



Specification

Level 6 Qualification in Sports Leadership (SL6)



**Sports
Leaders**



Qualification information

Objective:

SL6 is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity.

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
Notational learning time	129 hours
Tutored time	62 hours
Demonstration of leadership	30 hours - required before qualification is certificated
Credit Value	13 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

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)

Demonstration of leadership

Learners must complete a minimum of 30 hours of leadership throughout this qualification. This will be undertaken in Unit 4 (mandatory unit) and Units 5, 6 and 7 (choose two from these three optional units). The guidance below outlines the suitability of participants within Unit 4 and Unit 7:

- Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children – the definition of ‘children’ is 4-11 year olds.
- Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people – the definition of ‘older people’ is people 50 years of age or older.

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 further sports related qualifications, training or employment.

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 6 Qualification in Sports Leadership (SL6)

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	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	6	4	10	
Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children	16	18*	34	
Optional units – choose two options from the options below				
Unit 5 – Plan, lead and evaluate sport/physical activity sessions in the community	10	15*	25	
Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people	10	15*	25	
Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people	10	15*	25	
	62	67	129	13

*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...</i>	What needs to be completed
1. Understand the skills and behaviours needed for effective, inclusive 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 key elements of and differences between leading, coaching and teaching sport and physical activity	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	
	The skills and behaviours needed for effective and inclusive leadership	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	
	The behaviours that a successful leader will be expected to portray	1.4 Explain why the identified skills and behaviours will be necessary for effective, successful leadership		
	The effect that having/portraying or not having/portraying these skills and behaviours might have on: <ul style="list-style-type: none"> • Participants • Sessions • Themselves as the leader • Other leaders 			
	How strong leadership skills and behaviours can differentiate you from others			
2. Understand the scope and importance of key leadership skills	Communication methods: <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication 			
	Motivational methods			
	Behaviour management strategies			
	Methods of differentiation and adaptation			
	The importance of effective communication, motivation, behaviour management and differentiation when leading			

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...</i>	What needs to be completed
2. Understand the scope and importance of key leadership skills (continued)	How to ensure effective communication, motivation, behaviour management and differentiation when leading specific groups to include: <ul style="list-style-type: none"> • Children • Community groups • Disabled people • Older people 			
3. 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	3.1 Explain how and why identified skills and behaviours might be relevant in other environments	Explain how and why at least 5 skills and 5 behaviours 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	3.2 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			
4. Be able to evaluate and develop leadership skills	Evaluate leadership skills for: <ul style="list-style-type: none"> • Themselves • Another leader 	4.1 Select and use methods and tools to evaluate their own and another learner's leadership skills	Evaluate at least 5 of own leadership skills using at least 1 evaluation method Evaluate at least 5 of the leadership skills of another person using at least 1 evaluation method	Task 1.3 – Evaluate and develop leadership skills Complete task worksheet – includes additional Tutor/Assessor section
	Use the evaluation to highlight areas in need of development for: <ul style="list-style-type: none"> • Themselves • Another leader 	4.2 Analyse the evaluation of leadership skills to identify areas in need of development for themselves and for another learner	Highlight at least 2 leadership skills that are in need of further development for self and for another person	

