

Learner Evidence

Level 1 Award in Sports Leadership

This template can be completed to evidence the assessment of a learner against the qualification syllabus. This is not a compulsory document, but can be used as a tool to generate the evidence required.

This template is designed to be used over the duration of the course and not as an assessment paper/exam.

The evidence captured will identify the knowledge required by the learner as well as the application of this knowledge.

If evidence for a unit can be found elsewhere, this must be kept alongside this template.

The following is designed so it can be completed by the learner directly or in conjunction with the Tutor/Assessor via verbal question and answer sessions. The template also includes:

- A) Activity/session plan designed to increase a participant's heart rate.
- B) A signed demonstration of Leadership Log – showing that a minimum of one hour of leadership has been completed by each learner. This can be completed in one session, or split into smaller segments i.e. 4 x 15 minute blocks of leadership.
- C) Observation sheet to be completed by Tutor/Assessor.

To complete the qualification the Tutor/Assessor will also need to see a complete Independent Assessor Form.

Learner Name:
Date of Birth:
Course Number:

Evidence for Units 1 and 3	T/A decision																		
<p>Explain five planning factors that need to be considered in order to plan a sport/activity session and where this information can be found:</p> <table border="1" data-bbox="180 409 1217 656"> <thead> <tr> <th></th> <th>Planning factors:</th> <th>Where to find the information:</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td></tr> </tbody> </table> <p>Describe three components that make up a basic structure of a session:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>State how the sport/activity could change with the age or ability of participants:</p> <p>..... </p>		Planning factors:	Where to find the information:	1.			2.			3.			4.			5.			<p>Pass / Defer Date: _____</p>
	Planning factors:	Where to find the information:																	
1.																			
2.																			
3.																			
4.																			
5.																			

Attach a copy of a plan for an activity/session which was specifically designed to increase participants heart rates, with which you assisted in leading a Group/Team/Club. This should include a brief review of future improvements (sample template attached in Appendix A).

Attach copy of Demonstration of Leadership Log recording a minimum of one hour leadership (sample template attached in Appendix B).

Describe three verbal and three non-verbal communication skills:

	Verbal	Non-Verbal
1.		
2.		
3.		

To complete the evidence for Unit 1 and 3 the Tutor/Assessor observation sheet must also be completed.

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 2

Identify three values, skills and qualities that an effective leader will need:

Values	Skills	Qualities

Identify two methods of motivating participants:

1.

2.

Identify a minimum of three behaviours that are acceptable as:

	A Leader:		A Participant:
1.		1.	
2.		2.	
3.		3.	

Pass / Defer
Date:

Identify a minimum of three behaviours that are not acceptable as:

	A Leader:		A Participant:
1.		1.	
2.		2.	
3.		3.	

Identify how to manage three basic disruptions:

	Disruption:	How to manage it:
1.		
2.		
3.		

To complete the evidence for Unit 2 the Tutor/Assessor observation sheet must also be completed.

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 3																
<p>For each of the factors below identify a minimum of one affect on a person's health and fitness.</p> <table border="1"> <tr> <td>Exercise:</td> <td></td> </tr> <tr> <td>Smoking:</td> <td></td> </tr> <tr> <td>Drugs:</td> <td></td> </tr> <tr> <td>Alcohol:</td> <td></td> </tr> <tr> <td>Diet:</td> <td></td> </tr> <tr> <td>Age:</td> <td></td> </tr> <tr> <td>Environment:</td> <td></td> </tr> </table> <p>To complete the evidence for Unit 1 and 3 the Tutor/Assessor observation sheet must also be completed.</p>		Exercise:		Smoking:		Drugs:		Alcohol:		Diet:		Age:		Environment:		Pass / Defer Date: _____
Exercise:																
Smoking:																
Drugs:																
Alcohol:																
Diet:																
Age:																
Environment:																
Tutor/Assessor feedback:																
Action plan for learner:																
Tutor/Assessor signature: _____																

Evidence for Unit 4	
<p>Explain the meaning of fair play:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Identify three behaviours by the participants that symbolise fair play:</p> <p>1.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Explain why fair play is important and the affect it will have on participants:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>To complete the evidence for Unit 4 the Tutor/Assessor observation sheet must also be completed.</p>	<p>Pass / Defer Date:</p> <hr/>

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 5

Identify the different officials in two sports:

Pass / Defer
Date:

Sport 1:	Sport 2:

Identify a minimum of two different responsibilities for each official of one sport:

Name of Sport:		
Name of Role:	Responsibility 1:	Responsibility 2:

Describe five main rules and regulations of a sport/mini version of sport or recreational activity:

	Sport/recreational activity:
1.	
2.	
3.	
4.	
5.	

To complete the evidence for Unit 5 the Tutor/Assessor observation sheet must also be completed.

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Evidence for Unit 6

Identify two places in the local area where you can take part in sport:

1.
.....
.....

2.
.....
.....

Identify two further courses of study which complement this course and where they can be accessed:

1.
.....
.....

2.
.....
.....

Identify two ways the above information can be used to further your involvement in sport or recreation:

1.
.....
.....

2.
.....
.....

Pass / Defer
Date:

Tutor/Assessor feedback:

Action plan for learner:

Tutor/Assessor signature: _____

Authenticity statement:

I confirm that the information contained within this document and all other evidence associated with it is my own work.

Learner signature:

Date:

Tutor/Assessor signature:

Date:

Learner Worksheet

Activity / Session plan

Learner Name:	
Date: Time:	Venue/facilities:
No. of participants: Age:	
Warm-up:	
Main Activity:	
Cool down:	
Equipment:	
Review: (minimum of three areas) What went well? What did not go so well?	
Improvements for the future:	
Tutor/Assessor signature:	
Date:	

APPENDIX B

Leadership Log

Date	Name of organisation visited	Description of leadership experience	Number of hours	Supervisor signature

Tutor/Assessor signature:

Date:

APPENDIX C Tutor/Assessor Observation Sheet

Learner Name:				
Tutor/Assessor Name:				
	Outcomes:	Notes and details on what was seen/ heard:	Assessment decision:	Date:
Unit 1:				
	Communication			
	Has the learner used at least three verbal communication skills?			
	Has the learner used at least three non-verbal communication skills?			
Unit 2:				
	Motivating a group			
	Has the learner demonstrated a minimum of two ways to motivate participants?			
	Manage participant behaviour			
	Has the learner on at least one occasion set three ground rules for participants?			
Unit 3:				
	Leading a session			
	Has the learner assisted in leading a sport/activity for a minimum of 10 minutes?			
	Could the learner identify basic visual signs of raised heart rate on at least one occasion?			

Unit 4:				
	Facilitated fair play			
	Has the learner facilitated a minimum of one behaviour or action identified as 'fair play' whilst leading a session?			
	Has the learner encouraged the use of at least one behaviour or action identified as 'fair play' between participants whilst leading a session on at least one occasion?			
Unit 5:				
	Act as the official			
	Has the learner acted as an official carrying out all their responsibilities for a minimum of five minutes?			
	Has the learner demonstrated the implementation of the five main rules of an activity and made the decisions clear to participants/other officials?			
Action plan				
Tutor/Assessor signature:				
Date:				