

# LEARNER EVIDENCE RECORD



Level 2 Qualification in Sports  
Leadership (SL2)

Level 2 Qualification in Community  
Sports Leadership (CSL2)

Learner name

Centre name

Course number

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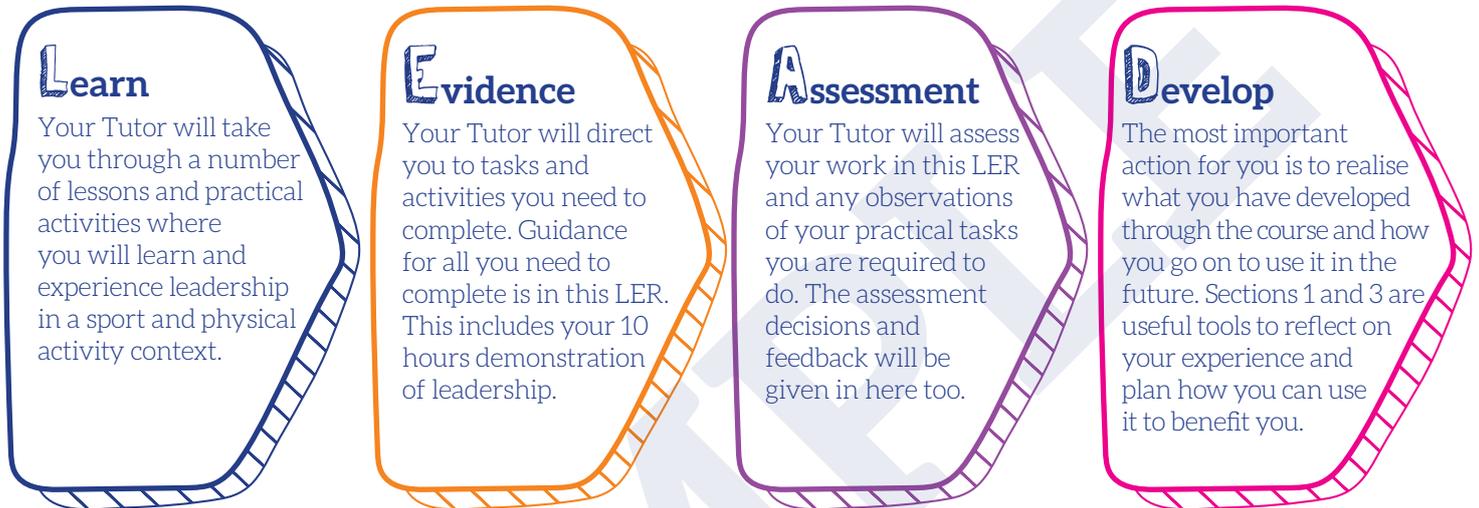


# YOUR LEARNER EVIDENCE RECORD

**Your Learner Evidence Record (LER) gives you a template and guidance for everything you need to do to complete this Sports Leaders UK 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:



## Section 1 Gaining Employability 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 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 employability 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 Employability Skills Through Leadership

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

### The 5 employability skills

	Communication	SELF-BELIEF	TEAMWORK	Self Management	PROBLEM SOLVING
<b>What this means to you</b>	Your ability to listen and share information	Building confidence in your own ability	Enabling you to work with others	Taking responsibility for your actions and doing things to the best of your ability	Understanding the problem and finding solutions
<b>Behaviours shown on this course</b>	Body language Demonstration Understandable Active Listening Questioning	Confidence Positive attitude Enthusiasm Courage Resilience	Reliable Respect Encouraging Trustworthy Adaptability Integrity	Organised Responsible Reflective Accountable Determination	Awareness Contributor Decisive Creative

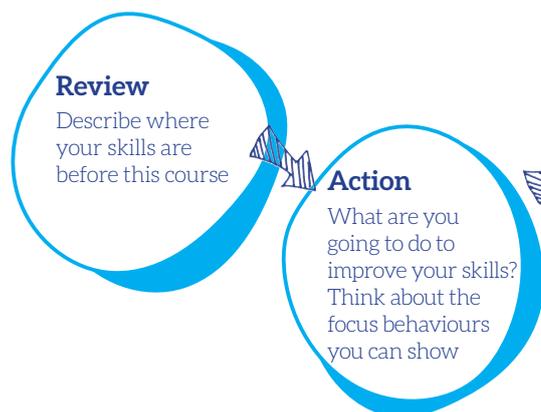
Showing these behaviours on this course is great. The more impactful thing will be to be able to tell others about what you have done and what it means for you and your future. Use the table on Page 4 to review your skills before the course starts.

