### Amended Specification - From 1st September 2019

**Learner Evidence Record**

Level 2 Qualification in Sports Leadership (SL2)

Level 2 Qualification in Community Sports Leadership (CSL2)

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**SL2**

**CSL2**

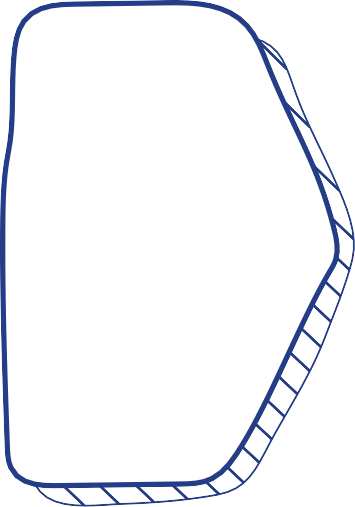
|  |  |
| --- | --- |
| **Learner name** |  |
| **Centre name** |  |
| **Course number** |  |
| **Tutor name** |  |

## 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.

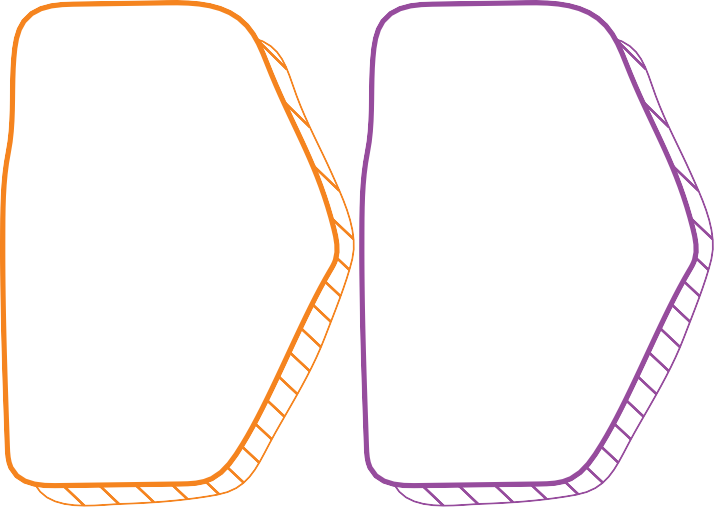
### Your LER – How it works:



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.



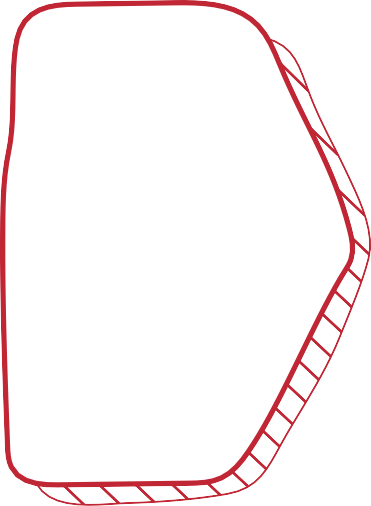
E**vidence**

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 10 hours 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. All sections include useful tools to reflect on your experience and

plan how you can use it to benefit you.

**Section 1 Gaining Employability Skills Through Leadership**

An introduction to the skills you will need to develop and the behaviours you will need to show to become a Sports Leader.

### 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…

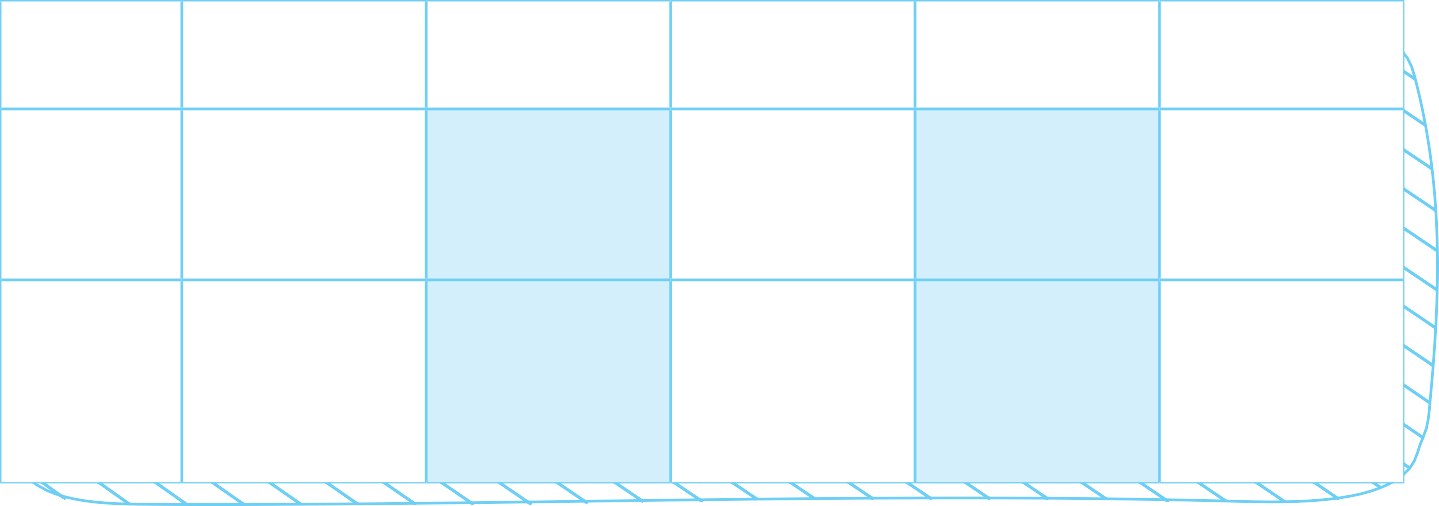
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## Section 1

