

# Learner Evidence Record

## SCQF Level 6 Qualification in Sports Leadership (HSL6)

The Learner Evidence Record (LER) is a mandatory document.

All work within this should be that of the learner.

Tutor/Assessors must ensure they assess the evidence within this document and complete the Practical Observation Form.

Learner name	[[ ]]
Centre name	[[ ]]
Course number	[[ ]]

Sample LER - Do not use

## Introduction

Congratulations! You are now undertaking the SCQF Level 6 Qualification in Sports Leadership. This qualification will give you the opportunity to develop transferrable skills which will be of use to you, both in a sporting environment and in preparing you for higher education and/or employment.

To make the most of your sports leadership journey you should register now at [sportsleaders.org](http://sportsleaders.org) for tips, resources and advice.

## How to use your LER

This LER gives you all you need to gather evidence of your learning and assessment throughout the course. This is a mandatory document that must be successfully completed for you to gain your qualification.

## Course content

The course is combines both theory and practical elements which will enable you to become a Higher Sports Leader. To gain the SCQF Level 6 Qualification in Sports Leadership you must complete the mandatory Units 1-4 and two units from Units 5-7.

## Demonstration of Leadership

As part of the course you will need to complete a minimum of 30 hours demonstration of leadership. This is made up of at least:

- 10 hours in Unit 4
- 10 hours (20 hours total) in each of your two selected units from Units 5-7

## Spirit of Leadership Award

Your Tutor/Assessor can nominate you for the Sports Leaders UK Spirit of Leadership Award if they feel you have gone above and beyond what is expected. You can use the Sports Leaders UK app to submit your volunteering log and will be awarded additional certificates when you complete additional volunteering hours:

- 50 hours – Bronze Spirit of Leadership
- 100 hours – Silver Spirit of Leadership
- 200 hours – Gold Spirit of Leadership

Make sure you mention Spirit of Leadership to your Tutor/Assessor. We'll ask your Tutor to verify your leadership hours.

## Appeals procedure

If you have any queries about an assessment decision speak to your Tutor/Assessor about it. If this does not solve the issue then contact Sports Leaders UK who will investigate. See the [Appeals Policy](#) for more information.

## 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 more details, visit [sportsleaders.org](http://sportsleaders.org).

## After completing the course

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 for courses, in job applications and interviews.

## What you and your Tutor/Assessor need to complete

Unit	Unit title	For you to complete		For your Tutor/Assessor to complete	Done?
		Tasks	Done?		
1	Developing leadership skills	1.1, 1.2, 1.3	<input type="checkbox"/>	Sign off Tasks 1.1, 1.2, 1.3, 1.4	<input type="checkbox"/>
2	Plan, lead and evaluate a sports/physical activity event	2.1, 2.2	<input type="checkbox"/>	Sign off Task 2.1 Practical Observation Form for Task 2.2	<input type="checkbox"/>
3	Lead safe sport/physical activity sessions	3.1, 3.2	<input type="checkbox"/>	Sign off Tasks 3.1, 3.2	<input type="checkbox"/>
4	Plan, lead and evaluate sports/physical activity sessions for children	4.1, 4.2	<input type="checkbox"/>	Sign off Task 4.1 Practical Observation Form for Task 4.2 Sign off Leadership Log	<input type="checkbox"/>
Optional units (choose two)					
5	Plan, lead and evaluate sports/physical activity sessions in the community	5.1, 5.2	<input type="checkbox"/>	Sign off Tasks 5.1, 5.2 Sign off Leadership Log	<input type="checkbox"/>
6	Plan, lead and evaluate sports/physical activity sessions for disabled people	6.1, 6.2	<input type="checkbox"/>	Sign off Tasks 6.1, 6.2 Sign off Leadership Log	<input type="checkbox"/>
7	Plan, lead and evaluate sports/physical activity sessions for older people	7.1, 7.2	<input type="checkbox"/>	Sign off Tasks 7.1, 7.2 Sign off Leadership Log	<input type="checkbox"/>

**Task 1.1** Leadership skills and behaviours

Use the table below to explain a similarity and difference between skills and behaviours, describe 5 skills and 5 behaviours you should display when leading others and why they are important.

Similarity between skills and behaviours	Skill	This skill is...	This skill is important when leading others because...
Difference between skills and behaviours	Behaviour	This behaviour is...	This behaviour is important when leading others because...

