



**SPORTS LEADERS UK**



**LEARNER EVIDENCE RECORD**

**LEVEL 3 CERTIFICATE IN**

**HIGHER  
SPORTS  
LEADERSHIP**

ACTIVE

ACHIEVE EXCEL

TRIUMPH RUN

SKILLS  
INSPIRE



**Level 3 Certificate in Higher Sports Leadership**

**Learner Authenticity Statement**

**To be completed by the Learner at the end of the course.**

I can confirm that the work contained within this Learner Evidence Record and all evidence associated with the achievement of this qualification is my own work.

I can confirm that the Tutor/Assessor has observed me achieve the Assessment Criteria that require demonstration.

I confirm that I have completed the 30 hours demonstration of leadership that is required to complete this qualification.

Learner Signature: .....

Date: .....

**To be completed by the Tutor/Assessor**

Tutor/Assessor Signature: .....

Date: .....

Name of NGB award completed: .....

Date completed: .....

## Introduction

Welcome to the Sports Leaders UK Level 3 Certificate in Higher Sports Leadership and congratulations on choosing to take part in this exciting and challenging course.

This qualification will give you the opportunity to develop many skills which will be of use to you, both in a sporting environment and in life in general preparing you for the world of employment and/or further education.

This course is not concerned with your sporting ability but instead will help you to develop many different leadership skills. For example, being able to organise others, to communicate with groups and individuals in a sports setting and to adapt your delivery when required, in order to keep your participants motivated.

There may be a certain amount of written work to reinforce what you are learning, but on the whole this course should be delivered in as practical a way as possible.

## sportsleaders.org

To make the most of your sports leadership journey, you should now register at [sportsleaders.org](https://sportsleaders.org)

Any past or present sports leader can register for a wealth of tips, resources and key advice to help their sports leaders journey. There are also discounts and benefits available – including NUS membership – for those aged 16 and over.

## Course content

The course is broken down into eight units. These eight units combine theory and practical aspects which will enable you to learn what it means to be a confident leader and how to lead others. To complete the Sports Leaders UK Level 3 Certificate in Higher Sports Leadership seven of the eight units must be completed. Units 1-5 are mandatory. Units 6-8 are optional and learners must complete two of these three units.

## How the course works

In order that your Tutor/Assessor(s) understands exactly what they have to teach you and so that you know what you will be learning during the course, each unit is broken down into Learning Outcomes. These Learning Outcomes are simply statements that explain what it is you will have to do in order to pass each unit.

Each of the Learning Outcomes is broken down again into Assessment Criteria. These Assessment Criteria help to clarify the Learning Outcome and describe exactly what you will have to show you can do or understand in order to meet the Learning Outcome and therefore the requirements for that unit.

Visit [sportsleaders.org](https://sportsleaders.org) to see details of the Learning Outcomes and Assessment Criteria for each unit.

Once you have shown that you can meet each of the Assessment Criteria, your Tutor/Assessor(s) can confirm

that you have met the requirements for that unit. If you do this for every unit and complete your demonstration of leadership hours, you will pass the qualification.

## How to use this Learner Evidence Record

This Learner Evidence Record gives you the opportunity to gather evidence of your experiences and learning during the course.

This Learner Evidence Record includes the following information and forms, which need to be completed and retained for evidence. The Learner Evidence Record also includes a Learner Evidence template that you can complete to evidence your learning and that your Tutor/ Assessor can use to make observations and assess you against the qualification syllabus.

Page description	Action needed	Checklist ✓
Learner Authenticity Statement	Sign on completion of the course.	<input type="checkbox"/>
Introduction to the Qualification	Read through for information.	<input type="checkbox"/>
Independent Assessor Form and Assessor Report	To be completed and signed by your Independent Assessor. Learners are required to provide a separate Independent Assessor Form for Unit 2 and the two optional units from Units 6, 7 and 8.	<input type="checkbox"/>
Leadership Log	Use this to record your demonstrations of leadership. Logs are required for the 10 hours in Unit 2 and the 10 hours from the optional units from Units 6, 7 and 8.	<input type="checkbox"/>
Learner Evidence template	The template can be completed by the learner as a portfolio of evidence. All evidence to be assessed and observations to be made by your Tutor/Assessor.	<input type="checkbox"/>

You can also access [sportsleaders.org](https://sportsleaders.org) to obtain the following information and forms, some of which may need to be completed and returned.

Online information and forms	Action needed	Checklist ✓
Units, Learning Outcomes and Assessment Criteria sheet	Read through to understand what is expected of you to achieve this qualification.	<input type="checkbox"/>

## Assessment

There is no formal test at the end of the Level 3 Certificate in Higher Sports Leadership. Instead, your Tutor/Assessor(s) may use a variety of assessment methods to make a decision about your leadership including observation and listening to what you say and do. Your Tutor/Assessor(s) may expect to see your session plans and any worksheets you have completed during the course and that may contribute to your assessment process. Your Tutor/Assessor may use a question and answer style method as part of your assessment, relating to specific Learning Outcomes and they may also request some independent feedback from another Tutor/Assessor who has observed you leading.

In order to see if you are meeting the Assessment Criteria for each unit your Tutor/Assessor(s) can use any number of assessment methods. However, the assessment method(s) that they choose must be relevant to the Assessment Criteria they are assessing and meet any specific needs that you might have.

