



Specification

Level 5 Qualification in Sports Leadership (SL5)

Level 5 Qualification in Community Sports Leadership (CSL5)



**Sports
Leaders**



Qualification information

Objective:

SL5 and CSL5 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 but must be in S3 (Secondary 3) or above
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)	65 hours
Tutored time (GL)	32 hours
Demonstration of leadership	10 hours - required before qualification is certificated
Credits	7 credits

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

Learner must complete ten hours of leadership either linked with the centre (SL5) or within the community (CSL5). The following guidance determines which type of leadership your learners will undertake:

SL5 – any leadership that is undertaken in school curriculum time, e.g. leading a group of primary school children in curriculum time.

CSL5 – 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 6 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
SCQF Level 5 Qualification in Sports Leadership (SL5)
SCQF Level 5 Qualification in Community Sports Leadership (CSL5)

Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 10 hours demonstration of leadership</small>	Notational Learning Time	Credits
Mandatory units				
Unit 1 – Developing leadership skills	4	6	10	
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	
Unit 4 – Lead activities which promote a healthy lifestyle	7	4	11	
Optional units – choose either Unit 5 (SL5) or Unit 6 (CSL5)				
Unit 5 – Lead sport/physical activity sessions linked with the centre	1	10*	11	
Unit 6 – Lead sport/physical activity sessions in the community	1	10*	11	
	32	33	65	7

*Notational Learning Time - The time required for an 'average' learner at a specified SCQF Level to achieve the learning outcomes. Includes all the learning activities required for the achievement of the learning outcomes as well as the assessment.

Unit 1 – Developing leadership skills				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance 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	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 – Leadership skills and behaviours Complete task worksheet
	The skills that an effective leader will need	1.2 Describe the skills that an effective leader will need	Describe at least 5 skills that an effective leader will need and explain why they are necessary	
	The behaviours that a successful leader will be expected to portray	1.3 Describe the behaviours that an effective leader will need	Describe at least 5 behaviours that an effective leader will need and explain why they are necessary	
	Why the identified skills and behaviours are necessary for effective, successful leadership	1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
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 outside of a sports setting	2.1 Explain how and why identified skills and behaviours might be relevant in other environments	For at least 5 skills and 5 behaviours, explain how and why they might be relevant in other environments	Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet
	The positive impact that the identified skills and behaviours could have on employability and success in a work environment	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	
	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	Task 1.3 – Evaluate own leadership skills Complete task worksheet at the start and revisit 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 1 – Developing leadership skills (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must now...</i>	What needs to be completed
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"> • Role model • Referee/umpire • Mentor/buddy • Ambassador • Safety officer 	4.1 Describe the roles and responsibilities of a sports leader	For each listed role, describe at least 2 responsibilities	Task 1.4 – Roles and responsibilities of a sports leader Complete task worksheet
	The responsibilities that are associated with each identified role			
	The skills and behaviours that are needed to fulfil these roles successfully	4.2 Outline the leadership opportunities that exist within or outside of the organisation	Describe at least 1 opportunity to take on one of the listed roles within or outside of the organisation	
	Opportunities that exist to take on one or more of these roles within or outside of the organisation			

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>	Performance 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 a series of 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 			
	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 			

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>	Performance 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 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 			
	A range of different activities for various types of session, to include: <ul style="list-style-type: none"> • Skill development • Fitness based • FUNdamentals • Playground games • Parachute games • Sports day/mini athletics • Taster session • Disability sport • Teambuilding activities 			
2. Be able to plan structured, inclusive and safe sport/physical activity sessions	Collect information needed to plan 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 linked to programme aims • Appropriate structure • Appropriate activities • Activity timing and sequence • Progression between sessions • Adaptation to cater for all • Safety 	2.1 Plan sport/physical activity sessions	Plan a minimum of 3 sport/physical activity sessions. Each session needs to focus on a different activity type	Task 2.1 – Plan, lead and evaluate sport/activity sessions Complete session plans for 3 sessions

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>	Performance 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 	3.1 Use effective communication when leading sport/physical activity sessions	Use at least 3 different verbal and at least 3 non-verbal communication methods effectively	Task 2.1 – Plan, lead and evaluate sport/activity sessions Practical Observation Form – Tutor/Assessor(s)
	Motivational methods	3.2 Use effective motivation methods when leading sport/physical activity sessions	Use 4 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 1 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 3 ground rules	
	Strategies which can be used to aid organisation within a physical activity			
	How to deal with risks and hazards within sessions to include: <ul style="list-style-type: none"> • Dynamic risk assessment • Refer risks and hazards that are outside of own control to the relevant person • Ensuring facilities and equipment are safe to use • Understanding emergency procedures of the organisation 	3.5 Complete a risk assessment for a sport/physical activity session	Complete a risk assessment for at least 1 sport/physical activity session	Task 2.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template for 1 planned session
How to safeguard participants to include: <ul style="list-style-type: none"> • What safeguarding is • The importance of safeguarding participants • How to report concerns about the safeguarding of participants • How to identify, respond to and report concerns for the safeguarding of participants 				