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**Task 1.2** Using leadership skills and behaviours in other environments

Use the table below to explain how and why leadership skills and behaviours might be relevant in other environments. Explain the positive impact of each skill and behaviour on employability and success in a work environment.

Skill	In what environment(s) and how could the skill be used	What positive effect could using the skill have on my employability and success in work

Behaviour	In what environment(s) and how could the behaviour be used	What positive effect could displaying the behaviour have on my employability and success in work

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### Task 1.3 Evaluate and develop leadership skills

Use the tables below to record the evaluation of your own and another learner's leadership skills. Highlight the skills in need of further development for you both.

Create a personal plan to develop these identified skills for yourself only.

Evaluation of own leadership skills		
Evaluation method(s)		Date of evaluation(s)
[[		[[
Leadership skill	Rating 1-10 1 = low, 10 = high	Evidence to support the score given
[[	[[	[[
[[	[[	[[
[[	[[	[[
[[	[[	[[
[[	[[	[[
[[	[[	[[
Strongest skills		Skills in need of further development (choose 2)
[[		[[

Personal development plan	
Focus skill(s)	Date of plan creation
[[	[[
Steps that will be taken to improve identified skills	
[[	
Timescale for plan and review points	Who can support the development plan?
[[	[[
How will success be measured?	
[[	

Evaluation of another learner's leadership skills		
Other learner's name	[]	
Evaluation method	Date of evaluation(s)	
[]	[]	
Leadership skill	Rating 1-10 1 = low, 10 = high	Evidence to support the score given
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
Strongest skills	Skills in need of further development	
[]	[]	
Suggested ways this learner could improve their weaker leadership skills		
[]		

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## Task 1.4 Leadership styles

Use the tables below to describe various leadership styles and when they might be utilised.

	Description of the leadership style	When might this leadership style be adopted?
Autocratic		
Supportive		
Democratic		
Laissez-faire		

	Which leadership style would be most appropriate for each group and why?
Children	
Older people	
Disabled people	

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task 1.1				
	Task 1.2				
	Task 1.3				
	Task 1.4				
Tutor/Assessor signature				Date	

**Task 2.1** Types of sports/physical activity events

Use the table below to describe at least 5 different types of sports/physical activity event

Type of sports event and description	Key features	Main aims/uses	Pros	Cons	Well known example(s)

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## Task 2.2 Plan, lead and evaluate a sports/physical activity event

**Event Plan** – to be completed by the learner

Copy and complete this template for any events you plan, lead and evaluate. You are required to plan, lead and evaluate at least 1 sport/physical activity event.

Event Plan		
Type of event	Date of event	
Event objective	Times (start/finish)	
Key roles	Main responsibility(s)	Who will take the role
Complete equipment list	Scoring and recording/reporting of results	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Adaptation Suggest 1 change to make each activity more/less challenging
Introduction and warm up		
Main event activities (include how you will manage your time effectively)		

Cool down and close	
Any specific safety considerations	

Event evaluation of the event	
What went well?	What didn't go so well?
What would you change for next time?	

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision	
Tutor/Assessor assessment decision (pass/defer) and comments	Task 2.1				
	Task 2.2				
Tutor/Assessor signature				Date	

## Task 2.2 Plan, lead and evaluate a sports/physical activity event

**Practical Observation Form** – to be completed by the Tutor/Assessor(s)

Learner name	[[ ]]
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In order to meet the course requirements, learners must lead at least 1 sports/physical activity event

<b>Event</b>	Type of event	[[ ]]
	Date of event	[[ ]]

<b>The learner must be assessed demonstrating the following Performance Criteria</b>		
The parts of the Performance Criteria need to be met at least once across the observed sessions		
Performance Criteria/Action required	Date achieved	Notes on observations
Carry out own allocated role/s and responsibilities	[[ ]]	<div style="font-size: 2em; color: red; opacity: 0.5; transform: rotate(-45deg); pointer-events: none;">                     Sample LEARNER - Do not use                 </div>
Time management	[[ ]]	
Adaption of plans as/when necessary	[[ ]]	
Communication with participants, peers and others involved	[[ ]]	
Use of equipment and resources	[[ ]]	
Management of health and safety	[[ ]]	
Response to situations and issues as they occur	[[ ]]	
Effective decision making	[[ ]]	

<b>Final comments and feedback</b>			
Feedback to learner	[[ ]]		
Further areas/opportunities for development	[[ ]]		
Tutor/Assessor signature	[[ ]]	Date	[[ ]]

### Task 3.1 Duty of care and safeguarding

As a sports leader you will have a 'duty of care' to 'safeguard' the participants you come into contact with. Answer the following questions to show your understanding of what it means to sessions you lead.