## Demonstration of leadership

As part of the course you will need to engage in a minimum of 30 hours of leadership with different community groups. It is compulsory to complete a minimum of 10 hours in the community as part of Unit 2. You may also do 10 hours with primary aged children for Unit 6 and/or 10 hours with a group of older people for Unit 7 and/or 10 hours with a group of disabled people for Unit 8. These leadership hours may be completed in a variety of settings. For example, at a sports club, local youth club, children's club, scheme at a local leisure centre, festival or a sports day at a primary school.

Additional resources are available as free downloads [sportsleaders.org](http://sportsleaders.org).

These 30 hours demonstration of leadership can be completed as you progress through the relevant units of your course. Your experience must be logged.

During your 30 hours demonstration of leadership, you must be supervised by the person who would normally be in charge of that session. The 30 hours will be carried out over a number of sessions and the person supervising you may be your Independent Assessor. The Independent Assessor must complete the Independent Assessor Form in your Learner Evidence Record when you have finished your demonstration of leadership.

## Successfully completing the course

If, by the end of the course, you have shown that you can meet all of the Assessment Criteria for each unit, and have completed the leadership hours, and all other pre-certification requirements, you will have successfully passed the course and will be awarded the Level 3 Certificate in Higher Sports Leadership qualification.

If you have not met these requirements by the end of the course, your Tutor/Assessor(s) may be able to give you further opportunities to continue your learning and you

may successfully pass the course at some stage in the future. These opportunities will only be made available for up to three years after you first started the course.

## Appeals procedure

If you have any queries regarding an assessment decision speak to your Tutor/Assessor(s) about it. However, if this does not solve the issue then contact Sports Leaders UK who will investigate through a member of its Quality Assurance Team. If the concern is still not resolved the case will be referred to the Sports Leaders UK senior management team, or further to that, an independent body. For a copy of the appeal procedures please email [contact@sportsleaders.org](mailto:contact@sportsleaders.org).

## Accident responsibility

Sports Leaders UK does not accept responsibility or liability for any injury or loss sustained by you, your Tutor/Assessor(s) or any other person during any part of the course.

For details concerning the type of insurance that is required for the course and for learner insurance details, visit [sportsleaders.org](http://sportsleaders.org).

## Where to now?

Sports Leaders UK is highly regarded in Higher and Further Education and it is recommended you mention your sports leadership qualification and volunteering when applying to the destination of your choice. Visit [sportsleaders.org](http://sportsleaders.org) for helpful hints and tips for completing the UCAS forms.

## Sports Leaders UK Shop

Merchandise can be ordered from the Sports Leaders UK Shop. Please visit [sportsleaders.org/eshop/](http://sportsleaders.org/eshop/). The range has had a full makeover and offers quality sports clothing for learners and tutors including hoodies, polos and fleeces in addition to a range of sporting accessories.

## Sports Leaders UK Spirit of Leadership Award

Sports Leaders UK's Spirit of Leadership Award offers you the opportunity to gain additional recognition for the leadership and volunteering you undertake, either as part of this course or after you have achieved your qualification.

Your Tutor/Assessor can nominate you for the Spirit of Leadership Award if they feel you have gone above and beyond what is expected. This might be for helping out a fellow learner or overcoming a challenge during the course. It could also be for excelling in your demonstration of leadership, or by volunteering for more than the minimum required leadership hours required to complete the course.

Make sure you mention Spirit of Leadership to your Tutor/Assessor. Your Tutor/Assessor can nominate up to five learners for every course they deliver.

**EVIDENCE TO BE RETAINED**

**MANDATORY FORM - MUST BE COMPLETED**

**Level 3 Certificate Independent Assessor Form**

Learner Name:

Learner Number:

Approved Assessment Centre Name (AAC):

AAC Number:

Course Number:

Independent Assessor Form for (select one unit): Unit 2  Unit 6  Unit 7  Unit 8

**Thank you for agreeing to undertake the role of Independent Assessor.**

As the Independent Assessor you must be able to recognise some of the skills and knowledge that a learner is demonstrating. Plus, you must be able to make reliable and consistent judgments about the learner’s performance.

As the Independent Assessor you will have been asked to make an assessment decision upon a learner while they are leading. It is most likely that you will fulfil your duties while observing the learner leading all or part of a sport/activity session. Although you may only see them for a relatively small period of time, we ask that you make a decision about their competence as a leader based on the suggestions below:

	<b>Learner assessment suggestions</b>	<b>Yes/No/Comments</b>
<b>Preparation</b>	Did their session plan demonstrate their understanding of the structure of a sport session (warm up, activity and cool down)?	
	Was the session plan appropriate for the age and ability of the participants?	
	Was the equipment used appropriate for the age and ability of the participants?	
<b>Communication</b>	Did they apply different communication methods appropriate to the participants?	
	Were the activities clearly explained; using verbal and non-verbal communication methods?	
	Did they allow time for participants to ask questions? Were these questions answered effectively?	
	Did they interact appropriately with participants?	
<b>Leadership</b>	Did they show suitable safety procedures and good practice for the participants?	
	When required to, did they adapt or modify their session? If so, please comment how?	
	After the session did they evaluate the role they played in the session?	

Would you recommend this learner?  Yes  No

**Name:**

**Job Title:**

**Organisation:**

**Contact details:**

Signed: ..... Date: .....

**EVIDENCE TO BE RETAINED**

**MANDATORY FORM - MUST BE COMPLETED**

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	After the session did they evaluate the role they played in the session?	