**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 5 essential skills that will help you progress in other areas of interest to you.

**The 5 employability skills**

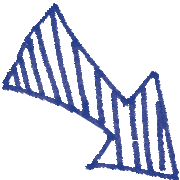
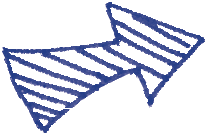
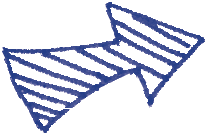
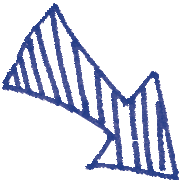
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self-** | **Problem solving** |
| What this means to you | Your ability to listen and share | Building confidence in your own ability | Enabling you to work with others | Taking responsibility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

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. Complete Task 1.3 to rate your skills at the start and end of the course.

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 Tasks 1.1 to 1.3 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

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## 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 |  | Complete assessment box for Task 1.1, 1.2 and 1.3 |  |
| **Task 1.2 –** Using leadership skills and behaviours in other environments |  |  |
| **Task 1.3** – Reflecting on the leadership skills you have used |  |  |
| **Task 2.1 –** 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 |  |
| **Task 2.2 –** Risk assessment |  |  |
| **Task 3.1 –** Types of sports/physical activity events |  | Complete assessment boxes for Task 3.1, 3.2 and Practical Observation Form for Task 3.2 |  |
| **Task 3.2 –** Plan, lead and evaluate a sports/ physical activity event |  |  |
| **Task 4.1 –** Leadership opportunities linked with your Centre and in the community |  | Complete assessment box for Task 4.1 |  |
| **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

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

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

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# Task 1.1

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### Leadership skills and behaviours

#### **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

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| There are 5 skills that can be thought of as the **key skills** that you’ll need as a Sports Leader. Each key skill will have certain **behaviours** that make it happen successfully. In the table below you must outline why these **key skills** and **associated behaviours** are important for a Sports Leader. Then you must describe the effect that 2 of the identified **associated behaviours** will have on the success of that key skill. | | | | |
| **Key skill** | **Describe what this key skill is** | **Explain why this key skill will be necessary for a Sports Leader** | **Associated behaviours** | **Pick 2 behaviours and describe the effect they have on the key skill** |
| **Communication** |  |  | * Body language * Demonstration * Understandable * Active Listening * Questioning | 1) |
| 2) |
| **Self-belief** |  |  | * Confidence * Positive attitude * Enthusiasm * Courage * Resilience | 1) |
| 2) |
| **Teamwork** |  |  | * Reliable * Respect * Encouraging * Trustworthy * Adaptability * Integrity | 1) |
| 2) |
| **Self-management** |  |  | * Organised * Responsible * Reflective * Accountable * Determination | 1) |
| 2) |
| **Problem solving** |  |  | * Awareness * Contributor * Decisive * Creative | 1) |
| 2) |

**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** |
|  |  |  |
|  |  |  |
|  |  |  |
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# Task 1.3

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### Reflecting on the leadership skills you have used

#### In order to improve anything, it is important to think about where you are now, where you would like to be and how you plan to get there. Use the table below to rate your current key skills as a Sports Leader, then consider how these skills might be improved. You can reflect back at the end of your course to see how successful this development plan was and how much improvement there has been in your key skills.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key skills** | **Score at start of course** 1=Low and 4=High | | | | **How would you like to improve this skill?** | **What will you do on the course that will help you improve these key skills?** | **Score at end of course**  1=Low and 4=High | | | | **How successful was your development plan?** |
| **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| **Communication** |  |  |  |  |  |  |  |  |  |  |  |
| **Self-belief** |  |  |  |  |  |  |  |  |  |  |
| **Teamwork** |  |  |  |  |  |  |  |  |  |  | **Why do you think it was successful/ not successful?** |
| **Self-management** |  |  |  |  |  |  |  |  |  |  |  |
| **Problem solving** |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | |  |  |
| Signature |  | Date |  |