1. Describe what is meant by the term 'duty of care'		
2. As a sports leader, explain 2 responsibilities are with regards to 'duty of care'		
3. Describe what is meant by 'safeguarding'		
4. Describe 2 ways that you will fulfil the duty of care you have towards those you lead		
5. Describe 2 steps you can take to protect yourself from safeguarding incidents		

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**Task 3.2** Complete a risk assessment for a sport/physical activity session

Organisation name		Date of risk assessment			
Session details					
Potential Risk	Who is at risk? List groups of people who may be at risk	Risk level High, Medium or Low	Control What steps can be taken to minimise risk?	Further action required List further action required to control significant risks	Risk level after control High, Medium or Low

To be completed by the Tutor/Assessor (mandatory)	Pass	Defer	Comments supporting the assessment decision
Task 3.1			
Task 3.2			
Tutor/Assessor assessment decision (pass/defer) and comments			
Tutor/Assessor signature	Date		

**Task 4.1** The effects of sport and physical activity on children

<p>1. Explain the positive effects taking part in sport/physical activity has on children (Give at least 3 examples)</p>		
<p>2. Explain 2 psychological and 2 social barriers to participation for children.  Explain how each barrier could be overcome</p>	Psychological	
	Barrier	How to overcome barrier
	Social	
	Barrier	How to overcome barrier

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3. Describe strategies which could increase the participation levels of children in sport/physical activity (Give 2 examples for each)	School based examples	Local community initiatives	National projects/initiatives
4. Analyse the link between experiences of sport and physical activity in childhood and lifelong participation habits (Give 2 examples of the link)			

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**Task 4.2** Plan, lead and evaluate sport/physical activity sessions for children

**Session Plan Template**

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session  (show timings if applicable)		



Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

**Evaluation of the session**

Evaluation method(s) used	
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Strengths	Areas in need of improvement/development

How you plan to make improvements	How improvements will be measured

Sample LER - Do not use

**Task 4.2** Plan, lead and evaluate sport/physical activity sessions for children

**Session Plan Template**

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

**Task 4.2** Plan, lead and evaluate sport/physical activity sessions for children

**Session Plan Template**

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session  (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

**Evaluation of the session**

Evaluation method(s) used	
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Strengths	Areas in need of improvement/development

How you plan to make improvements	How improvements will be measured

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 4.1			
	Task 4.2 Plan 1			
	Task 4.2 Plan 2			
	Task 4.2 Plan 3			
Tutor/Assessor signature			Date	

## Task 4.2 Plan, lead and evaluate sport/physical activity sessions for children

**Practical Observation Form** – to be completed by the Tutor/Assessor(s)

Learner name	[[ ]]
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In order to meet the course requirements, learners must be observed leading a minimum of 3 linked sports/physical sessions for children. Sessions must show progression from one session to the next.

<b>Session 1</b>	Session title	[[ ]]
	Date of session	[[ ]]
<b>Session 2</b>	Session title	[[ ]]
	Date of session	[[ ]]
<b>Session 3</b>	Session title	[[ ]]
	Date of session	[[ ]]

<b>The learner must be assessed demonstrating the following Performance Criteria</b>			
The parts of the Performance Criteria need to be met at least twice across the 3 observed sessions			
Performance Criteria/Action required (AC)	AC first achieved date	AC second achieved date	Notes on observations
Start the session effectively	[[ ]]	[[ ]]	[[ ]]
Manage the structure, pace and flow of the session	[[ ]]	[[ ]]	
Use 4 different motivational methods effectively	[[ ]]	[[ ]]	
Use 5 different verbal communication methods effectively	[[ ]]	[[ ]]	
Use 5 different non-verbal communication methods effectively	[[ ]]	[[ ]]	
Use 2 different strategies to manage the behaviour of participants	[[ ]]	[[ ]]	
Adapt the session effectively in line with the needs of the participant(s)	[[ ]]	[[ ]]	
Conduct an appropriate cool down	[[ ]]	[[ ]]	
Obtain feedback from participants	[[ ]]	[[ ]]	
Issue instructions for future a session	[[ ]]	[[ ]]	
Demonstrate progression in the session from a previous session	[[ ]]	[[ ]]	
Lead sessions which minimise risk and maximise safety	[[ ]]	[[ ]]	