Would you recommend this learner?  Yes  No

**Name:**

**Job Title:**

**Organisation:**

**Contact details:**

Signed: ..... Date: .....

**EVIDENCE TO BE RETAINED**

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Independent Assessor Form for (select one unit): Unit 2  Unit 6  Unit 7  Unit 8

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	After the session did they evaluate the role they played in the session?	

Would you recommend this learner?  Yes  No

**Name:**

**Job Title:**

**Organisation:**

**Contact details:**

Signed: ..... Date: .....



**Assessor Report**

Many learners go on to use their skills gained through this qualification in a variety of different ways. Your Learner Evidence Record will become a vital piece of evidence which may support you in gaining employment, applying to college or university, or volunteering within the local community.

Please ask your Independent Assessor or Tutor/Assessor if they would write some additional information about your skills that can be included within your Learner Evidence Record.

Learner Name:.....

Assessor Name:.....

Assessor report:

Signed: ..... Date: .....



## Learner Evidence

### *Level 3 Certificate in Higher Sports Leadership*

This template can be completed and added 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 Learner Worksheets (some Learner Worksheets may need to be copied and added to this document).
- B Fitness Testing.
- C Signed demonstration of Leadership Logs – showing that a minimum of 30 hours of leadership has been completed by each learner with the appropriate groups.
- D Observation sheet completed by Tutor/Assessor.

To complete the qualification the Tutor/Assessor will also need to see a copy of a current and valid NGB certificate and a completed Independent Assessor Form.

Learner Name:
Date of Birth:
Course Number:

Evidence for Unit 1	T/A decision										
<p>In order to meet evidence requirements for the Developing leadership skills unit, you will need to:</p> <p>Complete and include the following Learner Worksheets (templates attached in Appendix A):</p> <table border="1" data-bbox="183 495 1220 840"> <tr> <td data-bbox="183 495 1123 562">1.2 – Spider web analysis – for both yourself and another leader</td> <td data-bbox="1123 495 1220 562"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="183 562 1123 629">1.4 – Action plan – for both yourself and another leader</td> <td data-bbox="1123 562 1220 629"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="183 629 1123 696">1.7 – Leadership styles</td> <td data-bbox="1123 629 1220 696"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="183 696 1123 763">1.8 – Leadership styles and appropriate situations</td> <td data-bbox="1123 696 1220 763"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="183 763 1123 831">1.9 – Community groups and leadership styles</td> <td data-bbox="1123 763 1220 831"><input type="checkbox"/></td> </tr> </table>	1.2 – Spider web analysis – for both yourself and another leader	<input type="checkbox"/>	1.4 – Action plan – for both yourself and another leader	<input type="checkbox"/>	1.7 – Leadership styles	<input type="checkbox"/>	1.8 – Leadership styles and appropriate situations	<input type="checkbox"/>	1.9 – Community groups and leadership styles	<input type="checkbox"/>	<p>Pass / Defer</p> <p>Date: _____</p>
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1.4 – Action plan – for both yourself and another leader	<input type="checkbox"/>										
1.7 – Leadership styles	<input type="checkbox"/>										
1.8 – Leadership styles and appropriate situations	<input type="checkbox"/>										
1.9 – Community groups and leadership styles	<input type="checkbox"/>										
<p>Tutor/Assessor feedback:</p>											
<p>Action Plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>											

Evidence for Unit 2	T/A decision																																	
<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 70%; padding: 2px;">2.3 – What are the benefits to health of physical activity?</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td style="padding: 2px;">2.5 – Healthy initiatives</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">2.8 – Session planner</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Explain at least three points/trends regarding the health of the nation:</p> <p>1 _____          _____          _____</p> <p>2 _____          _____          _____</p> <p>3 _____          _____          _____</p> <p>Identify at least five local agencies and explain the role they play in community sport.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 45%; padding: 2px;">Local agency:</th> <th style="width: 55%; padding: 2px;">Role they play:</th> </tr> </thead> <tbody> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> <tr><td style="height: 25px;"></td><td></td></tr> </tbody> </table> <p>Explain partnership working in the community through two examples:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%; padding: 2px;">Example:</th> <th style="width: 55%; padding: 2px;">Benefits:</th> </tr> </thead> <tbody> <tr><td style="height: 80px;"></td><td></td></tr> <tr><td style="height: 80px;"></td><td></td></tr> </tbody> </table>	2.3 – What are the benefits to health of physical activity?					2.5 – Healthy initiatives					2.8 – Session planner					Local agency:	Role they play:											Example:	Benefits:					<p>Pass / Defer</p> <p>Date: _____</p>
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2.5 – Healthy initiatives																																		
2.8 – Session planner																																		
Local agency:	Role they play:																																	
Example:	Benefits:																																	

Identify four reasons for positive attitudes towards sport:

1

2

3

4

Identify four reasons for negative attitudes towards sport:

1

2

3

4

Identify four barriers for participation in sport:

1

2

3

4

<p>Identify four benefits for participation in sport:</p> <p>1 .....</p> <p>.....</p> <p>2 .....</p> <p>.....</p> <p>3 .....</p> <p>.....</p> <p>4 .....</p> <p>.....</p> <p>To complete Unit 2 the Tutor/Assessor must complete the observation sheet in Appendix D.</p> <p>Attach copy of Demonstration of Leadership Log recording a minimum of 10 hours leadership in the community (sample template attached in Appendix C).</p>	<p>Pass / Defer</p> <p>Date: _____</p>
<p>Tutor/Assessor feedback:</p>	
<p>Action Plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>	