**Task 2.1**

|  |  |
| --- | --- |
| The different activity types you can plan and lead: | |
| Fitness based | Playground games |
| Skill development | Sports day |
| SAQ | Adapted sport |
| Parachute games | Team building activities |
| Taster session | Multi-skills |

**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 types of 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)* |  | |  |
|  |

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|  |  |  |
| --- | --- | --- |
| **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** |
|  | |  |

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# Task 2.1

|  |  |
| --- | --- |
| The different activity types you can plan and lead: | |
| Fitness based | Playground games |
| Skill development | Sports day |
| SAQ | Adapted sport |
| Parachute games | Team building activities |
| Taster session | Multi-skills |

### 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 types of 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)* |  | |  |
|  |

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|  |  |  |
| --- | --- | --- |
| **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** |
|  | |  |

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# Task 2.1

|  |  |
| --- | --- |
| The different activity types you can plan and lead: | |
| Fitness based | Playground games |
| Skill development | Sports day |
| SAQ | Adapted sport |
| Parachute games | Team building activities |
| Taster session | Multi-skills |

### 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 types of 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)* |  | |  |
|  |

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|  |  |  |
| --- | --- | --- |
| **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** |
|  | |  |

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# 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.

|  |  |
| --- | --- |
| **Learner name** |  |

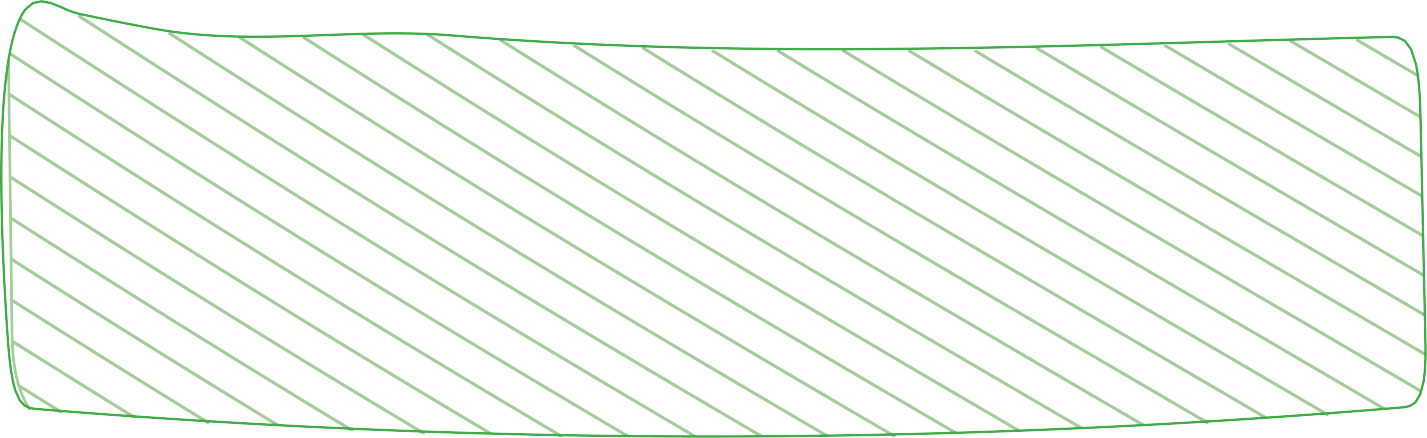
|  |  |  |
| --- | --- | --- |
| **Session 1** | Session title |  |
| Date of session |  |
| **Session 2** | Session title |  |
| Date of session |  |
| **Session 3** | Session title |  |
| Date of session |  |

|  |  |  |
| --- | --- | --- |
| **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 |
| Demonstrate active |  |
| listening on at least 1 |
| occasion |
| Gather information |  |
| from participants |
| and use this to |
| improve own |
| communication |

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|  |  |  |
| --- | --- | --- |
| **Assessment criteria/ Action required** | **Date achieved** | **Notes on observations** |
| Use at least 3 |  |  |
| motivational |
| methods |
| 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 |
| Give feedback to |  |
| participants in the |
| session: 2 things |
| participants did well |
| and 1 thing they |
| could improve |
| Take on the role |  |
| of an official for |
| a minimum of 10 |
| minutes |

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

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# Task 2.2

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### Risk assessment

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

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| **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**

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**Types of sports/physical activity events**

