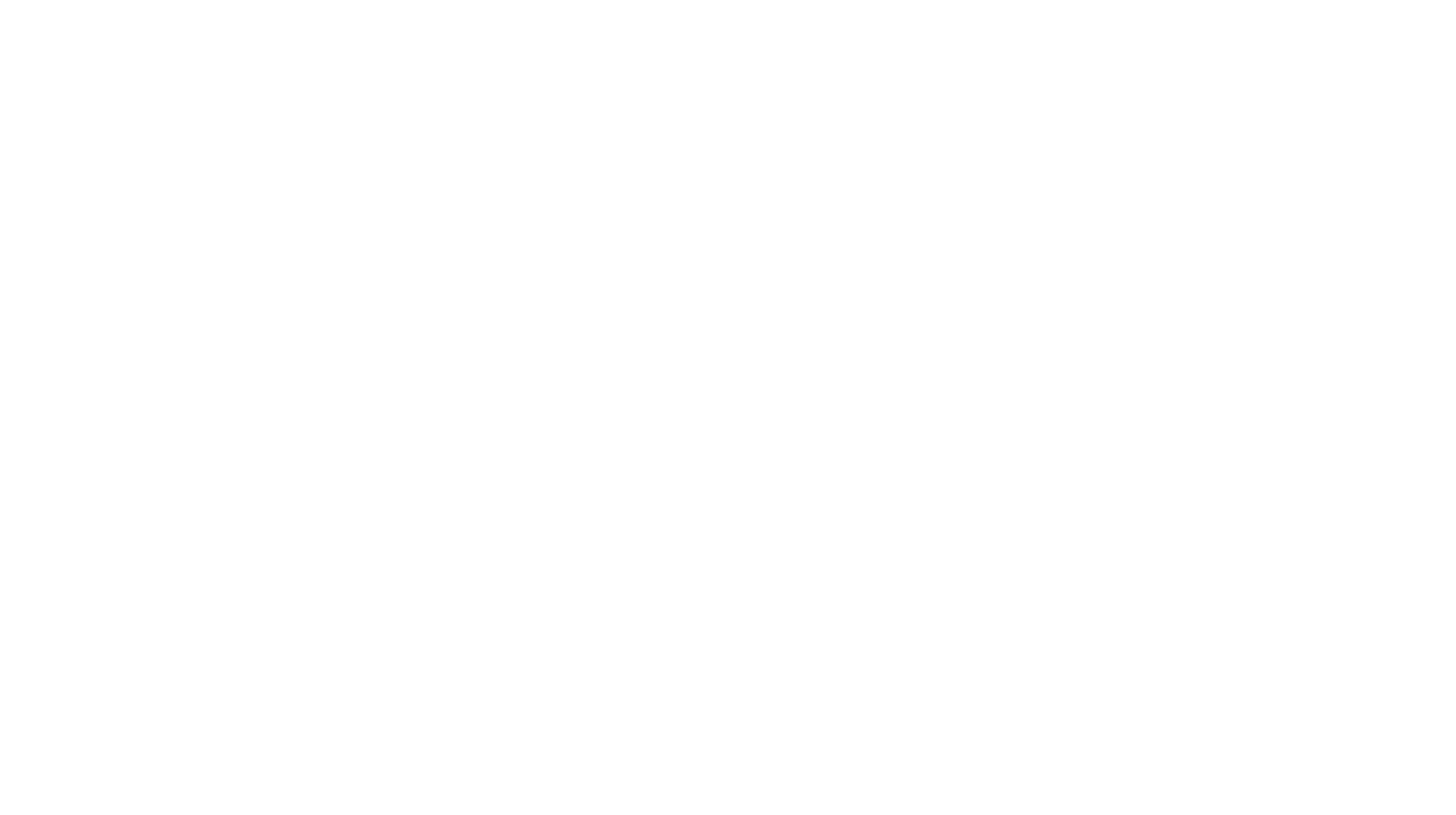
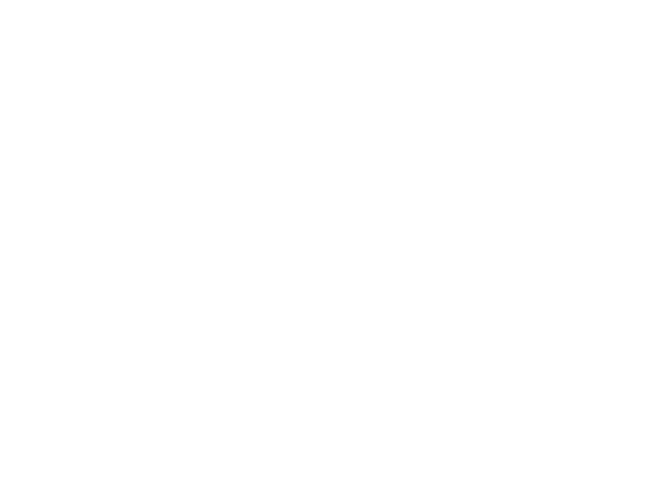
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**SL4**



**Learner Evidence Record**

Level 4 Qualification in Sports Leadership (SL4)

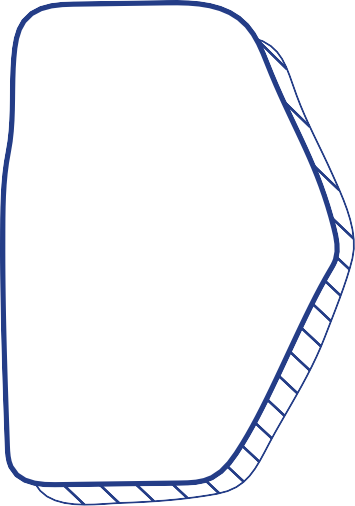
|  |  |
| --- | --- |
| **Learner name** |  |
| **Centre name** |  |
| **Course number** |  |
| **Tutor name** |  |

## Your Learner Evidence Record

### Your Learner Evidence Record (LER) gives you a template and guidance for everything you need to do to complete this Sports Leaders qualification.