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

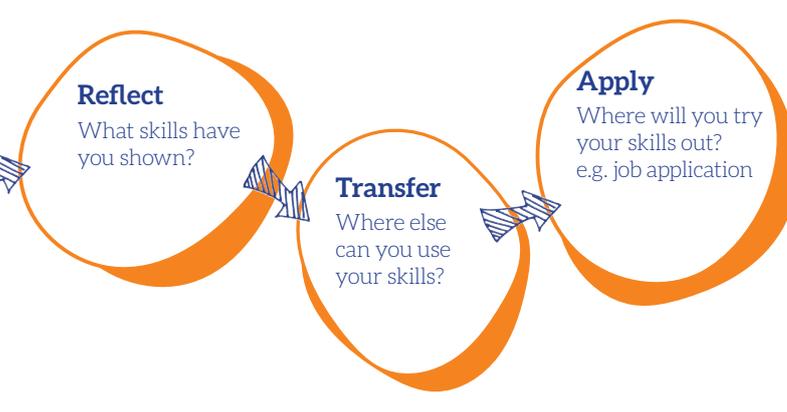
1. Make your skills more effective
2. Make you stand out from the crowd
3. Become more employable

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:



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

## 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	
<b>Task 1.1</b> - Leadership skills and behaviours		Complete assessment box for Task 1.1, 1.2 and 1.3	
<b>Task 1.2</b> - Using leadership skills and behaviours in other environments			
<b>Task 1.3</b> - Audit of leadership skills			
<b>Task 2.1</b> - Plan, lead and evaluate sport/physical activity sessions (three separate session plans required)		Complete assessment boxes for Task 2.1, 2.2 and Practical Observation Form for Task 2.1	
<b>Task 2.2</b> - Risk assessment			
<b>Task 3.1</b> - Types of sports/physical activity events		Complete Assessment boxes for Task 3.1, 3.2 and Practical Observation Form for Task 3.2	
<b>Task 3.2</b> - Assist in planning and leading a sports event			
<b>Task 4.1/5.1</b> - Leadership Log		Sign off your Leadership Log	
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 10 hours demonstration of leadership required to complete this course

<b>Your signature</b>		<b>Date</b>	
<b>Report on learner performance throughout the course</b>			
<b>Your Tutor/Assessor's signature</b>		<b>Date</b>	

# 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	Description of the skill	This skill is important when leading others because...
Difference between skills and behaviours	Behaviour	Description of the behaviour	This behaviour is important when leading others because...

# Task 1.2

## Using leadership skills and behaviours in other environments

Use the table below to explain how and why 5 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



# Task 2.1

## Plan, lead and evaluate sport/physical activity sessions

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

You are required to plan, lead and evaluate at least 3 different sport/physical activity sessions

Session Plan 1		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
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 (show timings if applicable)		

Session Plan 1		
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
Cool down and close		
Other things to remember/ be aware of, e.g. safety		

Evaluation of the session	
Evaluation method(s) used	
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)
How you plan to make improvements	How improvements will be measured

# Task 2.1

## Plan, lead and evaluate sport/physical activity sessions

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

You are required to plan, lead and evaluate at least 3 different sport/physical activity sessions

Session Plan 2		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
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 (show timings if applicable)		

## Session Plan 2

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

## Evaluation of the session

Evaluation method(s) used		
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)	
How you plan to make improvements	How improvements will be measured	

# Task 2.1

## Plan, lead and evaluate sport/physical activity sessions

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

You are required to plan, lead and evaluate at least 3 different sport/physical activity sessions

Session Plan 3		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims & objectives		
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 (show timings if applicable)		

### Session Plan 3

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

### Evaluation of the session

Evaluation method(s) used		
Strengths (minimum of 3)	Areas in need of improvement/development (minimum of 3)	
How you plan to make improvements	How improvements will be measured	

# Task 2.1

## Plan, lead and evaluate sport/physical activity sessions

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

In order to meet the course requirements, learners must be observed leading a minimum of 3 x 15 minutes sessions in different sports/physical activities.