<b>Evidence for Unit 3</b>	T/A decision																														
<p>Complete and include the following Learner Worksheets (in Appendix A):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 80%; padding: 2px;">3.10 - Principles of training</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td style="padding: 2px;">3.15 - Fitness session plan</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Explain with example the roles of different systems in the body and the effects they have on planning a health and fitness session:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Systems:</th> <th style="width: 20%;">Role:</th> <th style="width: 25%;">Example:</th> <th style="width: 40%;">Effects of planning session:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Skeletal</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Muscular</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Cardiovascular</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Energy</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attach copy of 'Fitness Testing' completed for two participants (Appendix B). To complete Unit 3 the Tutor/Assessor must complete the observation sheet in Appendix D.</p>	3.10 - Principles of training					3.15 - Fitness session plan					Systems:	Role:	Example:	Effects of planning session:	Skeletal				Muscular				Cardiovascular				Energy				<p>Pass / Defer</p> <p>Date: _____</p>
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<p>Tutor/Assessor feedback:</p>																															
<p>Action Plan for learner:</p> <p style="text-align: right; margin-top: 100px;">Tutor/Assessor signature: _____</p>																															

Evidence for Unit 4	T/A decision										
<p>In order to meet evidence requirements for the Organise and lead a sports event or competition unit, you will need to:</p> <p>Complete and include the following Learner Worksheets:</p> <table border="1" data-bbox="169 461 1201 728"> <tr> <td>4.1 – Event or competition proposal</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4.2 - Event 'to do list'</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4.3 – Event or competition promotional plan</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4.5 – Event or competition evaluation - group</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4.6 – Evaluation of event/competition - individual</td> <td><input type="checkbox"/></td> </tr> </table> <p>Produce and include a detailed plan that includes (this can be in any format i.e. Flip chart; PowerPoint; Report):</p> <ul style="list-style-type: none"> <li>Facilities;</li> <li>Equipment;</li> <li>Staff/Personnel;</li> <li>Support services;</li> <li>Administration;</li> <li>Publicity/Media;</li> <li>Clear up</li> </ul> <p>To complete Unit 4 the Tutor/Assessor must complete the observation sheet in Appendix D.</p>	4.1 – Event or competition proposal	<input type="checkbox"/>	4.2 - Event 'to do list'	<input type="checkbox"/>	4.3 – Event or competition promotional plan	<input type="checkbox"/>	4.5 – Event or competition evaluation - group	<input type="checkbox"/>	4.6 – Evaluation of event/competition - individual	<input type="checkbox"/>	<p>Pass / Defer</p> <p>Date: _____</p>
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<p>Tutor/Assessor feedback:</p>          											
<p>Action Plan for learner:</p>          <p style="text-align: right;">Tutor/Assessor signature: _____</p>											



<b>Evidence for Unit 5</b>	T/A decision																					
<p>In order to meet evidence requirements for the Legal and ethical responsibilities when working with others unit, you will need to:</p> <p>Explain the term duty of care:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Explain a leaders responsibilities, with examples, when leading activities:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%; padding: 5px;">Responsibility area:</th> <th style="width: 40%; padding: 5px;">Explanation of responsibility:</th> <th style="width: 35%; padding: 5px;">Examples (minimum of two):</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Legal Responsibility:</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Ethical Responsibility:</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p>List areas where there is a potential for maltreatment of participants and explain how this may be guarded against:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 5%; padding: 5px;"></th> <th style="width: 40%; padding: 5px;">Potential for maltreatment:</th> <th style="width: 55%; padding: 5px;">How it can be guarded against:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Responsibility area:	Explanation of responsibility:	Examples (minimum of two):	Legal Responsibility:			Ethical Responsibility:				Potential for maltreatment:	How it can be guarded against:	1			2			3			<p>Pass / Defer</p> <p>Date: _____</p>
Responsibility area:	Explanation of responsibility:	Examples (minimum of two):																				
Legal Responsibility:																						
Ethical Responsibility:																						
	Potential for maltreatment:	How it can be guarded against:																				
1																						
2																						
3																						
<p>Tutor/Assessor feedback:</p>																						
<p>Action Plan for learner:</p> <p style="text-align: right; margin-top: 100px;">Tutor/Assessor signature: _____</p>																						

<b>Evidence for Unit 6</b>	T/A decision																						
<p>In order to meet evidence requirements for the Lead sports/activity sessions for children unit, you will need to:</p> <p>Complete and include the following Learner Worksheet (in Appendix A):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="padding: 2px;">2.8 – Session planner – minimum of two sessions for children</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>Describe the following aspects of physical development with children:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%; padding: 5px;">Development of children:</th> <th style="padding: 5px;">Explain and give examples:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">How children grow</td> <td style="height: 50px;"></td> </tr> <tr> <td style="padding: 5px;">How exercise affects children</td> <td style="height: 50px;"></td> </tr> <tr> <td style="padding: 5px;">How children learn</td> <td style="height: 50px;"></td> </tr> <tr> <td style="padding: 5px;">How children interact with others</td> <td style="height: 50px;"></td> </tr> <tr> <td style="padding: 5px;">The importance of physical activity for children</td> <td style="height: 50px;"></td> </tr> </tbody> </table> <p>Describe at least three things to consider when planning activity sessions for children:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tbody> <tr> <td style="width: 5%; text-align: center; padding: 5px;">1</td> <td style="height: 40px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="height: 40px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>Record and have signed off in your Leadership Log (template available in Appendix C) that you have carried out 10 hours demonstration of leadership working with children</p> <p>To complete Unit 6 the Tutor/Assessor must complete the observation sheet in Appendix D.</p>	2.8 – Session planner – minimum of two sessions for children				Development of children:	Explain and give examples:	How children grow		How exercise affects children		How children learn		How children interact with others		The importance of physical activity for children		1		2		3		<p>Pass / Defer</p> <p>Date: _____</p>
2.8 – Session planner – minimum of two sessions for children																							
Development of children:	Explain and give examples:																						
How children grow																							
How exercise affects children																							
How children learn																							
How children interact with others																							
The importance of physical activity for children																							
1																							
2																							
3																							