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...</i>	What needs to be completed
4. Be able to evaluate and develop leadership skills (continued)	Create a personal development plan to include: <ul style="list-style-type: none"> • Focus skills • Strategies for improvement • Timescales • Review points • Measures of success • Sources of help and support 	4.3 Create a personal development plan to improve their own leadership skills	Create a personal development plan that explains how they will improve the skills in need of further development	Task 1.3 – Evaluate and develop leadership skills Complete task worksheet – includes additional Tutor/Assessor section
	Manage the ongoing development of personal leadership skills by: <ul style="list-style-type: none"> • Reviewing the effectiveness of the development plan • Evaluating leadership skills at regular intervals • Planning to develop areas highlighted as in need of development • Seeking help, support and advice when necessary 	4.4 Develop personal leadership skills	Improve at least 2 leadership skills during the course	
5. Understanding the principles of leadership styles	The various leadership styles: <ul style="list-style-type: none"> • Autocratic • Supportive • Democratic • Laissez-faire 	5.1 Describe a range of leadership styles	Describe at least four different leadership styles	Task 1.4 – Leadership styles Complete task worksheet
	When different leadership styles are appropriate to be used	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	
	Which leadership style would be most appropriate when working with: <ul style="list-style-type: none"> • Children • Older people • Disabled people 	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				
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 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 2.1 – Types of sports/physical activity events Complete the task worksheet
	Different formats of sport/physical activity event		For 1 event format explain how each will be: <ul style="list-style-type: none"> • Set up • Organised • Scored • Results recorded 	
	Potential pros and cons of different sports/physical activity events and formats			
2. Be able to plan a sports/physical activity event	To use a range of methods and tools to liaise with potential stakeholders	2.1 Plan a sports/physical activity event	Plan at least 1 sport/physical activity event	
	To collect a range of background information to support event planning: <ul style="list-style-type: none"> • Participants • Session • Equipment • Facility • The roles required 			
	To critically compare the types of events to select the most appropriate event format for the participants and the event objective			

Unit 2 – Plan, lead and evaluate 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
2. Be able to plan a sports/physical activity event (continued)	To plan a sports/physical activity event to include: <ul style="list-style-type: none"> • Allocation of roles required for the event • Responsibilities of each role • Activities to be included • Structure, pace and flow • Equipment, facilities and environment available 			
	Work with others who will be involved in the event to include: <ul style="list-style-type: none"> • Internal stakeholders • Participants • External stakeholders 			
	Record the plan for a sport/physical activity event in an appropriate format			
3. Be able to deliver a sports/physical activity event	Deliver a sports/physical activity event to include effective: <ul style="list-style-type: none"> • Carrying out of own allocated role/s and responsibilities • Management of time • Adaption of plans as/when necessary • Communication with participants, peers and others involved • Use of equipment and resources • Management of health and safety • Response to situations and issues as they occur • Decision making 	3.1 Deliver an effective sports/physical activity event	Deliver at least 1 sports/physical activity event, ensuring effective: <ul style="list-style-type: none"> • Fulfilment of own role and responsibilities • Time management • Adaptation • Communication with all • Use of equipment and resources • Dynamic health and safety management • Decision making 	Task 2.2 – Plan, lead and evaluate a sports/physical activity event Practical Observation Form – Tutor/Assessor

Unit 2 – Plan, lead and evaluate 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	Select and use appropriate evaluation method(s) and tools to evaluate the success of the sport/physical activity event in terms of: <ul style="list-style-type: none"> • Its aims and objectives • Participant enjoyment and attainment • Effectiveness of the management and leadership • Safety • Aspects that were less successful • Potential changes that may be made for future events 	4.1 Select and use appropriate methods and tools to evaluate the success of a sports/physical activity event	Evaluate a minimum of 1 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 section of the event planning template 1 event
	Record evaluations in an appropriate format	4.2 Record evaluations in an appropriate format		
	Share conclusions from the evaluation process with stakeholders as appropriate			

Unit 3 - Lead safe 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. Understand how 'duty of care' effects the safeguarding of participants	What is meant by duty of care	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
	Responsibilities they have as a Sports Leader with regards to duty of care	1.2 Explain what the 'duty of care' responsibilities are for a Sports Leader	Explain at least 2 responsibilities for a Sports Leader	
	What safeguarding is	1.3 Describe what is meant by 'safeguarding'	Describe what is meant by 'safeguarding'	
	How duty of care contributes to the safeguarding of participants	1.4 Describe how they will fulfil the duty of care they have towards those they lead	Describe at least 2 ways that they will fulfil their duty of care responsibilities to those that they lead	
	How to carry out their duty of care to include: <ul style="list-style-type: none"> • Potential areas of concern • Signs of abuse/things to look out for • What to do with concerns 			
Steps to take to protect themselves from safeguarding incidents	1.5 Describe the steps they can take to protect themselves from safeguarding incidents	Describe at least 2 steps they can take to protect themselves from safeguarding incidents		
2. Understand how to maximise safety when leading sport/physical activity	Incidents that might occur in a sport/physical activity setting	2.1 Complete a risk assessment for a sport/physical activity session	Complete a risk assessment for at least 1 sport/physical activity session	Task 3.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template for 1 planned session
	How the environment might affect safety considerations			
	Importance of knowing emergency procedures of the organisation/environment to include: <ul style="list-style-type: none"> • Organisational procedures • Allocation of roles and responsibilities • Recording and reporting of incidents • Creation of own procedures where none already exist 			