<b>Final comments and feedback</b>			
Feedback to learner	[[ ]]		
Further areas/opportunities for development	[[ ]]		
Tutor/Assessor signature	[[ ]]	Date	[[ ]]

## Task 4.2 Plan, lead and evaluate sport/physical activity sessions for children

**Leadership Log** – Complete a minimum of 10 hours of sport/physical activity sessions for children. Copy this page if you need more space.

Want to log your leadership hours via your phone or tablet device? Download the Sports Leaders UK App.

Learner name		Centre		Course number	
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Date	Name of organisation visited	Description of session	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership		
					Witness name and job title	Witness signature	Contact number

Tutor/Assessor signature To confirm the 10 hours demonstration has been completed by the learner		Date	
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**Task 5.1** The effects of sport and physical activity in the community

1. Explain 2 physiological, 2 psychological and 2 social benefits to the participant of taking part in sport and physical activity in the community	Psychological	Social	Physiological
2. Explain 2 financial, 2 social and 2 medical benefits to society of people participating in sport/physical activity in the community	Financial	Social	Medical
3. Explain 2 psychological and 2 social barriers to participation in community sport and physical activity  Explain how each barrier could be overcome	Psychological		
	Barrier	How to overcome barrier	



Social		
	Barrier	How to overcome barrier
4. Explain strategies which could increase the participation levels in community sport/physical activity (Give 2 examples for each)	Local community initiatives	National projects/initiatives

Sample LER - Do not use

## Task 5.2 Plan, lead and evaluate community sport/physical activity sessions

### Session plan and evaluation – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g. health and safety	

**Evaluation of the session**

Evaluation method(s) used	
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<b>Strengths</b>	<b>Areas in need of improvement/development</b>
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<b>How you plan to make improvements</b>	<b>How improvements will be measured</b>
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Sample LEP - Do not use

**Task 5.2** Plan, lead and evaluate community sport/physical activity sessions

**Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g. health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

Sample LER - Do not use

**Task 5.2** Plan, lead and evaluate community sport/physical activity sessions

**Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity <small>Use written descriptions and/or diagrams</small>	Progression, regression and adaptation <small>Suggest changes to make each activity more/less challenging</small>
Introduction and warm up		
Main session  (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g. health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 5.1			
	Task 5.2 Plan 1			
	Task 5.2 Plan 2			
	Task 5.2 Plan 3			
Tutor/Assessor signature			Date	

**Task 5.2** Plan, lead and evaluate community sport/physical activity sessions

**Leadership Log** – Complete a minimum of 10 hours of community sport/physical activity sessions. Copy this page if you need more space.

Want to log your leadership hours via your phone or tablet device? Download the Sports Leaders UK App.

Learner name	[[ ]]	Centre	[[ ]]	Course number	[[ ]]
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Date	Name of organisation visited	Description of session	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership		
					Witness name and job title	Witness signature	Contact number
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]

Tutor/Assessor signature To confirm the 10 hours demonstration has been completed by the learner	[[ ]]	Date	[[ ]]
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**Task 6.1** The effects of sport and physical activity on disabled people

1. Describe 2 physiological, 2 psychological and 2 social benefits for disabled people taking part in sport/physical activity	Psychological	Social	Physiological
2. Analyse the current scope and range of physical activity provision for disabled people in the local community (Give 2 examples)			
3. Describe 2 psychological and 2 social barriers to participation for disabled people  Explain how each barrier could be overcome	Psychological		
	Barrier	How to overcome barrier	

		Social	
		Barrier	How to overcome barrier
4. Describe strategies which could increase the participation levels of disabled people in sport/physical activity (Give 2 examples for each)	Local community initiatives		National projects/initiatives

Sample LER - Do not use

## Task 6.2 Plan, lead and evaluate sport/physical activity sessions for disabled people

### Session plan and evaluation – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, eg: health and safety	

**Evaluation of the session**

Evaluation method(s) used	
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<b>Strengths</b>	<b>Areas in need of improvement/development</b>
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<b>How you plan to make improvements</b>	<b>How improvements will be measured</b>
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Sample LER - Do not use