Tutor/Assessor feedback:

Action Plan for learner:

Tutor/Assessor signature: \_\_\_\_\_

Evidence for Unit 7	T/A decision														
<p>In order to meet evidence requirements for the Lead sports/activity sessions for older people unit, you will need to:</p> <p>Complete and include the following Learner Worksheets (in Appendix A):</p> <table border="1" data-bbox="183 465 1217 763"> <tr> <td>7.1 – Effects of ageing</td> <td><input type="checkbox"/></td> </tr> <tr> <td>7.2 – Ageing and fitness levels</td> <td><input type="checkbox"/></td> </tr> <tr> <td>7.4 – The ageing population</td> <td><input type="checkbox"/></td> </tr> <tr> <td>7.5 – Benefits of physical activity</td> <td><input type="checkbox"/></td> </tr> <tr> <td>2.8 – Session planner – minimum of two sessions for older people</td> <td><input type="checkbox"/></td> </tr> </table> <p>Identify at least two examples of older people participating in sport and recreation:</p> <table border="1" data-bbox="183 846 1217 965"> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> </table> <p>Record and have signed off in your Leadership Log (template available in Appendix C) that you have carried out 10 hours demonstration of leadership working with older people.</p> <p>To complete Unit 7 the Tutor/Assessor must complete the observation sheet in Appendix D.</p>	7.1 – Effects of ageing	<input type="checkbox"/>	7.2 – Ageing and fitness levels	<input type="checkbox"/>	7.4 – The ageing population	<input type="checkbox"/>	7.5 – Benefits of physical activity	<input type="checkbox"/>	2.8 – Session planner – minimum of two sessions for older people	<input type="checkbox"/>	1		2		<p>Pass / Defer</p> <p>Date: _____</p>
7.1 – Effects of ageing	<input type="checkbox"/>														
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1															
2															
<p>Tutor/Assessor feedback:</p>															
<p>Action Plan for learner:</p> <p style="text-align: right;">Tutor/Assessor signature: _____</p>															

<b>Evidence for Unit 8</b>	T/A decision																		
<p>In order to meet evidence requirements for the Lead sports/activity sessions for disabled people unit, you will need to:</p> <p>Complete and include the following Learner Worksheets (Appendix A):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">8.1 – Disability mind map</td> <td style="text-align: center; width: 50px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">8.5 – Organisations and their roles</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">2.8 – Session planner – minimum of two session for disabled people</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Explain the following models:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%; padding: 2px;">Model:</th> <th style="padding: 2px;">Explanation:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">The social model of disability</td> <td style="height: 20px;"></td> </tr> <tr> <td style="padding: 2px;">The medical model of disability</td> <td style="height: 20px;"></td> </tr> </tbody> </table> <p>Compare both models giving a positive aspect and a negative aspect for each one:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Describe what discriminatory practice is and give a minimum of two examples:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>List at least three ways discrimination can be guarded against:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center; padding: 2px;">1</td> <td style="height: 30px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">2</td> <td style="height: 30px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">3</td> <td style="height: 30px;"></td> </tr> </table>	8.1 – Disability mind map	<input type="checkbox"/>	8.5 – Organisations and their roles	<input type="checkbox"/>	2.8 – Session planner – minimum of two session for disabled people	<input type="checkbox"/>	Model:	Explanation:	The social model of disability		The medical model of disability		1		2		3		<p>Pass / Defer</p> <p>Date: _____</p>
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Model:	Explanation:																		
The social model of disability																			
The medical model of disability																			
1																			
2																			
3																			

Explain the classification system within disability sport and give two positive and two negative outcomes of the system:

.....

.....

.....

.....

Describe a minimum of three things which must be considered when planning sports/activities sessions for disable people:

1	
2	
3	

Record and have signed off in your Leadership Log (template available in Appendix C) that you have carried out 10 hours demonstration of leadership working with disabled people.

To complete Unit 8 the Tutor/Assessor must complete the observation sheet in Appendix D.