Unit 3 - Lead safe 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
2. Understand how to maximise safety when leading sport/physical activity (continued)	How to create/complete a risk assessment	2.1 Complete a risk assessment for a sport/physical activity session	Complete a risk assessment for at least 1 sport/physical activity session	Task 3.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template for 1 planned session
	Other health and safety documents How to maximise safety to include: <ul style="list-style-type: none"> • Use of risk assessment • Health and safety policies and procedures • Clear signage and information regarding health and safety • Dealing with potential hazards promptly • Managing those not directly involved in the incident 			
3. Be able to maximise safety when leading sport/physical activity	Manage safety before the session to include: <ul style="list-style-type: none"> • Risk assessment • Identification of roles that can support/refer to 	3.1 Lead sessions which minimise risk and maximise safety	Lead at least 2 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 – Tutor/Assessor(s)
	Dynamic risk assessment and risk management during the session			
	Ensure continuing safety after the session			

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children				
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 effects of sport and physical activity on children	The positive effects for children from taking part in sport/physical activity to include: <ul style="list-style-type: none"> • Social development • Emotional development • Physical development • Educational development • Physical literacy 	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 3 examples	Task 4.1 – The effects of sport and physical activity on children Complete the task worksheet
	Potential barriers to participation for children to include: <ul style="list-style-type: none"> • Social • Psychological 	1.2 Explain the potential psychological and social barriers to participation for children	Explain at least 2 psychological and 2 social barriers to participation for children	
	Strategies to increase children and young peoples' participation in sport/physical activity to include: <ul style="list-style-type: none"> • Ways that identified barriers could be reduced or overcome • School based programmes • Community opportunities • National initiatives 	1.3 Describe strategies which could increase the participation levels of children in sport/physical activity	Describe at least 2 strategies which could increase the participation levels of children	
	Recommended physical activity guidelines for 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 2 examples	
	The link between experiences of sport/physical activity in childhood and lifelong participation habits			
Ways of adapting and differentiating sport/physical activity sessions for children with different ability levels	1.5 Adapt sessions effectively in line with the different ability needs of children(s)	Adapt a session(s) for children in line with the participant(s) needs on at least 2 occasions	Task 4.2 – Plan, lead and evaluate sport/physical activity sessions for children Practical Observation Form – Tutor/Assessor(s)	

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children (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
<p>2. Be able to plan a series of sport/physical activity sessions for children</p>	<p>What a series of sessions is and how a series differs from an individual, one-off session</p> <p>How to plan a series of sessions to include:</p> <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 <p>How to plan structured sessions to include:</p> <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 <p>Collect background information in order to inform effective planning to include:</p> <ul style="list-style-type: none"> • Method/s of collecting information • What information to collect • Health & safety information 			