Your Tutor will guide you through the LER as you go through the course but here is an overview of what to expect.

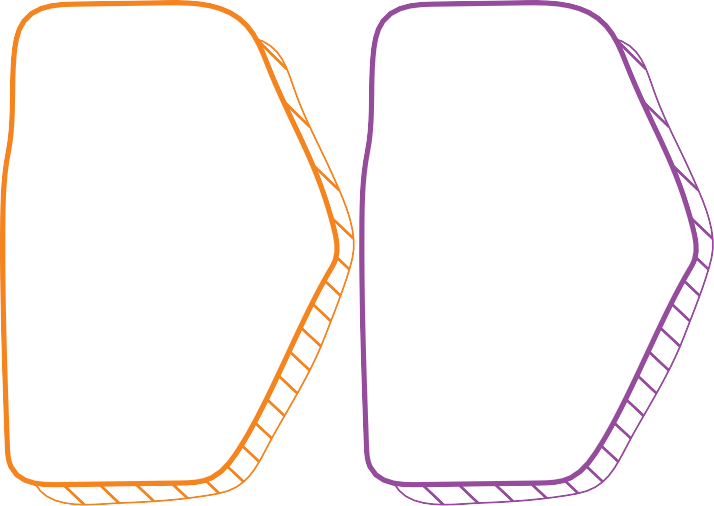
### Your LER – How it works:



L**earn**

Your Tutor will take you through a number of lessons and practical activities where

you will learn and experience leadership in a sport and physical activity context.



E**vidence**

Your Tutor will direct you to tasks and activities you need to complete. Guidance for all you need to

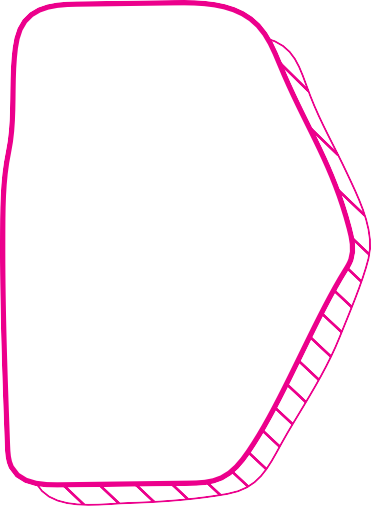
complete is in this LER. This includes your one hour demonstration

of leadership.

A**ssessment**

Your Tutor will assess your work in this LER and any observations of your practical tasks you are required to do. The assessment

decisions and feedback will be given in here too.



D**evelop**

The most important action for you is to realise what you have developed

through the course and how you go on to use it in the future. Sections 1 and 3 are useful tools to reflect on your experience and

plan how you can use it to benefit you.

**Section 1 Gaining Life Skills Through Leadership**

Review your current skills and plan for improving them throughout the course.

### Section 2 Evidence Your Learning, Experience and Assessment (MANDATORY)

Worksheets, planning templates and your leadership log to complete. Your Tutor will use this to track your progress and assess your achievements throughout the course

### Section 3 Making The Most Of Your Skills

A final reflection on what life skills you have developed and how you will use them in the future

### What you will get out of the course

This course will take you on a journey to gain life skills that will improve your: Ability to communicate with others

Self-esteem and confidence in your own ability Ability to work with others as part of a team

Skills needed to manage your own work and personal development Ability to identify problems and what to do to problem solve

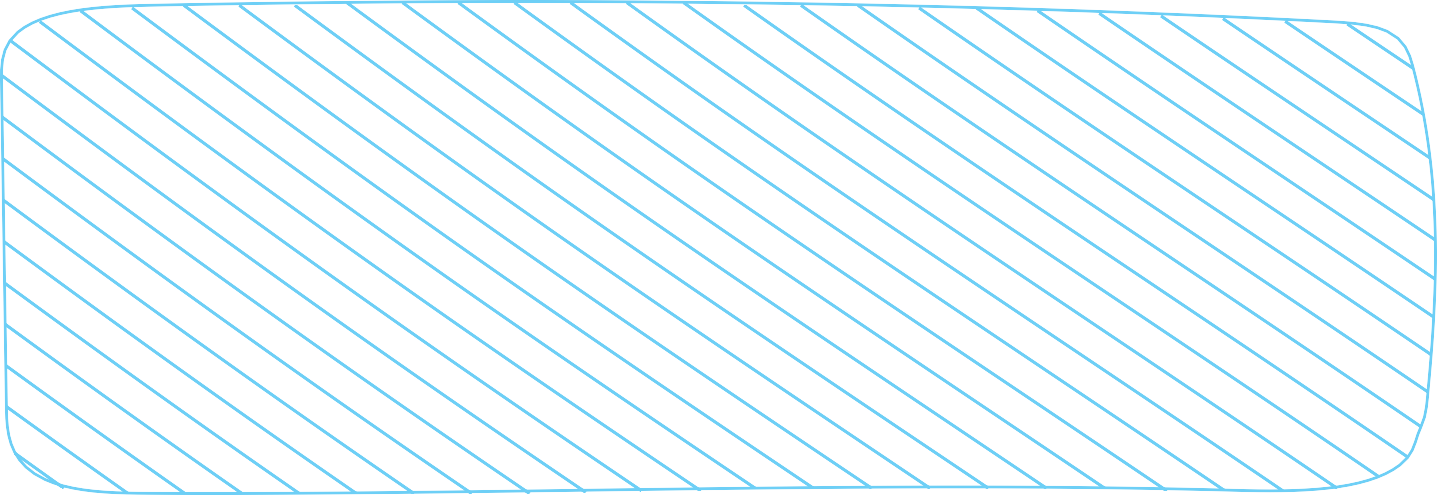
In achieving all these through this course you will be better prepared for your next steps in education and/or getting a job. So, let’s get started…

*What happens to your data - Go to* [*www.sportsleaders.org/privacy*](http://www.sportsleaders.org/privacy) *to find out more.*

## Section 1

**Gaining Life Skills Through Leadership**

### This course will take you on a journey to gain life skills. Through showing a set of behaviours, you will develop 5 essential skills that will help you progress in other areas of interest to you.