Tutor/Assessor feedback:

Action Plan for learner:

Tutor/Assessor signature: \_\_\_\_\_

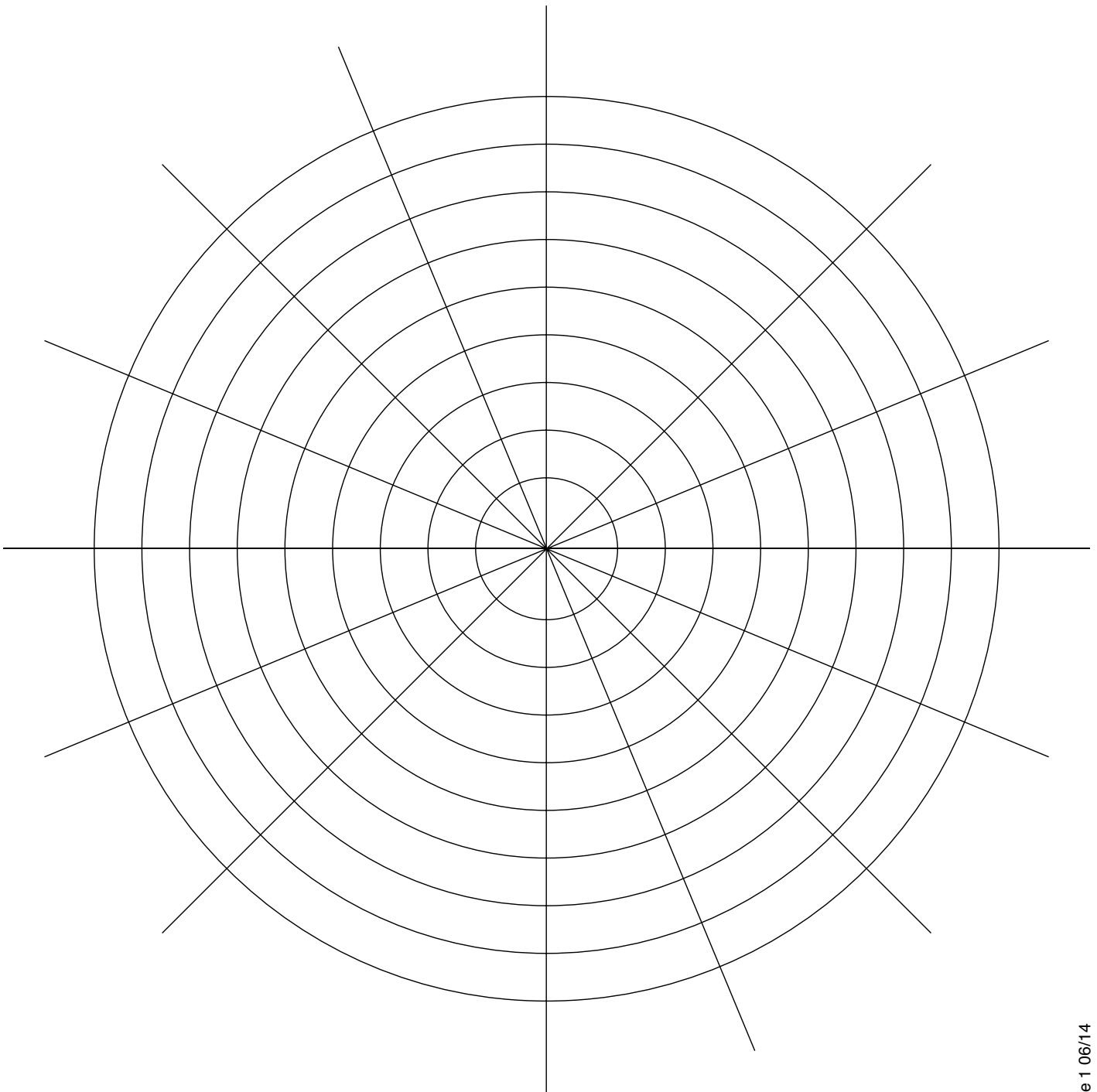
APPENDIX A

# Learner Worksheet 1.2

## *Spider web analysis*

Name of sports leader:

List leadership skills and rate your competency (minimum of 6):





# Learner Worksheet 1.4

## Action plan

Learner Name:

What skill needs improving?	What action will you carry out to improve this skill?	Date to start action. Date of first review Date of final review	How will you measure the effectiveness of the action?
<b>Tutor/Assessor signature:</b>			<b>Date:</b>

HSL\_LW\_1.4 Issue 1 06/14

# Learner Worksheet 1.7

## Leadership styles

Leadership style	Description of the style including any pros and cons of this leadership style
Autocratic	
Supportive	
Democratic	
Laissez-faire	
Learner name:	
Tutor/Assessor signature:	Date:

HSL\_LW\_1.7 Issue 1 06/14

# Learner Worksheet 1.8

## *Leadership styles and appropriate situations*

Leadership style	Examples of scenarios of when the style may be appropriate
Autocratic	
Supportive	
Participative	
Laissez-faire	
<b>Learner name:</b>	
<b>Tutor/Assessor signature:</b>	

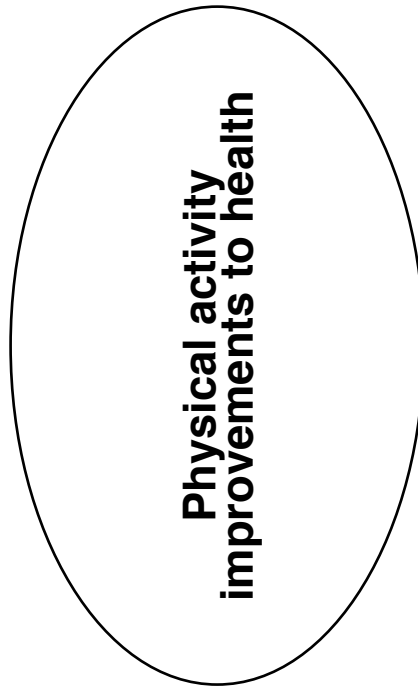
HSL\_LW\_1.8 Issue 1 06/14



## Learner Worksheet 2.3

### *What are the benefits to health of physical activity?*

Mind map below what the benefits of physical activity to health are.  
(minimum of three)



