

Specification

Level 2 Qualification in Community Sports Leadership



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Qualification information

Introducing the specification

Welcome to specification for the Level 2 Qualification in Community Sports Leadership. This document gives you the information about, and guidance on, delivering and assessing the qualification.

Minimum age on course start date	13 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Direct supervision when sports leaders are 13-15 years old. Indirect supervision when sports leaders are 16 years old.
Total qualification time (TQT)	48 hours
Tutored time (or guided learning)	24 hours
Credits	5 credits
Qualification number (Quan code)	601/8584/3

Objective

The Level 2 Qualification in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision. The qualification aligns with professional standards for sport and physical activity leadership.

Responsibility of leading safe sessions as a sports leader

A level 2 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 lead with indirect supervision and will be responsible for maintaining the safety of a session.

Demonstration of leadership hours

Unit	Leadership hours required
Unit 4 – Lead sport/physical activity sessions in your community	Five hours of leadership in at least two different community settings (see unit 4 for guidance).

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.)

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 the Level 3 Qualification in Sports Leadership.

Price

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

Unit overview

Units All units are mandatory	Tutor hours (or guided learning)	Directed study	Total qualification time (TQT)	
Unit 1 Building leadership skills	3	3	6	
Unit 2 Plan, lead and evaluate sport/physical activity sessions	10	5	15	
Unit 3 Assist in planning and leading a sports/physical activity event	10	8	18	
Unit 4 Lead sport/physical activity sessions in your community	1	8*	9	
	24	24	48	5 credits

* Includes five hours demonstration of leadership to complete in unit 4. The five hours demonstration of sport/physical activity session leadership must include sessions in at least two different settings (see unit 4 for guidance).

Note: The learner needs to pass all assessment criteria from units 1 and 2 before leading any of the five hours leadership required for this qualification.

Units, learning outcomes and assessment criteria

Unit 1 Building leadership skills

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Understand the skills and behaviours needed for effective leadership		
1.1 Describe the skills that an effective leader will need	Describe the five skills (communication, self-belief, teamwork, self-management, problem solving) that an effective leader needs and explain why they are necessary.	Task 1.1 Skills for leadership
1.2 Explain why the identified skills will be necessary for effective, successful leadership		
1.3 Describe the effect that behaviours can have on effective leadership		
Learning outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations		
2.1 Explain the positive impact that the identified skills and behaviours might have on employability and success in a work environment	Explain the positive impact the five skills might have on employability and success in a work environment.	Task 1.2 Leadership behaviours
Learning outcome 3 – Be able to manage the development of own leadership skills		
3.1 Audit own leadership skills	Carry out an audit of and create an action plan to develop own leadership skills.	Task 1.3 Reflecting on the leadership skills you have used
3.2 Create an action plan for developing leadership skills		
3.3 Reflect on the development of own leadership skills against an action plan		
Learning outcome 4 – Be able to take on the roles and responsibilities of a sports leader		
4.1 Act as an official	Take on the role of a selected official for a minimum of 10 minutes. The official role could be a referee/umpire, safety officer, scorer, timekeeper, coach or manager/organiser).	Task 2.1 Plan, lead and evaluate sport/physical activity sessions

Unit 2 Plan, lead and evaluate sport/physical activity sessions

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Be able to plan structured, inclusive and safe sport/physical activity sessions		
1.1 Plan sport/physical activity sessions	Plan a minimum of two sport/physical activity sessions. Each session must have a different purpose and be selected from the list below: <ul style="list-style-type: none"> • Skill development • Fitness based • SAQ/multi-skills • Playground games • Parachute games • Sports day/mini athletics • Taster session • Disability sport • Teambuilding activities 	Task 2.1 Plan, lead and evaluate sport/physical activity sessions
1.2 Identify how to make sport/physical activity sessions inclusive for participants	Identify at least two ways that the session can be made inclusive for participants with different needs.	
Learning outcome 2 – Be able to lead structured, inclusive and safe sport/physical activity sessions		
2.1 Use effective communication skills when leading sport/physical activity sessions	Use at least three different verbal and at least three non-verbal communication methods effectively. Demonstrate active listening on at least one occasion.	Task 2.1 Plan, lead and evaluate sport/physical activity sessions
2.2 Use effective motivation methods when leading sport/physical activity sessions	Use at least three motivational methods effectively.	
2.3 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.	

2.4 Use ground rules as part of a sport/physical activity session	Set and enforce at least three ground rules.	
2.5 Give feedback to participants in a sport/physical activity session	Give feedback to participants as part of a sport/physical activity session, to outline: <ul style="list-style-type: none"> • two things participants did well; • one thing that can be improved. 	
2.6 Complete a risk assessment for a sport/physical activity session	Complete a risk assessment for at least one sport/physical activity session.	Task 2.2 Completing a risk assessment for a sport/physical activity session
2.7 Lead sport/physical activity sessions	Lead a minimum of two x 20 minutes sport/physical activity sessions. Each session must have a different purpose from the list provided above.	Task 2.1 Plan, lead and evaluate sport/physical activity sessions
Learning outcome 3 – Be able to evaluate sport/physical activity sessions		
3.1 Evaluate sport/physical activity sessions	Evaluate the sessions delivered to include: <ul style="list-style-type: none"> • aspects of the session that went well; • aspects of the session that require improvement; • an explanation of how the evaluation will be used to improve the future sessions. 	Task 2.1 Plan, lead and evaluate sport/physical activity sessions

Unit 3 Assist in planning and leading a sports/physical activity event

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Understand the different types of sports/physical activity event		
1.1 Describe different types of sports/physical activity events	Describe at least five different types of sport/physical activity events. Description to include: <ul style="list-style-type: none"> • Key features • Main uses • • Famous examples 	Task 3.1 Types of sports/physical activity events
Learning outcome 2 – Be able to assist in planning a sports/physical activity event		
2.1 Take part in the planning of a sports/physical activity event	Work as part of a group to plan at least one sports/physical activity event.	Task 3.2 Plan, lead and evaluate a sports/physical activity event
Learning outcome 3 – Be able to assist in leading a sports/physical activity event		
3.1 Take part in the leading of a sports/physical activity	Take part in the leading of at least one sports/physical activity event.	Task 3.2 Plan, lead and evaluate a sports/physical activity event
Learning outcome 4 – 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 at least one sports/physical activity event.	Task 3.2 Plan, lead and evaluate a sports/physical activity event

Unit 4 Lead sport/physical activity sessions in your community

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Be able to lead sport/physical activity sessions in your community		
1.1 Identify a range of leadership opportunities that are available within the centre	Identify a minimum of four leadership opportunities within the centre and four in the local community.	Task 4.1 Leadership opportunities linked with your centre and in your community
1.2 Identify a range of leadership opportunities that are available in the local community		
1.3 Describe how selected leadership skills and behaviours will be used to lead successfully within the selected environment	Describe how each of the five identified skills will be best used to lead successfully in the community.	
1.4 Lead sport/physical activity sessions in the community	<p>Lead a minimum of five hours sport/physical activity sessions in the community.</p> <p>The five hours must be made up of sports/physical activity sessions that are led in two different settings.</p> <p>These could include:</p> <ul style="list-style-type: none"> • to peers in the centre/school in curriculum time; • at an extra-curricular setting; • at a sports club; • at a youth club; • any other community setting where there is a responsible adult supervising. 	Task 4.2 Leadership log