<b>Learner name</b>	
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<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	

**The learner must be assessed demonstrating the following assessment criteria**  
The parts of the assessment criteria need to be met at least once across the 3 observed sessions

Assessment criteria/ Action required	Date achieved	Notes on observations
Start the session effectively		
Manage the structure, pace and flow of the session		
Use at least 3 different verbal communication methods		
Use at least 3 different non-verbal communication methods		

Assessment criteria/ Action required	Date achieved	Notes on observations
Use at least 3 motivational methods		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>
Set and enforce at least 3 ground rules in an activity		
Adapt the session effectively in line with the needs of the participant(s)		
Conduct an appropriate cool down		
Lead sessions which minimise risk and maximise safety		

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

# Task 2.2

Use the risk assessment template below to identify risks and hazards that might occur during one of your planned sessions

## Risk assessment

Location		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

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			
Task 2.2			
Signature	Date		

# Task 3.1

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

## Types of sports/physical activity events

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

# Task 3.2

## Assist in planning and leading a sports event

You are required to plan, deliver and evaluate at least 1 sports/physical activity event

Event Plan	
Type of event	Date of event
Event objective	Topic/sport/activity
Your Roles	Your responsibilities
Other roles	Their responsibilities
Complete equipment list	Scoring and recording/reporting of results
Introduction and warm up	
Main event activities	

Main event activities	
Cool down and close	
Any specific safety considerations	

Evaluation of the session	
Evaluation method(s) used	
<b>What went well?</b> Consider your own leadership role and the success of the event as a whole.	<b>What didn't go so well?</b>
<b>What would you change for next time?</b>	

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		

# Task 3.2

## Assist in planning and leading a sports event

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

<b>Learner name</b>	
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**In order to meet the course requirements, learners must deliver 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 assessment criteria</b>		
<b>Assessment criteria/ Action required</b>	<b>AC met? Y/N</b>	<b>Notes on observations</b>
Demonstrate the responsibilities for the chosen role at a sports event		
Demonstrate the ability to work as part of a team		

Assessment criteria/ Action required	AC met? Y/N	Notes on observations
Use at least 3 different verbal communication methods		
Use at least 3 different non-verbal communication methods		

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



# SECTION 3

## Making The Most Of Your Skills

Complete once you have completed all of Section 2

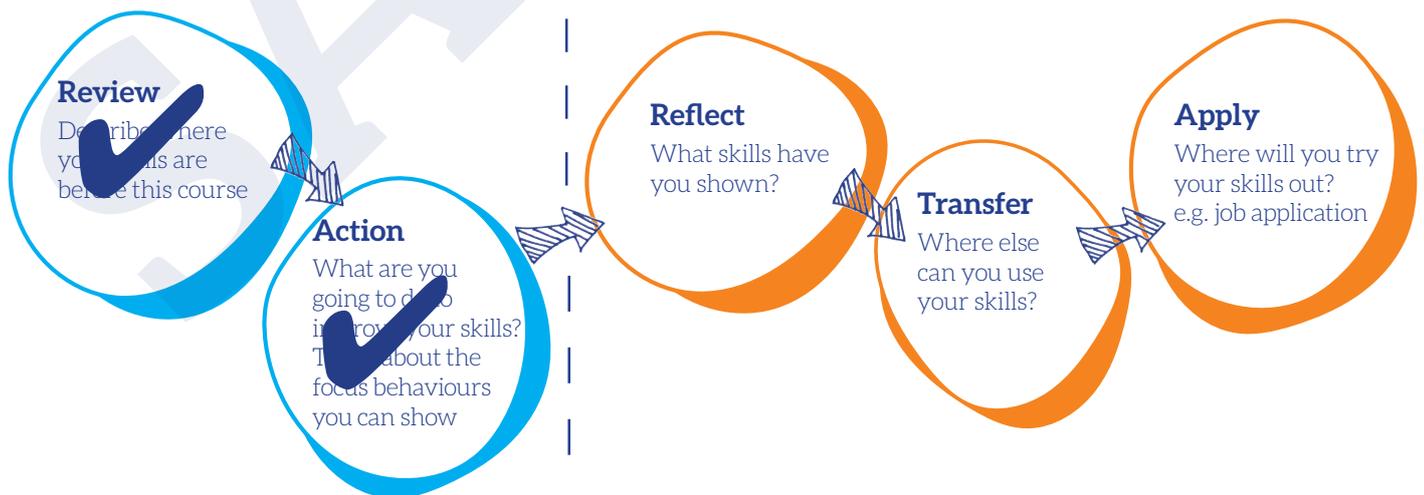
### The 5 employability skills

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During this course, you will have shown many of the behaviours and gained a set of employability 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 five employability skills you have gained.