<b>Learner name:</b>	
<b>Tutor/Assessor signature:</b>	<b>Date:</b>

## Learner Worksheet 2.5

### Healthy initiatives

Initiative name	Organisation supporting the initiative, for example the British Heart Foundation	Aims of initiative	How can it be accessed in your community, for example free sessions/information leaflets
Learner name:			
Tutor/Assessor signature:			Date:

# Learner Worksheet 2.8

## Session planner

Name:

Session No:

<b>Activity:</b>					
<b>Aims of the session:</b>					
<b>Venue &amp; facility:</b>		<b>Date:</b>		<b>Time:</b>	
<b>Group/ability:</b>		<b>No. of participants:</b>		<b>No. of helpers:</b>	
<b>Equipment:</b>					
<b>Risk Assessment carried out &amp; received:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>					
<b>Time:</b>	<b>Activity:</b>	<b>Equipment:</b>	<b>Delivery points:</b>		
	<b>Introduction:</b>				
	<b>Warm-up:</b>				
	<b>Main content:</b>				
	<b>Cool down:</b>				
<b>Evaluation:</b>	<b>Three aspects that were successful:</b> <b>Two aspects that need more work:</b> <b>Two things which would be changed for next time:</b>				
<b>Tutor/Assessor signature:</b>				<b>Date:</b>	



# Learner Worksheet 3.10

## Principles of training

Chosen sport: \_\_\_\_\_ (for the example)

Principle of training	Definition	Example of application
Overload		
Progression		
Specificity		
Variability		
Individual differences		
<b>Learner name:</b>		
<b>Tutor/Assessor signature:</b>		<b>Date:</b>

HSL\_LW\_3.10 Issue 1 06/14

# Learner Worksheet 3.15

## *Fitness session plan*

<b>Name of sports leader:</b>		
<b>Component/s of fitness targeted:</b>		
<b>Aim of session:</b>		
<b>Venue:</b>	<b>Date and time:</b>	
<b>Participant/group:</b>	<b>Starting fitness level of participant or group:</b>	
<b>Equipment required:</b>	<b>PAR-Q completed?</b>	
<b>Time</b>	<b>Activity</b>	<b>Equipment</b>
<b>Evaluation of session:</b>		
<p><b>Tutor/Assessor observation</b>  <b>Learners must lead fitness sessions in order to improve on elements of fitness. Use this space to record your observations:</b></p>		
<b>Tutor/Assessor signature:</b>		<b>Date:</b>

# Learner Worksheet 4.1

## *Event or competition proposal*

Complete the proposal form below for an event or competition that is being planned.

<b>Organising committee:</b>		<b>Reason for holding the event:</b>	
<b>Target participants:</b>		<b>Proposed date:</b>	<b>Proposed timings:</b>
<b>Facilities required:</b>			
<b>Brief outline of the format:</b>			
<b>External individuals to be involved:</b>		<b>Roles that need to be addressed:</b>	
<b>Is a budget required?</b>		<b>Budgeted amount required?</b>	

<b>Discussion of proposal with Assessor:</b>
--

<b>Tutor/Assessor statement on the learners undertaking of the planning of the event/competition (for example did the learner carry out the plan?):</b>
---

# Learner Worksheet 4.2

## Event 'to do list'

What needs doing?	By whom?	By when?	How will task be completed?	Notes/comments	Tick when completed
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
<b>Learner name:</b>					
<b>Tutor/Assessor signature:</b>					
<b>Date:</b>					

## Learner Worksheet 4.3

*Event or competition promotional plan*

Promotional tool to use	Date to use the tool	Audience targeted	Date the tool is used
<b>Learner name:</b>			
<b>Tutor/Assessor signature:</b>			<b>Date:</b>

HSL\_LW\_4.3 issue 1 06/14

## Learner Worksheet 4.5

*Event/competition evaluation - group*

Give a brief description of the event/competition that your group delivered.

What do you feel went well? (minimum of 4 aspects)

Are there any aspects that didn't go as well as you had hoped? (minimum of 2 aspects)

What would you do differently next time?

What have you learnt from this experience?

How will you use what you have learnt when you lead in other situations?

What impact did the event/competition have on the community group? How did the end users find it?

Learner name:

Tutor/Assessor signature:

Date:

## Learner Worksheet 4.6

### Event/competition evaluation - individual

Give a brief description of the event/competition that your group delivered and explain the role you played.

What do you feel you personally did well?

Was there anything that you did/that happened to you that didn't go as well as you had hoped?

What would you do differently next time?

What have you learnt from this experience?

How will you use what you have learnt when you volunteer in other situations?

Learner name:

Tutor/Assessor signature:

Date:



# Learner Worksheet 7.1

## Effects of ageing

Fill in the table below to show the effect of ageing on the systems.

System	Effect of ageing (minimum of 4 effects)	How it affects your sessions
Physiological		
Psychological		
Social		
<b>Learner name:</b>		
<b>Tutor/Assessor signature:</b>		<b>Date:</b>

HSL\_LW\_7.1 Issue 1 06/14

## Learner Worksheet 7.2

### Ageing and fitness levels

Complete the table below to show how ageing can affect a person's fitness levels.