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

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|  |  |  |  |
| --- | --- | --- | --- |
| **Types of event** | **Describe the key features of the event** | **Main aims/uses** | **Well known example(s)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Task 3.2**

**Plan, lead and evaluate a sports/physical activity 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** |
|  | | |  |
| **What challenges to completing the event are there?** | | **How will you overcome the challenge(s)?** | |
|  | |  | |
| **Your roles** | | **Your responsibilities** | |
|  | |  | |
| **Other roles** | | **Their responsibilities** | |
|  | |  | |
|  | |  | |
|  | |  | |
| **Complete equipment list** | | **Scoring and recording/reporting of results** | |
|  | |  | |
| Introduction and warm up |  | | |
| Main event activities |  | | |

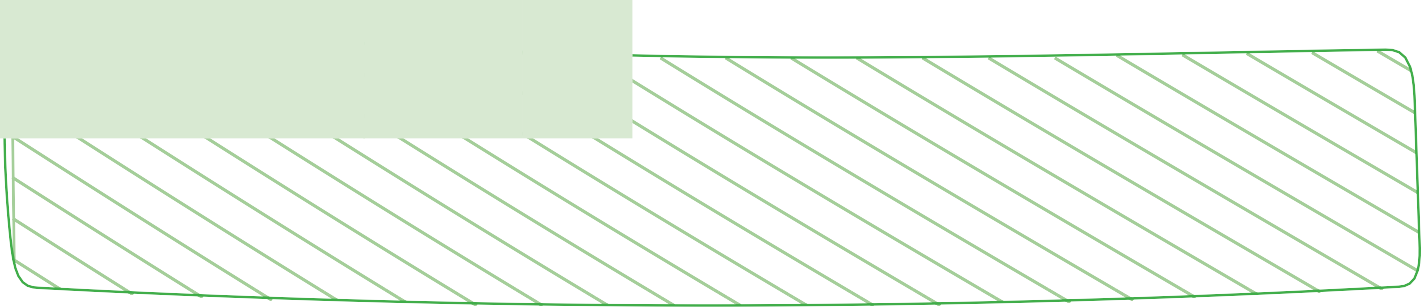
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|  |  |
| --- | --- |
| Main event activities |  |
| Cool down and close |  |
| Any specific safety considerations |  |

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|  |  |  |
| --- | --- | --- |
| **Evaluation of the event** | | |
| **Evaluation method(s) used** |  | |
| **What went well?**  **Consider your own leadership role and the success of the event as a whole.** | | **What didn’t go so well?** |
|  | |  |
| **What would you change for next time?** | | **What if any challenges did you encounter? How did you overcome them?** |
|  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |  |

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# Task 3.2

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

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

|  |  |
| --- | --- |
| **Learner name** |  |

### In order to meet the course requirements, learners must deliver at least 1 sports/physical activity event

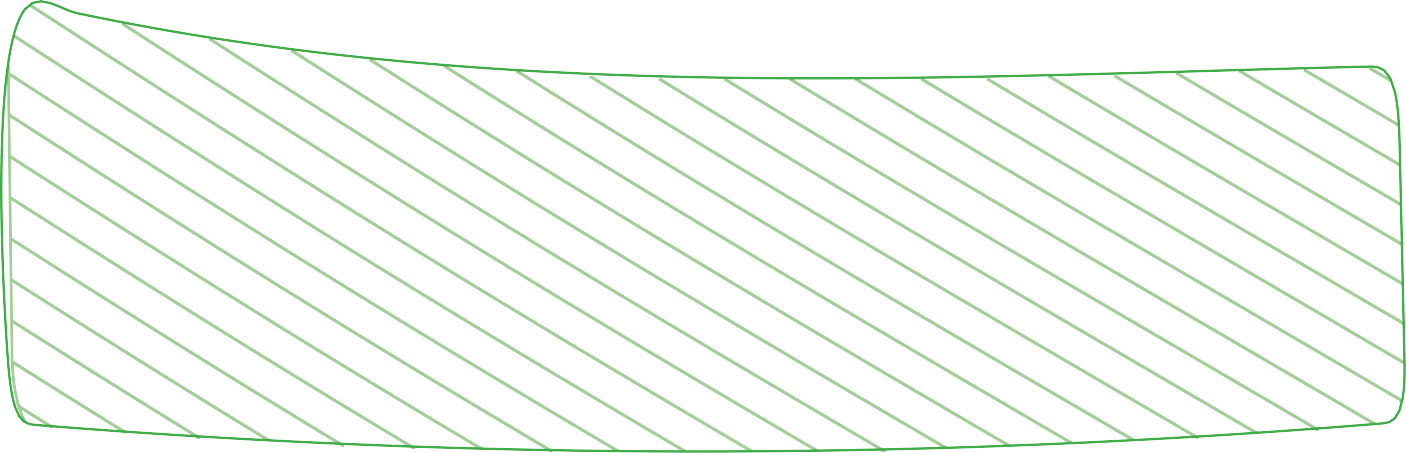
|  |  |  |
| --- | --- | --- |
| **Event** | Type of event |  |
| Date of event |  |