**The 5 life skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self- management** | **Problem solving** |
| What this means to you | Your ability to listen and share | Building confidence in your own ability | Enabling you to work with others | Taking responsibility for | Understanding the problem and |
|  | information |  |  | your actions and | finding solutions |
|  |  |  |  | doing things to the |  |
|  |  |  |  | best of your ability |  |
| Behaviours shown on this course | Appropriate communication Body language | Confidence Enthusiasm Positive attitude | Encouraging Flexibility Honesty | Commitment Organised Responsible | Awareness Contributor Idea maker |
|  | Demonstration | Self-awareness | Reliable | Self-control |  |
|  | Listening |  | Respect |  |  |
|  | Understandable |  | Trustworthy |  |  |

Showing these behaviours on this course is great. The more impactful thing will be to be able to tell others about what you have done and what it means for you and your future. Use the table on Page 4 to review your skills before the course starts.

The focus behaviours on this course are important to you because you can use them to:

1. Make your skills more effective
2. Make you stand out from the crowd
3. Become more employable

In the first section of your Learner Evidence Record you will Review and Action. After the course you will Reflect, Transfer and Apply.



**Before the Course:**

**After the Course:**

**Review** Describe where your skills are

before this course

**Reflect**

What skills have you shown?

**Action** What are you going to do to

improve your skills?

Think about the focus behaviours you can show

**Transfer** Where else can you use

your skills?

**Apply**

Where will you try your skills out?

e.g. job application

### Use the table below to review your skills and create an action plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills to Develop** | **Review**  **Describe where your skills are before this course** | **Action**  **What are you going to do to improve your skills? Think about the focus behaviours you can show** | |
| **Communication** |  |  | |
| **Self-belief** |  |  | |
| **Teamwork** |  |  | |
| **Self-management** |  |  | |
| **Problem solving** |  |  | |
| **Learner signature** |  | **Date** |  |

Section 2



**TUTORS complete the GREEN Sections**

**LEARNERS complete the BLUE Sections**

**Evidence Your Learning,**

**Experience and Assessment** (MANDATORY)

### You are required to complete all Tasks within this section to complete the course. This covers both the Evidence and Assessment stages of ‘Your LER – How it works’ guidance in the introduction.

It is important that the work within this section is your own and that your Tutor can assess all of your work and practical activities.

### Here is what you and your Tutor need to complete:

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence – what tasks do you need to do?** | | **Assessment – What your Tutor will do** | |
| **Task 1.1** – Leadership skills and behaviours |  | Practical Observation Form For Task 1.1, 1.2, 1.4 and 2.1 |  |
| **Task 1.2** – Leadership skills and behaviours as part of a group |  | Complete assessment boxes for Task 1.1, 1.2, 1.3 and  1.5 |  |
| **Task 1.3** – Audit of leadership skills |  |  |
| **Task 1.5** – Leadership opportunities |  |  |
| **Task 1.4** – Act as an official |  | Practical Observation Form |  |
| **Task 2.1** – Plan, assist in leading and review a sport/physical activity session (three separate session plans required) |  | Complete assessment box for Task 2.1 |  |
| **Task 3.2** – Plan, lead and review a session designed to increase a participant’s heart rate |  | Complete assessment box for Task 3.2 and Practical Observation Form |  |
| All done? |  | All done? |  |

**Learner Authenticity Statement**

**Only complete this statement once all of Section 2 is completed**

By signing this, you and your Tutor are confirming that:

1. All work within this Learner Evidence Record is your own
2. The Tutor/Assessor has observed you demonstrating the tasks that have been assessed in the practical observation form(s)
3. You have completed the 1 hour demonstration of leadership required to complete this course

|  |  |
| --- | --- |
| **Your signature** | **Date** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Report on learner performance and progression throughout**  **the course** |  | | |
| **Tutor/Assessor’s**  **signature** |  | **Date** |  |

## Practical Observation Form

### To be completed by the Tutor/Assessor(s)

|  |  |  |
| --- | --- | --- |
| **Performance Criteria (PC)/Action required** | **Date PC met** | **Notes on observation and feedback to learner** |

**Task 1.1 – Leadership skills and behaviours**

|  |  |  |
| --- | --- | --- |
| Demonstrate the development of at least 2 of their leadership skills |  |  |

**Task 1.2 - Leadership skills and behaviours as part of a group**

|  |  |  |
| --- | --- | --- |
| Demonstrate the ability to work effectively as part of a team/group |  |  |

**Task 1.4 – Act as an official**

|  |  |  |
| --- | --- | --- |
| Act as an official for at least 15 minutes |  |  |
| Facilitate a minimum of 1 ‘fair play’ behaviour or action |  |  |
| Encourage the use of at least 1 ‘fair play’ behaviour or action between participants |  |  |

**Task 2.1 – Plan, assist in leading and review a sport/physical activity session**

|  |  |  |  |
| --- | --- | --- | --- |
| Assist in leading at least 1 x 15 minute sport/physical activity session |  |  |  |
| Use at least 3 different verbal communication methods |  |  |  |
| Use at least 3 different non-verbal communication methods |  |  |  |
| Use at least 3 motivational methods |  |  |  |

**Task 3.2 – Plan, lead and review a session designed to increase a participant’s heart rate**

|  |  |  |
| --- | --- | --- |
| Lead for a minimum of 10 minutes and identify the basic visual signs of a raised heart rate on at least 1 occasion |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Final comments and feedback for learner** | | | |
| Feedback to learner |  | | |
| Further areas/opportunities for development |  | | |
| Tutor/Assessor signature |  | Date |  |

**Task 1.1**

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**Leadership skills and behaviours**

Use the table below to explain 5 skills and 5 behaviours you should display when leading others. Then explain why they are important.

