

Specification

# Level 3 Qualification in Sports Leadership



 **Leadership**  
**Skills**  
**Foundation**  
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# Qualification information

## Introducing the specification

Welcome to specification for the Level 3 Qualification in Sports Leadership. This document gives you the information about, and guidance on, delivering and assessing the qualification.

|                                     |  |
|-------------------------------------|--|
| 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 | <b>Indirect supervision</b> at 17 years old<br><b>Independent of supervision</b> at 18 years old |
| Total qualification time (TQT)      | 122 hours  |
| Tutored time (or guided learning)   | 60 hours   |
| Credits                             | 12 credits   |
| UCAS tariff points                  | 16   |
| Qualification number (Quan code)    | 603/7400/7   |

## Objective

The Level 3 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity. The qualification aligns with professional standards for sport and physical activity leadership, especially through the focus on leading inclusive sessions to participants.

## Responsibility of leading safe sessions as a sports leader

A level 3 sports leader is required to be supported and guided at all times by their tutor (or responsible person at the organisation they are leading in). The responsible person will be required to advise the learner on risk assessments and how these should lead in line with the organisation's safety guidance.

Once qualified the sports leader will be able to independently lead (once 18 years old) and will be responsible for all safeguarding and safety aspects in the future as a certificated level 3 sports leader.

## Demonstration of leadership hours

| Unit   | Leadership hours required                               |
|--|---|
| Unit 5 – Plan, lead and evaluate a sports/physical activity event  | Two hours of event leadership                           |
| Unit 6 – Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups | 12 hours of leadership to a range of participant groups |

When a learner is asked to deliver an activity within their community this can be done for any of the following:

- Education provider
- Digital or virtual environment
- The community local to the learner (e.g. at sports clubs, youth clubs, etc.)

### **Possible participant groups for this qualification**

When undertaking the demonstration of leadership hours, learners have the flexibility to lead a series of inclusive sport/physical activity sessions to a group(s) that are relevant to them and their local community. Your delivery should support this flexibility.

This qualification could include learning and leadership for any or all of the following groups:

- Children
- Older people
- Disabled people
- Women and girls
- Minority ethnic groups
- Deaf people
- Any other group in your community

### **Assessment**

The Leadership Skills Foundation provide an easy to use learner evidence record for this qualification. The learner evidence record is mandatory and uses the following assessment methods:

- Practical observation
- Written tasks (task worksheets provided in the learner evidence record)
- Plans and evaluations

### **Reasonable adjustments**

Reasonable adjustments can be made for learners who are unable to complete the LER, and centres have the flexibility to support delegates with specific needs by adapting the assessment method. Please refer to the Reasonable Adjustments Policy for guidance.

Alternative methods of gathering and presenting evidence may be allowable as long as:

- it meets the minimum action requirements;
- it can be submitted to us to be quality assured;
- it is referenced where the alternative evidence can be found against the appropriate question/task in the LER;
- assessment decisions are recorded, and feedback is given to the learner in the LER.

### **Resources**

To assist you with the delivery and assessment of this qualification the Leadership Skills Foundation provide you with the following delivery and support resources:

- This qualification specification
- Learner evidence record
- Tutor resource presentation slides for each unit
- Internal verification forms
- Internal assessment record
- Quality assurance review checklist

### **Training requirements for your centre**

Training is provided for centres to prepare them for delivering our qualifications. The minimum training that must be undertaken is:

- For tutors, a minimum of one person from each centre must undertake tutor training.
- The person that takes on the responsibility of the centre manager must complete the centre manager training.
- All named internal verifiers (i.e. the people that will verify the tutor's assessment decisions) must complete the internal verification training.

Visit the training page on our website for more information.

## **Policies**

All centres must have the following policies in place and ensure that they are accessible to both learners and tutors as required:

- Malpractice and maladministration policy
- Appeals and complaints policy
- Equal opportunities policy

Our Quality Assurance team will check these policies are in place and whether there have been any incidents in relation to them.

## **Progression**

This qualification has a progression pathway to further sports related qualifications, training or employment.

## **Price**

The price list for all of our qualifications, awards and additional resources can be found on our website.

