

Qualification Units and Assessment Requirements
SCQF Level 4 Qualification in Sports Leadership



Unit title and outline	Guided Learning (Tutor time)	Directed study <small>*Includes 1 hour demonstration of leadership</small>	Notational Learning Time	Credits
Mandatory units				
Unit 1 – Establishing leadership skills	8	7	15	
Unit 2 – Plan, assist in leading and review sport/physical activity sessions	12	7*	19	
Unit 3 – Lead activities which promote a healthy lifestyle	7	4	11	
	27	18	45	5

Notational Learning Time - The time required for an 'average' learner at a specified SCQF Level to achieve the learning outcomes. Includes all the learning activities required for the achievement of the learning outcomes as well as the assessment.

Sample Specification
Do not use

Unit 1 – Establishing leadership skills				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
1. Know the skills and behaviours needed to lead others	What is meant by the terms 'skill' and 'behaviour'			Task 1.1 – Leadership skills and behaviours Complete the task worksheet
	The 'skills' that a sports leader will need	1.1 Outline the skills that an effective leader will need	Outline at least 5 skills an effective leader should have	
	The 'behaviours' that a sports leader would be expected to portray	1.2 Outline the way in which a successful leader should behave	Outline at least 5 behaviours an effective leader should display	
	Why these skills and behaviours are important and the effect that a leader having/not having them might have on a session	1.3 Explain why the identified skills and behaviours are important when leading others	Give 1 reason why each of the skills and behaviours are important when leading others	
	The importance of being able to work with others as part of a group	1.4 Explain the importance of being able to work as part of a group	Give at least 1 reason for each why being able to work as a group is important for: <ul style="list-style-type: none"> • A sports leader • Life • Work 	Task 1.2 – Leadership skills and behaviours as part of a group Complete the task worksheet
	The skills and behaviours needed in order to work effectively as part of a group	1.5 Outline the skills and behaviours needed in order to work effectively as part of a group	Outline at least 3 skills and 3 behaviours needed to work effectively as part of a group	
2. Be able to use leadership skills and behaviours effectively	To develop the skills necessary to lead others to include: <ul style="list-style-type: none"> • Rating their current skill set • Highlighting areas in need of development <ul style="list-style-type: none"> • Practicing highlighted skills in relevant situations Accepting feedback from others and using it to aid skill development	2.1 Carry out an audit of their own leadership skills	Carry out an audit of own leadership skills at the start and at the end of their course	Task 1.3 – Audit of leadership skills Complete the task worksheet

Unit 1 – Establishing leadership skills (continued)				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
2. Be able to use leadership skills and behaviours effectively (continued)	To use appropriate skills and portray necessary behaviours when leading others	2.2 Demonstrate the development of their leadership skills and behaviours	Show improvement in at least 2 aspects of their leadership skills	Task 1.1 – Leadership skills and behaviours Practical Observation Form – Tutor/Assessor
	How to develop their leadership skills through practice			
	To use appropriate skills and portray necessary behaviours in order to work effectively as part of a group	2.3 Demonstrate the ability to work effectively as part of a group	Work effectively as part of a group on at least 1 occasion	Task 1.2 – Leadership skills and behaviours as part of a group Practical Observation Form – Tutor/Assessor
3. Be able to take on the roles and responsibilities of an official in sport/physical activity	Roles of officials in sport/physical activity	3.1 Act as an official whilst leading a sport/physical activity session	Act as an official for at least 15 minutes	Task 1.4 – Act as an official Practical Observation Form – Tutor/Assessor
	Responsibilities of officials			
	Leadership skills and behaviours which are needed in order to fulfil the role of the official			
	To take on the role of a selected official to include: <ul style="list-style-type: none"> Using background knowledge to inform decision making Communicating appropriately Displaying appropriate behaviours 			
	Outline the rules and regulations of a specific sport/activity			
	Define 'fair play'			
	Apply the concept of 'fair play'			
Promote 'fair play' between participants				
4. Know the leadership opportunities available to them	What other leadership opportunities are available to include: <ul style="list-style-type: none"> Within the organisation Within the local community 	4.1 Identify what leadership opportunities are available in a range of settings	Identify 2 leadership opportunities available within each of the following: <ul style="list-style-type: none"> The organisation 	Task 1.5 – Leadership opportunities

	<ul style="list-style-type: none"> • Within the wider community 		<ul style="list-style-type: none"> • The local community • The wider community 	Complete the task worksheet
	About opportunities that exist to undertake other related qualifications	4.2 Identify courses that are available in the local area which may complement or follow on from the qualification	Identify a minimum of 2 further courses of study which complement this course and where they can be accessed	

Unit 2 – Plan, assist in leading and review sport/physical activity

Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
1. Know how to plan structured and inclusive sport/physical activity	The use of information to inform planning to include: <ul style="list-style-type: none"> • What information will be needed • Where this information can be found • Methods of collecting and recording this information • How this information will affect the planning of sport/physical activity sessions 	1.1 Describe a range of activities for the elements of a sport/physical activity session	Describe at least 2 different activities for each: <ul style="list-style-type: none"> • Warm up • Skill development drill/practice • Playground/fun games • Conditioned game • Cool down 	Task 2.1 – Plan, assist in leading and review a sport/physical activity session Session plan template – use at least 2 examples of each activity type across the 3 session plan templates
	Different elements of a sport/physical activity session to include: <ul style="list-style-type: none"> • Introduction • Warm up • Main activity • 'Game' activity • Cool down • Closing the session/plenary 			
	When, why and how each identified element of a physical activity session may be used			
	A range of different activities for each of the identified elements of a physical activity session to include:			