**Task 6.2** Plan, lead and evaluate sport/physical activity sessions for disabled people

**Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close		
Other things to remember/be aware of, e.g.: health and safety		

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

**Task 6.2** Plan, lead and evaluate sport/physical activity sessions for disabled people

**Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session  (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 6.1			
	Task 6.2 Plan 1			
	Task 6.2 Plan 2			
	Task 6.2 Plan 3			
Tutor/Assessor signature			Date	



## Task 6.2 Plan, lead and evaluate sport/physical activity sessions for disabled people

**Leadership Log** – Complete a minimum of 10 hours of sport/physical activity sessions for disabled people. Copy this page if you need more space.

Want to log your leadership hours via your phone or tablet device? Download the Sports Leaders UK App.

Learner name	[[ ]]	Centre	[[ ]]	Course number	[[ ]]
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Date	Name of organisation visited	Description of session	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership		
					Witness name and job title	Witness signature	Contact number
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]	[[ ]]
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Tutor/Assessor signature To confirm the 10 hours demonstration has been completed by the learner	[[ ]]	Date	[[ ]]
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**Task 7.1** The effects of sport and physical activity on older people

1. Describe 2 physiological, 2 psychological and 2 social benefits for older people taking part in sport/physical activity	Psychological	Social	Physiological
2. Describe 2 financial, 2 social and 2 medical benefits to society of older people participating in sport/physical activity	Financial	Social	Medical
3. Describe 2 psychological and 2 social barriers to participation for older people  Explain how each barrier could be overcome	Psychological		
	Barrier	How to overcome barrier	

			Social	
			Barrier	How to overcome barrier
4. Describe strategies which could increase the participation levels of older people in sport/physical activity (Give 2 examples for each)			Local community initiatives	National projects/initiatives

Sample LER - Do not use

## Task 7.2 Plan, lead and evaluate sport/physical activity sessions for older people

**Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment	Equipment list	
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

**Evaluation of the session**

Evaluation method(s) used	
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Strengths	Areas in need of improvement/development

How you plan to make improvements	How improvements will be measured

Sample LER - Do not use

**Task 7.2** Plan, lead and evaluate sport/physical activity sessions for older people

**Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity <small>Use written descriptions and/or diagrams</small>	Progression, regression and adaptation <small>Suggest changes to make each activity more/less challenging</small>
Introduction and warm up		
Main session  (show timings if applicable)		

Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

Sample LER - Do not use

**Task 7.2** Plan, lead and evaluate sport/physical activity sessions for older people

**Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Previous session(s)	This session - focus and objective(s)	Following session(s)
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Progression, regression and adaptation Suggest changes to make each activity more/less challenging
Introduction and warm up		
Main session  (show timings if applicable)		



Cool down and close	
Other things to remember/be aware of, e.g.: health and safety	

Evaluation of the session	
Evaluation method(s) used	
Strengths	Areas in need of improvement/development
How you plan to make improvements	How improvements will be measured

To be completed by the Tutor/Assessor (mandatory)		Pass	Defer	Comments supporting the assessment decision
Tutor/Assessor assessment decision (pass/defer) and comments	Task 7.1			
	Task 7.2 Plan 1			
	Task 7.2 Plan 2			
	Task 7.2 Plan 3			
Tutor/Assessor signature			Date	

**Task 7.2** Plan, lead and evaluate sport/physical activity sessions for older people

**Leadership Log** – Complete a minimum of 10 hours of sport/physical activity sessions for older people. Copy this page if you need more space.

Want to log your leadership hours via your phone or tablet device? Download the Sports Leaders UK App.

Learner name	[[ ]]	Centre	[[ ]]	Course number	[[ ]]
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Date	Name of organisation visited	Description of session	Length of session(s)	No. of participants	Witness – only required if Tutor/Assessor is not able to witness the demonstration of leadership		
					Witness name and job title	Witness signature	Contact number
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Tutor/Assessor signature To confirm the 10 hours demonstration has been completed by the learner	[[ ]]	Date	[[ ]]
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## Learner Authenticity Statement

**To be completed by the learner at the end of the course and then to be signed by the Tutor/Assessor.**

I 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 confirm that the Tutor/Assessor has observed me achieve the Performance 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	[[ ]]
Tutor/Assessor signature	[[ ]]	Date	[[ ]]

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Sample LER - Do not use