# Unit overview

| Units<br>All units are mandatory |   | Tutor hours<br>(or guided learning) | Directed study |     | Total qualification time (TQT) |
|----------------------------------|---|-------------------------------------|----------------|-----|--------------------------------|
| Unit 1                           | Developing leadership skills  | 4                                   | 4              |     | 8                              |
| Unit 2                           | Lead safe sport/physical activity sessions  | 5                                   | 4              |     | 9                              |
| Unit 3                           | Know how to plan inclusive sport/physical activity sessions                                     | 18                                  | 10             |     | 28                             |
| Unit 4                           | Plan, lead and evaluate a progressive series of inclusive sport/activity sessions               | 15                                  | 10             |     | 25                             |
| Unit 5                           | Plan, lead and evaluate a sports/physical activity event  | 15                                  | 10             | 2*  | 27                             |
| Unit 6                           | Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups | 3                                   | 10             | 12* | 28                             |
|                                  |   | <b>60</b>                           | <b>62</b>      |     | <b>122</b>                     |
|                                  |   |                                     |                |     | <b>12 credits</b>              |

\* Includes 14 hours demonstration of leadership:

- Unit 5 – two hours demonstration of event leadership.
- Unit 6 – 12 hours demonstration of sport/activity session leadership (see unit 6 for guidance).

Note: The learner needs to be pass all assessment criteria from units 1, 2, 3 and 4 before leading any of the 12 hours of leadership required for unit 6.

# Units, learning outcomes and assessment criteria

## Unit 1 Developing leadership skills

| Assessment criteria   | Minimum action required   | What needs to be completed   |
|---|---|--|
| <b>Learning outcome 1</b> – Understand the skills and behaviours needed for effective, inclusive leadership                             |   |  |
| 1.1 Compare and contrast the roles and responsibilities of a leader, coach and teacher  | Compare and contrast the roles and responsibilities of a sports leader, coach and teacher.  | <b>Task 1.1</b><br>Understanding the skills and behaviours a sports leader needs |
| 1.2 Describe the key skills that an effective leader will need  | Describe the following five skills that an effective leader needs and explain why they are necessary:   |  |
| 1.3 Explain why the identified skills will be necessary for effective successful leadership   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-belief</li> <li>• Teamwork</li> <li>• Self-management</li> <li>• Problem solving</li> </ul>  |  |
| 1.4 Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills               | Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: <ul style="list-style-type: none"> <li>• Participants</li> <li>• Sessions</li> <li>• Themselves as the leader</li> </ul> |  |
| <b>Learning outcome 2</b> – Understand the importance of leadership skills and behaviours in a range of situations                      |   |  |
| 2.1 Explain how and why identified skills and behaviours might be relevant in other environments  | Explain how and why at least five skills and five behaviours might be relevant in other environments.   | <b>Task 1.2</b><br>Using leadership skills and behaviours in other environments  |
| 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.   |  |

**Learning outcome 3 – Be able to evaluate and develop leadership skills**

|  |  |   |
|--|--|---|
| 3.1 Describe a range of evaluation methods and tools   | Describe at least three different methods and/or tools that can be used to aid evaluation.                               | <b>Task 1.3</b><br>Evaluate and develop leadership skills |
| 3.2 Select and use methods and tools to evaluate their own and another learner’s leadership skills       | Evaluate at least five of own leadership skills using at least one evaluation method/tool.                               |   |
|  | Evaluate at least five of the leadership skills of another person using at least one evaluation method/tool.             |   |
| 3.3 Obtain an evaluation of your leadership skills completed by a responsible person                     | Obtain an evaluation of your leadership skills completed by a responsible person.  |   |
| 3.4 Analyse the evaluations of leadership skills to identify areas in need of development for themselves | Highlight at least two of own leadership skills that need further development, based on own and other evaluations.       |   |
| 3.5 Create a personal development plan to improve their own leadership skills                            | Create a personal development plan that explains how to improve the skills identified as in need of further development. |   |
| 3.6 Develop personal leadership skills   | Improve identified leadership skills during the course.  |   |

**Learning outcome 4 – Be able to reflect on the development of own leadership skills against own action plan**

|  |  |   |
|--|--|---|
| 4.1 Evaluate the impact of your leadership skills              | Evaluate your impact of your leadership skills on: <ul style="list-style-type: none"> <li>• Participants</li> <li>• Community (e.g. school etc.)</li> <li>• Own development</li> </ul> | <b>Task 6.3</b><br>Reflect on your development across this course |
| 4.2 Describe future development needs of own leadership skills |  |   |
| 4.3 Revise own action plan as necessary                        |  |   |