**Skills:** A skill is something that you can do e.g. communicating with others

**Behaviours:** What you need to show to make your skills more effective, e.g. being confident

**7**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Description of the skill** | **This skill is important when leading others because…** | **How and when have you displayed this skill on this course?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Behaviour** | **Description of the behaviour** | **This behaviour is important when leading others because…** | **How and when have you displayed this behaviour on this course?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Task 1.2**

**8**

**Leadership skills and behaviours as part of a group**

Using the table select the leadership skills and behaviours that are most important to working as a group. Then explain why these skills are important and give examples of when you have displayed them during this course.

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|  |  |  |
| --- | --- | --- |
| **Being able to work as part of a group is important for a Sports Leader because:** | | |
|  | | |
| **Being able to work as part of a group is important in life because:** | | |
|  | | |
| **Being able to work as part of a group is important in work because:** | | |
|  | | |
| **The main skills needed to work effectively as a group are…** | **These skills are important so that…** | **How have you displayed this skill on this course when working in a group?** |
|  |  |  |
|  |  |  |
|  |  |  |
| **The main behaviours needed to work effectively with others are…** | **These behaviours are important so that…** | **How have you displayed this behaviour on this course when working in a group?** |
|  |  |  |
|  |  |  |
|  |  |  |

**Task 1.3**

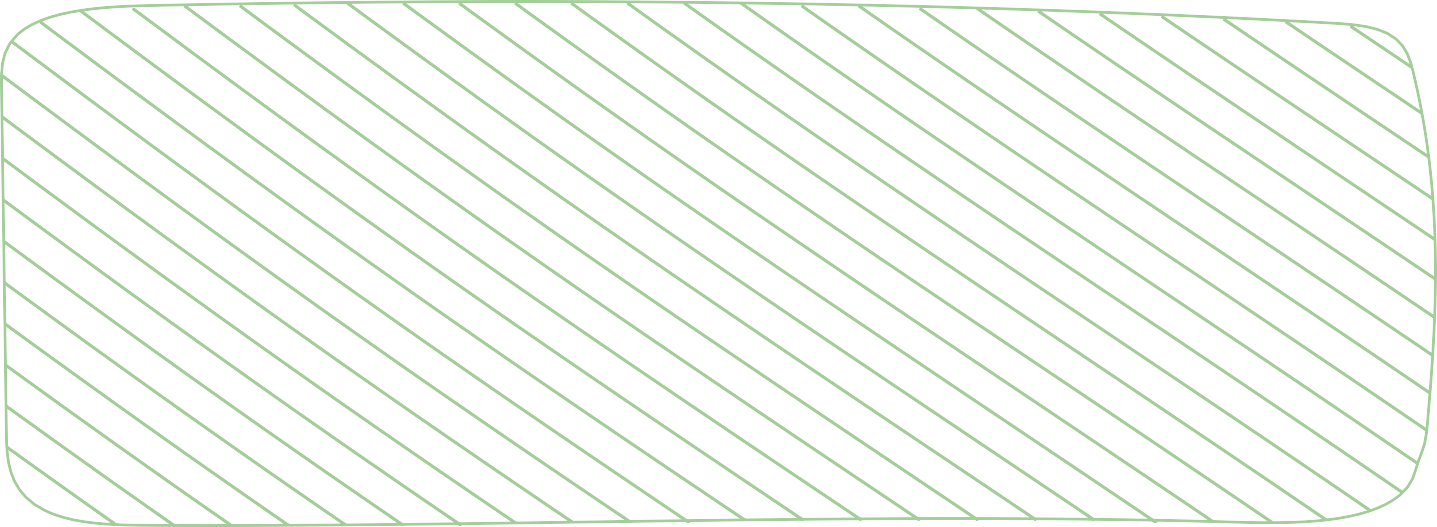
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**Audit of leadership skills**

Use this form to audit your leadership skills at **the start and at the end of the course.** List at least 10 leadership skills you think are important in the table below. Then score yourself at the start and at the end of the course.

**9**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Leadership skill** | **Score how good you are at the START of the course** | | **Date** | | **How you plan/would like to improve** | **Score how good you are at the END of the course** | | **Date** | |
|  | |  | |
| **1**  **Not very good** | **2**  **Not too bad** | **3**  **Quite good** | **4**  **Very good** |  | |
| **1**  **Not very good** | **2**  **Not too bad** | **3**  **Quite good** | **4**  **Very good** |
|  |  |  |  |  |  |  |  |  |  |
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**Task 1.5**

**Leadership opportunities**

Using the table identify what other leadership opportunities are available to you which may complement or follow on from this qualification

|  |  |  |
| --- | --- | --- |
| **What other leadership opportunities are available to you within:** | | |
| **The organisation** |  |  |
| **Your local community** |  |  |
| **Your wider community** |  |  |
| **Identify 2 courses that are available to you in the local area which may complement or follow on from this qualification** | | |
|  | | |
|  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | | **Defer Date**  (If required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** |
| Task 1.1 | |  |  |  |
| Task 1.2 | |  |  |
| Task 1.3 | |  |  |
| Task 1.5 | |  |  |
| Signature |  | Date |  |