Fitness component	How ageing can affect that fitness component
Strength	
Speed	
Cardiovascular endurance	
Flexibility	

<p>Briefly describe below how ageing affects fitness.</p>	
<p>Learner name:</p>	
<p>Tutor/Assessor signature:</p>	<p>Date:</p>

## Learner Worksheet 7.4

### *The ageing population*

Research the demographics of the UK and record your findings below.

Summarise the current age demographic of the UK.

Has this changed in the last 20 years? (If so, how?)

How is this predicted to change in the future?

What is the current life expectancy of the UK? How has this changed and how is it predicted to change in the future?

How could the predicted changes affect your role as a higher sports leader when planning sessions (minimum of 3)?

Learner name:

Tutor/Assessor signature:

Date:

## Learner Worksheet 7.5

### *Benefits of physical activity*

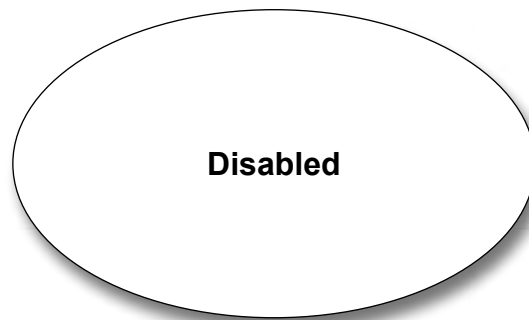
List below the benefits of physical activity and the reasons why the benefits occur.

Benefits of physical activity (minimum of 3)	Reason it occurs
Benefits for society (minimum of 3)	Reason it occurs
<b>Learner name:</b>	
<b>Tutor/Assessor signature:</b>	<b>Date:</b>

HSL\_LW\_7.5 Issue 1 06/14

# Learner Worksheet 8.1

*Disability mind map*



<b>Definition of 'disabled':</b>	
<b>Learner name:</b>	
<b>Tutor/Assessor signature:</b>	<b>Date:</b>

HSL\_LW\_8.1 Issue 1 06/14

## Learner Worksheet 8.5

### Organisations and their roles

Complete the table below regarding disability organisations and their roles.

Organisation name	Role	How can the organisation be useful to your participants?	Award schemes available
British Paralympic Association (BPA)			
Scottish Disability Sports			
English Federation of Disability Sport (EFDS)			
Disability Sport – Northern Ireland			
Federation of Sports Associations for the Disabled – Wales			
UK Sports Association for people with learning disabilities			
Special Olympics			
British Blind Sports			
British Deaf Sports			
Cerebral Palsy Sport			
BALASA			
<b>Learner name:</b>			
<b>Tutor/Assessor or Supervisor signature:</b>			<b>Date:</b>

APPENDIX B  
Fitness Testing

Complete a minimum of two fitness tests for different components on a minimum of two participants.

Participant Name:			
Has a PAR-Q been completed?	Yes	<input type="checkbox"/>	No
Have any problems arisen through PAR-Q? If yes, please state below:			
Component of fitness testing:			
Test name:			
Results:			
Feedback to participant:			
Component of fitness testing:			
Test name:			
Results:			
Feedback to participant:			
Component of fitness testing:			
Test name:			
Results:			
Feedback to participant:			
Component of fitness testing:			
Test name:			
Results:			
Feedback to participant:			

# Leadership Log

A minimum of 30 hours demonstration of leadership needs to be logged. This must be made up of at least 10 hours Unit 2 and for each of the two optional units selected from Units 6, 7 and 8. Visit the downloads section at [sportsleaders.org](http://sportsleaders.org) to access free resources that might help you in your demonstration of leadership.

## APPENDIX C



Learner Name: ..... Centre: ..... Course No: .....

Date	Name of organisation visited	Description of leadership experience	Length of session(s)	No. of participants	Supervisors name and job title	Supervisors signature	Contact telephone number

Tutor/Assessor Signature: ..... Date: .....



APPENDIX D  
Tutor/Assessor Observation Sheet

Learner Name:				
Tutor/Assessor Name:				
	Outcomes:	Notes and details on what was seen:	Assessment decision:	Date:
Unit 2:				
	Has the learner used at least six communication methods that are suitable for the participants?			
	Has the learner demonstrated at least five of Sport Leaders UK's values when working with others?			
	Has the learner ensured that all reasonable safety precautions are in place when leading sessions?			
Unit 3:				
	Has the learner led fitness sessions that have specifically been planned to improve one of the fitness components?			
Unit 4:				
	Has the learner demonstrated the implementation of at least five of Sports Leaders UK's values when working with others externally?			
	Has the learner demonstrated the implementation of at least five of Sports Leaders UK's values when working with others internally?			
	Has the learner fed back to external partners using at least two different feedback methods?			

Unit 6:				
	Has the learner demonstrated the use of at least five different communication skills when leading children?			
	Has the learner demonstrated at least five of Sports Leaders UK's values when leading children?			
	Has the learner ensured that reasonable safety precautions are in place when leading children?			
Unit 7:				
	Has the learner demonstrated the use of at least five different communication skills when leading older people?			
	Has the learner demonstrated at least five of Sports Leaders UK's values when leading older people?			
	Has the learner ensured that reasonable safety precautions are in place when leading older people?			
Unit 8:				
	Has the learner demonstrated the use of at least five different communication skills when leading disabled people?			
	Has the learner demonstrated at least five of Sports Leaders UK's values when leading disabled people?			
	Has the learner ensured that reasonable safety precautions are in place when leading disabled people?			
Tutor/Assessor signature: .....  Date: .....				



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[www.sportsleaders.org](http://www.sportsleaders.org)