## Unit 2 Lead safe sport/physical activity sessions

| Assessment criteria  | Minimum action required   | What needs to be completed  |
|--|---|---|
| <b>Learning outcome 1</b> – Understand how ‘duty of care’ effects the safeguarding of participants |   |   |
| 1.1 Describe what is meant by ‘duty of care’   | Describe what is meant by ‘duty of care’.   | <b>Task 2.1</b><br>Duty of care and safeguarding  |
| 1.2 Explain what the ‘duty of care’ responsibilities are for a sports leader                       | Explain at least two responsibilities for a sports leader.  |   |
| 1.3 Describe what is meant by ‘safeguarding’   | Describe what is meant by ‘safeguarding’.   |   |
| 1.4 Describe how they will fulfil the duty of care they have towards those they lead               | Describe at least two ways that they will fulfil their duty of care responsibilities to those that they lead.   |   |
| 1.5 Describe the steps they can take to protect themselves from safeguarding incidents             | Describe at least two steps they can take to protect themselves from safeguarding incidents.  |   |
| <b>Learning outcome 2</b> – Understand how to maximise safety when leading sport/physical activity |   |   |
| 2.1 Complete a risk assessment for a sport/physical activity session                               | Complete a risk assessment for at least one sport/physical activity session.  | <b>Task 2.2</b><br>Completing a risk assessment for a sport/physical activity session         |
| <b>Learning outcome 3</b> – Be able to maximise safety when leading sport/physical activity        |   |   |
| 3.1 Lead sessions which minimise risk and maximise safety  | Lead at least two sessions to demonstrate: <ul style="list-style-type: none"> <li>• sharing safety messages;</li> <li>• making necessary changes to activities, equipment, environment and participant behaviour to maximise safety.</li> </ul> | <b>Task 2.2</b><br>Plan, lead and evaluate sport/physical activity sessions in your community |

# Unit 3 Know how to plan inclusive sport/physical activity sessions and events

| Assessment criteria   | Minimum action required  | What needs to be completed  |
|---|--|---|
| <b>Learning outcome 1</b> – Understand community sport/physical activity and the associated barriers and benefits                     |  |   |
| 1.1 Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity | Describe two ways that taking part in community sport can benefit the physiological, psychological and social health of those community members.   | <b>Task 3.1</b><br>The effects of sport and physical activity on your community and wider society |
| 1.2 Describe the financial, social and health benefits to society, of people taking part in sport/physical activity                   | Describe at least two financial, two social and two health benefits to society of people, participating in sport/physical activity in the community.   |   |
| 1.3 Explain the potential psychological and social barriers to participation in sport/physical activity                               | Explain at least two psychological and two social barriers to participation in community sport.  |   |
| 1.4 Describe strategies which could increase the participation levels of sport/physical activity in the community                     | Select at least three participant groups from the following: <ul style="list-style-type: none"> <li>• Children</li> <li>• Older people</li> <li>• Disabled people</li> <li>• Women and girls</li> <li>• Minority ethnic groups</li> <li>• Deaf people</li> <li>• Any other group that is important to the learner</li> </ul> |   |
| 1.5 Analyse the range of sport/physical activity opportunities in the community   | For each of the three selected groups: <ul style="list-style-type: none"> <li>• Describe at least two national strategies which could increase the participation levels in the community.</li> <li>• Analyse the range of sport/physical activity provision for people in their community.</li> </ul>                        |   |