|  |  |  |
| --- | --- | --- |
| **The learner must be assessed demonstrating the following assessment criteria** | | |
| **Assessment criteria/ Action required** | **AC met? Y/N** | **Notes on observations** |
| Demonstrate the responsibilities for the chosen role at a  sports event |  |  |
| Demonstrate the ability to work as part of a team |  |

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|  |  |  |
| --- | --- | --- |
| **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 |  |

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# Task 4.1

### Leadership opportunities linked with your Centre and in the community

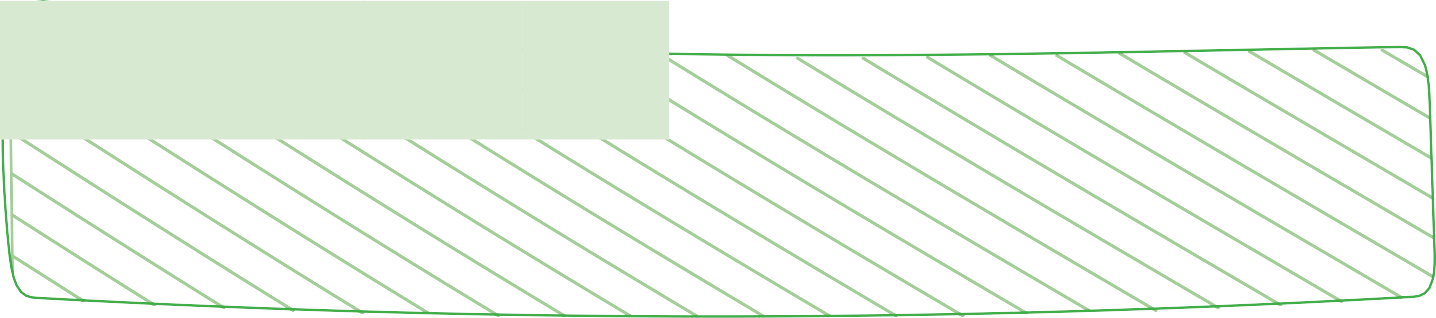
#### Before you carry out your 10 hours demonstration of leadership it will be helpful to explore the range of places in which you might be able to go and lead. In the table below, identify 4 different leadership opportunities within your Centre and 4 that are out in the local community. A leadership opportunity might be a certain club (e.g. badminton club or multi-skills club) and/or a specific place (e.g. a local youth centre or village hall)

|  |  |  |
| --- | --- | --- |
|  | **Leadership opportunity within your organisation** | **Leadership opportunity within the local community** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

The way that you use the key skills that you have developed throughout this course may be different depending on where you go to and who you lead. Select (and circle) 1 opportunity from the table above and describe how you might have to use each key skill in that particular situation or environment in the table below.

|  |  |
| --- | --- |
| **Key skill** | **Description of how this key skill might be used in the selected situation or environment** |
| **Communication** |  |
| **Self-belief** |  |
| **Teamwork** |  |
| **Self-management** |  |
| **Problem solving** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 4.1 | |  |  |  |
| Signature |  | Date |  |

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# Leadership Log

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | **Leadership for…**  *(tick 1 only)* | | 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 | |
| Unit 4 (SL2) | Unit 5 (CSL2) |
| Witness name and role | Witness signature |
|  |  |  |  |  |  |  |  |
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**Leadership Log –** Complete a minimum of 10 hours of leading of sport/physical activity either linked with your Centre (Unit 4) or in the community (Unit 5). Copy this page if you need more space.

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|  |  |  |  |
| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 10 hours demonstration has been completed by the learner |  | Date |  |