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>	Performance 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)	To lead a series of physical activity sessions that is suitable for participants to include: <ul style="list-style-type: none"> • Effective communication (verbal and non-verbal) • Management of equipment, participants and space • Motivation • Adaptation • Agreement of expectations with the group • Behaviour management • Progression from one session to the next • Management of safety 	3.6 Lead sport/physical activity sessions	Lead a minimum of 3 x 15 minutes sport/physical activity sessions. Each session needs to focus on a different activity type	Task 2.1 – Plan, lead and evaluate sport/activity sessions Practical Observation Form – Tutor/Assessor(s)
4. Be able to evaluate sport/physical activity sessions	Use a range of methods to gain feedback	4.1 Evaluate sport/physical activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> • 3 aspects of the session that went well. • 3 aspects of the session that require improvement. • An explanation of how the evaluation will be used to improve the future sessions 	Task 2.1 – Plan, lead and evaluate sport/activity sessions Complete evaluation sections of session plans for at least 3 different sessions
	Identify strengths and areas for development to include: <ul style="list-style-type: none"> • Analyse feedback and highlight main strengths • Analyse feedback and highlight areas in need of improvement 			
	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 			

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>	Performance 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 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 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 1 sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Complete the event plan template for 1 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			
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 1 sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Practical Observation Form – Tutor/Assessor(s)

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>	Performance 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 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 1 sports/physical activity event	Task 3.2 – Plan, lead and evaluate a sports/physical activity event Complete evaluation section of the event planning template 1 event

Unit 4 – Lead activities which promote a healthy lifestyle				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
1. Know the factors that contribute to a healthy lifestyle	How the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	1.1 Describe how the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	Identify a minimum of one effect on a person's health and fitness for each of the listed factors	Task 3.1- Factors that contribute to a healthy lifestyle
	How they can improve their own lifestyle by implementing new strategies	1.2 Describe lifestyle improvement strategies that they could use to improve their own lifestyle	Identify a minimum of 2 strategies that could be implemented to improve their own lifestyle and the impact these would have	
2. Plan, lead and review a session designed to increase a participants' heart rate	To plan an activity session designed to increase participants' heart rate	2.1 Plan an activity session which is designed to increase participants' heart rate	Plan a minimum of 1 activity session that will raise participants' heart rate	Task 3.2 – Plan, lead and review a session designed to increase a participants' heart rate
	To assist in leading physical activity that is suitable for participants	2.2 Lead an activity session which is designed to increase participants' heart rate	Lead for a minimum of 10 minutes and identify the basic visual signs of raised heart rate on at least 1 occasion	
	To review the activity session	2.3 Review the activity session	Review at least 1 sport/physical activity session that has been led	

Optional units – choose 1 unit from Units 5 and 6

Unit 5 – 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>	Performance 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	What leadership linked with the centre is: <ul style="list-style-type: none"> • The definition of leading activities in the centre: 'Any leadership that is undertaken in school curriculum time' • The groups/organisations that are classed as linked with the centre • The range of leadership opportunities available that are linked to the centre 	1.1 Lead sport/physical activity sessions linked with the centre	Lead a minimum of 10 hours sport/physical activity sessions linked with the centre	Task 5.1/6.1 – Plan, lead and evaluate sport/physical activity sessions Leadership Log – complete 10 hours demonstration of leadership
	What leadership in the community is : <ul style="list-style-type: none"> • The definition of leading activities in community 'any leadership that is undertaken outside of school curriculum time' • The groups/organisations that would class as in the community • The range of leadership opportunities available in the community 			
	How to lead sport/physical activity sessions linked with the centre that are suitable for participants			

Unit 6 – Lead sport/physical activity sessions in the community				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance 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	What leadership in the community is : <ul style="list-style-type: none"> • The definition of leading activities in community: 'any leadership that is undertaken outside of school curriculum time' • The groups/organisations that would class as in the community • The range of leadership opportunities available in the community 	1.1 Lead sport/physical activity sessions in the community	Lead a minimum of 10 hours sport/physical activity sessions in the community	Task 5.1/6.1 – Plan, lead and evaluate sport/physical activity sessions Leadership Log – complete 10 hours demonstration of leadership in the community
	What leadership linked with the centre is: <ul style="list-style-type: none"> • The definition of leading activities in the centre: 'Any leadership that is undertaken in school curriculum time' • The groups/organisations that are classed as linked with the centre • The range of leadership opportunities available that are linked to the centre 			
	How to lead sport/physical activity sessions that are suitable for participants in the community			