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children (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
2. Be able to plan a series of sport/physical activity sessions for children (continued)	Plan a series of sport/physical activity sessions for children to include: <ul style="list-style-type: none"> • Session/programme aim(s) • Appropriate activities • Number of participants • Duration of session • Activity timing and sequence • Progression from previous session(s) where appropriate • Resources and equipment • Facilities and environment • Health and safety • Progression, regression and adaptation 	2.1 Plan a series of progressive sport/physical activity sessions for children	Plan a minimum of 3 sport/physical activity sessions for children which show progression from one session to the next	Task 4.2 – Plan, lead and evaluate sport/activity sessions for children Complete plans for a series of at least 3 linked sessions
3. Be able to lead a series of sport/physical activity sessions for children	Start a session to include: <ul style="list-style-type: none"> • Set up and check equipment • Welcome participants • Housekeeping • Safety • Injuries/health awareness • Conduct a warm up 	3.1 Lead a series of sport/physical activity sessions for children	Lead a minimum of 3 x 20 minute, sport/physical activity sessions for children which show progression from one to the next	Task 4.2 – Plan, lead and evaluate sport/activity sessions for children Practical Observation Form – Tutor/Assessor(s) Leadership Log – complete 10 hours demonstration of leadership with children
	How to structure, pace and flow of a session		Lead a minimum of 10 hours of sport/physical activity sessions for children	
	How to use appropriate motivational methods	3.2 Use effective motivation methods when leading sport/physical activity sessions for children	Use 4 motivational methods effectively on 2 occasions	
	How to use appropriate verbal and non-verbal communication methods	3.3 Use effective communication when leading sport/physical activity sessions for children	Use at least 5 different verbal and 5 different non-verbal communication methods effectively on 2 occasions	

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children (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 a series of sport/physical activity sessions for children (continued)	Strategies to manage the behaviour of participant(s)	3.4 Use effective strategies to manage the behaviour of participant(s)	Use 2 behaviour management methods effectively on 2 occasions	Task 4.2 – Plan, lead and evaluate sport/activity sessions for children Practical Observation Form – Tutor/Assessor(s) Leadership Log – complete 10 hours demonstration of leadership with children
	Strategies which can be used to aid organisation within a physical activity environment	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 2 occasions	
	Adaptation, regression and progression of activities			
	Conclude a session to include: <ul style="list-style-type: none"> • Conduct an appropriate cool down • Provide feedback to participants • Obtain feedback from participants • Issue instructions for further sessions • Tidy activity area 	3.6 Conclude a sport/physical activity session effectively	Conclude a sport/physical activity session effectively to include: <ul style="list-style-type: none"> • A cool down • Obtaining feedback from participants • Issue instructions for future sessions 	
4. Be able to evaluate sport/physical activity sessions for children	Use a range of feedback methods	4.1 Evaluate a series of sport/physical activity sessions for children	Evaluate at least 3 linked sport/physical activity sessions that have been led for children	Task 4.2 – Plan, lead and evaluate sport/activity sessions for children Complete evaluation sections of session plan for series of at least 3 linked 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 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 			

Optional Units

The learner must complete 2 units from Units 5, 6 and 7. These units must be completed after the learner has been assessed for Units 1, 3 and 4.

Unit 5 - Plan, lead and evaluate 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. Understand community sport/physical activity and the associated barriers and benefits	The various sport/activity sessions on offer in the community			
	The different groups of people that leaders might encounter when delivering sessions in the community			
	How to work with different groups of people in society			
	What constitutes an effective sport/physical activity session in the community			
	How national governing bodies of sport work with community groups			
	The benefits to the participant of taking part in sport/physical activity in the community to include: <ul style="list-style-type: none"> • Physiological • Psychological • Social 	1.1 Describe the physiological, psychological and social benefits for individuals, of taking part in community sport/physical activity	Describe at least 2 physiological, 2 psychological and 2 social benefits to the participant of taking part in sport and physical activity in the community	Task 5.1 – The effects of sport and physical activity in the community Complete the task worksheet
The benefits to society of people participating in sport/physical activity in the community to include: <ul style="list-style-type: none"> • Financially • Socially • Medically 	1.2 Describe the financial, social and medical benefits to society, of people taking part in community sport/physical activity	Describe at least 2 financial, 2 social and 2 medical benefits to society of people participating in sport/physical activity in the community		
Potential barriers to participation in community sport/physical activity to include: <ul style="list-style-type: none"> • Social • Psychological 	1.3 Explain the possible social and psychological barriers to participation in community sport/physical activity	Explain at least 2 psychological and 2 social barriers to participation in community sport		