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

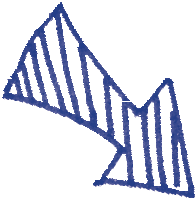
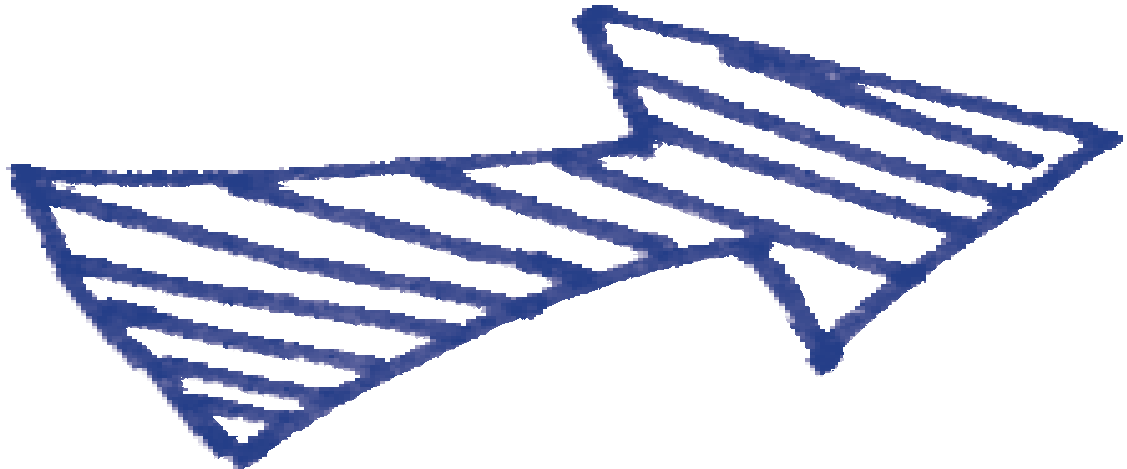
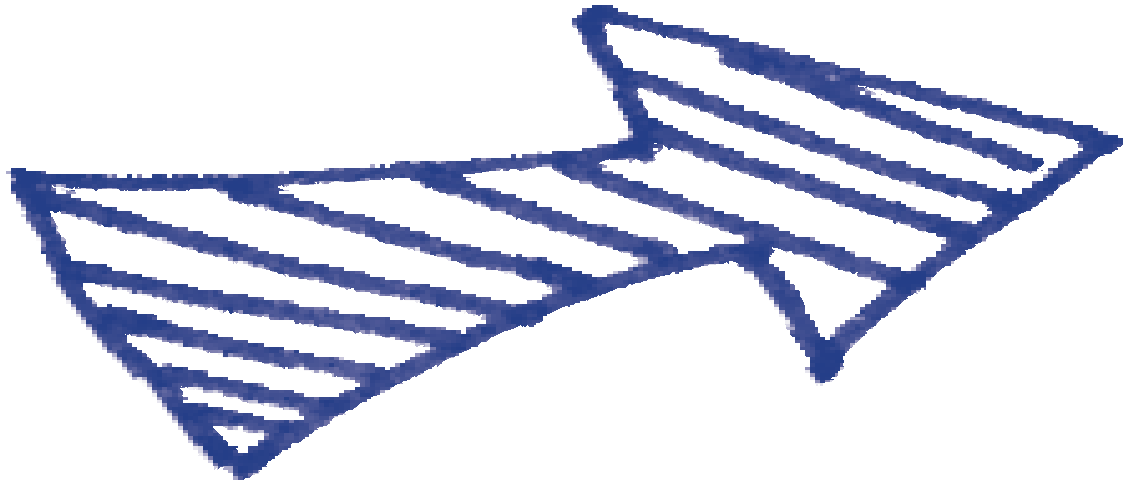
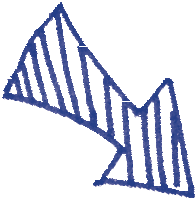
Section 3

**Making The Most Of Your Skills**

### Complete once you have completed all of Section 2 The 5 employability skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self-** | **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 | Body language Demonstration Understandable | Confidence Positive attitude Enthusiasm | Reliable Respect Encouraging | Organised Responsible Reflective | Awareness Contributor Decisive |
|  | Active Listening | Courage | Trustworthy | Accountable | Creative |
|  | Questioning | Resilience | Adaptability | Determination |  |
|  |  |  | Integrity |  |  |

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 5 employability 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?

**Action**

**Apply**

Where will you try your skills out?

e.g. job application

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

✔

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Your experience** | | **Reflect** | | **Transfer** | | **Apply** | |
| **Describe your achievements on this course. This should be in relation to the goals you set in your development plan in Task 1.3** | **What skills have you developed through this experience?**  e.g. Communication, Self-belief, Teamwork, Self-management or  Problem solving. | | **What does this experience mean to you? How has it made you better?** | | **How has this impacted your community (e.g. your school/ college) or the groups you have worked with?** | | **Where will you try your skills out?**  e.g. job application |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
| **Learner signature** | |  | | **Date** | |  | |