# Task 2.1

### Plan, assist in leading and review a sport/physical activity session

**Session Plans - to be completed by the learner**

You are required to complete plans for at least 3 sport/activity sessions for different activities and complete a review for at least one session that has been led

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 1** | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | |
|  |  |  | |
| **Focus/aim of session** | | **Topic/sport/activity** | |
|  | |  | |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **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 session |  | |  |
|  |
| Cool down and close |  | |  |
|  |
| Other things to remember/be aware of |  | | |

|  |  |
| --- | --- |
| **Review of the session** | |
| **What went well?** | **How did you review the session?** |
|  |  |
| **What needs more work?** | **What will you change for next time?** |
|  |  |

# Task 2.1

### Plan, assist in leading and review a sport/physical activity session Session Plan Template

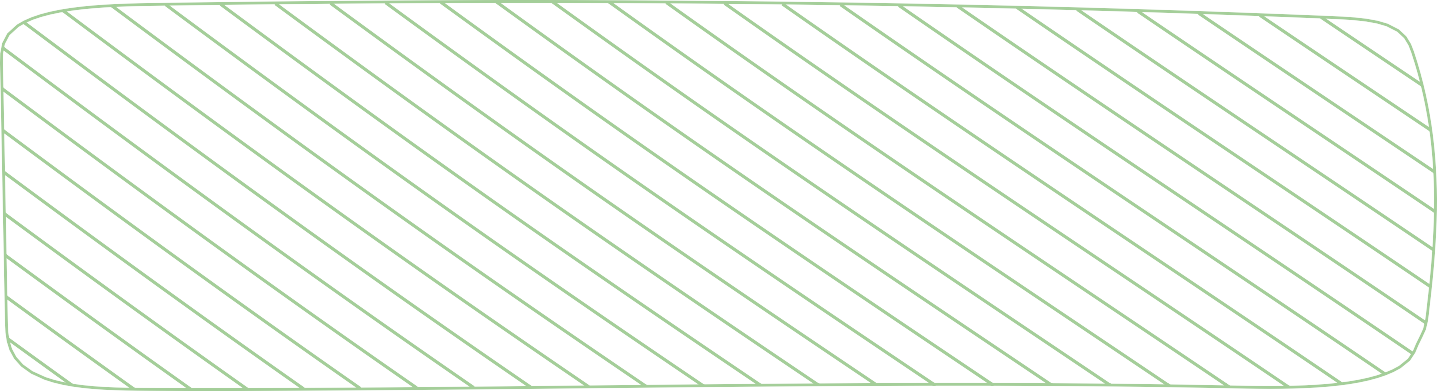
|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 2** | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | |
|  |  |  | |
| **Focus/aim of session** | | **Topic/sport/activity** | |
|  | |  | |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **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 session |  | |  |
|  |
| Cool down and close |  | |  |
|  |
| Other things to remember/be aware of |  | | |

|  |  |
| --- | --- |
| **Review of the session** | |
| **What went well?** | **How did you review the session?** |
|  |  |
| **What needs more work?** | **What will you change for next time?** |
|  |  |

**Task 2.1**

**Plan, assist in leading and review a sport/physical activity session Session Plan Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 3** | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | |
|  |  |  | |
| **Focus/aim of session** | | **Topic/sport/activity** | |
|  | |  | |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **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 session |  | |  |
|  |
| Cool down and close |  | |  |
|  |
| Other things to remember/be aware of |  | | |



|  |  |
| --- | --- |
| **Review of the session** | |
| **What went well?** | **How did you review the session?** |
|  |  |
| **What needs more work?** | **What will you change for next time?** |
|  |  |

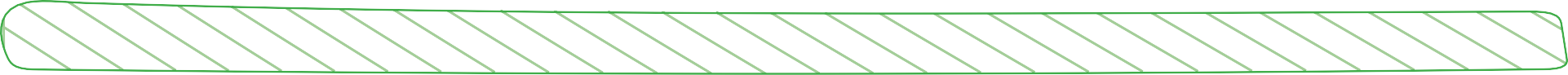
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | | **Defer Date**  (If required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** |
| Task 2.1 | |  |  |  |
| Signature |  | Date |  |

**Task 2.1**

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**Plan, assist in leading and review a sport/ physical activity session**

**Leadership Log** – Complete at least of 1 hour of demonstration of leadership in sport/physical activity. Copy this page if you need more space **.**



**17**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learner name |  | Centre |  | Course number |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership experience  (Provide details of what activities you led, the participants involved and your role/s in this) | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 1 hour demonstration has been completed by the learner |  | Date |  |

**Task 3.1**

**Factors that contribute to a healthy lifestyle**

Using the table describe how each listed factor may affect a person’s health and fitness.

|  |  |
| --- | --- |
| **Factor** | **How it may affect a person’s health and fitness** |
| **Exercise** |  |
| **Smoking** |  |
| **Drugs** |  |
| **Alcohol** |  |
| **Diet** |  |
| **Age** |  |
| **Environment** |  |

Now think about your own lifestyle. Identify a minimum of 2 strategies that could improve it and the impact these would have.