Unit 5 - Plan, lead and evaluate sport/physical activity sessions in the community (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. Understand community sport/physical activity and the associated barriers and benefits (continued)	<p>Different roles and responsibilities involved in community sport/physical activity</p> <p>Strategies to increase participation in community sport/physical activity to include:</p> <ul style="list-style-type: none"> • Ways that identified barriers could be reduced or overcome • Local initiatives • National initiatives 	1.4 Describe strategies which could increase the participation levels of in community sport/physical activity	Describe at least 2 strategies which could increase the participation levels in community sport	<p>Task 5.1 – The effects of sport and physical activity in the community</p> <p>Complete the task worksheet</p>
2. Be able to plan a series of community sport/physical activity sessions	<p>Elements that must be considered when planning community sport and physical activity</p> <p>Collect background information in order to inform effective planning</p> <p>Plan a series of community sport/physical activity sessions</p>	2.1 Plan a series of linked community sport/physical activity sessions	Plan a minimum of 3 community sport/physical activity sessions which show progression from one session to the next	<p>Task 5.2 – Plan, lead and evaluate community sport/activity sessions</p> <p>Complete plans for a series of at least 3 linked sessions</p>
3. Be able to lead a series of community sport/physical activity sessions	Lead a series of community sport/physical activity sessions	3.1 Lead a series of community sport/physical activity	Lead a minimum of 10 hours of community sport/physical activity sessions	<p>Task 5.2 – Plan, lead and evaluate community sport/activity sessions</p> <p>Leadership Log – complete 10 hours demonstration of leadership in the community</p>
4. Be able to evaluate community sport/physical activity sessions	Evaluate a series of community sport/physical activity sessions	4.1 Evaluate a series of community sport/physical activity sessions	Evaluate at least 3 linked community sport/physical activity sessions that have been led	<p>Task 5.2 – Plan, lead and evaluate community sport/activity sessions</p> <p>Complete evaluation sections of session plan for series of at least 3 linked sessions</p>

Unit 6 - Plan, lead and evaluate sport/physical activity sessions for disabled people				
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 disabled people and the associated barriers and benefits of sport/physical activity	The social and medical models of disability, and why the social model is more positive and accurate			
	What constitutes as discriminatory practice and attitudes			
	The duty that Sports Leaders have to guard against discrimination			
	Recommended physical activity guidelines			
	The benefits to the participant of taking part in sport/physical activity: <ul style="list-style-type: none"> • Physiological • Psychological • Social 	1.1 Describe the physiological, psychological and social benefits for disabled people taking part in sport/physical activity	Describe at least 2 physiological, 2 psychological and 2 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
	Potential barriers to participation in sport/physical activity for disabled people to include: <ul style="list-style-type: none"> • Social • Psychological 	1.2 Describe the possible social and psychological barriers to participation in sport/physical activity for disabled people	Describe at least 2 psychological and 2 social barriers to participation for disabled people	
	The range and scope of current sport/physical activity provision for disabled people in the local community	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 2 examples	
	Strategies to increase disabled peoples' participation in sport/physical activity to include: <ul style="list-style-type: none"> • Reducing/overcoming barriers • Local initiatives • National initiatives 	1.4 Describe strategies which could increase the participation levels of disabled people in sport/physical activity	Describe at least 2 strategies which could increase the participation levels of disabled people	

