take part in planning a sports/physical activity event to include: <ul style="list-style-type: none"> • Taking on a required role • Fulfilling responsibilities of allocated identified role • Selecting focus and activities to be included in the event • Appropriate structure, pace and flow of the activities • Selecting appropriate equipment, facilities and environment 			
	Record the plan for a sports/physical activity event in an appropriate format			

Unit 3 – Assist in planning and leading a sports/physical activity event (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 assist in leading a sports/physical activity event	To lead a sports/physical activity event to include: <ul style="list-style-type: none"> • Carry out the responsibilities associated with the chosen leadership role at a sports/physical activity event • Work effectively with other team members at a sports/physical activity event 	3.1 Take part in the leading of a sports/physical activity	Take part in the leading of at least one sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Practical Observation Form – Tutor/Assessor(s)
4. Be able to evaluate a sports/physical activity event	To evaluate the success of the sports/physical activity event to include: <ul style="list-style-type: none"> • Own leadership role • Overall team performance • The success of the event as a whole • How the evaluation will be used to inform own future leadership • How the evaluation could be used to better future sports/physical activity events 	4.1 Select and use appropriate methods and tools to evaluate the success of a sports/physical activity event	Evaluate at least one sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Complete evaluation section of the event planning template one event

Optional units – chose 1 unit for Units 4 and 5

Unit 4 – Lead sport/physical activity sessions linked with the centre				
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. Be able to lead sport/physical activity sessions linked with the centre	The range of leadership opportunities available that are linked to the centre	1.1 Identify a range of leadership opportunities that are available within the centre	Identify a minimum of four leadership opportunities within the centre and four in the local community	Task 4.1 – Leadership opportunities linked with your centre and in the community
	The range of leadership opportunities available in the community	1.2 Identify a range of leadership opportunities that are available in the local community		
	How leadership skills and behaviours will be used to lead successfully within the selected environment	1.3 Describe how selected leadership skills and behaviours will be used to lead successfully within the selected environment	Describe how each of the five identified skills will be best used to lead successfully within the selected environment	
	How to lead sport/physical activity sessions linked with the centre that are suitable for participants	1.4 Lead sport/physical activity sessions linked with the centre	Lead a minimum of 10 hours sport/physical activity sessions linked with the centre*	
* Linked with the centre – any leadership that is undertaken in school curriculum time (e.g. leading a group of primary school children in curriculum time)				

Unit 5 – Lead sport/physical activity sessions in the community				
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. Be able to lead sport/physical activity sessions in the community	The range of leadership opportunities available that are linked to the centre	1.1 Identify a range of leadership opportunities that are available within the centre	Identify a minimum of four leadership opportunities within the centre and four in the local community.	Task 4.1 – Leadership opportunities linked with your centre and in the community
	The range of leadership opportunities available in the community	1.2 Identify a range of leadership opportunities that are available in the local community		
	How leadership skills and behaviours will be used to lead successfully within the selected environment	1.3 Describe how selected leadership skills and behaviours will be used to lead successfully within the selected environment	Describe how each of the five identified skills will be best used to lead successfully in the community	
	How to lead sport/physical activity sessions in the community that are suitable for participants	1.4 Lead sport/physical activity sessions in the community	Lead a minimum of 10 hours sport/physical activity sessions in the community**	
** In the community – any leadership that is undertaken outside of school curriculum time (e.g. leading an extra-curricular group; leading at a community sports club) – at least 10 hours demonstration of leadership ‘ <i>In the community</i> ’ must be completed to achieve the SLQ Level 2 Qualification in Community Sports Leadership				