	<ul style="list-style-type: none"> • Introduction • Warm up • Main activity • 'Game' activity • Cool down • Closing the session/plenary 			
	How the needs and ability of participants may differ and the effect this might have on the planning of sessions			
2. Be able to plan structured and inclusive sport/physical activity	<p>To collect a range of background information to include:</p> <ul style="list-style-type: none"> • Participant: age, ability, number, previous experience • Session: focus, time, duration • Equipment: type, amount • Facility: location, size, type <p>To plan sport/physical activity that meets participants' needs, using previously collected background information to include:</p> <ul style="list-style-type: none"> • An appropriate structure • Includes appropriate activities • Allows for adaptation in order to cater for all need 	2.1 Plan sport/physical activity sessions	<p>Plan a sport/physical activity session for at least 3 of the following options:</p> <ul style="list-style-type: none"> • Skill development • Fitness based • FUNDamentals • Playground games • Parachute games • Sports day/mini athletics • Taster session • Disability sport • Teambuilding activities 	<p>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</p> <p>Session plan template – create a plan for at least 3 sport/activity sessions</p>
3. Know how to lead structured and inclusive sport/physical activity	<p>Elements of communication which will support effective delivery of physical activity to include:</p> <ul style="list-style-type: none"> • Verbal communication • Non-verbal communication <p>Strategies which can be used to aid organisation within a physical activity environment</p> <p>Motivational methods</p> <p>How to adapt activities to meet the needs of participants</p>	3.1 Describe how sport/physical activities can be adapted to suit the needs of participants	Describe at least 2 ways that you can adapt a sport/physical activity session to make it less challenging, and at least 2 ways to make it more challenging	<p>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</p> <p>Session plan template – complete the relevant sections</p>

	Identify types of behaviour which are and are not acceptable as a participant			
	How to set ground rules for acceptable behaviour when leading others			
	Know how to manage basic disruptions when leading others			
4. Be able to assist in leading structured and inclusive sport/physical activity	<p>To assist in leading physical activity that is suitable for participants to include:</p> <ul style="list-style-type: none"> • Use appropriate verbal and non-verbal communication • Organise equipment, participants and space successfully • Employ a range of ways to motivate participants • Adapt rules and/or space and/or equipment so that all participants can achieve 	4.1 Assist in leading sport/activity sessions	Assist in leading at least 1 x 15 minute sport/physical activity session	<p>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</p> <p>Practical Observation Form – Tutor/Assessor</p> <p>Leadership Log - 1 hour demonstration of leadership</p>
			Complete an additional 1 hour demonstration of leadership	
		4.2 Use verbal communication when leading a sport/physical activity session	Use at least 3 different verbal communication methods	
		4.3 Use non-verbal communication when leading a sport/physical activity session	Use at least 3 different non-verbal communication methods	
		4.4 Use motivation methods to motivate participants when leading a sport/physical activity session	Use at least 3 motivational methods	
5. Be able to review a sport/physical activity session	How to review a sport/physical activity session:	5.1 Review a sport/physical activity session	Review at least 1 sport/physical activity session that has been led	<p>Task 2.1 – Plan, assist in leading and review a sport/physical activity session</p> <p>Session plan template – complete the review section of the session plan template for at least 1 session that has been led</p>
	<ul style="list-style-type: none"> • To improve own performance • To inform future planning • To improve future sport/activity sessions 			
	A range of review methods			
	To review a physical activity session to include:			
	<ul style="list-style-type: none"> • Select an area of focus • Select method(s) of review • Employ tools that can help in the review • Record the results of the review in an appropriate format 			

Unit 3 – Lead activities which promote a healthy lifestyle				
Learning Outcome <i>The learner will...</i>	Teaching content <i>The learner must be taught...</i>	Performance Criteria <i>The learner must be able to...</i>	Minimum action required <i>The learner must...</i>	What needs to be completed
1. Know the factors that contribute to a healthy lifestyle	How the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	1.1 Describe how the following factors may affect a person's health and fitness: <ul style="list-style-type: none"> • Exercise • Smoking • Drugs • Alcohol • Diet • Age • Environment 	Identify a minimum of one effect on a person's health and fitness for each of the listed factors.	Task 3.1- Factors that contribute to a healthy lifestyle
	How they can improve their own lifestyle by implementing new strategies	1.2 Describe lifestyle improvement strategies that they could use to improve their own lifestyle	Identify a minimum of 2 strategies that could be implemented to improve their own lifestyle and the impact these would have	
2. Plan, lead and review a session designed to increase a participants' heart rate	To plan an activity session designed to increase participants' heart rate	2.1 Plan an activity session which is designed to increase participants' heart rate	Plan a minimum of 1 activity session that will raise participants' heart rate	Task 3.2 – Plan, lead and review a session designed to increase a participants' heart rate
	To assist in leading physical activity that is suitable for participants	2.2 Lead an activity session which is designed to increase participants' heart rate	Lead for a minimum of 10 minutes and identify the basic visual signs of raised heart rate on at least 1 occasion	
	To review the activity session	2.3 Review the activity session	Review at least 1 sport/physical activity session that has been led	