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

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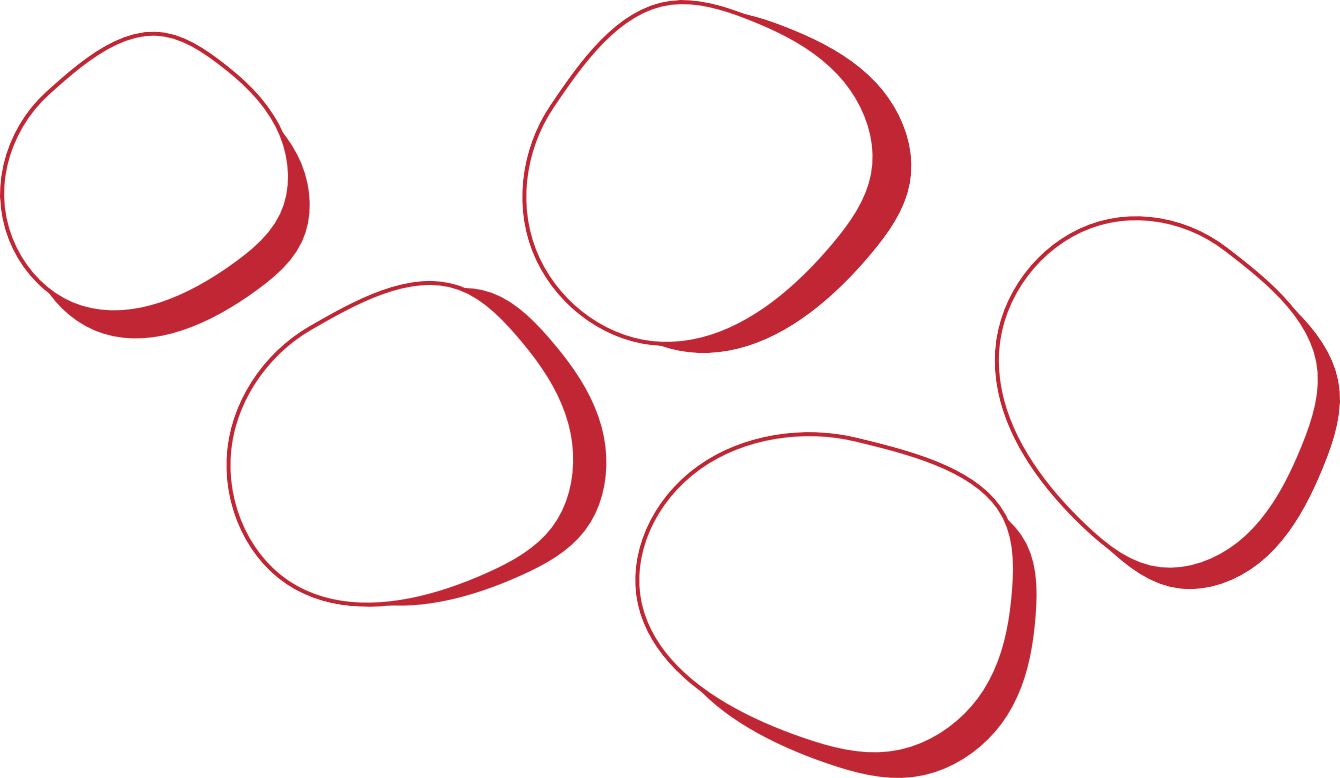
#### What next?

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 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