### Before the Course:

### After the Course:



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 UK if you have passed all the assessment for this course and you have completed the 10 hours 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

Take another  
leadership or coaching  
qualification

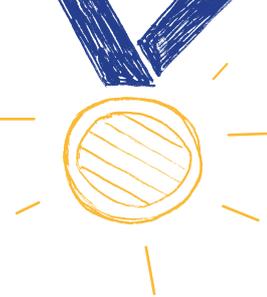
Gain a  
volunteering  
role to get more  
experience

Why not shout about your #LearnerJourney by following us on social media and sharing your story.

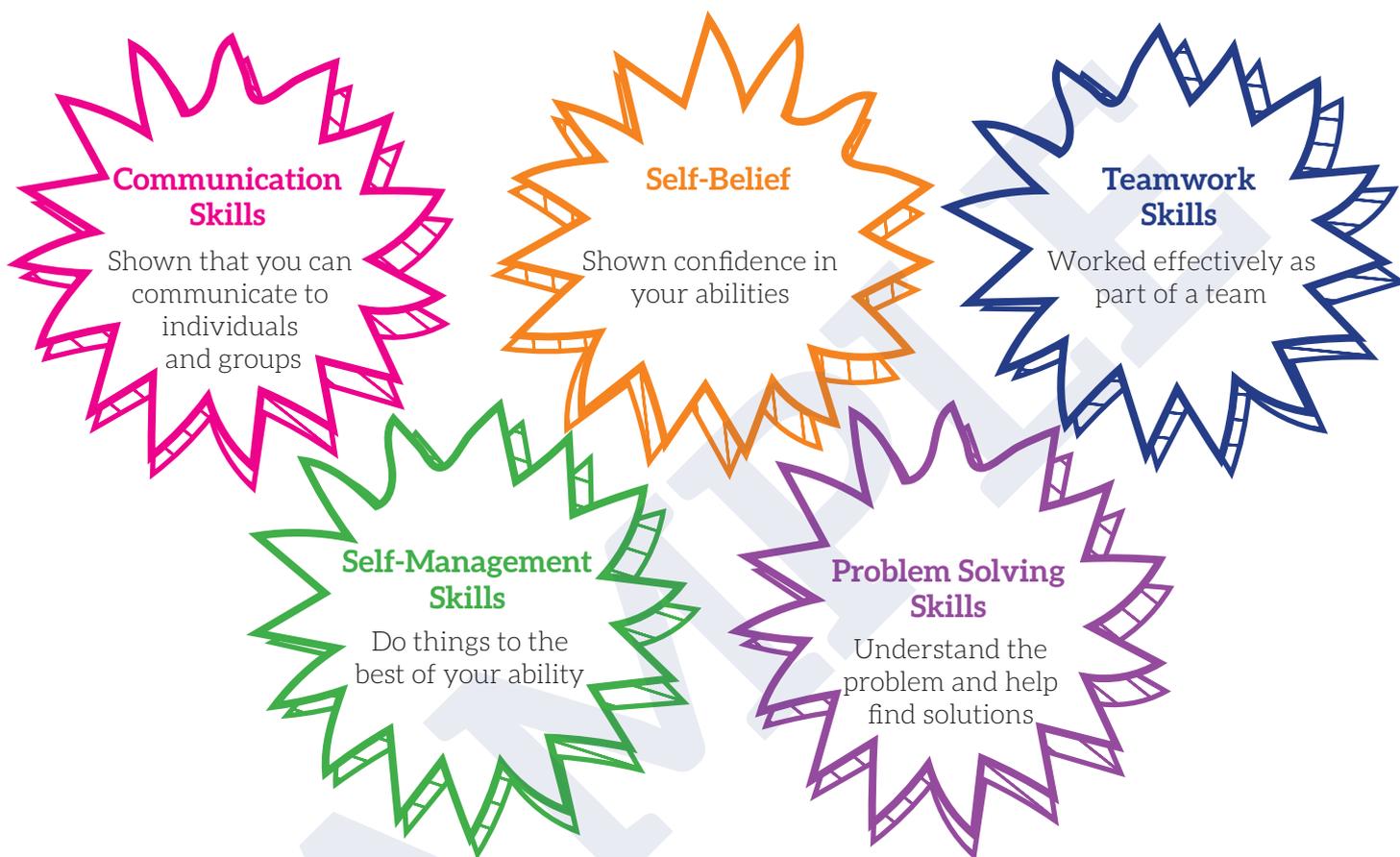
Facebook: SportsLeaders

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# I'm now a qualified Sports Leader... So what?



Through this course you have developed your:



Which means you have Become:

<b>More employable</b>	<b>More active in your community</b>	<b>More confident in your abilities</b>
<b>More focussed on your own development</b>	<b>More valuable to others</b>	<b>Someone who stands out from the crowd</b>