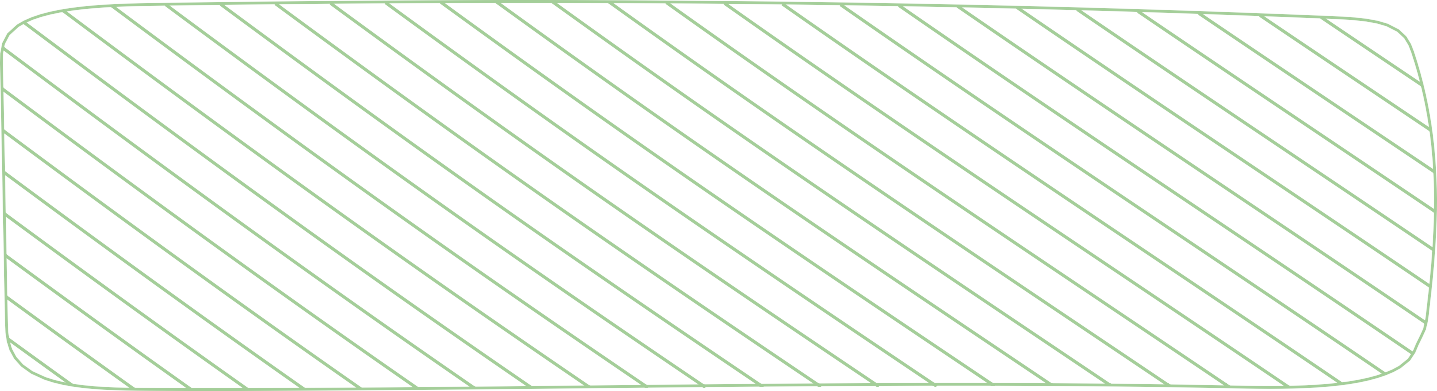
|  |  |
| --- | --- |
|  | **This would improve my lifestyle because…** |
| **Strategy 1:** |  |
| **Strategy 2:** |  |

# Task 3.2

### Plan, lead and review a session designed to increase a participants’ heart rate Session Plan Template

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan** | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | |
|  |  |  | |
| **Focus/aim of session** | | **Topic/sport/activity** | |
|  | |  | |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **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 session |  | |  |
|  |
| Cool down and close |  | |  |
|  |
| Other things to remember/ be aware of |  | | |

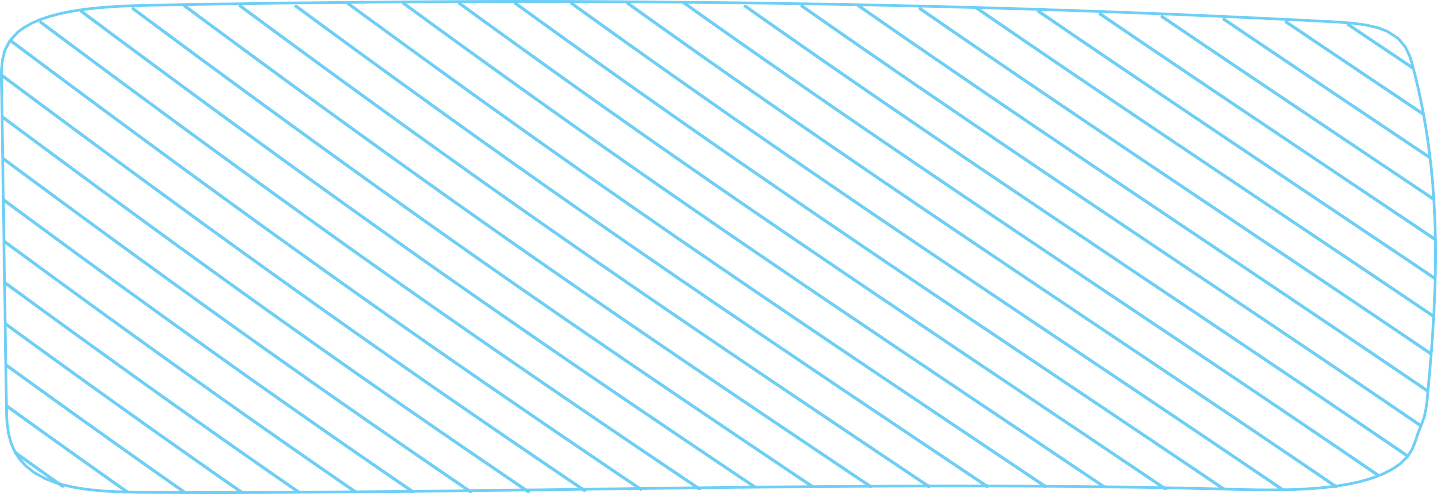
|  |  |
| --- | --- |
| **Review of the session** | |
| **What went well?** | **How did you review the session?** |
|  |  |
| **What needs more work?** | **What will you change for next time?** |
|  |  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | | **Defer Date**  (If required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** |
| Task 3.1 | |  |  |  |
| Task 3.2 | |  |  |
| Signature |  | Date |  |

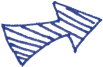
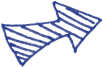
Section 3

**Making The Most Of Your Skills**

**Complete once you have completed all of Section 2 The 5 life skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self- management** | **Problem solving** |
| What this means to you | Your ability to listen and share | Building confidence in your own ability | Enabling you to work with others | Taking responsibility for | Understanding the problem and |
|  | information |  |  | your actions and | finding solutions |
|  |  |  |  | doing things to the |  |
|  |  |  |  | best of your ability |  |
| Behaviours shown on this course | Appropriate communication Body language | Confidence Enthusiasm Positive attitude | Encouraging Flexibility Honesty | Commitment Organised Responsible | Awareness Contributor Idea maker |
|  | Demonstration | Self-awareness | Reliable | Self-control |  |
|  | Listening |  | Respect |  |  |
|  | Understandable |  | Trustworthy |  |  |

During this course, you will have shown many of the behaviours and gained a set of life skills that will make you more effective in what you do. It is now important that you shout about your achievements and be ready to use them in future applications and interviews for jobs, education and university. You can use the statements from Section 3 to tell people about the 5 life skills you have developed.



**Before the Course:**

**After the Course:**

**Review**

Describe where your skills are

before this course

✔

**Reflect**

What skills have you shown?