| <b>Learning outcome 2 – Understand the impacts that sport/physical activity can have on participants</b>                   |  |   |
|--|--|---|
| 2.1 Explain the positive effects taking part in sport/physical activity can have on the individual                         | Explain the positive impact that sport/physical activity can have on the individual.   | <b>Task 3.1</b><br>The effects of sport and physical activity on your community and wider society |
| 2.2 Explain the positive effects taking part in sport/physical activity can have on a given group                          | Explain the positive impact that sport/physical activity can have on specific participant groups.<br><br>Use the three groups selected above.                    |   |
| 2.3 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 two examples.                      |   |
| 2.4 Analyse the link between the provision on sport/physical activity in the community and lifelong participation habits   | Analyse the link between the provision of sport/physical activity in a person's community and lifelong participation habits. Give at least two examples.         |   |
| <b>Learning outcome 3 – Understand how to make sport/physical activity sessions inclusive to the needs of participants</b> |  |   |
| 3.1 Identify the needs of participants that may access sport/physical activity sessions                                    | Identify the specific participant needs and explain how to make sport/physical activity sessions inclusive and accessible for the identified participant groups. | <b>Task 3.2</b><br>Making sport/physical activity sessions inclusive                              |
| 3.2 Explain how to lead inclusive sport/activity sessions to meet the needs of participants                                |  |   |

# Unit 4 Plan, lead and evaluate a progressive series of inclusive sport/activity sessions

| Assessment criteria   | Minimum action required   | What needs to be completed  |
|---|---|---|
| <b>Learning outcome 1</b> – Know how to plan a progressive series of sport/physical activity sessions |   |   |
| 1.1 Describe the characteristics of progression in a series of sport/physical activity sessions       | Describe at least three characteristics of progression in a series of sport/physical activity sessions.             | <b>Task 4.1</b><br>What makes a series of sessions  |
| 1.2 Explain how to set aims for a progressive series of sport/physical activity sessions              | Give two examples of how to set aims for a progressive series of sport/physical activity sessions.                  |   |
| <b>Learning outcome 2</b> – Be able to plan a series of inclusive sport/physical activity sessions    |   |   |
| 2.1 Plan a progressive series sport/physical activity sessions  | Plan a series of three linked sport/physical activity sessions which show progression from one session to the next. | <b>Task 4.2</b><br>Plan, lead and evaluate a series of progressive sport/physical activity sessions |
| 2.2 Set aims for a series of sport/physical activity sessions   | Set aims for a series of three sport/physical activity sessions that show progression from one session to the next. |   |
| 2.3 Plan how to adapt the leading of a session to make it inclusive to the participant(s)             | Outline at least two ways to adapt your leading of a session to make it inclusive to participant(s).                |   |
| 2.4 Plan how to adapt the sessions to the environment   | Plan how to make at least two changes that can be used to meet environmental needs.                                 |   |

| Assessment criteria  | Minimum action required   | What needs to be completed   |
|--|---|--|
| <b>Learning outcome 3</b> – Be able to lead a progressive series of inclusive sport/physical activity sessions |   |  |
| 3.1 Lead a progressive series of sport/physical activity sessions  | Lead a minimum of two linked 30 minutes sport/physical activity sessions which show progression from one to the next. | <b>Task 4.2</b><br>Plan, lead and evaluate a series of linked sport/physical activity sessions |
| 3.2 Use effective motivation methods when leading sport/physical activity sessions                             | Use four motivational methods effectively on two occasions.   |  |
| 3.3 Use effective communication when leading sport/physical activity sessions                                  | Use at least five different verbal and five different non-verbal communication methods effectively on two occasions.  |  |
| 3.4 Use effective strategies to manage the behaviour of participant(s)   | Use two behavior management methods effectively on two occasions.   |  |
| 3.5 Adapt the leading of a session to make it inclusive to the participant(s)                                  | Adapt the leading of a session to make it inclusive to participant(s) on at least two occasions.                      |  |
| 3.6 Adapt a session effectively in line with environmental needs   | Adapt a session(s) to meet environmental needs on at least one occasion.  |  |
| 3.7 Conclude a sport/physical activity session effectively   | Conclude a sport/physical activity session effectively.   |  |
| <b>Learning outcome 4</b> – Be able to evaluate community sport/physical activity sessions                     |   |  |
| 4.1 Evaluate a linked series of community sport/physical activity sessions                                     | Evaluate at least two linked community sport/physical activity sessions that have been led.                           | <b>Task 4.2</b><br>Plan, lead and evaluate a series of linked sport/physical activity sessions |