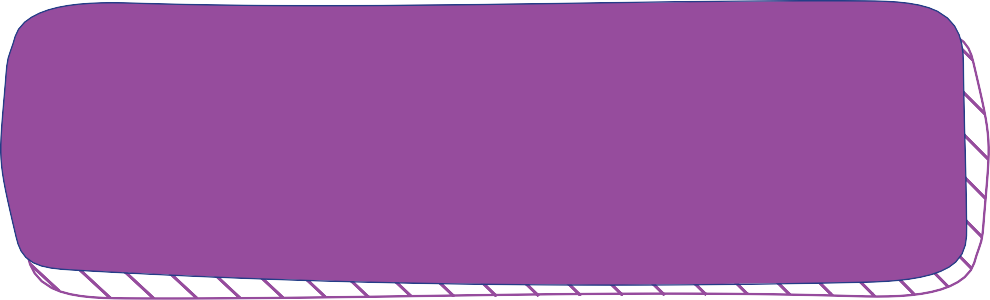
Helping out in your local community

Apply to a college or sixth form course you want

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**

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

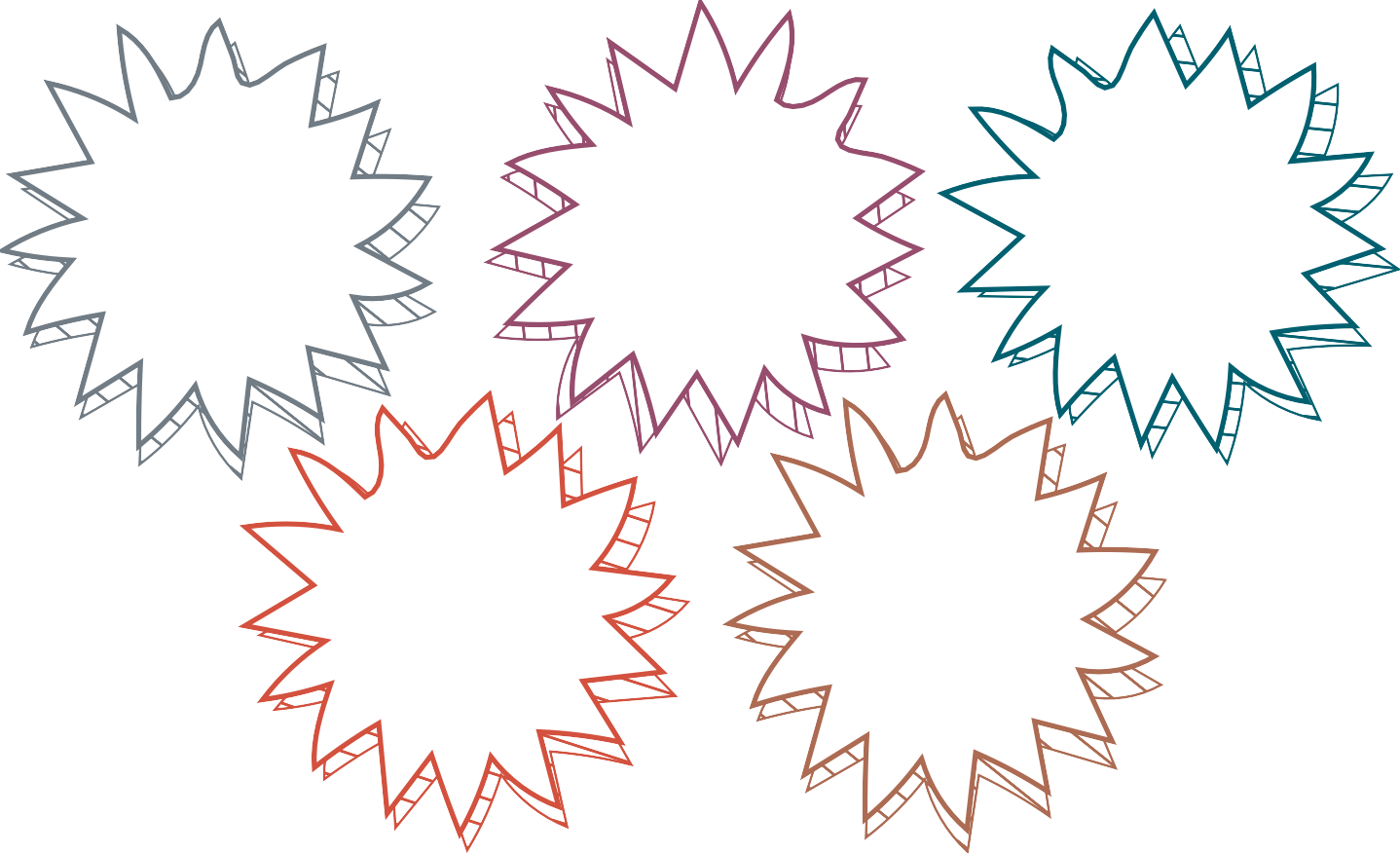
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**SportsLeaders @SportsLeaders**

### 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**

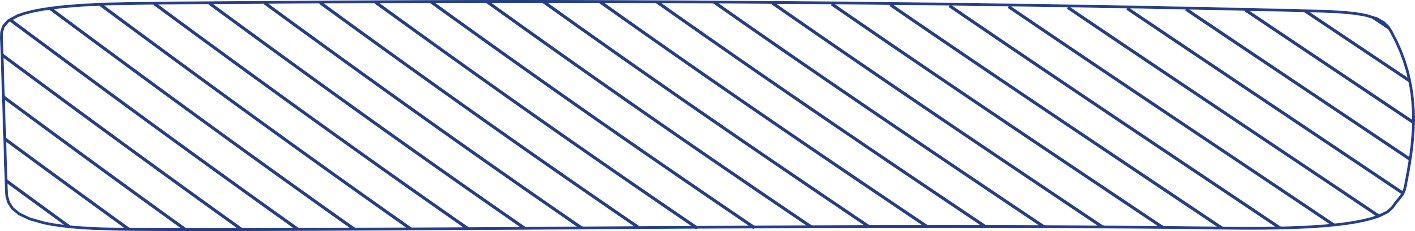
Worked effectively as part of a team

**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** |