Unit 6 - Plan, lead and evaluate sport/physical activity sessions for disabled people (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. Understand disabled people and the associated barriers and benefits of sport/physical activity (continued)	Ways of adapting and differentiating sport/physical activity sessions for disabled people with different ability levels. To include: <ul style="list-style-type: none"> • Open activity • Modified activity • Alternate/separate activity • Parallel activity 	1.5 Explain how to adapt sessions effectively in line with the different ability needs of disabled people	Explain at least 4 ways how to adapt session(s) for disabled people in line with the participant(s) needs	Task 6.2 – Plan, lead and evaluate sport/physical activity sessions for disabled people Complete the ‘adapt’ section for session plans for a series of at least 3 linked sessions
2. Be able to plan a series of sport/physical activity sessions for disabled people	Collect background information in order to inform effective planning Plan a range 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 3 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 a series of at least 3 linked sessions
3. Be able to lead a series of sport/physical activity sessions for disabled people	To lead a series of sport/physical activity sessions for disabled people How to select and use effective verbal and non-verbal communication methods for participants	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	Task 6.2 – Plan, lead and evaluate sport/activity sessions for disabled people Leadership Log – complete 10 hours demonstration of leadership with disabled people
4. Be able to evaluate sport/physical activity sessions for disabled people	Evaluate a series of sport/physical activity sessions for disabled people	4.1 Evaluate a series of sport/physical activity sessions for disabled people	Evaluate at least 3 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 evaluation sections of session plans for series of at least 3 linked sessions

Unit 7 - Plan, lead and evaluate sport/physical activity sessions for older people				
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 older people and the associated barriers and benefits of sport/physical activity	What the ageing process is			
	The demographics of older people			
	Recommended physical activity guidelines for older people			
	The duty that Sports Leaders have to guard against discrimination			
	The benefits to the participant of taking part in sport/physical activity: <ul style="list-style-type: none"> • Physiological • Psychological • Social 	1.1 Describe the physiological, psychological and social benefits for older people taking part in sport/physical activity	Describe at least 2 physiological, 2 psychological and 2 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
	The benefits to society of older people participating in sport and physical activity	1.2 Describe the potential benefits to society of older people participating in sport and physical activity	Describe at least 2 financial, 2 social and 2 medical benefits to society of older people participating in sport/physical activity	
Potential barriers to participation in sport/physical activity for older people to include: <ul style="list-style-type: none"> • Social • Psychological 	1.3 Describe the possible social and psychological barriers to participation in sport/physical activity for older people	Describe at least 2 psychological and 2 social barriers to participation for older people		
Strategies to increase older peoples' participation in sport/physical activity to include: <ul style="list-style-type: none"> • Ways that identified barriers could be reduced or overcome • Local initiatives • National initiatives 	1.4 Describe strategies which could increase the participation levels of older people in sport/physical activity	Describe at least 2 strategies which could increase the participation levels of older people		

Unit 7 - Plan, lead and evaluate sport/physical activity sessions for older people (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. Understand older people and the associated barriers and benefits of sport/physical activity (continued)	Ways of adapting and differentiating sport/physical activity sessions for older people with different ability levels. To include: <ul style="list-style-type: none"> • Open activity • Modified activity • Alternate/separate activity • Parallel activity 	1.5 Explain how to adapt sessions effectively in line with the different ability needs of older people	Explain at least 4 ways how to adapt session(s) for older people in line with the participant(s) needs	Task 7.2 – Plan, lead and evaluate sport/physical activity sessions for older people Complete the 'How to adapt' sections for session plans for a series of at least 3 linked sessions
2. Be able to plan a series of sport/physical activity sessions for older people	Collect background information in order to inform effective planning Plan a range 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 3 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 a series of at least 3 linked sessions
3. Be able to lead a series of sport/physical activity sessions for older people	Lead a series of sport/physical activity sessions for older people How to select and use effective verbal and non-verbal communication methods for participants	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	Task 7.2 – Plan, lead and evaluate sport/activity sessions for older people Leadership Log – complete 10 hours demonstration of leadership with older people
4. Be able to evaluate sport/physical activity sessions for older people	Evaluate a series of sport/physical activity sessions for older people	4.1 Evaluate a series of sport/physical activity sessions for older people	Evaluate at least 3 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 evaluation sections of session plan for series of at least 3 linked sessions