# Unit 5 Plan, lead and evaluate inclusive sports/physical activity events

| Assessment criteria  | Minimum action required  | What needs to be completed   |
|--|--|--|
| <b>Learning outcome 1</b> – Know different types of sports/physical activity event                           |  |  |
| 1.1 Evaluate different types of sports/physical activity events  | Evaluate at least five different types of sport/physical activity events, including: <ul style="list-style-type: none"> <li>• key features or a description;</li> <li>• pros and cons for participants;</li> <li>• any well-known examples.</li> </ul> | <b>Task 5.1</b><br>Types of sports/physical activity events                            |
| 1.2 Explain how to make sports/physical activity events inclusive  | For each of the five events evaluated, explain how the event is inclusive or could be made more inclusive.   |  |
| <b>Learning outcome 2</b> – Be able to plan an inclusive sports/physical activity event                      |  |  |
| 2.1 Plan an inclusive sports/physical activity event   | Plan at least one sport/physical activity event.   | <b>Task 5.2</b><br>Plan, lead and evaluate an inclusive sports/physical activity event |
| <b>Learning outcome 3</b> – Be able to deliver an inclusive sports/physical activity event                   |  |  |
| 3.1 Lead an inclusive sports/physical activity event   | Lead at least one sports/physical activity event that demonstrates being inclusive to a range of participant groups.   | <b>Task 5.2</b><br>Plan, lead and evaluate an inclusive sports/physical activity event |
|  | Complete a minimum of two hours of event leadership.   |  |
| <b>Learning outcome 4</b> – Be able to evaluate a sports/physical activity event                             |  |  |
| 4.1 Select and use appropriate methods and tools to evaluate the success of a sports/physical activity event | Evaluate a minimum of one sports/physical activity event that has been led by the learner.   | <b>Task 5.2</b><br>Plan, lead and evaluate an inclusive sports/physical activity event |
| 4.2 Record evaluations in an appropriate format  |  |  |

# Unit 6 Lead inclusive sport/physical activity sessions to a range of participant groups

Note: The learner needs to be assessed for and pass all assessment criteria from units 1, 2, 3 and 4 before leading any of the 12 hours leadership required for this unit.

| Assessment criteria  | Minimum action required  | What needs to be completed   |
|--|--|--|
| <b>Learning outcome 1</b> – Be able to plan inclusive sport/physical activity sessions for a range of participant groups   |  |  |
| 1.1 Plan inclusive sport/physical activity sessions for a range of participant groups<br><br>1.2 Plan how to adapt the leading of the session to make it inclusive to the participants group<br><br><div style="background-color: #fff9c4; padding: 5px;"> <p>Possible participant groups:</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Older people</li> <li>• Disabled people</li> <li>• Women and girls</li> <li>• Minority ethnic groups</li> <li>• Deaf people</li> <li>• Any other group in your community</li> </ul> </div> | <p>Plan a minimum of six session plans for inclusive sport/physical activity sessions.</p> <p>The six session plans should be for sessions that are to be led by the learner as part of their 12 hours demonstration of leadership.</p> <p>The six session plans must:</p> <ul style="list-style-type: none"> <li>• include examples of how a given session has been made inclusive for the participant group(s);</li> <li>• give examples of how the sessions have been made inclusive for at least three of the participant groups listed, whether it be across all six sessions or through any combination of standalone sessions within those six sessions. For example, all six sessions could be inclusive of children, girls and disabled people, or they could have two sessions for children, two for girls and two for disabled people.</li> </ul> | <p><b>Task 6.1</b><br/>Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups</p> |

| Assessment criteria  | Minimum action required   | What needs to be completed   |
|--|---|--|
| <b>Learning outcome 2</b> – Be able to lead inclusive sport/physical activity sessions for a range of participant groups             |   |  |
| 2.1 Demonstrate leading sport/physical activity sessions to a range of participant groups  | <p>Lead a minimum of 12 hours of inclusive sport/physical activity sessions.</p> <p>The 12 hours must include the six session plans planned by the learner.</p> <p>At least two witness statements must be provided in support of the 12 leadership hours if the tutor does not observe the learner leading them.</p> | <p><b>Task 6.2</b><br/>Leadership log</p>  |
| <b>Learning outcome 3</b> – Be able to evaluate sport/physical activity sessions that have been led to a range of participant groups |   |  |
| 3.1 Evaluate sport/physical activity sessions that have been led to a range of participant groups                                    | Evaluate the six sessions that have been planned and led to participants.   | <p><b>Task 6.1</b><br/>Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups</p> |