**Apply**

Where will you try your skills out?

e.g. job application

**Action**

What are you going to do to

**Transfer** Where else can you use

your skills?

improve your skills? Think about the focus behaviours

you can show

✔

### Use the space below to think about how you have developed your skills, where you can use them and where you can apply them

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills Developed** | **Reflect**  **How have you shown these behaviours?** | **Transfer**  **How can these skills help you away from this course?** | **Apply**  **Where will you try your skills out? e.g. job application** | |
| **Communication** |  |  |  | |
| **Self-belief** |  |  |  | |
| **Teamwork** |  |  |  | |
| **Self-management** |  |  |  | |
| **Problem solving** |  |  |  | |
| **Learner signature** |  | | **Date** |  |

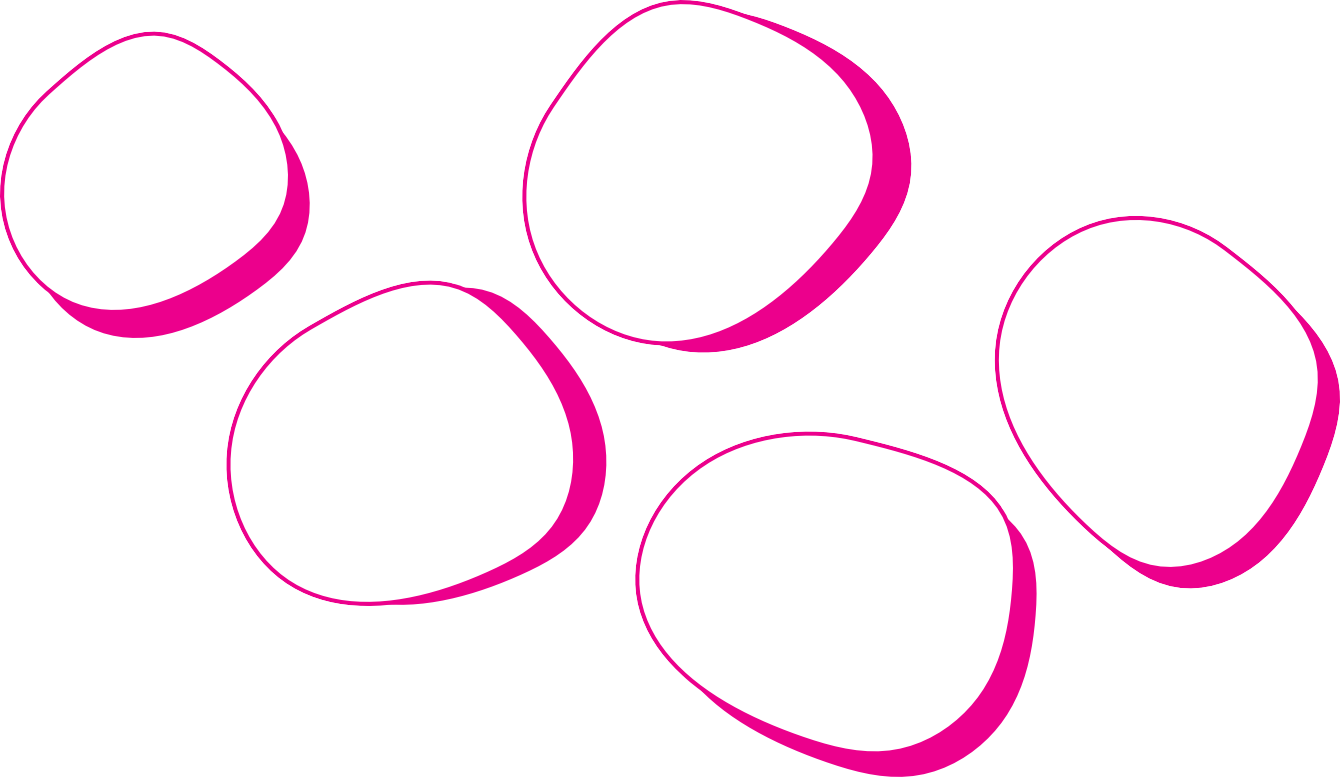
What next?

You will shortly receive a qualification certificate from Sports Leaders if you have passed all the assessment for this course and you have completed the 1 hour demonstration of leadership.

If you have gone the extra mile in your course and really demonstrated commitment and dedication to your role as a Sports Leader, your Tutor may give you an additional recognition certificate.

You can now use the back page of your Learner Evidence Record to help you show what you have developed through this course.

Your next steps could be:



Get a job you are

interested in

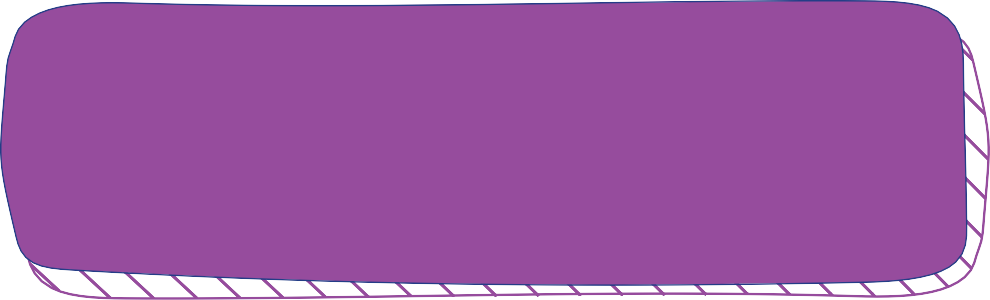
Helping out in your local community

Apply to a college or sixth form course you want

Gain a volunteering role to get more

experience

Take another leadership or coaching qualification



**Why not follow us on social media and share your #LearnerJourney:**

**SportsLeaders @SportsLeaders**

**I’m now a qualified Sports Leader… So what?**

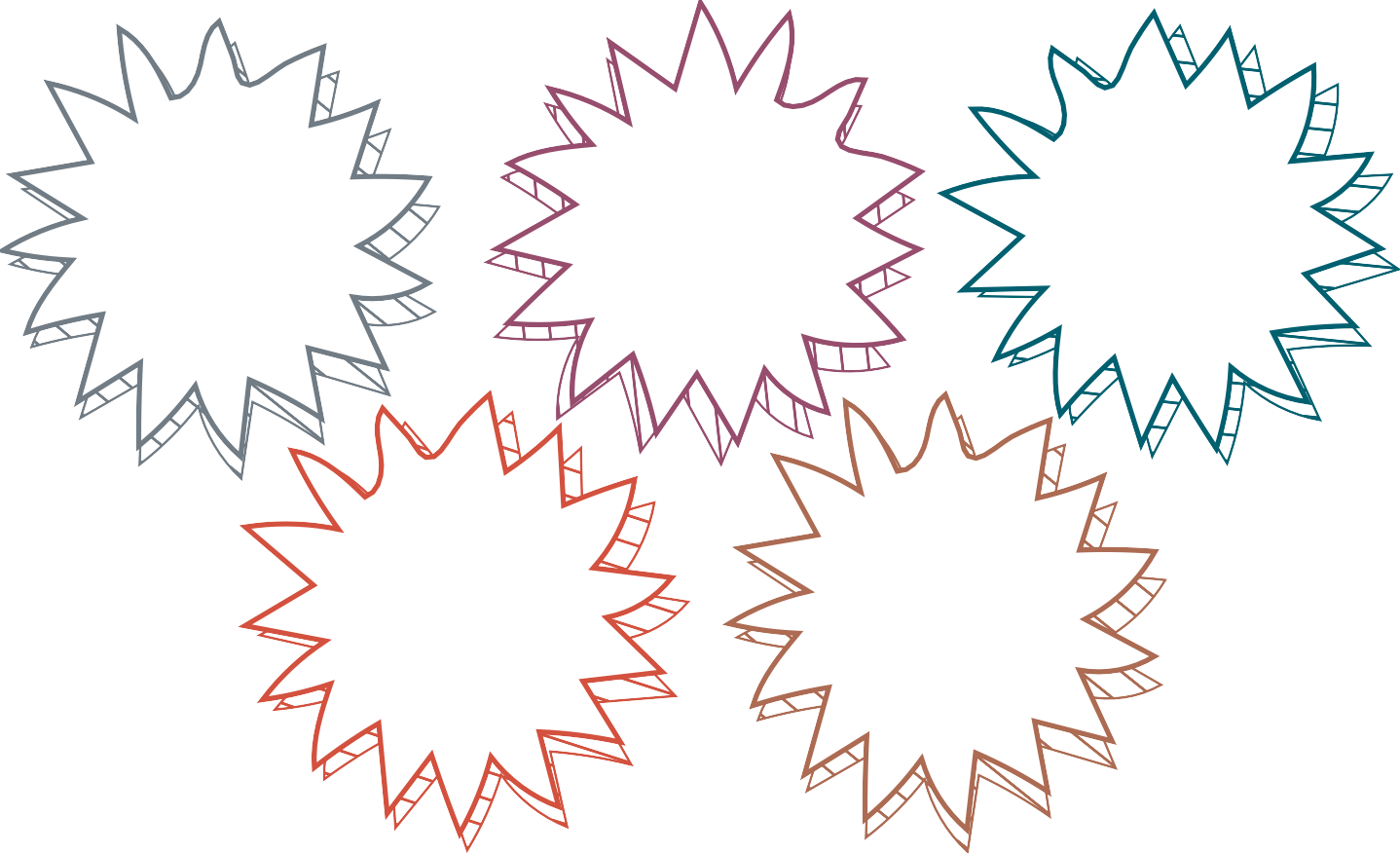
**24** *SL0930 Issue2 08/19 | © Sports Leaders*



**Why not follow us on social media and share your #LearnerJourney:**

**SportsLeaders @SportsLeaders**

**Through this course you have developed your:**



**Communication Skills**

Shown that you can communicate to individuals

and groups

**Self-belief**

Shown confidence in your abilities

**Teamwork Skills**

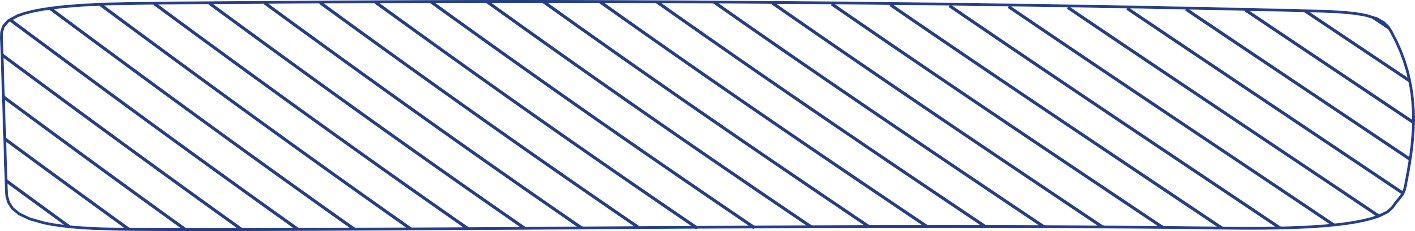
Worked effectively as part of a team

**Self-management Skills**

Do things to the best of your ability

**Problem Solving Skills**

Understand the problem and help find solutions

**Which means you have become:**

|  |  |  |
| --- | --- | --- |
| **More employable** | **More active in your community** | **More confident in your abilities** |
| **More focussed on your own development** | **More valuable to others** | **Someone who stands out from the crowd** |